

Anekant Education Society's
Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati
Autonomous
Department of Psychology

SYLLABUS FOR M.A. PSYCHOLOGY (PART II- SEM-III & IV 2020-21)

(* The core papers are compulsory and from optional group A, & B, students have to select any one specialization. Each paper will carry four (04) credits. The decision to provide given optional area/s in the particular academic year will be taken by the Head of the Department/ Departmental Committee)

PAPER / GROUP	SEMESTER III	SEMESTER IV
CORE PAPER	PSY5301: Personality	1: Motivation and Emotion
GROUP- A CLINICAL PSYCHOLOGY	PSY5302: Psychopathology-I	PSY5402: Psychopathology-II
	PSY5303: Psycho-diagnostics Procedure and Techniques	PSY5403: Psychotherapies
	PSY5304: Project	PSY5404: Practicum
GROUP-B COUNSELLING PSYCHOLOGY	PSY5302: Counselling Process	2: Guidance and Career Counselling
	3: Counselling Skills and Psychotherapy	PSY5403: Areas of Counselling
	PSY5304: Project	PSY5404: Practicum

CORE PAPER SEMESTER III PSY5301: PERSONALITY

OBJECTIVES:

1. To provide the students with a comprehensive, rigorous and systematic treatment of centrally important theories of personality.
2. To allow the students to observe and interpret individual differences in behaviour in the light of sound theoretical systems of personality.
3. To acquaint the students with the applications of personality theories in different walks of life.

CREDIT-I INTRODUCTION TO PERSONALITY [10]

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

CREDIT-II PSYCHODYNAMIC & NEO-PSYCHODYNAMIC THEORIES OF PERSONALITY [10]

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

CREDIT-III LEARNING, COGNITIVE, HUMANISTIC - EXISTENTIAL APPROACHES TO PERSONALITY [10]

- 3.1 Learning Perspectives: Dollard & Miller, Julian Rotter's expectancy model
- 3.2 Cognitive Perspectives: Kelly's constructive alternativism
- 3.3 Humanistic Perspectives: Abraham Maslow, Carl Rogers
- 3.4 Existential Positions: Viktor Frankl, Rollo May
- 3.5 Kohlberg theory of Moral Development

CREDIT- IV TRAIT APPROACH AND CURRENT ISSUES [10]

- 4.1 Trait Approach: History
- 4.2 G. Allport, Raymond Cattell
- 4.3 Hans. J. Eysenck, Five Factor Model – Costa & McCrae
- 4.4 Assessment of Traits Approach's and current Issues
- 4.5 Current Issues II: Consistency and temporal stability of personality and issues in social desirability.

BOOKS FOR READING

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
4. Frager, R. & Fadiman, J. (2007). Personality and personal growth. 6th Edn. Pearson Prentice Hall, India.
5. Mayer, F.S & Sutton, K. (1996). *Personality: An integrative approach*. N.J.: Prentice-Hall. Larsen & Buss *Personality Development*
6. Buck, R. (1976) Human Motivation and Emotion, New York: Wiley.
7. Endler, N.S., & Magnusson, D. (1976) Interactional Psychology and Personality. Hemisphere Pub. Corporation.
8. Kalat, J. W. (2000). Biological psychology. Wadsworth, Inc.
9. Aleem, Sheema (2012). Theories of Personality. Dorling Kindersley (India) .
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. Inte.

- H.B. In Kaplan (Ed) Psychological stress. N.Y. Academic Press:
12. .Kuppuswami, B. (1985) Elements of ancient Psychology. Delhi: Vani Educational Books.
 13. Lazarus, R.S. and Monat, A. (1979). Personality. Prentice Hall, Inc.
 14. McCrae, R.R. & Allik, J. (eds) (2002). *Five-factor model across cultures*. Dordrecht: Netherlands: Kluver.
 15. London, H. & Exner, J.E. (1978) Dimensions of Personality. New York:Wiley
 16. Oatley, K. & Jenkins, J. M. (1992). Understanding emotions. CambridgeBlackwell publishers.
 17. Franken, R. E. (2007). *Human motivation*. USA: Thomson Higher Education.
 18. Mischel, W.; Shoda, Y.; & Smith, R. E. (2004). *Introduction to personality*. John Wiley & Sons
 19. Feshbach, S. & Weiner, B. (1991) (3rd ed). *Personality*. Toronto: Health & Co.
 20. Pervin, L.A. (1996). *The science of personality*. NY: John Wiley & Co.
 21. Kundu, C.L. (1989). *Personality development*. ND: Sterling Pub.
 22. Tart, C.T. (ed) (1975). *Transpersonal psychology*. NY: Holt, Rinehart & Winston.
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Core Paper

SEMESTER IV

PSY 5401: MOTIVATION AND EMOTION

OBJECTIVES:

1. To provide comprehensive overview of the major theories of motivation and emotion
2. To create awareness about the role of biological factors in motivation and emotion.
3. To emphasize the importance of positive and negative emotions in human life.

CREDIT-I FOUNDATIONS OF MOTIVATION [10]

- 1.1 Concepts and Components of Motivation
- 1.2 Different Approaches of Motivation and Emotion: Physiological, Ethological, Cognitive, Social and Developmental
- 1.3 Brain and Other Mechanisms of Hunger, Thirst, Sleep and Sex
- 1.4 Aggression and social attachment

CREDIT-II THEORIES AND APPLICATIONS OF MOTIVATION [10]

- 2.1 Classical Theories: Murray, Atkinson, Maslow, and McClelland
- 2.2 Motivation in the Psychotherapy
- 2.3 Motivation in the work
- 2.4 Motivation in the Education
- 2.5 Motivation in the Exercise and Physical Activity

CREDIT-III FOUNDATIONS OF EMOTION [10]

- 3.1 Concepts and Components of Emotion
- 3.2 The Influence of Culture on Emotional Expression
- 3.3 Biological bases of emotions – ANS, endocrine system, immune system,
- 3.4 Cerebral lateralization of cognition and emotion
- 3.5 Psycho-physiological measures

CREDIT-IV THEORIES AND INTERVENTIONS OF EMOTION [10]

- 4.1 Physiological and Psychological Theories of Emotion
- 4.2 Negative emotions: Etiology and correlates
 - a. Anger: Causes, State Trait model and its relation to health
 - b. 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
- 4.5 Emotional intelligence: Models, measurement and correlates.

BOOKS FOR READING:-

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. Hall, C.S., Lindsey, G. & Campbell, J. B. (1998). *Theories of Personality*.
5. Carlson, N. R. (2007). *Foundations of physiological psychology*. N.D.: Pearson Edu.
6. Pinel, J.P.J. (2007). *Biopsychology*. N.D.: Pearson Edu.
7. Endler, N.S., & Magnusson, D. (1976) *Interactional Psychology and Personality*. Hemisphere Pub. Corporation.
8. Kalat, J. W. (2000). *Biological psychology*. Wadsworth, Inc.
9. Ryckman, R.M. (1978). *Theories of Personality*. D.Van Nostrand Company: New York.
10. Misra, G. (ed) (1999). *Psychological perspectives on stress and health*. ND: Concept.
11. Salovey, P. & Sluyter, D. (eds) (1997). *Emotional development and emotional intelligence: Implications for educators*. NY: *Basic Books*.
12. Frager, R. & Fadiman, J. (2007). *Personality and personal growth*. 6th Edn. Pearson Prentice Hall, India.
13. Mayer, F.S & Sutton, K. (1996). *Personality: An integrative approach*. N.J.: Prentice-Hall.
14. Pestonjee, D.M., Pareek, U. & Agrawal, R. (eds) (1999). *Studies in stress and its management*. ND: Oxford & IBH.
15. Kassinove, H. (ed) (1995). *Anger disorders: Definition, diagnosis and treatment*. Washington, D.C.: Taylor & Francis.
16. Borod, J. (ed) (2000). *The neuropsychology of emotions*. Oxford: Oxford University Press.
17. Endler, N.S., & Magnusson, D. (1976) *Interactional Psychology and Personality*. Hemisphere Pub. Corporation.
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21. Kuppaswami, B. (1985) *Elements of ancient Psychology*. Delhi: Vani Educational Books.
22. Lazarus, R.S. and Monat, A. (1979). *Personality*. Prentice Hall, Inc.
23. London, H. & Exner, J.E. (1978) *Dimensions of Personality*. New York: Wiley
24. Oatley, K. & Jenkins, J. M. (1992). *Understanding emotions*. Cambridge: Blackwell publishers.
25. Mischel, W.; Shoda, Y.; & Smith, R. E. (2004). *Introduction to personality*. John Wiley & Sons.
26. Ekman, P. & Davidson, R.J. (1995). *The nature of emotion: Fundamental questions*. NY: Oxford University Press.
27. Taylor, S. (1999). *Health psychology*. ND: McGraw-Hill.
28. Aamodt, M. G. (2010) *Industrial/organizational psychology: An applied approach (6th Ed.)*.U.S.A.: Wadsworth Cengage Learning.
29. Ryan, R. M. (2012). *The Oxford Handbook of Human Motivation*. Oxford University Press.
30. Gorman, P. (2004). *Motivation and Emotion*. Routledge Publication, New-York.

31. Driscoll, K. A. et al. (2004). Simple treatments for complex problems :A systematic cognitive behaviour analysis approach to psychotherapy. New Jersey: Lawrence Elbaum Associates, Publishers.
32. Kondalkar, V. G. (2007). Organizational behavior. New Delhi: New Age International (P) Limited Publishers.
33. Linley, P. A., & Joseph, S. (2004). Positive psychology in practice. New Jersey: John Wiley and Sons, Inc.
34. Ogden, J. (2007). Health psychology: A textbook (4th Ed.). U.S.A.: McGraw-Hill Open University Press.
35. Snyder, C. R., & Lopez, S. J. (Eds.) (2002). Handbook of positive psychology. New York: Oxford University Press.
36. Snyder, C. R., & Lopez, S. J. (2007). Positive Psychology: The scientific and practical explorations of human strengths. New Delhi: Sage Publications India Pvt. Ltd.
37. Thomas, J. C., & Hersen, M. (Eds.) (2010). Handbook of clinical psychology competencies. U.S.A.: Springer.

**CLINICAL PSYCHOLOGY
SEMESTER III
PSY5302: PSYCHOPATHOLOGY-I**

OBJECTIVES:

To acquaint the students with:

1. Latest DSM-5 classification system of Mental Disorders
2. Various Perspective of Psychopathology
3. The symptoms and prognosis of different Mental Disorders

**CREDIT-I INTRODUCTION TO MENTAL DISORDER AND PARADIGMS OF
PSYCHOPATHOLOGY [10]**

- 1.1 Definition and Criteria of mental disorder
- 1.2 **Historical Background and Classification of mental disorder According to DSM-5**
- 1.3 DSM-5 and ICD-11 based classification of mental disorders (main categories)
- 1.4 Various Perspectives in Psychopathology- Biological, Psychoanalytical, Behavioristic, Cognitive, Humanistic-existential, Diathesis- Stress Model.

**CREDIT-II NEURODEVELOPMENTAL DISORDERS, SCHIZOPHRENIA
SPECTRUM & OTHER PSYCHOTIC DISORDERS. [10]**

- 2.1 Intellectual Disability: Definition, types, causes and treatment
- 2.2 **Childhood Disorders: Autism, ADHD and Learning Disability**
- 2.3 Schizophrenia: Definition, **Subtypes** symptoms, etiology and treatments
- 2.4 **Schizophrenia Spectrum and Other Psychotic Disorders**

**CREDIT-III DEPRESSION, ANXIETY, OBSESSIVE-COMPULSIVE, TRAUMA
AND STRESS RELATED DISORDER [10]**

- 3.1 Depression: Definition, types- Disruptive Dysregulation Disorder, Major Depression, Dysthymia, Premenstrual Dysphoric Disorder. Symptoms, causes of and treatments for Depression
- 3.2 Anxiety Related Disorder: Separation Anxiety Disorder, Selective Mutism, Phobia, Panic Disorder, Generalized Anxiety Disorder
- 3.3 Obsessive-Compulsive Related Disorders: Obsessive-Compulsive Disorder (OCD), Body Dysmorphic Disorder, Hoarding Disorder, Trichotillomania Disorder
- 3.4 **Trauma and stress related disorder**

**CREDIT-IV DISSOCIATIVE DISORDERS, SOMATIC SYMPTOM RELATED DISORDERS,
EATING, ELIMINATION AND SLEEP-WAKE DISORDERS [10]**

- 4.1 Dissociative Disorder: Definition & types- Dissociative Identity Disorder, Dissociative Amnesia, Dissociative Fugue, Depersonalization.
- 4.2 Somatic Symptom Related Disorders: Types- Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion Disorder, Factitious Disorder
- 4.3 A) Eating Disorder: Types- 1) Pica, 2) Rumination, 3) Avoidant food Intake Disorder, 4) Bulimia
B) Elimination Disorder: Types- 1) Enuresis, 2) Encopresis
- 4.4 Sleep-wake Disorders: Somnia types: 1) Insomnia, 2) Hypersomnia, 3) Narcolepsy, 4) Breathing related disorder. Parasomnic Types- 1) Non REM sleep arousal disorder, 2) Sleep-waking, 3) Sleep Terror, 4) Nightmare, 5) REM sleep behavior disorder, 6) Restless legs syndrome.

REFERENCE BOOKS:

1. American Psychiatric Association: "Diagnostic and Statistical Manual of Mental Disorders", DSM-5 (5th Edn)
2. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology*, 13th Edn. Pearson Education, India.
3. Sarason, I.G. & Sarason, R.B. (2002). *Abnormal psychology: The problem of maladaptive behavior* (10th ed.). Delhi: Pearson Education.
4. Barlow, D.H. & Durand, V.M. (2005). *Abnormal psychology* (4th ed.). Pacific Grove: Books/Cole.
5. Nolen-Hoeksema, S. (2004). *Abnormal Psychology* 3rd Edn. McGraw Hill: New York, USA.
6. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). *Abnormal Psychology: current perspectives*. 9th Edn. Tata McGraw-Hill: New Delhi, India.
7. Davison, G.C., Neal, J.M. & Kring, A.M. (2004). *Abnormal psychology*. (9th ed.). New York: Wiley.
8. Comer, R.J. (2007). *Abnormal psychology* (6th ed.). New York: Worth Publishers.
9. Fauman, M.A. (1996). *Study guide to DSM-IV*. Jaypee Brothers.
10. First, M.B. & Tasman, A. (2004). *DSM-IV-TR mental disorders: Diagnosis, etiology, and treatment*. New York: Wiley.
11. World Health Organization (1992). *The ICD-10 Classification of mental and behavioral disorders: Clinical description and diagnostic guidelines*: Delhi: Oxford University Press.
12. Puri, B.K., Laking, P.J. & Treasaden, I.H. (1996). *Textbook of psychiatry*. New York: Churchill Livingstone.
13. Oltmanns T. F., Emery R. E. (1995) "Abnormal Psychology" Prentice Hall.
14. Sue, D., Sue D. W. & Sue S. (2006) "Abnormal Behavior" (8th Edn) Houghton Mifflin Company.
15. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) *Abnormal Psychology* (15th Ed.) *Dorling Kindersley(India) Pvt.Ltd. of Pearson Education*.
16. Ray, W.J. (2015). *Abnormal Psychology Neuroscience Perspectives Behaviour and Experience*, Sage Publications India Pvt.Ltd.

**GROUP A- CLINICAL PSYCHOLOGY SEMESTER IV
PSY5402: PSYCHOPATHOLOGY-II**

OBJECTIVES:

To acquaint the students with

1. Latest DSM-5 classification system of Mental Disorders
2. Various paradigms of Psychopathology
3. The symptoms and prognosis of different Mental Disorders

CREDIT-I SEXUAL VARIANTS, ABUSE AND DYSFUNCTIONS [10]

- 1.1 Sexual and Gender Variants
- 1.2 Sexual Abuse
- 1.3 Sexual Dysfunctions
- 1.4 Gender Dysphoria

CREDIT-II SUBSTANCE-RELATED DISORDERS [10]

- 2.1 Depressants and Stimulants
- 2.2 Opioids, Cannabis and Hallucinogen Related Disorders
- 2.3 Etiology of Substance Related Disorders
- 2.4 Treatment of Substance Related Disorders

CREDIT-III PERSONALITY DISORDERS [10]

- 3.1 Definition and Aspects of Personality Disorders
- 3.2 Cluster-A :- Paranoid, Schizoid, Schizotypal Personality Disorder
- 3.3 Cluster-B :- Antisocial, Borderline, Histrionic and Narcissistic Personality Disorder
- 3.4 Cluster-C :- Avoidant, Dependent and Obsessive-Compulsive Personality Disorder

CREDIT-IV NEUROCOGNITIVE AND MENTAL DISORDERS [10]

- 4.1 Major and Mild Neurocognitive Disorders
- 4.2 Etiology, Treatment and Prevention of Neurocognitive Disorder
- 4.3 Internet Gaming Disorder
- 4.4 Suicidal Behavior Disorder & Non-suicidal Self injury Disorder
Suicide- Types, causes and treatment

BOOKS FOR READING:

1. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2006). *Abnormal psychology: Current perspectives* (9th ed.). Delhi: Tata McGraw-Hill.
2. American Psychiatric Association: "Diagnostic and Statistical Manual of Mental Disorders", DSM-5 (5th Ed)
3. Barlow, D.H. & Durand, V.M. (1999). *Abnormal psychology* (2nd ed.). Pacific Grove: Books/Cole.
4. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology*, 13th Edn. Pearson Education, India.
5. Davison, G.C. Neal, J.M. & Kring, A.M. (2004). *Abnormal psychology*. (9thed.). New York: Wiley. Comer, R.J. (2007). *Abnormal psychology* (6th ed.). New York: Worth Publishers.
6. Oltmanns T. F., Emery R. E. (1995) "Abnormal Psychology" Prentice Hall.
7. Sarason, I.G. & Sarason, R.B. (2002). *Abnormal psychology: The problem of maladaptive behavior* (10th ed.). Delhi: Pearson Education.
8. Sue, D., Sue D. W. & Sue S. (2006) "Abnormal Behavior" (8th Ed) Houghton Mifflin Company.
9. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) *Abnormal Psychology* (15th Ed.)
Dorling Kindersley(India) Pvt.Ltd. of Pearson Education.

**GROUP A-CLINICAL PSYCHOLOGY
SEMESTER III**

PSY5303: Psychodiagnostic Procedure & techniques

OBJECTIVES:

To acquaint the students with

1. Various Psychodiagnostics, procedure & techniques
2. Different Psychodiagnostic tools to be used & skills to be acquired

CREDIT-I PSYCHODIAGNOSTIC PROCEDURE-I

[10]

- 1.1 **Structured clinical interview for DSM (SCID) and Its types**
- 1.2 A) DSM-5 Self-Rated levels 1 Cross-Cutting symptom Measure- Adult form
B) Parent/Guardian-Rated DSM-5 levels 1 Cross-Cutting symptom Measure- Child form (age 6 to 17)
- 1.3 DSM-5 Clinician-Rated Dimensions of Psychosis Symptom Severity
- 1.4 WHO Disability Assessment Schedule

CREDIT II PSYCHODIAGNOSTIC PROCEDURE-II

[10]

- 2.1 Personality Inventories- MMPI-2, **MCMI**
- 2.2 Depression & Mania Measure: Becks Depressive Inventory, Hamilton Depression Scale, Altman Self-Rating Mania Scale
- 2.3 Anxiety & Anger Measures: Taylor's Manifest Anxiety Scale, Spielberge Anger Inventory & Trait Anxiety Inventory (**Self Analysis Forms IPAT Anxiety Scale**)
- 2.4 **Schizophrenia Measure: Positive Negative Syndrome Scale(PNSS)**

CREDIT-III PSYCHODIAGNOSTIC PROCEDURE-III

[10]

- 3.1 Neuropsychological Test: 1) Bender Visual Motor Gestalt Test, 2) Luria-Nebraska Neuropsychological Battery 3) Halstead-Reitan Neuropsychological Battery
- 3.2 Projective Techniques: Rorschach Ink-Blot Test, 2) Murray TAT, 3) Children Apperception Test
- 3.3 Diagnostic Test for Special Populations: Infant Development Measures: 1) Bayley Scales of Infant and Toddler Development, 2) Gesell Developmental Schedules
- 3.4 Intellectual Disability Assessment Techniques: Wechsler's Preschool and Primary Scale of Intelligence, Raven's Colored Progressive Matrices Test, **Malin's Intelligence Scale**

CREDIT-IV COGNITIVE ASSESSMENT & CLINICAL REPORT [10]

- 4.1 Writing Clinical Report
- 4.2 Mental State Assessment
- 4.3 **Mini-Mental state Examination (MMSE Cognitive Impairment)**
- 4.4 Family Conflict Assessment Technique: DAS, Family Conflict Scale

Reference Books

1. Sarason, I. G. and Sarason, B. R. (2005). *Abnormal Psychology*. N.D.: Dorling Kindersley.
2. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology*, 13th Edn. Pearson Education, India.
3. Barlow, D.H. & Durand, V.M. (1999). *Abnormal psychology* (2nd ed.).Pacific Grove: Books/Cole.
4. Davison, G.C., Neal, J.M. & Kring, A.M. (2004). *Abnormal Psychology*. (9th ed.). New York: Wiley.
5. Nolen- Hoeksema, S. (2004). *Abnormal Psychology* 3rd Edn. McGrawHill: New York, USA.
6. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). *Abnormal Psychology: current perspectives*.Edn. Tata McGraw-Hill: New Delhi, India.
7. Taylor, S. (2006). *Health Psychology*. (6th ed.). ND: Tata McGraw-Hill: New Delhi, India.
8. Brannon, L. & Feist, J. (2007). *Introduction to health Psychology*. Singapore: Thomson Wadsworth.
9. Anastasi, A., & Urbina, S. (2005). *Psychological Testing*. 7th edn. Pearson Education: India.
10. Wolman, B.B. (ed.) (1975). *Handbook of clinical psychology*. New York: McGraw-Hill.
11. Sundberg, N.D., Winebarger, A.A.& Taplin, J.R. (2002). *Clinical psychology: Evolving theory, practice and research*. Upper Saddle River, N.J.: Prentice-Hall.
12. Lezak, M.D. (1995). *Neuropsychological assessment*. New York: Oxford University Press.
13. Kapur, M. (1995). *Mental health of Indian children*. New Delhi: Sage.
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15. Rychlak, F. (1973). *Introduction to personality and psychopathology*.New York: Houghton Mifflin.
16. Kaplan, H. I., Sadock, B. J., & Grebb, J. A. (1994). *Kaplan and Sadock's synopsis of psychiatry: Behavioral sciences, clinical psychiatry* (7th ed.). New Delhi: B. I. Waverly Pvt. Ltd.
17. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) *Abnormal Psychology* (15th Ed.) Dorling Kindersley(India) Pvt.Ltd. of-Pearson Education

**GROUP A- CLINICAL PSYCHOLOGY
SEMESTER IV
PSY 5403: PSYCHOTHERAPIES**

OBJECTIVES:

To acquaint the students with

1. Various Psychotherapies and its basic procedure
 2. Effectiveness of specific psychotherapy in solution of particular problem
 3. Different psychotherapeutic skills.
 4. Explore different types of intervention techniques in psychotherapy.
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CREDIT-I INTRODUCTION TO PSYCHOTHERAPIES

[10]

- 1.1 Nature and Definition of Psychotherapies
- 1.2 Psychotherapeutic Basic Skills
- 1.3 Psychoanalytic Therapies: Classical & Modern
- 1.4 **Psychodynamic Therapies**
- 1.4 Transactional Analysis

CREDIT-II BEHAVIOR THERAPY

[10]

- 2.1 **Definition, History & four areas development of behavior therapy**
- 2.2 Systematic Desensitization & Flooding, Implosive Therapy, **Social skills training, self modification**
- 2.3 Bio-Feedback Technique
- 2.4 Assertiveness Training

CREDIT-III COGNITIVE, HUMANISTIC AND EXISTENTIAL THERAPIES [10]

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

CREDIT-IV MULTIMODAL AND EASTERN THERAPIES

[10]

- 4.1 Lazarus Multimodal Therapy
- 4.2 **Yoga and Vipassana**
- 4.3 **Psychodrama, role play**, Music and dance therapy
- 4.4 Family and **Couple Therapy**

BOOKS FOR READING:

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

SEMESTER III PSY5304: PROJECT

PROJECT IN THE AREA OF CLINICAL PSYCHOLOGY:

GENERAL

1. Each batch of project should consist of maximum 8 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 8 lecture periods.
4. Students should select a problem pertinent to their specialization area in consultation with teacher concerned.
5. Sample size should be minimum 30 in each group, e.g.: Normal and maladapted.
6. Project report should be written in APA format.
7. Eligibility for the Project Examination is subject to Certification of Project by the teacher-in-charge and HoD.

PROJECT ASSESSMENT- 100 MARKS

1. Project assessment will be based on presentation of project before the internal and external examiners.
1. There will be 40 marks for continuous (internal) assessment and 60 marks for End of Semester Examination (ESE).

a) Continuous (Internal) Assessment of project-50 marks

1. Term Paper 1 : Introduction , Definitions of main concepts ,rationale , significance of the topic of research project -10 marks
2. Term Paper 2: Review of literature-10 marks
3. Presentation of project report in the classroom -20 marks
(Expert teacher appointed by HOD will give marks to each student)

b) Semester-End Examination (SEE)-50 marks

b (1) Evaluation of Project Report-20 marks

Division of marks for project report will be as follows and will be based on relevance and appropriateness of

1. Problem selected, its rationale and significance-3
2. Review work-5
3. Method -05
4. Interpretation ,discussion & implications-5
5. Overall quality of the report-2

b (2) Presentation & Viva-voce –30marks

1. Presentation -20 marks
2. Viva-voce-20 marks

Note :

1. External Examination will be conducted by two examiners, one internal and one external, appointed by 32 (5) (a) Committee of 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 and 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.

CLINICAL PSYCHOLOGY
SEMESTER IV PSY5404: PRACTICUM

Students should select at least 7 types of maladapted cases in consultation with the teacher, and prepare detailed report of 5 cases. Students should present at least two cases. The following stages should be followed (wherever applicable):

- a. Taking of case history.
- b. Assessment and multi-axial diagnosis.
- c. Validation in consultation with teachers.
- d. Prognosis.
- e. News breaking.
- f. Contracting of therapy sessions.
- g. Writing session report of each case.
- h. Presentation of 2 cases in classroom

GENERAL :

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

PRACTICUM ASSESSMENT (100MARKS)

a. Continuous (Internal) Assessment and Distribution of Marks (50 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-10 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.- 10 marks

b. Semester-End Examination (SEE)-50 Marks .

1. External Examination will be conducted by two examiners, one internal and one external, appointed by 32 (5) (a) Committee of 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 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 Examiner only.
8. Remuneration for External Examination will be equally divided between the two examiners.

. Break –up of 60marks for external examination will be as follows;

1. Analysis of 2 hypothetical problems and its reports (20 marks, i.e.10 marks each)-1 ½ hours.
2. Viva -20 marks
3. Practicum reports-20 marks

GROUP B: COUNSELLING PSYCHOLOGY
SEMESTER III
PSY5302: COUNSELLING PROCESS

OBJECTIVES:

1. To familiarize students with the nature and process of counselling.
2. To acquaint students with various assessment techniques
3. To expose the students to the various types of intervention and strategies.

CREDIT-I NATURE AND GOALS OF COUNSELLING

[10]

- 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

CREDIT-II BUILDING THE RELATIONSHIP AND IN-DEPTH EXPLORATION [10]

- 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
- a. Goals and methods
 - b. Advanced empathy
 - c. Immediacy
 - d. Confrontation
 - e. Interpretation
 - f. Role playing

CREDIT-III COMMITMENT TO ACTION AND TERMINATION

[10]

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

CREDIT-IV PSYCHOLOGICAL ASSESSMENT AND DIAGNOCOUNSELLING[10]

- 4.1 Components of Effective Assessment
 - 4.2 Inter-disciplinary Implications and Guidelines for Human Assessment
 - 4.3 Non-standardized Techniques for Human Assessment
- a. Observations
 - b. Rating Scales
 - c. Anecdotal Reports
 - d. Autobiography
 - e. Questionnaire
 - f. Structural interview and Intake interviews
 - 4.4 Standardized Techniques for Human Assessment
- i. Intelligence Test
 - ii. Aptitude Test.
 - iii. Interest Test
 - iv. Achievement Test.
 - v. Personality Test
 - vi. Diagnostic Test

BOOKS FOR READING:-

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). *Couselling 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 va upayojan. Unmesh Prakashan Pune.*
 11. *Gladding S.T (2009) Counselling(6th Ed)Pearson Education.*
 12. *Gladding S.T. (2014) Counselling: A Comprehensive Profession (7th Ed)Dorling Kindersley(India) Pvt.Ltd. of Pearson Education.*
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SEMESTER III
PSY5303: COUNSELLING SKILLS AND PSYCHOTHERAPY

OBJECTIVES:

1. To Familiarize students with the various counselling skills
2. To acquaint students with various approaches & therapies of counseling

CREDIT-I INTRODUCTION TO COUNSELLING SKILLS [10]

- 1.1 Helpers and Counselling Skills
- 1.2 Creating Your Mind (mind skills)
 - A. Understanding your mind
 - a. What is Mind? b. Levels of mind.
 - B. Empowering your mind.
- a. Creating self talk.
- b. Creating visual images.
- c. Creating rules.
- d. Creating perceptions.
- e. Creating Explanations.
- f. Creating Expectations.
- 1.3 Creating Your Communication and Feelings.
 - A. Verbal Communication .
 - B. Vocal Communication.
 - C .Bodily Communication.
- 1.4 The Client Therapist Relationship.

CREDIT-II COUNSELLING SKILLS [10]

- 2.1 Listening Skills: Active listening, showing that you are listening, paraphrasing Skills, reflecting-feeling skills, listening mistakes.
- 2.2 Questioning Skills: Types of questions, areas of questions, information.
- 2.3 Challenging Skills: Feedback skills, disclosing skills.
- 2.4 Monitoring Skills: Referral skills, identifying unhelpful thinking.

CREDIT-III COUNSELLING THERAPY [10]

- 3.1 Psychoanalytic Theory
 - a. Freud's Psychoanalysis: The Instincts, Levels of Mind, Structure of Personality, Anxiety, Psychosexual Development
Process of therapy and Therapeutic Interventions.
 - b. Jung's Analytical therapy: Basic concepts, Structure of Psyche, Dynamics of Psyche. Psychological Types Process of therapy & Therapeutic Interventions
- 3.2 Person-centered Theory ; Carl Rogers
- 3.3 Transactional Analysis : Eric Berne
- 3.4 Logo Therapy : Victor Frankl .
 - B .Multimodal Therapy ; Arnold Lazarus .

CREDIT-IV BEHAVIOUR AND COGNITIVE THERAPIES [10]

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

BOOKS FOR READING:-

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). *Couselling 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* (7th Ed)Dorling Kindersley(India) Pvt.Ltd. of Pearson Education.

**SEMESTER III PSY5304: PROJECT
PROJECT IN THE AREA OF COUNSELLING PSYCHOLOGY:**

GENERAL :

1. Each batch of project should consist of maximum 8 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 8 lecture periods.
4. Students should select a problem pertinent to their specialization area in consultation with teacher concerned.
5. Sample size should be minimum 30 in each group, e.g.: comparative & correlational studies.
6. Project report should be written in APA format.
7. Eligibility for the Project Examination is subject to Certification of Project by the teacher-in-charge and HoD.

PROJECT ASSESSMENT– 100 MARKS

1. Project assessment will be based on presentation of project before the internal and external examiners.
2. There will be 40 marks for continuous (internal) assessment and 60 marks for End of Semester Examination (ESE).

a) Continuous (Internal) Assessment of project-50 Marks

1. Term Paper 1 : Introduction , Definitions of main concepts ,rationale , significance of the topic of research project -10 mark
2. Term Paper 2: Review of literature-10 mark
3. Presentation of project report in the classroom -20
(Expert teacher appointed by HOD will be give marks to each student)

b) End of Semester Examination (ESE)-50 Marks b (1) Evaluation of Project Report-20 mark

Division of mark for project report will be as follows and will be based on relevance and appropriateness of

6. Problem selected, its rationale and significance-3
7. Review work-5
8. Method -05
9. Interpretation ,Discussion & Implication-5
10. Overall quality of the report-2

b (2) Presentation & Viva-voce –30mark

3. Presentation -20 marks
4. Viva-voce-20 marks

Note :

- 1 .External Examination will be conducted by two examiners, one internal and one external, appointed by 32 (5) (a) Committee of 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 and 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.

SEMESTER IV
PSY5402: GUIDANCE AND CAREER COUNSELLING

OBJECTIVES:

1. To bring out the significance of career counselling
2. To introduce various stages in counselling
3. To highlight the need for career counselling at different stages of schooling.

CREDIT-I CAREER COUNSELING: NATURE, PRESENT TRENDS AND FUTURE DIRECTION [10]

- 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

CREDIT-II THEORIES OF CAREER DEVELOPMENT [10]

- 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

CREDIT-III CAREER COUNSELING: LIFE SPAN APPROACH [10]

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

CREDIT-IV COUNSELLING FOR PLANNING AND DECISION-MAKING [10]

- 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.

BOOKS FOR READING

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). *Counseling 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) *Counseling theory and Practices*. cehgale 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) *Counseling Children with Psychological Problems (1st)* *Dorling Kindersley(India) Pvt.Ltd. of Pearson Education*.
17. Gladding S.T. (2014) *Counseling: A Comprehensive Profession (7th Ed)* *Dorling Kindersley(India) Pvt.Ltd. of Pearson Education*.

SEMESTER IV
PSY5403: AREAS OF COUNSELLING

OBJECTIVES:

1. To acquaint students with different areas of personal counselling
2. To introduce them to special areas of counselling

CREDIT-I HELPING TROUBLED CHILDREN AND ADOLESCENTS [10]

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

CREDIT-II FAMILY COUNSELLING

[10]

- 2.1 Premarital Counselling: Nature, Important factors in selecting a mate, 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.

CREDIT-III COUNSELLING FOR SPECIFIC PROBLEMS

[10]

- 3.1 HIV/AIDS; Orientation, Pre-test and Post- test Counselling.
- 3.2 a. P.T.S.D. : Effect of Trauma and interventions
- b. Anger Control: Nature and Symptoms, anger and its Associated Problems and Treatment.
- 3.3. Handling suicides and Para suicides. : Nature, Definition and types, Sociological and Psychological Explanation, Suicide Potentiality and Presentation.
- 3.4 Counselling for psychosomatic problems.

CREDIT-III SPECIAL AREAS OF COUNSELLING

[10]

- 4.1 Counselling at Work Place: Nature and Skills.
- 4.2 Occupational Stress and Counselling. : Meaning and Types, Causes- Extra-organizational Stressors, Organizational stressors, Group stressors, Individual Stressors; Coping strategies for occupational stress.
- 4.3 Geriatric Counselling: Pre- retirement and retirement counselling; Id age adjustment strategies.
- 4.4 Counselling - Sports Anxiety. : Definition, Anxiety and Personality, Effect of anxiety no performance, types of Sports anxiety, Coping Strategies.

BOOKS FOR READING: -

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.
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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.
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12. Kumar U. and Mandal M.K.(2010). *Suicidal Behaviour :Assessment of People- at- Risk*. Sage Publication.
13. Luthans, F. (2013) *Organizational behaviour: An Evidence – based Approach* (12thEd.) ND : McGraw-Hill Edu (India) Pvt. Ltd.
14. Robbins, S.P.; Judge, T.A.; & Sanghi, A. (2009). *Organizational behaviour*. N.D.: Pearson Prentice Hall .
15. Weiten, W. and Lloyd, M. India Edition 8th (2007). *Psychology applied to modern life: Adjustment in the 21st century*. Thomson.
16. Deshpande C.G. and et. al. (2010) *Samupadeshan: Shasrtiya Prakriya va upayojan*. Unmesh Prakashan Pune.
17. Gladding S.T. (2014) *Counselling: A Comprehensive Profession* (7th Ed)Dorling Kindersley(India) Pvt.Ltd. of Pearson Education.
18. Kapur Malvika(2011) *Counselling Children with Psychological Problems* (1st) Dorling Kindersley(India) Pvt.Ltd. of Pearson Education.

SEMESTER IV

PSY5404: PRACTICUM

Students should select at least 7 types of cases, e.g. career selection, interpersonal problems, personal problems, marital problems, etc., and two exercises of groups counseling, e.g. Conducting sessions on study habits, self awareness, career guidance, etc. in consultation with the teacher, and prepare detailed report of 5 cases and the 2 exercises. Cases should be from three age groups, namely childhood (3 cases), youth (2 cases), and old-age (2 cases). Students should present at least two cases. Report of exercises should be neatly typed in the standard format and a bound copy should be submitted. The report should cover the following points:

1. Case history, genogram of client
2. Primary identification of the problem
3. Psychological / behavioural assessment based on primary identification of problem.
4. Diagnosis of the problem
5. Prognosis
6. Session plan
7. Therapeutic intervention used & its justification.
8. Verbatim report of all sessions
9. Summary and outcome.

GENERAL :

1. Each batch of practicum should consist of maximum 8 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 8 lecture periods.
4. Each student should select clients from hospitals / clinics / rehabilitation centers / schools / colleges / old age homes / families / correctional institutions / NGO set up, etc.
5. Each student should conduct group counselling exercises in organizations / institutes.
6. One teacher supervisor should accompany a group of students.
7. Eligibility for the Practicum Examination is subject to Certification of Practicum by teacher-in-charge and HoD.

PRACTICUM ASSESSMENT (100MARKS)

2 Continuous(Internal) Assessment and Distribution of Marks (Total Marks- 40 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-10 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 problems.- 10 marks

3 End of Semester Examination (ESE)-60Marks .

1. External Examination will be conducted by two examiners, one internal and one external, appointed by 32 (5) (a) Committee of 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 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 Examiner only.
8. Remuneration for External Examination will be equally divided between the two examiners.

. Break –up of 60 marks for external examination will be as follows ;

1. Analysis of 2 hypothetical problems (20 marks, i.e.10 marks each)-1 ½ hours.
2. Viva -20 mark
- 3.Exercise reports-20 mark