

Ahmednagar Jilha Maratha Vidya Prasarak Samaj's  
**New Arts, Commerce and Science College, Ahmednagar**  
**(Autonomous)**

**(Affiliated to Savitribai Phule Pune University, Pune)**



**Choice Based Credit System (CBCS)**

**Masters of Arts (M. A.)**

**Syllabus of**

**M.A. II - PSYCHOLOGY**

**Implemented from**

**Academic Year 2022 - 23**



Ahmednagar Jilha Maratha Vidya Prasarak Samaj's

**New Arts, Commerce and Science College, Ahmednagar  
(Autonomous)**Board of Studies in PSYCHOLOGY

Sr. No.	Name	Designation
1.	Dr. Kiran D. Ahirrao	Chairman
2.	Prof. Rajratna D. Khillare	Member
3.	Dr. Umesh L. Bharte	Academic Council Nominee
4.	Dr. Shashikant H. Khalane	Academic Council Nominee
5.	Dr. Mahendra B. Patil	Vice-Chancellor Nominee
6.	Mr. Mahesh S. Kshirsagar	Alumni
7.	Mr. Shrikant Kulange	Industry Expert
8.	Dr. Yogita M. Khedkar	Invitee Co-Opted

## 1. Programme Outcomes (POs)

Students enrolled in the program complete a curriculum that exposes and trains students in a full range of essential skills and abilities. They will have the opportunity to master the following objectives.

Students enrolled in the program exposes and trains in full range of essential skills and abilities. They will have the opportunity to master the following objectives.

1. Develop the understanding of various personality theories, human motivation & emotion, psycho-pathologies, process of counselling.
2. Develop critical understanding of number of psycho-diagnostic techniques as well as various counselling skills and psychotherapies.
3. Develop the skills of applying different research methods, data collection, data analysis and research report writing.
4. Develop insight to differentiate various types of pathologies and problem concerns.
5. Developing adequate knowledge about the happiness, well-being and resilience and its importance in mental health.
6. Enable students to understand the etiologies, symptoms and treatment of psychopathologies.
7. Develop the career guidance and counselling skills.
8. Develop the application of various psychotherapies.
9. Develop the thorough understanding about broad areas of counselling.
10. Enable students to apply the therapy or remedy technique according to pathology or problem concern.

### Programme Structure and Course Titles

Sr. No.	Class	Semester	Course Code	Course Title	Credits
1.	MA I	I	MA-PSY 111 T	Research Methods	04
2.	MA I	I	MA-PSY 112 T	Psychometrics : Theory	04
3.	MA I	I	MA-PSY 113 P	Psychological Practical : Tests	04
4.	MA I	I	MA-PSY 114 T	(A) Cognitive Psychology (B) Social Psychology –I	04
5	MA I	I	MA-PSY GE- 115	Leadership	02
6.	MA I	II	MA-PSY 211 T	Statistical Methods	04
7.	MA I	II	MA-PSY 212 T	Psychometrics: Applications	04
8.	MA I	II	MA-PSY 213 P	Psychological Practical : Experiments	04
9.	MA I	II	MA-PSY 214 T	(A) Learning & Memory (B) Social Psychology -II	04
10.	MA I	II	MA-PSY GE- 215	Psychology for mental health management	02
11.	MA II	III	MA-PSY 311 T	Theories of Personality	04
12.	MA II	III	MA-PSY 312 T	(A)Clinical Based: Psychopathology-I (B)Counselling Based: Counselling Process	04
13.	MA II	III	MA-PSY 313 T	(A) Clinical Based: Psycho-diagnostics (B) Counselling Based: Counselling Skills & Therapies	04
14.	MA II	III	MA-PSY 314 P	(A)Clinical Based: Project (B)Counselling Based: Project	04
15.	MA II	III	MA-PSY GE-315	Positive Psychology: Happiness, Wellbeing and Resilience	02
16.	MA II	IV	MA-PSY 411 T	Motivation & Emotions	04
17.	MA II	IV	MA-PSY 412 T	(A)Clinical Based: Psychopathology –II (B)Counselling Based: Guidance and Career Counselling	04
18.	MA II	IV	MA-PSY 413 T	(A) Clinical Based: Psychotherapies (B) Counselling Based: Areas of Counselling	04
19.	MA II	IV	MA-PSY 414 P	(A)Clinical Based: Practicum (B)Counselling Based: Practicum	04
20.	MAII	IV	MA-PSY GE-415	Communication and Social Skills	02
	<b>Total</b>	<b>04</b>	<b>20</b>	<b>20</b>	<b>72</b>

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**Syllabus of MA-II- PSYCHOLOGY**  
**Under faculty of Arts and Humanities**

Semester – III	Paper -I
Course Code: MA-PSY 311 T	Title of the Course: Theories of Personality
Credits: 04	Total Lectures: 60 Hrs.

**MA-PSY 311 T: Theories of Personality**

**Course Outcomes:**

1. Acknowledge students with a comprehensive, rigorous and systematic treatment of centrally important theories of personality.
2. Enable students to observe and interpret individual differences in behavior in the light of sound theoretical systems of personality.
3. Acquaint the students with the applications of personality theories in different walks of life.

**Detailed Syllabus:**

**Unit 1 INTRODUCTION TO PERSONALITY (15)**

- 1.1 Definitions and nature of personality
- 1.2 Characteristics of good personality theory and Evaluation of personality theory
- 1.3 Applications of personality in industrial and clinical areas.
- 1.4 Approaches: Person-Situation interaction, Idiographic & Nomothetic

**Unit 2 PSYCHOANALYTIC & NEO-PSYCHOANALYTIC THEORIES OF PERSONALITY (15)**

- 2.1 Classical Psychoanalysis: Sigmund Freud
- 2.2 Carl Jung
- 2.3 Adler, Horney
- 2.4 Erik Erikson

**Unit 3 LEARNING, COGNITIVE, HUMANISTIC – EXISTENTIAL APPROACHES TO PERSONALITY (15)**

- 3.1 Learning Perspectives: Dollard & Miller, Julian Rotter's expectancy model
- 3.2 Cognitive Perspectives: Kelly's constructive alter-nativism, walter mischel cognitive-affective system theory
- 3.3 Humanistic Perspectives: Abraham Maslow, Carl Rogers
- 3.4 Existential Positions: Viktor Frankl, Rollo May

**Unit 4 TRAIT APPROACH AND CURRENT ISSUES (15)**

- 4.1 Trait Approach: History
- 4.2 G. Allport, Raymond Cattell
- 4.3 Hans. J. Eysenck, Five Factor Model – Costa & McCrae

- 4.4 Current Issues I: Cross-cultural research, experimental personality, Research,  
Current Issues II: Consistency and temporal stability of personality and issues in  
social desirability.

**Suggested Readings:**

1. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of Personality*. 4th Edn. Wiley: India.
2. Hall, C.S., Lindzey, G. & Campbell, J. B. (1998). *Theories of Personality*. New York: John Wiley & Sons.
3. Ryckman, R.M. (1978). *Theories of Personality*. D.Van Nostrand Company: New York.
4. Frager, R. & Fadiman, J. (2007). *Personality and personal growth*. 6<sup>th</sup> Edn. Pearson Prentice Hall, India.
5. Mayer, F.S & Sutton, K. (1996). *Personality: An integrative approach*. N.J.: Prentice-Hall.
6. Larsen & Buss *Personality Development*
7. Buck, R. (1976) *Human Motivation and Emotion*, New York: Wiley.
8. Endler, N.S., & Magnusson, D. (1976) *Interactional Psychology and Personality*. Hemisphere Pub. Corporation.
9. Kalat, J. W. (2000). *Biological psychology*. Wadsworth, Inc.
10. Schultz, D.P & Schultz, E.S. (2005). *Theories of personality*. Delhi: Thomson Wadsworth.
11. Kaplan, H.B. (1996), *Psychological stress from the perspective of self-theory*.
12. Inte. H.B. In Kaplan (Ed) *Psychological stress*. N.Y. Academic Press:
13. Kuppuswami, B. (1985) *Elements of ancient Psychology*. Delhi: Vani Educational Books.
14. Lazarus, R.S. and Monat, A. (1979). *Personality*. Prentice Hall, Inc.
15. McCrae, R.R. & Allik, J. (eds) (2002). *Five-factor model across cultures*. Dordrecht: Netherlands: Kluver.
16. London, H. & Exner, J.E. (1978) *Dimensions of Personality*. New York: Wiley
17. Oatley, K. & Jenkins, J. M. (1992). *Understanding emotions*. Cambridge: Blackwell publishers.
18. Franken, R. E. (2007). *Human motivation*. USA: Thomson Higher Education.
19. Mischel, W.; Shoda, Y.; & Smith, R. E. (2004). *Introduction to personality*.
20. John Wiley & Sons
21. Feshbach, S. & Weiner, B. (1991) (3rd ed). *Personality*. Toronto: Health & Co.
22. Pervin, L.A. (1996). *The science of personality*. NY: John Wiley & Co.
23. Kundu, C.L. (1989). *Personality development*. ND: Sterling Pub.
24. Robinson, P.W. (1976). *Fundamentals of experimental psychology*. Prentice-Hall.
25. Rosnow, R.L. & Rosenthal, R. (1999). *Beginning behavioral research: A conceptual primer (3rd ed)*. Upper Saddle River NJ: Prentice-Hall
26. Shaughnessy J.J. and Zechmeister E.B. (1997). *Research Methods in Psychology* (4th ed)
27. Singh A.K. (2006). 5th ed. *Tests, Measurement and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan.
28. Smith, R.A., & Davis, S.F. (1997). *The psychologist as detective: An introduction to conducting research in psychology*. Upper Saddle River NJ: Prentice-Hall.

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Semester – III	Paper -II
<b>Course Code:</b> MA-PSY 312 T	<b>Title of the Course:</b> (A)Clinical based: Psychopathology-I
<b>Credits:</b> 04	<b>Total Lectures:</b> 60 Hrs.

**MA-PSY 312 T: (A) Clinical based: Psychopathology -I**

**Course outcomes:** On completion of the course, student will be able to

1. Know the etiology of mental disorder
2. Identify the classification of the symptoms of mental disorder
3. Understand the causes, criteria of abnormal behaviour

**Detailed Syllabus:**

**UNIT 1: PSYCHOPATHOLOGY: AN OVERVIEW (15)**

- 1.1 Abnormality- Definition, Nature and Indicators
- 1.2 Definition of mental disorder
- 1.3 Historical and contemporary views
- 1.4 Diagnosing Psychological Disorders: DSM-5 and ICD-11

**UNIT 2: PANIC, ANXIETY, OBSESSIONS DISORDERS (15)**

- 2.1 Panic disorder, phobia- causes, symptoms and treatment
- 2.2 Anxiety disorders - causes, symptoms and treatment
- 2.3 Obsessive-compulsive and related disorders
- 2.4 DSM-5: Criteria for Panic, Anxiety, Obsessions Disorders

**UNIT 3: MOOD DISORDERS AND SUICIDE (15)**

- 1.1 Mood disorders- structure and types, depression, mania- causes, treatment
- 1.2 Depressive Disorders- causes, symptoms and treatment
- 1.3 Suicide- types, causes, symptoms and treatment
- 1.4 DSM-5 criteria for depressive disorders

**UNIT 4: EATING DISORDERS & SUBSTANCE RELATED DISORDERS (15)**

- 4.1 Anorexia Nervosa, Bulimia Nervosa- causes, symptoms and treatment
- 4.2 Obesity- Risk and Causal factors
- 4.3 Alcohol related disorders, Drug abuse- Treatment
- 4.4 DSM-5 criteria for eating disorders and alcohol use disorders



**Suggested Readings:**

1. Barlow, David H.; Durand, Mark V.; Hofmann, Stefan G. (2018). *Abnormal Psychology: An Integrative Approach* (8th Edn). Cengage Learning
2. Butcher, James N.; Hooley, Jill M.; Mineka Susan (2020). *Abnormal Psychology* (17th Edn.). Pearson
3. Comer, Ronald J; Comer, Jonathan S. (2018). *Abnormal Psychology* (10th edn). Worth Publishers
4. Dozois, David J. A. (2019). *Abnormal Psychology: P E R S P E C T I V E S* (6th Edn). Pearson
5. DSM-5 (2013) *Diagnostic and Statistical Manual of Mental Disorders* (5th Edn). American Psychiatric Association
6. Hooley, Jill M.; Butcher, James N.; Nock, Matthew K.; Mineka Susan (2017). *Abnormal Psychology* (17th Edn). Pearson
7. ICD-11 (2018). *New International Classification of Diseases (ICD-11)*. The World Health Organization (WHO). Geneva
8. Kearney, Christopher A.; Trull, Timothy J. (2018). *Abnormal Psychology & Life: A Dimensional Approach* (3rd Edn). Cengage Learning
9. Morrison, James (2014). *DSM-5® Made Easy: The Clinician's Guide to Diagnosis*. THE GUILFORD PRESS
10. Nevid, Jeffrey S.; Rathus Spence A.; Greene Beverly (2018). *Abnormal Psychology: In a Changing World* (10th edn). Pearson
11. Nolen-Hoeksema, Susan (2013). *Abnormal Psychology* (6th Edn). McGraw-Hill
12. Sadak, B. J.; Sadok V. A.; Ruiz Petro (2015). *KAPLAN & SADOCK'S Synopsis Of Psychiatry: Behavioural Sciences/Clinical Psychiatry* (11th Edn). Wolters Kluwer
13. Sue David, Sue Derald Wing, Sue Diane, Sue Stanley (2016). *Understanding Abnormal Behavior* (11th Edn). Wadsworth Publishing

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Semester – III	Paper -II
Course Code: MA-PSY 312 T	Title of the Course: (B)Counselling based: Counseling Process
Credits: 04	Total Lectures: 60 Hrs.

**MA-PSY 312 T: (B)Counselling based: Counseling Process**

**Course Outcomes:**

1. Familiarize students with the nature and process of counselling.
2. Acquaint students with various assessment techniques
3. Expose the students to the various types of intervention and strategies.

**Detailed Syllabus:**

**Unit 1. NATURE AND GOALS OF COUNSELLING (15)**

- 1.1 Definition and Goals of Counselling
- 1.2 Training, Job Setting and Activities of Counsellor
- 1.3 Stages of the Counselling process
- 1.4 Written Communication and Counselling a) Aims and objectives of record keeping  
b) File composition

**Unit 2. BUILDING THE RELATIONSHIP & IN-DEPTH EXPLORATION (15)**

- 2.1 Communication and Building the Counselling Relationship
- 2.2 The Core Conditions of Counselling
- 2.3 Counsellor's Actions that Impede Communication
- 2.4 In Depth Exploration: Goals and methods, Advanced empathy, Immediacy, Confrontation, Interpretation, Role playing

**Unit 3. COMMITMENT TO ACTION AND TERMINATION (15)**

- 3.1 The Process of Goal Setting
- 3.2 Design and Implication of Action Plans
- 3.3 Termination
- 3.4 Ethical Principles of Counselling.

**Unit 4. PSYCHOLOGICAL ASSESSMENT & DIAGNOSIS IN COUNSELLING (15)**

- 4.1 Components of Effective Assessment
- 4.2 Inter-disciplinary Implications and Guidelines for Human Assessment
- 4.3 Non-standardized Techniques for Human Assessment: Observations, Rating Scales, Anecdotal Reports, Autobiography, Questionnaire, Structural interview and Intake interviews
- 4.4 Standardized Techniques for Human Assessment: Intelligence Test, Aptitude Test, Interest Test, Achievement Test, Personality Test, Diagnostic Test

**Suggested Readings:**

1. Feltham, C. & Horton, I.E. (ed) (2006). The Sage handbook of Counselling and Psychotherapy (2nd ed.). London: Sage Publication.
2. Gibson, R.L., Mitchell, M.H. (2005). Introduction to counselling and guidance (6th ed.). Delhi: Pearson education Pte.Ltd.
3. Gelso, C.J., Fretz, B.R. (1995) Counselling psychology. Banglore: Prism books Pvt.Ltd
4. Gregory, R.J. (2005). Psychological Testing (4th ed.). Delhi: Pearson education Pte.Ltd.
5. Rao, S.N. (2006). Counselling and guidance (2nd ed). New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
6. Patterson, L.E., Welfel, E.R. (2000). The counselling process (5th ed.). Belmont: Wodsworth/Thomson Learning.
7. Nelson R. Jones (2000). Introduction to counselling skills, text and activities. London: Sage Publication.
8. Cohen, R.J., Swerdlik, M.E. (2005). Psychological testing and assessment (6th ed.). Delhi: Tata McGraw-Hill.
9. Dalai Lama, His Holiness the & Cutler, S.C. (1998). The art of happiness: The handbook for living. Sidney: Hodder.
10. Deshpande C.G. and et. al. (2010) Samupadeshana: Shasrtiya Prakriya vaupayojan. Unmesh Prakashan Pune.
11. Gladding S.T (2009) Counselling(6th Ed)Pearson Education.
12. Gladding S.T. (2014) Counselling: A Comprehensive *Profession (7<sup>th</sup> Ed)*Dorling Kindersley(India) Pvt.Ltd. of Pearson Education

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Semester – III	Paper -III
Course Code: MA-PSY 313 T	Title of the Course: (A)Clinical based: Psycho-diagnostics
Credits: 04	Total Lectures: 60 Hrs.

**MA-PSY 313 T: (A)Clinical based: Psycho-diagnostics**

**Course Outcomes:**

On completion of the course, student will be able

1. To explain what is psycho-diagnostics and its basics
2. To identifies the steps in arriving at a formal diagnosis of a disorder
3. To differentiates between the techniques of assessment such as interviewing, self-report testing, projective testing, neuropsychological assessment and making diagnostic formulations
4. To enable Carries out basic case history taking and writing psychological report
5. Explains the results of different assessments and draws conclusions based on the assessment results.

**Detailed Syllabus:**

**Unit 1 BASICS OF PSYCHO-DIAGNOSTICS & INITIAL ASSESSMENT (15)**

- 1.1 Basic principles of psycho-diagnostics, Difference between psychometrics and psycho-diagnostics and its relationship with treatment
- 1.2 Case history taking, Cultural Formulation Interview
- 1.3 The Clinical interview; structured and semi-structured interviews, SCID
- 1.4 Data gathering, data synthesis and clinical judgment and non-verbals of the client

**Unit 2 USE OF VARIOUS TESTS IN DIFFERENT SETTING (15)**

- 2.1 Contexts of different setting: General medical setting, psychiatric, educational, & legal setting
- 2.2 Self-report inventories: MMPI, 16 PF, NEO-PIR, MCMI, Millon Adolescent Personality Inventory
- 2.3 Intelligence tests: Stanford-Binet, WAIS, WISC, SPM, Kaufman Assessment Battery for Children.
- 2.4 Ability testing for children with special needs: tests for Autism, Learning disability, Intellectual disability and ADHD, Infant testing: Bayley's scales of infant testing.

**Unit 3 TESTS AND RATING SCALES USED IN CLINICAL SETTINGS (15)**

- 3.1 Assessment measures for Anxiety and Depression: Taylor's Manifest Anxiety Scale, Altman's Self Rating Mania Scale, BDI, HDRS

- 3.2 Assessment measures for psychopathology: DSM Level -1 Cross Cutting Symptom Measure: Adult and Child version, SCL-90-R, PANSS, WHO DAS, CBCL
- 3.3 Neuropsychological Tests: BVMG, Halstead Reitan Test, NIMHANS Neuropsychology Battery
- 3.4 Tests used to assess cognitive impairment: MSE, MMSE, MINICOG, Lobe testing, Projective tests: Rorschach, TAT, CAT

#### **Unit 4 OTHER DIAGNOSTIC TOOLS AND CLINICAL REPORT WRITING (15)**

- 4.1 Behavioural observation, Behavioural assessment: Cognitive behavioural assessment, psychophysiological assessment (GSR, EEG, Biofeedback)
- 4.2 Writing up the intake interview and making referrals, Psychological clinic, formats of report writing, Prognosis and risk
- 4.3 Differential diagnosis and diagnosis: DSM and ICD, combining tests and Interview findings. Communication of diagnosis to patients and family members, suggested management plan.
- 4.4 Explanation of condition and psycho-education, Planning intervention, process and termination.

#### **Suggested Readings:**

1. Anastasi, A., & Urbina, S. (2005). *Psychological Testing*. 7th edn. Pearson Education.
2. Butcher, James N.; Hooley, Jill M.; Mineka Susan (2020). *Abnormal Psychology* (17<sup>th</sup> Edn.). Pearson
3. Ettinger, Alan B.; Weisbrot, Deborah M.; Gallimore, Casey E. (2019). *Synopsis of Neurology, Psychiatry, and Related Systemic Disorders*. Cambridge University Press.
4. Gary Groth- Marnat (2003). *Handbook of Psychological Assessment*, 4<sup>th</sup> edition: John Wiley & Sons, Inc.
5. Irving B. Weiner & Roger L. Greene (2008). *Handbook of Personality Assessment*: John Wiley & Sons, Inc.,
6. Kaplan, H. I., Sadock, B. J., & Grebb, J. A. (1994). *Kaplan and Sadock's synopsis of psychiatry: Behavioral sciences, clinical psychiatry* (7<sup>th</sup> ed.). B. I. Waverly Pvt. Ltd.
7. Kapur, M. (1995). *Mental health of Indian children*. Sage.
8. Kellerman, H. & Burry, A.(1981). *Handbook of diagnostic testing: Personality analysis and report writing*. Grune & Stratton
9. Lezak, M.D. (1995). *Neuropsychological assessment*. Oxford University Press.
10. Rychlak, F. (1973). *Introduction to personality and psychopathology*. Houghton Mifflin.
11. Sundberg, N.D., Winebarger, A.A.& Taplin, J.R. (2002). *Clinical psychology: Evolving theory, practice and research.*: Prentice-Hall.
12. Wolberg Lewis R., *The technique of Psychotherapy* 4<sup>th</sup> edition : International Psychotherapy Institute E-Books, [www.freepsychotherapybooks.org](http://www.freepsychotherapybooks.org)
13. Wolman, B.B. (1975) . *Handbook of clinical psychology*. McGraw-Hill.

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Semester – III	Paper -III
<b>Course Code:</b> MA-PSY 313 T	<b>Title of the Course:</b> (B)Counselling based: Counselling Skills & Therapies
<b>Credits:</b> 04	<b>Total Lectures:</b> 60 Hrs.

### MA-PSY 313 T: (B)Counselling based: Counselling Skills & Therapies

**Course Outcomes:** On completion of the course, student will be able

1. To understand the nature of the counselling process
2. To know the groundwork for understanding the use of basic and specialized counselling skills
3. To engage with different models of counselling skills
4. To understand various therapies to implement in counselling

**Detailed Syllabus:**

**UNIT 1 INTRODUCTION TO COUNSELLING SKILLS (15)**

- 1.1 Helpers and Counselling Skills
- 1.2 Creating Your Mind (mind skills  
a. What is Mind? b. Levels of mind)
- 1.3 Creating Your Communication and Feelings.
- 1.4 The Client Therapist Relationship.

**UNIT 2 SPECIFIC COUNSELLING SKILLS (15)**

- 2.1 Paraphrasing and reflecting feelings, asking questions, self-disclosing, facilitating, problem solving
- 2.2 Interviewing skills, listening, asking questions, monitoring
- 2.3 Challenging Skills and Monitoring Skills
- 2.4 Improving client 's self-talk and self-perceptions, terminating helping

**Unit 3 COUNSELLING THERAPY (15)**

- 3.1 Psychoanalytic Therapy
- 3.2 Person-centered Theory: Carl Rogers
- 3.3 Transactional Analysis: Eric Berne
- 3.4 Logo Therapy: Victor Frankl

**Unit 4 BEHAVIOUR AND COGNATIVE THERAPIES (15)**

- 4.1 Bandura's Social Cognitive Therapy.
- 4.2 Reality Therapy: William Glasser.
- 4.3 Rational Emotive Behavioural Therapy; Albart Ellis
- 4.4 Cognitive Therapy: Aron Beck.

**Suggested Readings:**

1. Feltham, C. & Horton, I.E. (ed) (2006). The Sage handbook of Counselling and Psychotherapy (2nd ed.). London: Sage Publication.
2. Gibson, R.L., Mitchell, M.H. (2005). Introduction to counselling and guidance (6th ed.) Delhi: Pearson education Pte.Ltd.
3. Gelso, C. J., Fretz B.R. (1995) counselling psychology. Bangalore: Prism books Pvt.Ltd
4. Gregory, R.J. (2005). Psychological Testing (4th ed.). Delhi: Pearson education Pte.Ltd.
5. Rao, S.N. (2006). Counselling and guidance (2nd ed). New Delhi: Tata McGraw-Hill Publishing Co.Ltd.
6. Patterson, L.E., Welfel, E.R. (2000). The counselling process (5th ed.). Belmont: Wodsworth/Thomson Learning.
7. Nelson, R., Jones (2000). Introduction to counselling skills, text and activities London: Sage Publication.
8. Cohen, R.J., Swerdlik, M.E. (2005). Psychological testing and assessment (6th ed.) Delhi: Tata McGraw-Hill.
9. Dalai Lama, His Holiness the & Cutler, S.C. (1998). The art of happiness: The handbook for living. Sidney: Hodder.
10. Deshpande C.G. and et. al. (2010) Samupadeshan: Shasrtiya Prakriya va upayojan. Unmesh Prakashan Pune.
11. Capuzzi, D., & Gross, D.R. (2008). Counseling and Psychotherapy: theories and interventions 4thEdn. Pearson Education: India.
12. Corey, G. (2008). Theory and practice of group counseling. Thomson Brooks/Cole: Belmont CA
13. Nelson R ., Jones (2009) Theory and Practice of Counselling and Therapy (4th Ed) Sage Publication.
14. Gladding S.T (2009) Counselling(6th Ed)Pearson Education.
15. Gladding S.T. (2014) Counselling: A Comprehensive Profession (7<sup>th</sup> Ed) Dorling Kindersley(India) Pvt.Ltd. of Pearson Education.

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Semester – III	Paper -IV
Course Code: MA-PSY 314 P	Title of the Course: (A)Clinical based: Project
Credits: 04	

**MA-PSY 314 P: (A)Clinical based: Project**

**GENERAL INSTRUCTIONS:**

1. Each batch of project should consist of maximum 8 students and a separate batch will be formed if this number exceeds even by one.
2. Workload for each batch will be equivalent to 8 lecture periods.
3. Students should select a problem pertinent to their specialization area in consultation with concerned faculty.
4. Sample size should be minimum 30+30 in each group, e.g.: Normal and maladapted.
5. Project report should be written in APA format followed with plagiarism's guidelines provided by SPPU.
6. 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 SPPU

**DISSERTATION FORMAT:**

- Title Page
- Abstract
- Ch. 1: Introduction (Contains brief introduction of constructs, Rationale and Significance of study, Problem Statement, Objectives and Hypotheses-if applicable. In a qualitative study there is no hypothesis testing.)
- Ch. 2: literature review
- Ch. 3: Method: (Participants, Variables, Tools, Design, Data Analysis, Procedure.)
- Ch. 4: Results & Discussion
- Ch. 5: Summary (Summary of the research, Conclusion, Limitation, Suggestion, Implications)
- 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 thesis' 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.

**PROJECT ASSESSMENT– 100 MARKS**

1. Project assessment will be based on presentation of the project before the internal and external examiners.
2. There will be 30 marks for continuous (internal) assessment and 70 marks for End of Semester Examination (ESE).

<b>A) Continuous (Internal Assessment) of project- 30 marks</b> <b>1. Term Paper 1:</b> Introduction, Definitions of main concepts, rationale, and significance of the topic of research project (10 marks) <b>2. Term Paper 2:</b> Review of literature (10 marks) <b>3. Presentation of project report in the classroom (10 marks)</b> (Expert teacher appointed by HOD will give marks to each student)	<b>(B) Semester-End Examination (SEE)-70 marks</b> Division of marks for project report will be as follows and will be based on relevance and appropriateness of	
	<b>(b-1) Evaluation of Project Report</b>	<b>30 Marks</b>
	1. Problem selected, its rationale and significance	05
	2. Review work	10
	3. Method	05
	4. Interpretation, discussion & implications	05
	5. Overall quality of the report	05
	<b>(b-2) Presentation &amp; Viva-voce</b>	<b>40 marks</b>
1. Presentation	20	
2. Viva-voce	20	

**Note:**

1. External Examination will be conducted by two examiners, one internal and one external, appointed as per the rules of Savitribai Phule Pune University.
2. Each batch will consist of only 8 students
3. Duration of examination for each batch will be 4 hours.
4. Marks for Project Report, Presentation & Viva-voce will be given by both examiners and average marks will be considered as final marks of the candidate.
5. Remuneration for External Examination will be equally divided between the two examiners.

Those who are appointed as external examiners for any of our university exam will not take up other activities or programs in the same time. If they are found to be missing during this important task this matter is cognizable as an administrative offence.

**Ahmednagar Jilha Maratha Vidya Prasarak Samaj's**  
**New Arts, Commerce and Science College, Ahmednagar**  
**(Autonomous)**  
**Syllabus of MA-II- PSYCHOLOGY**  
**Under faculty of Arts and Humanities**

Semester - III	Paper -IV
Course Code: MA-PSY 314 P	Title of the Course: (B)Counselling based: Project
Credits: 04	

**MA-PSY 314 P: (B) Counselling based: Project**

**GENERAL INSTRUCTIONS:**

1. Each batch of project should consist of maximum 8 students and a separate batch will be formed if this number exceeds even by one.
2. Workload for each batch will be equivalent to 8 lecture periods.
3. Students should select a problem pertinent to their specialization area in consultation with concerned faculty.
4. Sample size should be minimum 30 in each group, e.g.: Normal and maladapted.
5. Project report should be written in APA format followed with plagiarism's guidelines provided by SPPU.
6. 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 SPPU

**DISSERTATION FORMAT:**

- Title Page
- Abstract
- Ch. 1: Introduction (Contains brief introduction of constructs, Rationale and Significance of study, Problem Statement, Objectives and Hypotheses-if applicable.)
- Ch. 2: literature review
- Ch. 3: Method: (Participants, Variables, Tools, Design, Data Analysis, Procedure.)
- Ch. 4: Results & Discussion
- Ch. 5: Summary (Summary of the research, Conclusion, Limitation, Suggestion, Implications)
- 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 thesis' 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.

**PROJECT ASSESSMENT– 100 MARKS**

1. Project assessment will be based on presentation of the project before the internal and external examiners.
2. There will be 30 marks for continuous (internal) assessment and 70 marks for End of Semester Examination (ESE).

<b>A) Continuous (Internal Assessment) of project- 30 marks</b> <b>1. Term Paper 1 (10 marks) :-</b> Introduction, Definitions of main concepts, rationale, and significance of the topic of research project <b>2. Term Paper 2 (10 marks): -</b> Review of literature <b>3. Presentation of project report in the classroom (10 marks)</b> (Expert teacher appointed by HOD will give marks to each student)	<b>(B) Semester-End Examination (SEE)-70 marks</b> Division of marks for project report will be as follows and will be based on relevance and appropriateness of	
	<b>(b-1) Evaluation of Project Report</b>	<b>30 Marks</b>
	1. Problem selected, its rationale and significance	05
	2. Review work	10
	3. Method	05
	4. Interpretation, discussion & implications	05
	5. Overall quality of the report	05
	<b>(b-2) Presentation &amp; Viva-voce</b>	<b>40 marks</b>
1. Presentation	20	
2. Viva-voce	20	

**Note:**

1. External Examination will be conducted by two examiners, one internal and one external, appointed as per the rules of Savitribai Phule Pune University.
2. Each batch will consist of only 8 students
3. Duration of examination for each batch will be 4 hours.
4. Marks for Project Report, Presentation & Viva-voce will be given by both examiners and average marks will be considered as final marks of the candidate.
5. Remuneration for External Examination will be equally divided between the two examiners.

Those who are appointed as external examiners for any of our university exam will not take up other activities or programs in the same time. If they are found to be missing during this important task this matter is cognizable as an administrative offence.

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**Syllabus of MA-II- PSYCHOLOGY**  
**Under faculty of Arts and Humanities**

Semester - III	Paper-V
<b>Course Code:</b> MA-PSY GE-315 T	<b>Title of the Course:</b> Positive Psychology: Happiness, Wellbeing & Resilience
<b>Credits:</b> 02	<b>Total Lectures:</b> 30 Hrs.

**MA-PSY GE-315 T: Positive Psychology: Happiness, Wellbeing & Resilience**

**Course Outcomes:**

After the completion of this course students will be able to:

1. Understand how the positive psychology as the science of happiness, human strengths, positive aspects of human behavior and 'psychology of well-being.'
2. How we lead our lives, find happiness and satisfaction, and face life's challenges.
3. How positive psychology has become an evolving mosaic of research and theory from many different areas of psychology.

**Detailed Syllabus:**

**Unit 1 HAPPINESS AND FACTS OF LIFE (10)**

- 1.1 Happiness across the lifespan
- 1.2 What are positive emotions & resources
- 1.3 Skills to improve Positive Emotions and wellbeing

**Unit 2 Life Skills for Health & Emotional Well-being (10)**

- 2.1 Self Esteem
- 2.2 Achievement Motivation
- 2.3 Importance of Values & Ethics

**Unit 3 RESILIENCE (10)**

- 3.1 What is Resilience? Types of Resilience
- 3.2 Sources of Resilience
- 3.3 Skills to improve Resilience

**BOOKS FOR READING:**

1. Baumgartner S.R, Crothers M.K. (2009) *Positive Psychology*: Pearson Education.
2. Snyder, C.R. and Lopez, S. J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. N.D.: Sage Pub.
3. Wadkar A., (2021), *Life Skills for Success*: Sage Publication
4. Carr Alan (2007). *Positive psychology: The science of happiness and human strengths*, Routledge, Taylor and Francis Group – London.

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**Syllabus of MA-II- PSYCHOLOGY**  
**Under faculty of Arts and Humanities**

Semester - IV	Paper -I
Course Code: MA-PSY 411 T	Title of the Course: Motivation & Emotions
Credits: 04	Total Lectures: 60 Hrs.

**MA-PSY 411 T: Motivation & Emotions**

**Course Outcomes:**

1. Acknowledge students with comprehensive overview of the major theories of motivation and emotion.
2. Aware students about the role of biological factors in motivation and emotion.
3. Students understand the importance of positive and negative emotions in human life.

**Detailed Syllabus:**

**Unit 1. FOUNDATIONS OF MOTIVATION (15)**

- 1.1 Concepts and Components of Motivation
- 1.2 Approaches to the study of motivation and emotion: Physiological, Ethological, Cognitive, Socio-cultural, Developmental- Inter-actionalistic
- 1.3 Mechanism of hunger and thirst, sleep and sex
- 1.4 Aggression and social attachment

**Unit 2. THEORIES AND APPLICATIONS OF MOTIVATION (15)**

- 1.1 Classical Theories: Murray, Atkinson, Maslow, and McClelland
- 1.2 Motivation in the Clinical setup, Public-health setup
- 1.3 Motivation in the Industrial setup
- 1.4 Motivation in the Educational setup

**Unit 3. FOUNDATIONS OF EMOTION (15)**

- 3.1. Concepts and Components of Emotion
- 3.2. Emotion and culture - Etic and Emic approach
- 3.3. Biological bases of emotions – ANS, endocrine system, immune system, Cerebral lateralization of cognition and emotion
- 3.4. Psycho-physiological measures

**Unit 4. THEORIES AND INTERVENTIONS OF EMOTION (15)**

- 4.1 Classical Theories: James-Lange, Cannon-Bard, Schachter-Singer
- 4.2 Negative emotions: Etiology and correlates  
 Anger: Causes, State Trait model and it's relation to health  
 Depression: Conceptualization and its relations to health
- 4.3 Stress: Immunity, illness, coping, and anxiety: State Trait Model and its relation to health and performance
- 4.4 Positive emotions and related interventions: Fredrikson's Broaden and Build theory of positive emotions and optimism, Emotional intelligence: Models, measurement and correlates.

**Suggested Readings:**

1. Franken, R. E. (2007). *Human motivation*. USA: Thomson Higher Education.
2. Buck, R. (1976) *Human Motivation and Emotion*, New York: Wiley.
3. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of Personality*. 4th Edn. Wiley: India.
4. Carlson, N. R. (2007). *Foundations of physiological psychology*. N.D.: Pearson Edu.
5. Pinel, J.P.J. (2007). *Biopsychology*. N.D.: Pearson Edu.
6. Endler, N.S., & Magnusson, D. (1976) *Interactional Psychology and Personality*. Hemisphere Pub. Corporation.
7. Kalat, J. W. (2000). *Biological psychology*. Wadsworth, Inc.
8. Ryckman, R.M. (1978). *Theories of Personality*. D.Van Nostrand Company: New York.
9. Misra, G. (ed) (1999). *Psychological perspectives on stress and health*. ND: Concept.
10. Salovey, P. & Sluyter, D. (eds) (1997). *Emotional development and emotional intelligence: Implications for educators*. NY: Basic Books.
11. Frager, R. & Fadiman, J. (2007). *Personality and personal growth*. 6th Edn. Pearson Prentice Hall, India.
12. Mayer, F.S & Sutton, K. (1996). *Personality: An integrative approach*. N.J.: Prentice-Hall.
13. Pestonjee, D.M., Pareek, U. & Agrawal, R. (eds) (1999). *Studies in stress and its management*. ND: Oxford & IBH.
14. Kassinove, H. (ed) (1995). *Anger disorders: Definition, diagnosis and treatment*. Washington, D.C.: Taylor & Francis.
15. Borod, J. (ed) (2000). *The neuropsychology of emotions*. Oxford: Oxford University Press.
16. Endler, N.S., & Magnusson, D. (1976) *Interactional Psychology and Personality*. Hemisphere Pub. Corporation.
17. Kalat, J. W. (2000). *Biological psychology*. Wadsworth, Inc.
18. Schultz, D.P & Schultz, E.S. (2005). *Theories of personality*. Delhi: Thomson Wadsworth.
19. Kaplan, H.B. (1996), *Psychological stress from the perspective of self-theory*.
20. Oatley, K. & Jenkins, J. M. (1992). *Understanding emotions*. Cambridge: Blackwell publishers.
21. Mischel, W.; Shoda, Y.; & Smith, R. E. (2004). *Introduction to personality*. John Wiley & Sons.
22. Ekman, P. & Davidson, R.J. (1995). *The nature of emotion: Fundamental questions*. NY: Oxford University Press.
23. Aamodt, M. G. (2010) *Industrial/organizational psychology: An applied approach* (6th Ed.).U.S.A.: Wadsworth Cengage Learning.
24. Linley, P. A., & Joseph, S. (2004). *Positive psychology in practice*. New Jersey: John Wiley and Sons, Inc.
25. Ogden, J. (2007). *Health psychology: A textbook* (4th Ed.). U.S.A.: McGraw-Hill Open University Press.
26. Snyder, C. R., & Lopez, S. J. (Eds.) (2002). *Handbook of positive psychology*. New York: Oxford University Press.
27. Snyder, C. R., & Lopez, S. J. (2007). *Positive Psychology: The scientific and practical explorations of human strengths*. New Delhi: Sage Publications India Pvt. Ltd.



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**Syllabus of MA-II- PSYCHOLOGY  
Under faculty of Arts and Humanities**

Semester - IV	Paper -II
<b>Course Code:</b> MA-PSY 412 T	<b>Title of the Course:</b> (A) Clinical based: Psychopathology –II
<b>Credits:</b> 04	<b>Total Lectures:</b> 60 Hrs.

**MA-PSY 412 T: (A) Clinical based: Psychopathology –II**

**Course Outcomes:**

On completion of the course, student will be able to-

1. Know the personality disorders
2. Identify the classification of the symptoms of mental disorder
3. Understand the causes, criteria of abnormal behaviour

**Detailed Syllabus:**

**Unit 1: Personality Disorders (15)**

- 1.1. Cluster-A- Characterized by odd and eccentric behaviours
- 1.2. Cluster-B- Characterized by dramatic, emotional and erratic behaviors
- 1.3. Cluster-C- Characterized by anxious or fearful behaviours
- 1.4. DSM-5 Personality assessment

**Unit 2: Sexual Dysfunctions, Gender Dysphoria, Paraphilic Disorders (15)**

- 3.4 Sexual Dysfunctions- Causes, symptoms and treatment
- 3.5 Gender Dysphoria - Causes, symptoms and treatment
- 3.6 Paraphilia- Causes, symptoms and treatment
- 3.7 DSM-5 criteria for different sexual dysfunctions, gender dysphoria and paraphilia

**Unit 3: Schizophrenia Spectrum & Other Psychotic Disorders (15)**

- 1.1 Schizophrenia- Introduction and historical perspective
- 1.2 Positive and negative symptoms of schizophrenia
- 1.3 Other psychotic disorders
- 1.4 DSM-5 criteria for schizophrenia

**Unit 4: Neurodevelopmental, Neurocognitive and Sleep-Wake Disorders (15)**

- 4.1 ADHD, LD, Autism
- 4.2 Major & mild Neurocognitive disorders: Parkinson's, Huntington's, Alzheimer's disease
- 4.3 Sleep-wake disorders
- 4.4 DSM-5 criteria for neurocognitive disorders

**Suggested Readings:**

1. Barlow, David H.; Durand, Mark V.; Hofmann, Stefan G. (2018). *Abnormal Psychology: An Integrative Approach* (8th Edn). Cengage Learning
2. Butcher, James N.; Hooley, Jill M.; Mineka Susan (2020). *Abnormal Psychology* (17th Edn.). Pearson
3. Comer, Ronald J; Comer, Jonathan S. (2018). *Abnormal Psychology* (10th edn). Worth Publishers.
4. Dozois, David J. A. (2019). *Abnormal Psychology: P E R S P E C T I V E S* (6th Edn). Pearson
5. DSM-5 (2013) *Diagnostic and Statistical Manual of Mental Disorders* (5th Edn). American Psychiatric Association.
6. Hooley, Jill M.; Butcher, James N.; Nock, Matthew K.; Mineka Susan (2017). *Abnormal Psychology* (17th Edn). Pearson.
7. ICD-11 (2018). *New International Classification of Diseases (ICD-11)*. The World Health Organization (WHO). Geneva.
8. Kearney, Christopher A.; Trull, Timothy J. (2018). *Abnormal Psychology & Life: A*
9. *Dimensional Approach* (3rd Edn). Cengage Learning
10. Morrison, James (2014). *DSM-5® Made Easy: The Clinician's Guide to Diagnosis*. THE GUILFORD PRESS
11. Nevid, Jeffrey S.; Rathus Spence A.; Greene Beverly (2018). *Abnormal Psychology: In a Changing World* (10th edn). Pearson
12. Nolen-Hoeksema, Susan (2013). *Abnormal Psychology* (6th Edn). McGraw-Hill
13. Sadak, B. J.; Sadok V. A.; Ruiz Petro (2015). *KAPLAN & SADOCK'S Synopsis Of Psychiatry: Behavioral Sciences/Clinical Psychiatry* (11th Edn). Wolters Kluwer
14. Sue David, Sue Derald Wing, Sue Diane, Sue Stanley (2016). *Understanding Abnormal Behavior* (11th Edn). Wadsworth Publishing

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**Under faculty of Arts and Humanities**

Semester - IV	Paper -II
<b>Course Code: MA-PSY 412 T</b>	<b>Title of the Course: (B) Counselling based: Guidance &amp; Career Counselling</b>
<b>Credits: 04</b>	<b>Total Lectures: 60 Hrs.</b>

### MA-PSY 412 T: (B) Counselling based: Guidance & Career Counselling

**Course Outcomes:**

1. Brings out the significance of career counselling
2. Introduces various stages in counselling
3. Highlights the need for career counselling at different stages of schooling.

**Detailed Syllabus:**

**Unit 1 CAREER COUNSELING (15)**

- 1.1 Stages in Career Counselling: Self-discovery, understanding the nature of work, career alternatives
- 1.2 Career Counselling and the Development of Human Potential
- 1.3 Present Trends in Career Counselling.
- 1.4 Future Direction in Career Counselling

**Unit 2 THEORIES OF CAREER DEVELOPMENT (15)**

- 2.1 Holland's Theory of Vocational Personality and Work Environment.
- 2.2 Super's Development-Self Concept Approach
- 2.3 Bandura's Social Learning Approach
- 2.4 Implications of Career Theories for Counsellors

**Unit 3. CAREER COUNSELING: LIFE SPAN APPROACH (15)**

- 3.1 Career counselling at school setting.
- 3.2 Career counselling at higher education level
- 3.3 Individual Counselling
- 3.4 Group Counselling.

**Unit 4. COUNSELLING FOR PLANNING AND DECISION-MAKING (15)**

- 4.1 Definition and Career Interest in Career Planning
- 4.2 The changing nature of the world of work
- 4.3 Career planning and decision making in school
- 4.4 Career counselling in non-school settings.

**Suggested Readings:**

1. Berk, L.E. (2003). *Child development* (6th ed.). Delhi: Prentice Hall of India.
2. Mash. E.J., Wolfe, D.A. (1999). *Abnormal Child Psychology*. Belmont: Brooks/Cole.Wadsworth.
3. Papalia D.E., Olds, S.W., Feldman, R.D. (2004). *Human development* (9th ed.). Delhi: TataMcGraw-Hill.
4. Gelso, C.J., Fretz, B.R. (1995). *Counselling psychology*. Bangalore: Prism Books Pvt.Ltd
5. Gibson, R.L., Mitchell, M.H. (2003). *Introduction to counselling and guidance* (6th ed.). Delhi: Pearson Education.
6. Arulmani, G, Arulmani, S. (2004). *Career counselling: A handbook*. New Delhi: Tata McGraw-Hill Publishing Co.Ltd.
7. Patterson, L.E., Welfel, E.R. (2000). *The counselling process* (5th ed.) Belmont: Wodsworth/Thomson Learning.
8. Rao, S.N. (2006). *Couselling and guidance* (2nd ed). New Delhi: Tata McGraw-Hill Publishing Co.Ltd.
9. Ferthan, C., Horton, I. (ed.) (2006). *The sage handbook of counselling and psychotherapy* (2nd ed.). London: Sage publications.
10. Hecker, J.E., Thorpe, G.L. (2005). *Introduction to clinical psychology: Science, practice & ethics*. Delhi: Pearson Education.
11. Capuzzi, D., & Gross, D.R. (2008). *Counseling and Psychotherapy: theories and interventions* 4thEdn. Pearson Education: India.
12. Corey, G. (2008). *Theory and practice of group counseling*. Thomson Brooks/Cole: Belmont CA
13. Kottler J.A and Shepard D.S (2008) *Couselling theory and Practices*. cehgace learning India Pvt. Ltd. New Delhi.
14. Chaturvedi R. (2007) *Career Guidance and Counselling*. Crescent Publishing corporation. New Delhi.
15. Kinara A.K (2008) *Guidance and counselling*. Person Education.
16. Kapur Malvika (2011) *Counselling Children with Psychological Problems* (1st) *Dorling Kindersley(India) Pvt.Ltd. of Pearson Education*.
17. Gladding S.T. (2014) *Counselling: A Comprehensive Profession* (7<sup>th</sup> Ed) *Dorling Kindersley(India) Pvt. Ltd. of Pearson Education*.

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**Syllabus of MA-II- PSYCHOLOGY**  
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Semester - IV	Paper -III
Course Code: MA-PSY 413 T	Title of the Course: (A)Clinical based: Psychotherapies
Credits: 04	Total Lectures: 60 Hrs.

**MA-PSY 413 T: (A)Clinical based: Psychotherapies**

**Course Outcomes:**

On completion of the course, student will be able

1. To understand what is psychotherapy, what are its ingredients, therapist skills.
2. To identify compare varieties of psychotherapies and identify best kind of psychotherapy.
3. To practice the activities that are conducted by psychotherapist in the initiate phase such as establishing working relationship, evaluating problems, making diagnosis, and estimating prognosis.
4. To describe and evaluate the process and techniques of various psychotherapies

**Detailed Syllabus:**

**Unit-1: Introduction to Psychotherapies and Psychoanalytic Approach (15)**

- 1.1 Nature, Definition and Objectives of Psychotherapies, Therapeutic Process
- 1.2 Basic Psychotherapeutic Skills, Characteristics of Good Therapist and Client
- 1.3 Psychoanalytic Therapies: Classical & Modern
- 1.4 Transactional Analysis

**Unit-2: PSYCHOTHERAPIES - I (15)**

- 2.1 Basic assumptions and various forms of behaviour therapy
- 2.2 Systematic Desensitization, eye movement desensitization & Flooding, Impulsive Therapy
- 2.3 Aversive Therapy, Biofeedback Technique, Assertiveness Training, Psychodrama
- 2.4 Autogenic Psychotherapy, Brief therapy, Core process psychotherapy

**Unit-3: PSYCHOTHERAPIES - II (15)**

- 3.1 Cognitive Therapies: A) REBT, B) Mind-fullness & REBT C) Beck's Cognitive Therapy,
- 3.2 Roger's Client centred Therapy
- 3.3 Gestalt Therapy, Empty Chair Technique
- 3.4 Logo Therapy & Reality Therapy

**Unit-4: PSYCHOTHERAPIES – III (15)**

- 4.1 Lazarus Multimodal Therapy
- 4.2 Eastern Therapies: A) Vipassana, Zen Buddhism, B) Islam & Sufism, C) Yoga Therapy
- 4.3 Family Therapy, Group therapy, Feminist Psychotherapy
- 4.4 Recent trend in Psychotherapies, Narrative, Play, Art, Music & Dance Therapies (Arts Based Therapies) etc.

**Suggested Readings:**

1. Ajay, S. (1989). *Psychotherapy: East and West*. Hinsdale, Penn.: Himalayan International Inst.
2. Beck, A.T. (1976). *Cognitive therapy and behavior disorders*. Cliffs, N.J.: Prentice-Hall.
3. Brown, C & August-Scott, T (2007) "Narrative Therapy". Sage Publications.
4. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) *Abnormal Psychology (15th Ed.) Dorling Kindersley(India) Pvt. Ltd. of Pearson Education*.
5. Capuzzi, D., & Gross, D.R. (2008). *Counseling and Psychotherapy: theories and interventions 4thEdn*. Pearson Education: India.
6. Corey, G. (2008). *Theory and practice of group counseling*. Thomson Brooks/Cole: Belmont CA
7. Corsini, R.J. & Wedding, D. (Eds.) (1995). *Current psychotherapies*. Itasca, Ill.: F.E. Peacock.
8. Ellis, A. & Harper, A. (1975). *A new guide to rational living*. Englewood.
9. Gregory, R.J. (2005). *Psychological Testing (4th ed.)*. Delhi: Pearson education Pte.Ltd.
10. Nelson R., Jones (2009). *Theory and Practice of Counselling and Therapy (4th Ed)*. Sage Publication.
11. Prochaska, J.O., & Norcross, J.C. (2007). *Systems of psychotherapy: a transtheoretical analysis*. 6th Edn. Thomson Brooks/Cole: Belmont, CA : USA.
12. Rama,S. Ballentine, R. &Ajaya, S.(1976). *Yoga and psychotherapy*. Hinsdale, PA: Himalayan International Inst.
13. Richard S. Sharf (2012) *Theories of Psychotherapy & Counseling - Concepts and Cases*, 5th Edition, BROOKS/COLE, CENGAGE Learning.
14. Rimm, D.C. & Masters, J.C. (1987). *Behavior therapy: Techniques and empirical findings*. New York: Harcourt, Brace, Jovanich.
15. Stewart, I. (2000). *Transactional analysis counseling in action*. Sage.
16. Veereshwar, P. (2002). *Indian systems of psychotherapy*. Kalpaz publications
17. Verma, L. (1990). *The management of children with emotional and behavioral difficulties*. Routledge.
18. Watts, A. W. (1973). *Psychotherapy: East and West*. Penguin books.
19. Woolfe, R. & Dryden, W. (Eds.) (1996). *Handbook of counseling psychology*. Sage.
20. Wolberg, L. R. (2005). *The Technique of Psychotherapy Part I and II*. NJ: Jason Aronson Inc.



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Semester - IV	Paper -III
Course Code: MA-PSY 413 T	Title of the Course: (B)Counselling Based: Areas of Counselling
Credits: 04	Total Lectures: 60 Hrs.

**MA-PSY 413 T: (B) Counselling Based: Areas of Counselling**

**Course Outcomes:**

1. know the application of counselling at educational and career setting
2. Understand the counselling at workplace setting
3. Engage with the counselling at clinical setting
4. Study the counselling in special situations

**Detailed Syllabus:**

**UNIT 1 HELPING TROUBLED CHILDREN AND ADOLESCENTS (15)**

- 1.1 Emotionally Disturbed Children; characteristics, assessment, measures and treatment.
- 1.2 ADHD, Learning Disabilities
- 1.3 Slow Learners; definitions, types, causes, identification and diagnosis, treatment.
- 1.4 Mentally Retarded; definition and characteristics, identification, classification, causes and treatment.

**UNIT 2. FAMILY COUNSELLING (15)**

- 2.1 Premarital Counselling: Nature, Counselling methods and Principles
- 2.2 Marital Counselling: Factors Related to Good Marital Adjustment
- 2.3 Family Counselling and Couple Counselling: Nature, Basic Concepts, Principles and techniques
- 2.4 Counselling for Women

**UNIT-3: COUNSELLING IN CLINICAL SETTINGS (15)**

- 3.1. What is Psychological First Aid? Its applications, PFA for Students and Teachers
- 3.2. PTSD, Grief Counselling
- 3.3. Counselling the Terminally Ill, geriatric counselling
- 3.4. Rehabilitation Counselling in the Hospital

**UNIT-4: COUNSELLING IN SPECIAL SITUATIONS (15)**

- 4.1. Relationship counselling, social Injustice Issue counselling
- 4.2. Addiction counselling, anger control
- 4.3. Suicide counselling, nature, definition and types, prevention
- 4.4. Modern Trends in counselling- Life Coaching, Mentoring, Consulting, Training

**Suggested Readings:**

1. Berman, Pearl and Shopland Susan (2005). *Interviewing and Diagnostic Exercises for Clinical and Counselling Skills Building*. Lawrence Erlbaum
2. Chen, Mei-whei and Giblin, Nan J. (2018). *Individual Counselling and Therapy: Skills and Techniques (3rd Edn)*. Taylor and Francis
3. Dryden, Windy; Feltham, Colin (2006). *Brief Counselling: A Practical Integrative Approach (2nd Edn)*. Open University Press
4. Feltham, C., & Hanley, T; Winter L. A. (2017). *The Sage handbook of Counselling and psychotherapy (4th Edn)*. Sage Publications.
5. Gibson, Robert L. and Mitchell, Marianne H. (2015). *Introduction to Counseling and Guidance (7<sup>th</sup> Edn.)*. Pearson
6. Gladding, S. T. (2018). *Counselling: A Comprehensive profession (9th Edn)*. Pearson
7. Jones, R. N. (2012). *Basic Counsellings Skills: A helper's manual (3rd Ed.)*. Sage Publications.
8. Palmer Stephen and Bor Robert (2008). *The Practitioner's Handbook: A Guide for Counsellors, Psychotherapists and Counselling Psychologists*. Sage
9. Patterson, L.E. and Welfel, E. R. (2000). *The Counselling Process (5th Edn)*. Wadsworth
10. Rao, S. N. (2006). *Counselling and Guidance (2nd Edn)*. Tata McGraw Hill
11. Singh, K. (2007). *Counselling skills for managers*. New Delhi: Prentice Hall of India.
12. Soundararajan, Radhika (2012). *Counselling: Theory, Skills and Practice*. Tata Mcgraw Hill Education Private Limited.



Ahmednagar Jilha Maratha Vidya Prasarak Samaj's  
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**Syllabus of MA-II- PSYCHOLOGY**  
**Under faculty of Arts and Humanities**

Semester - IV	Paper -IV
Course Code: MA-PSY 414 P	Title of the Course: A) Clinical Based: Practicum
Credits: 04	

**MA-PSY 414 P: A) Clinical Based: Practicum**

**Objectives:**

1. To familiarize students with hands on work in the field of clinical psychology.
2. To acquaint students with knowledge and skills required for history and mental status examination and differential diagnosis using standardized diagnostic tools.

**GENERAL INSTRUCTIONS:**

1. Each batch of practicum should consist of maximum 8 students and a separate batch will be formed if this number exceeds even by one.
2. Workload for each batch will be equivalent to 8 lecture periods.
3. Each student should study clinical cases in hospital / clinic / correctional institution / NGO set up; one teacher supervisor should accompany a group of students.
4. Eligibility for the Practicum Examination is subject to Certification of Practicum by teacher-in-charge and HOD.

**PREREQUISITES & SKILLS:**

- Before starting to work on actual work students must be learn about-
  - Case History taking and behavioral observation
  - Mental status examination and MMSE
  - Clinical Interview and SCID-II
  - Syntheses of information from different sources
  - Ethics in Clinical assessment & research
- Students should select at least 10 types of maladapted cases in consultation with the teacher, and prepare a detailed report of 5 cases and among them students should present at least three cases. The following stages should be followed (wherever applicable)
  - a) Taking of case history.
  - b) Assessment and diagnosis based on DSM 5 & ICD 10 / 11. .
  - c) Validation in consultation with teachers.
  - d) Prognosis.

- e) News breaking.
- f) Contracting of therapy sessions.
- g) Writing session reports for each case.
- h) Presentation of 2 cases in classroom

**PRACTICUM ASSESSMENT AND DISTRIBUTION OF MARKS (100 MARKS)****A. Continuous (Internal) Assessment: - 30 Marks**

1. Presentation of one case report and viva (latest by five weeks from the commencement of the semester)-**10 marks**.
2. Hypothetical case (one) analysis-**05 marks**.
3. Presentation of another case and viva (latest by ten weeks from the commencement of the semester)-**10 marks**.
4. Overall performance (e.g. regularity, sincerity, quality of work etc.) and variety of disorders. - **05 marks**

**B. Semester-End Examination (SEE): -70 Marks.**

1. External Examination will be conducted by two examiners, one internal and one external, appointed as per the rules of Savitribai Phule Pune University.
2. Each batch will consist of only 8 students.
3. Duration of examination for each batch will be 4 hours.
4. Hypothetical problems will be prepared by the External Examiner.
5. Marks for Viva and Exercise Report will be given by both examiners and average marks will be considered as final marks of the candidate.
6. There will be no presentation of cases before the external examiner.
7. Assessment of analyses of hypothetical case analyses will be done by External Examiners only.
8. Remuneration for External Examination will be equally divided between the two examiners.
9. Those who are appointed as external examiners for any of our university exam will not take up other activities or programs in the same time. If they are found to be missing during this important task this matter is cognizable as an administrative offence.

**Break –up of 70 marks for external examination will be as follows:**

1. Analysis of 2 hypothetical problems and its reports (30 marks, i.e.15 marks each) 1 ½ hours.
2. Viva -20 marks
3. Practicum reports-20 marks

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Semester - IV	Paper -IV
<b>Course Code:</b> MA-PSY 414 P	<b>Title of the Course:</b> B) Counselling Based: Practicum
<b>Credits: 04</b>	

**MA-PSY 414 P: B) Counselling Based: Practicum**

**Objectives:**

1. To familiarize students with hands on work in the field of Counselling psychology.
2. To acquaint students with knowledge and skills required for history and mental status examination and differential diagnosis using standardized diagnostic tools.

**GENERAL INSTRUCTIONS:**

1. Each batch of practicum should consist of maximum 8 students and a separate batch will be formed if this number exceeds even by one.
2. Workload for each batch will be equivalent to 8 lecture periods.
3. Each student should study counselling cases in School, old-age home, correctional institution / NGO set up; one teacher supervisor should accompany a group of students.
4. Eligibility for the Practicum Examination is subject to Certification of Practicum by teacher-in-charge and HOD.

**PREREQUISITES & SKILLS:**

- Before starting to work on actual work students must be learn about-
  - Case History taking and behavioural observation
  - Mental status examination and MMSE
  - Syntheses of information from different sources
  - Ethics in counselling assessment & research
- Students should select at least 10 types of maladapted cases in consultation with the teacher, and prepare a detailed report of 5 cases and among them students should present at least three cases. The following stages should be followed (wherever applicable)
  - a. Taking of case history.
  - b. Assessment and diagnosis based on DSM 5 & ICD 10 / 11.
  - c. Validation in consultation with teachers.
  - d. Prognosis.
  - e. News breaking.

- f. Contracting of therapy sessions.
- g. Writing session reports for each case.
- h. Presentation of 2 cases in classroom

**PRACTICUM ASSESSMENT AND DISTRIBUTION OF MARKS (100 MARKS)****A. Continuous (Internal) Assessment: - 30 Marks**

1. Presentation of one case report and viva (latest by five weeks from the commencement of the semester)-**10 marks**.
2. Hypothetical case (one) analysis-**05 marks**.
3. Presentation of another case and viva (latest by ten weeks from the commencement of the semester)-**10 marks**.
4. Overall performance (e.g. regularity, sincerity, quality of work etc.) and variety of disorders. - **05 marks**

**B. Semester-End Examination (SEE): -70 Marks.**

1. External Examination will be conducted by two examiners, one internal and one external, appointed as per the rules of Savitribai Phule Pune University.
2. Each batch will consist of only 8 students.
3. Duration of examination for each batch will be 4 hours.
4. Hypothetical problems will be prepared by the External Examiner.
5. Marks for Viva and Exercise Report will be given by both examiners and average marks will be considered as final marks of the candidate.
6. There will be no presentation of cases before the external examiner.
7. Assessment of analyses of hypothetical case analyses will be done by External Examiners only.
8. Remuneration for External Examination will be equally divided between the two examiners.
9. Those who are appointed as external examiners for any of our university exam will not take up other activities or programs in the same time. If they are found to be missing during this important task this matter is cognizable as an administrative offence.

**Break –up of 70 marks for external examination will be as follows:**

1. Analysis of 2 hypothetical problems and its reports (30 marks, i.e.15 marks each)
  - a. 1 ½ hours.
2. Viva -20 marks
3. Practicum reports-20 marks

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Semester - IV	Paper -V
<b>Course Code:</b> MA-PSY GE-415 T	<b>Title of the Course:</b> Communication and Social Skills
<b>Credits: 02</b>	<b>Total Lectures: 30 Hrs.</b>

**MA-PSY GE-415 T: Communication and Social Skills**

**Course Outcomes:** On completion of the course, student will be able

1. To Acquaints with the importance and meaning of communication.
2. To able understanding of basic communication skills.
3. To engage with different types of social skills.
4. To develop the ability to create social skills training modules.

**Detailed Syllabus:**

**Unit 1: Basic Communication Skills**

- 1.1 Listening Skills
- 1.2 Verbal & Nonverbal Communication
- 1.3 Paralanguage of Communication

**Unit 2: Social Skills I**

- 2.1 Impression Management Skills
- 2.2 Persuasion Skills & Negotiation Skills
- 2.3 Assertiveness Skills

**Unit 3: Social Skills II**

- 3.1 Emotional Support Skills
- 3.2 Friendship Interaction Skills
- 3.3 Using Humor and Laughter & Self- Disclosure

**Books for Study:**

1. Greene, J.O, & Burlison, B.R. (2003). Handbook of Communication and Social Interaction Skills. London: Lawrence Erlbaum Associates Publishers.
2. McKay, M., Davis, M., & Fanning, P. (2009). Messages: The Communication Skills Book. New Harbinger Publications Inc.
3. Hargie, O. (2006). The Handbook of Communication Skills (3<sup>rd</sup> ed). New York, NY: Routledge.
4. Williams, D. (1997). Communication Skills in Practice: A Practical Guide for Health Professionals. London: Jessica Kingsley Publishers.