



**KAVAYITRI BAHINABAI CHAUDHARI
NORTH MAHARASHTRA UNIVERSITY, JALGAON**

REVISED SYLLABUS FOR

CHOICE BASE CREDIT SYSTEM PATTERN (CBCS)

M.A. PART- II (PSYCHOLOGY)

FOR

SEMESTER III & SEMESTER IV

UNDER THE FACULTY OF HUMANITIES

WITH EFFECT FROM

JUNE-2022

SYLLABUS FOR M.A. (PSYCHOLOGY) PART-II
CHOICE BASED CREDIT SYSTEM (CBCS) AND OLD PATTERN

EQUIVALENT COURSE CHART
SEMESTER-III

New Syllabus from June 2022 (CBCS Pattern) Semester-III			Old Syllabus from June 2017 Semester-III		
Paper	Paper Code AND No. (Core Course)	Name of The Course/Paper	Paper	Paper Code	Name of The Course/Paper
	Not Applicable	Not Applicable	I	PSY-231	Health Issues and Well-Being
I	PG CC PSY-301	Research Methodology	II	PSY-232	Research Methodology in Psychology
II	PG CC PSY- 302 A	Psychopathology	III	PSY-233 A	Psychological Disorders
	PG CC PSY- 302 B	Individual Counseling		PSY-233 B	Counselling Psychology
III	PG CC PSY303 A	Psycho- Diagnostics And Assessment	IV	PSY-234 A	Psycho-Diagnostics
	PG CC PSY303 B	Perspective in Career Counselling		PSY-234 B	Counselling in Special Areas

SEMESTER-IV

New Syllabus from June 2022 (CBCS Pattern) Semester-IV			Old Syllabus from June 2017 Semester-IV		
Paper	Paper Code and No. (Core Course)	Name of The Course/Paper	Paper	Paper Code	Name of The Course/Paper
	Not Applicable	Not Applicable	I	PSY-241	Health Issues & Modern Life
I	PG CC PSY-401	Dissertation (Research Project)	II	PSY-242	Dissertation
II	PG CC PSY- 402 A	Clinical Disorders	III	PSY-243 A	Abnormal Psychology
	PG CC PSY- 402 B	Theories And Psychotherapies In Counseling		PSY-243 B	Counselling Assessment and Therapies
III	PG CC PSY 403 A	Psychotherapies Theory And Applications	IV	PSY-244 A	Psycho-Diagnostics Theory and Therapies
	PG CC PSY403 B	Counseling In Major Areas		PSY-244 B	Counselling Specialties

ELECTIVE AND AUDIT COURSES

Semester	Paper No.	Skill Based /Electives	Paper Code No	Name of The Course/Paper
SEM-III	IV	Elective Course OR Elective Course	PG EC PSY-304 OR PG EC PSY- 305	Fundamentals Of Health Psychology OR Positive Psychology
	V	Audit Course (Compulsory)	PG AC PSY-306	Fundamentals Of Research In Psychology
SEM-IV	IV	Elective Course OR Elective Course	PG EC PSY- 404 OR PG EC PSY- 405	Health Issues And Prevention OR Approaches Of Positive Psychology
	V	Audit course (Compulsory)	PG AC PSY- 406	Applied Social Psychology

Semester – III (18 Credits) + Semester-IV (20 Credits) = Total 38 Credits

(Note: 60 Marks for External Exam and 40 Marks for Internal Exam)

Scheme of 40 marks for internal evaluation and question paper pattern for 60 marks external evaluation is given on last page.

Dr. G. B. Chaudhari
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KAVAYITRI BAHINABAI CHAUDHARI
NORTH MAHARASHTRA UNIVERSITY, JALGAON
FACULTY OF HUMANITIES
SYLLABUS FOR MA PSYCHOLOGY (Part-II) SEMESTER- III
UNDER THE PATTERN OF
CHOICE BASED CREDIT SYSTEM (CORE COURSE)
SUBJECT- RESEARCH METHODOLOGY (PGCC PSY-301)
(Compulsory Paper)

Total Marks - 60 +40 (Theory)
Credit - 04

Periods - 60
Total Hours - 60

Objectives:

1. To acquaint students with fundamentals of research methodology.
 2. To acquaint students with ethics, different research designs and evaluation of research in psychology.
 3. To enable students to use appropriate sampling designs.
 4. To acquaint students with different technicalities of report writing.
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Unit- I: Introduction to Research Methodology

[Periods-15]

- 1.1 Scientific Research (*Meaning, Objectives and Significance*)
- 1.2 Types of Research (*Descriptive vs. Analytical, Applied vs. Fundamental, Quantitative vs. Qualitative, Conceptual vs. Empirical*)
- 1.3 Research Process (*Research Problem, Literature Review, Framing Hypothesis, Research Design, Sample Design, Data Collection, Execution of Research, Data Analysis, Hypothesis Testing, Interpretation, Report Writing*)
- 1.4 Criteria of Good Research (*Systematic, Logical, Empirical, Replicable*)
- 1.5 Ethical Issues in Psychological Research

Unit- II: Sampling Design and Data Collection

[Periods-15]

- 2.1 Sampling Design (*Meaning and Importance*)
- 2.2 Steps in Sampling Design (*Universe, Sampling Unit, Source List, Sample Size, Parameters of Interest, Budgetary Constraints, Using Appropriate Sampling Design*)
- 2.3 Characteristics of a Good Sampling Design
- 2.4 Types of Sampling Design (*Probability and Non-probability Sampling*)
- 2.5 Methods of Data Collection (*Questionnaire, Interviews, Observations, Tests, Secondary Data, Personal Construct, Role Play, Visual Media*)

Unit- III: Research Design

[Periods-15]

- 4.1 Research Design (*Meaning and Purpose*)
- 4.2 Criteria and Basic Principles of Research Design
- 4.3 Types of Research Design (*Between Group, Within Group, Pre-experimental, True-experimental, Quasi-experimental*)
- 4.4 Correlational Research Design (*Association among Quantitative Variables, Statistical Assessment of relationships, Factors that Distort Correlation Coefficient, Correlation and Causality, When to use Correlational Design*)
- 4.5 Single-Case Research (*Basic Single-Case Experimental Design, Data from Single Participant, Uses and Critique of Single-Case Design*)

Unit - IV: Research Report Writing

[Periods-15]

- 4.1 Research Report (Purpose and Importance)
- 4.2 Mechanics of Writing a Research Report
- 4.3 Preparing a Research Report as per APA Style
- 4.4 Writing a Research Paper to a Journal (*Abstract, Introduction, Method, Results, Discussion, References*)
- 4.5 Precautions for Writing a Research Report

References:

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.) <https://doi.org/10.1037/0000165-000>
- Cohen, L., Manion, L. & Marrison, K. (2018). *Research methods in education* (8th ed.). New York, NY: Routledge.
- Kothari, C.R. (2004). *Research methodology: Methods & techniques* (2nd ed.). New Delhi: New Age International Publishers.
- Leary, M.R. (2001). *Introduction to behavioural research methods* (3rd ed.). Boston: Allyn and Bacon.
- Singh, A.K. (2017). *Tests, measurements and research methods in behavioural sciences* (5th ed.). New Delhi: Bharati Bhawan Publishers & Distributors.
- Stangor, C. (2011). *Research methods for the behavioural sciences* (4th ed.). USA: Wadsworth Cengage Learning.
- Vanderstoep, S.W. & Johnston, D.D. (2009). *Research methods for everyday life: Blending qualitative and quantitative approaches*. USA: Jossey-Bass.

Additional Sources:

- Denzin, N. K. & Lincoln, Y. S. (2000). *The handbook of qualitative research* (2nd ed.). California: Sage publication.
- Kerlinger, F. N. (1995). *Foundations of behavioural research*. New Delhi: Surjeet Publication.
- McBurney, D. H. (2009). *Research methods* (8th ed.). USA: Wadsworth Publishing.
- Neumen, L. W. (1997). *Social research methods- Qualitative and quantative approaches* (3rd ed.). Boston: Allyn and Bacon.
- Ritchie, J & Lewis, J. (2003). *Qualitative research practice- a guide for social science students and researcher*. New Delhi: Sage publication.
- Shaughnessy, J. J., Zechmeister, E. B. & Zechmeister, J. (2012). *Research methods in psychology* (9th ed.). New York, NY: McGraw Hill.

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FACULTY OF HUMANITIES
SYLLABUS FOR MA PSYCHOLOGY (Part-II) SEMESTER- III
UNDER THE PATTERN OF
CHOICE BASED CREDIT SYSTEM (CORE COURSE)
SUBJECT- PSYCHOPATHOLOGY (PG CC PSY- 302 A)
(Clinical Group)

Total Marks - 60 +40 (Theory)
Credit - 04

Periods - 60
Total Hours - 60

Objectives:

- 1. To develop an understanding of the various psychological disorders and their treatment.*
 - 2. To provide comprehensive overview of the major Disorders of Psychopathology.*
 - 3. To create awareness about the role of Psychopathology.*
 - 4. To emphasize the importance of psychopathology.*
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Unit- I: Introduction to Psychological Disorder

[Periods-15]

- 1.1 Definition of Abnormal behavior- DSM-V, Nature, Characteristics of Psychopathic Person
- 1.2 DSM- V- Based Classification of Mental Disorder- Section –I, II, III
- 1.3 Importance of Psychopathology- Characteristic of Psychopathic Person
- 1.4 Causes of Abnormal Behavior- Biological , Psychosocial , Sociocultural
- 1.5 Phenomenology, signs and symptoms of psychopathology

Unit- II: Brain Related Disorder

[Periods-15]

- 2.1 Consequences of brain damage –Neuro Psychological Disorder
- 2.2 Symptoms of Neuro Psychological Disorder- Amnesic, Delirium, Dementia, Neuro Psychological Delusion, Neuro Psychological Mood Symptoms, Neuro Psychological Personality Symptoms
- 2.3 Injury Disorder – Treatment of Injury Disorder, Training, Medical treatment, Rehabilitation
- 2.4 Dementia of the Alzheimer’s Types- Characteristics , Causes ,
- 2.5 Treatment on Dementia of Alzheimer’s Type- Cognitive therapy, Behavioral treatment, Medical treatment, Medication

Unit- III: Personality Disorders

[Periods-15]

- 3.1 Clinical Features of Personality Disorder
- 3.2 Paranoid, Schizoid, Schizo type Personality Disorder
- 3.3 Histrionic, Narcissistic, Antisocial and Borderline Personality Disorder

3.4 Avoidant, Dependent and Obsessive Compulsive Personality Disorder

3.5 Internet addiction disorder

Unit- IV: Psychoactive Substance Related Disorder

[Periods-15]

4.1 Types of Substance Use Disorder- Substance Dependence, Substance Abuse, Substance Induced Disorder, Alcohol Related Disorder

4.2 Causes of Alcohol Related Disorder- Heredity, Biological, Cognitive, Social

4.3 Treatment of Alcohol Related Disorder – Behavior Therapy, Family Therapy, Group Therapy, Environmental Therapy, Cognitive Therapy, Drug therapy

4.4 Drugs - Amphetamine, Phencyclidine, Caffeine, Nicotine, Cannabis, Inhalants, Hallucinogens, Cocaine, Barbiturates, Opioids

4.5 Applications - Criteria for drug abuse disorder, Effects of alcohol on the body

Books for Reading:

1. Barlow, D. H. & Durand, V. M. (2007) Abnormal Psychology (2nd ed.) Thomson – Wadsworth.
2. Carson, R. C. Butcher, J. N., Mineka, S. & Hooley, J. M. (2007) Abnormal Psychology. (13th ed.) Pearson Education, India.
3. Apsamanyache Manasshasra (Abnormal Psychology), Dr. Manasi Rajhans, Dr, Sushil Surve, Prof. Anagha Patil, Unmesh Publication, Pune.
4. Manovikrutee Manasshasra, Pro. Chudaman O. Badgajar, Mahalaxmi Pustakalay, College Road Nasik.-5.
5. Apsamanya (Manovikrutee) Manasshasra Prof. Di. AR. Jarode, Prashant Publication, Jalgaon.

Books for References:

1. Barlow, D.H & Durand, V. M. (1999). Abnormal psychology (2nd edition) Pacific Grove: Brooks/ Cole Publishing Company.
2. Comer, R. J. (1995). Abnormal Psychology (2nd edition). New York: W.H. Freeman & Co.
3. Davison G.C. and Neale, J. M. (2000). Abnormal Psychology. New York: Wiley.
4. Gleder, M; Gath, D; Mayou, R; & Cowen P (1996). Oxford textbook of psychiatry (3rd edition: Oxford University Press.
5. Millon, T., Blaney, P. & Davis, R. D. (1999) Oxford textbook of Psychopathology, UK, Oxford University Press.
6. Alloy, L. B. Riskind, J. H., & Manoj, M. J. (2006) Abnormal Psychology, (9th ed) Delhi, Tata McGraw Hill.
7. Benjamin, J.S., Virginia, A.S., Pedro R. (2017). Synopsis of Psychiatry. Wolters Kluwer.

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SYLLABUS FOR MA PSYCHOLOGY (Part-II) SEMESTER- III
UNDER THE PATTERN OF
CHOICE BASED CREDIT SYSTEM (CORE COURSE)
SUBJECT- INDIVIDUAL COUNSELING (PGCC PSY-302- B)
(Counselling Group)

Total Marks - 60 +40 (Theory)
Credit - 04

Periods - 60
Total Hours - 60

Objectives:-

- 1. To familiarize students with the nature and process of individual Counseling.*
 - 2. To acquaint students with various Psychological theories of Counseling.*
 - 3. To acquaint the students with various psychotherapies in Counseling.*
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Unit- I: Helping relationship and personal identity

[Periods-15]

- 1.1 Helping relationship: Definition, descriptions and stages
- 1.2 Helping relationships: core conditions (Empathic understanding, Respect and positive regard, Genuineness and congruence, Concreteness, Warmth, Immediacy)
- 1.3 Helping relationship: strategies (Building rapport and encourage client dialogue, Aid in data gathering, Adding depth and enhance relationship)
- 1.4 Personal identity: Personal health models-personal characteristics, psychological health
- 1.5 Daily world of the Practitioner: achieving perspective and balance

Unit- II: Diversity and social issues

[Periods-15]

- 2.1 Definition and diversity in today`s society
- 2:2 Multicultural and social justice counseling perspectives
- 2.3 Key concepts of counseling with diverse clients
- 2.4 Diversity and the counseling process
- 2.5 Becoming a diversity competent counselor

Unit- III: Psychoanalytic and analytical theories and psychotherapy

[Periods-15]

- 3.1 Psychoanalytic theory-background and human nature-development perspective
- 3.2 Application of psychoanalytic theory
- 3.3 Jungian analytical theory-human nature a developmental perspective
- 3.4 Major construct of Jungian analytical theory
- 4.5 Application of Jungian analytical theory

- 4.1 Adlerian theory-background and human nature a developmental perspective
- 4.2 Major of construct of Adlerian theories
- 4.3 Application of Adlerian theories in psychotherapy
- 4.4 Existential theories-background human nature a developmental perspective
- 4.5 Major construct and application of existential theories

Text Book

- 1) Capuzzi. D, Gross. D,(2008) Counseling and Psychotherapy –Theories and Interventions, Fourth Edition, Pearson Education, New Delhi 110017

Books for reading

- 1. Gladding, S. T. (2009). Counseling: A Comprehensive Profession (6th Ed.). Pearson Publications, New Delhi, India.
- 2. Deshpande, C.G. (2016). Counseling: Process and Application. Pune: Unmesh Publication .
- 3. Rao, S. N. (1989). Counseling Psychology. Tata McGraw-Hill Publication Company Limited, New Delhi, India.
- 4. Feitham, C.& Horton, I. E. (Ed.) (2006). The Sage handbook of Counseling and Psychotherapy. (2ndEd.) Sage Publication, London.
- 5. Gibson, R. I. & Mitchell, M.H. (2005).Introduction to Counseling and Guidance. (6th Ed.) Pearson education Pvt. Ltd., Delhi.
- 6. Gelso, C.J. &Fretz, B.R. (1995).Counseling Psychology. Prism books Pvt. Ltd., Bangalore.
- 7. Gregory, R. J. (2005). Psychological Testing. (4thEd.)Pearson education Pvt. Ltd., Delhi.
- 8. Patterson, L. E. &WeIfel, E.R. (2000).The Counseling Process. (5th Ed.)Woodsworth / Thomson Learning, Belmont.
- 9. Nelson, R. (2000).Introduction to Counseling Skills: Text and Activities. Sage Publication,London.
- 10. Cohen, R. J. & Swerdlik, M. E. (2005). Psychological Testing and Assessment. (6th ed.)McGraw-Hill, Delhi.
- 11. Bor, R. &Watts, M. (Ed.) (2000).The Trainee Handbook, Sage Publication, London.
- 12. Hecker I.E. &Thorpe, G.L. (2005).Introduction to Clinical Psychology, Science, Practice andEthics, Pearson education, Delhi.



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UNDER THE PATTERN OF
CHOICE BASED CREDIT SYSTEM (CORE COURSE)
SUBJECT- PSYCHO- DIAGNOSTICS AND ASSESSMENT
(PGCC PSY- 303-A)
(Clinical Group)

Total Marks – 60 +40 (Theory)
Credit – 04

Periods – 60
Total Hours – 60

Objectives –

- 1) *To learn what is Psycho-diagnostics and it's basic.*
- 2) *To understand the process of assessment and the role of Counselor or Clinician.*
- 3) *To learn the use of Psychological assessment tools in various settings.*
- 4) *To enable the students to assess the psychological and cataloguing problems of the clients and making diagnosis.*
- 5) *To enable the students to understand the use of various screening tests to identify the cataloguing and mental health problems.*

Unit- I - Psycho-diagnostics: An overview

[Periods 15]

- 1.1 – Definition and concept of Psycho-diagnostics
- 1.2 - Objectives of Psycho-diagnostics
- 1.3 - Stages in Psycho-diagnostics
- 1.4 - Psychiatric Classification of disorders
 - According to DSM-5 and ICD-11
- 1.5 - Ethical issues in assessment

Unit II - Techniques of Psycho-diagnostics

[Periods 15]

- 2.1 - Assessment Interview and case history
 - Interview Tactics, Steps of case history
- 2.2 - Mental Status Examination (MSE)
 - General appearance and cataloguing, speech and language, Feeling (Affect and mood), perception and thinking, Insight and MMSE
- 2.3 - Structured Interviews
- 2.4 - Writing case history report
 - Steps of history writing, Terminology, Family diagram of client
- 2.5 – Brief Psychiatric rating scale (BPRS)

Unit – III - Personalities and Intelligence Assessment

[Periods 15]

3.1 – Personality inventory

- Minnesota Multiphasic Personality Inventory (MMPI), Neo- Personality Inventory-R, 16 Personality Factor (16PF), Eysenck Personality Questionnaire (EPQ)

3.2 - Projective techniques

- Rorschach Ink-Blot test, Thematic Apperception Test (TAT), Children's Apperception Test (CAT), Sentence Completion test

3.3 - Intelligence measure for adult

- Wechsler Adult Intelligence Scale (WAIS), Wechsler Adult Intelligence Scale-R (WAIS-R)

3.4 - Intelligence measure for Children

- Wechsler Intelligence Scale for Children (WISC), Bhatia's Performance test of Intelligence, Binet Kamat Intelligence (BKT), Seguin form Board Test (SFBT)

3.5 - Clinical Assessment

- Beck's Depression Inventory (BDI), Clinical Analysis Questionnaire (CAQ), PGI Health Questionnaire, Altman's Self-Rating Mania Scale(ASRM)

Unit- IV - Cognitive-Behavioural and Neuropsychological Assessment

[Periods 15]

4.1 - Cognitive- Behavioral Assessment Procedure

4.2 - Cognitive- Behavioral Assessment Techniques

- Self report Inventory, Dysfunctional attitude scale, Irrational belief test
Cognitive functional analysis

4.3 – Neuropsychological Assessment

- Concept, Nervous system and 11atalogui

4.4 – Neuropsychological test

- Test of general intellectual ability, Test of measure the ability to Abstract, Test of perceptual, motor and perceptual-motor functions, Bender Visual-Motor Gestalt test

4.6 - Neuropsychological Examination

References:

- 1) Plante, T.G. (2005). *Contemporary clinical psychology* (2nd ed.). New jersey: John Wiley & Sons, Inc.
- 2) Trull, T.J. (2005). *Clinical psychology* (7th ed.). USA: Thomson learning, Inc,

- 3) Groth-Marnat, G.(2003). *Handbook of psychological assessment* (4th ed.) New Jersey: John Wiley & Sons, Inc.
- 4) Groth-Marnat, G.,& Jordan W. A. (2016). *Handbook of psychological assessment* (6th ed.) New Jersey: John Wiley & Sons, Inc.
- 5) American Psychiatric Association,(2013). *Diagnostic and Statistical Manual of Mental Disorders*(5th ed.). Arlington, VA: Author.
- 6) World Health Organization, (2019). *International classification of diseases* (11th ed.). World Health Organization.
- 7) Sadock, B.J. Ahamad, S. & Sadock, V.A. (2019). *Handbook of clinical psychiatry* (6th ed.) library of congress 12ataloguing in publication, Wolters Kluwer.
- 8) Kaplan, Robert.M. &Saccuzzo, Dennis P.(2001). *Psychological testing- principles, applications and issues* (5th ed.) Wadsworth a division of Thomson Learning, Inc.
- 9) Cohen, Ronald J. &Swerdlik Mark. E. (2005). *Psychological testing and assessment* (6th ed.) then McGraw hill companies, Inc.

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FACULTY OF HUMANITIES

SYLLABUS FOR MA PSYCHOLOGY (Part-II) SEMESTER- III

UNDER THE PATTERN OF

CHOICE BASED CREDIT SYSTEM (CORE COURSE)

SUBJECT- PERSPECTIVE IN CAREER COUNSELLING (PGCC PSY-303 B)

(Counselling Group)

Total Marks - 60 +40 (Theory)

Credit - 04

Periods - 60

Total Hours - 60

Objective: -

- 1. To familiarize the students to the applications of counseling in various fields.*
- 2. To acquaint the students with various problems of adjustment across the lifespan.*
- 3. To explore different types of intervention strategies in counseling.*

Unit- I: Basics of Career Counseling

[Periods 15]

- 1.1 Meaning, definition and scope of career counseling
- 1.2 Main sources of career information Print, Media, online sources, informational interviews, and business contacts.
- 1.3 Components of career information-: Self -Assessment, Career Exploration, Career Identification and Action Plan
- 1.4 Challenges of career counseling
- 1.5 Ethical and moral issues in career counseling

Unit- II: Career Planning

[Periods 15]

- 2.1 Career Planning- Five steps (Self-evaluation, Exploration, Decision making and Goal setting, Gaining experiences, Implementation)
- 2.2 Types of career planning-: Organization development, employee development, Management development, and career development.
- 2.3 Self-Assessment Tools (Use of Values, Interest, Personality, Aptitude Tests)
- 2.4 Work Environment (9 to 5 Env., Compartment Env., Sink or Swim Env., Punitive Env., and Class system Env.)
- 2.5 Advantages of Career Planning- Career opportunities, Self-development, Job satisfaction, Promotions. Limitations of Career Planning-: Lack of objectivity, Lack of awareness, External intercession, Difficulty in measuring Career Planning

Unit- III: Career Development Theories in Counseling

[Periods 15]

- 3.1 Holland's six categories of personality and occupation
- 3.2 Super's Developmental Theory
- 3.3 Social Cognitive Career Theory
- 3.4 Theory of Work-Adjustment
- 3.5 The Eclectic Approach

Unit- IV: Career Counseling with Diverse Populations

[Periods 15]

- 4.1 Career counseling with children
- 4.2 Career counseling with adolescents
- 4.3 Career counseling with college students
- 4.4 Career counseling with women and ethnic minorities
- 4.5 Importance of Multicultural counseling

Books

- 1 Carol ,S. Dweck.(2006)*Mindset: The New Psychology of Success*. Ballantine Books
2. Angela, Duckworth(2016) *Grit: The Power of Passion and Perseverance*. Ebury Digital
3. Nadine, Burke Harris. (2018).*The Deepest Well: Healing the Long-Term Effects of Childhood Adversity* .Houghton Mifflin Harcourt.
4. Irvin Yalom.(2013). *The Gift of Therapy: An Open Letter to a New Generation of Therapists and their Patients*. Harper Perennial.
5. Sue, Johnson.(2019). *Attachment Theory in Practice* . Guilford Press
6. Martin, E. P. Seligman.(2004). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment* .Atria Books
7. Po, Bronson .(2011). *Nurture Shock: New Thinking About Children* .Twelve Publisher.
9. Muriel Deutsch Lezak, Diane B. Howleson, Erin D. Bigler, and Daniel Tranel
(2012). *Neuropsychological Assessment 5th Edition* .Oxford University Press
8. Sonja Lyubomirsky.(2008).*The How of Happiness: A Scientific Approach to Getting the Life You Want*. Penguin Books
9. Thomas Kuhn.(2012).*The Structure of Scientific Revolutions*. University of Chicago Press

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SYLLABUS FOR MA PSYCHOLOGY (Part-II) SEMESTER- III
UNDER THE PATTERN OF
CHOICE BASED CREDIT SYSTEM (ELECTIVE COURSE)
SUBJECT- FUNDAMENTALS OF HEALTH PSYCHOLOGY
(PGEC PSY-304)
(Elective Paper)

Total Marks - 60 +40 (Theory)
Credit - 04

Periods - 60
Total Hours - 60

Objectives:

1. To Acquaint Students with the basic concepts of Health Psychology.
 2. To familiarize students with the nature and need of health psychology.
 3. To equip students with the skill of behaviour modification for health behaviour.
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Unit- I Health Psychology- An Overview

[Periods 15]

- 1.1. Meaning and nature of health Psychology, Mind Body Relation ship
- 1.2. Bio-Psychosocial Model of Health.
- 1.3. Research in the field of Health Psychology – Co-relational, Cross- Sectional, Longitudinal, Experimental, and Ex-post facto studies.
- 1.4. Research Tools- Role of theory in research, Role of Psychometrics in Research.
- 1.5. The Profession of Health Psychology- Training and Work of Health Psychologist.

Unit- II Bodily Mechanisms- Structure, Function and Disorders

[Periods 15]

- 2.1. The Nervous System- The Brain and Neurotransmitters
- 2.2. The Endocrine System and the Respiratory System
- 2.3. The Cardio-Vascular System-
- 2.4. The Digestive System-
- 2.5. The Immune System-

Unit- III Health Behaviour Change

[Periods 15]

- 3.1. Health Behaviour and Health Habits- (Health Promotion in Children and Adolescents, in At Risk People, and in Older Adults)
- 3.2. Changing Health Habits- (Attitude Change and Health Behaviour, The Health Belief Model, Self Determination Theory and Health Behaviour Change and Brain)
- 3.3. Cognitive Behavioural Approach to Health Behaviour Change- (CBT, Stimulus Control, Self-control, Modelling, Social Skills and Relaxation Training)

3.4. The Trans-theoretical Model of Behaviour Change- Stages of Change and it Application, Social Engineering.

3.5. Venues for Health Habit Modification-

Unit- IV Health Promoting and Compromising Behaviour [Periods 15]

4.1. Exercise- Benefits, Determinants and Interventions. Diet- Developing Healthy Diet- Resistance and Interventions.

4.2. Sleep- What is Sleep, Stages of Sleep, Sleep and Health.

4.3. Obesity- What is Obesity, Regulation of Eating, Obesity in Childhood, SES Culture and Obesity, Risk Factors and Interventions.

4.4. Alcoholism and Problem Drinking- Substance Dependence

4.5. Smoking- History, Causes and Interventions

REFERENCES:

- Brannon, L., Feist J. & Updegraff J. A. (2014). *Health psychology: An introduction to behaviour and health*. (8th Ed.). Wadsworth cengage learning, Belmont, USA.
- Dimatteo, M. R. & Martin L. R. (2007). *Health psychology*. Pearson education. New Delhi.
- Sarafino, S.P. & Smith, T. W. (2011). *Health psychology*. Wiley India, New Delhi.
- Taylor, S.E. (2006). *Health psychology*. (9th Ed.). Tata McGraw Hill. Delhi.

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SYLLABUS FOR MA PSYCHOLOGY (Part-II) SEMESTER- III
UNDER THE PATTERN OF
CHOICE BASED CREDIT SYSTEM (ELECTIVE COURSE)
SUBJECT- POSITIVE PSYCHOLOGY (PGEC PSY- 305)
(Elective Paper)

Total Marks – 60 +40 (Theory)
Credit – 04

Periods – 60
Total Hours – 60

Objectives:

1. *To introduce concepts of Positive Psychology*
 2. *To understand the basic assumptions, principles and concepts of Positive Psychology*
 3. *To acquaint students with Positive Emotion and Mood.*
 4. *To acquaint students with Happiness and Wellbeing*
 5. *To Investigate Positive Psychology Phenomena in Real Life.*
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Unit-I: Introduction to Positive Psychology

[Periods 15]

- 1.1 Definitions, Scope and Aim of Positive psychology.
- 1.2 History of Positive Psychology
- 1.3 Positive Psychology: *Assumptions and Goals.*
- 1.4 Three Pillars of Positive Psychology (*The Subjective, The Individual, and The Group.*)
- 1.5 Fields of Positive Psychology. (*Health, Clinical, Developmental, Social, Personality...*)

Unit-II: Understanding Emotions

[Periods 15]

- 2.1 Understanding Emotions and mood.
- 2.2 The science behind positive affectivity and neuroscience.
- 2.3 Positive Emotions: The Broaden and Build Theory of Positive Emotions.
- 2.4 Positive Emotions and Health Resources: (Physical, Psychological and Social Resources.)
- 2.5 Cultivating Positive Emotion; (Flow Experiences and Savouring)

Unit-III: Happiness and Subjective Wellbeing

[Periods 15]

- 3.1 Definitions of Happiness and Subjective Wellbeing (SWB).
- 3.2 Subjective Well-being: Hedonic basis of Happiness.
- 3.3 Self-Realization: The Eudemonic basis of Happiness
- 3.4 Five Essential Elements for Wellbeing-: (*Career, Social, Financial, Physical, Community*)
- 3.5 Happiness Across the Life Span: (*Gender and happiness, Marriage and happiness, other facts of life*)

Unit IV: Personal Goals as Windows to Wellbeing.

[Periods 15]

4.1 Defining Personal Goals and Related Motivational Concepts

4.2 The Universal Human Motives: (*Self-esteem, Relatedness, Autonomy, Competence...*)

4.3 Goals Contribute to Wellbeing-: (*Goal Progress, Achievement and The Matching Hypothesis*)

4.4 Personal Goals across Cultures (*Affiliation, Community feeling, Conformity, Financial success, Popularity, Safety, Self-acceptance, Spirituality.*)

4.5 Materialism and its Discontents: (*Goal contents, financial goals, Compensation for insecurity*)

Books for study

1. Hefferon K., Boniwell, I., (2011). Positive Psychology. Theory, Research, and Applications. UK: McGraw Hill-Open University Press.
2. Snyder, C. R. & Lopez, S. J. (2002). Handbook of Positive Psychology. New York: Oxford University Press.
3. Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. New Delhi: Sage South Asia Edition.
4. Badgujar, Chudaman, & Warkhede, Prabhakar (2016) Sakaratmak Manasashatra, Prashant Publications, Jalgaon.
5. Shinde, Vishwanath (2016). Sakaratmak Manasshatra, Daimond Publications, Pune.
6. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University press.
7. Seligman, M.E.P. (2002). Authentic happiness. New York: Free Press.

KAVAYITRI BAHINABAI CHAUDHARI
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FACULTY OF HUMANITIES
SYLLABUS FOR MA PSYCHOLOGY (Part-II) SEMESTER- III
UNDER THE PATTERN OF
CHOICE BASED CREDIT SYSTEM (AUDIT COURSE)
SUBJECT- FUNDAMENTALS OF RESEARCH IN PSYCHOLOGY
(PG AC PSY-306)
(Compulsory Paper)

Total Marks - 60 +40 (Theory)
Credit - 04

Periods - 60
Total Hours - 60

Objectives:

1. To acquaint students with fundamentals of research methodology.
 2. To acquaint students with reviewing literature, formulating research problems in psychology.
 3. To enable students to construct and test empirical hypotheses.
 4. To acquaint students with ethics in data collection.
-

Unit- I: Literature Review

[Period- 15]

- 1.1 Importance of literature review in research
- 1.2 Searching for the existing literature in your area of study (*Books, journals, Internet*)
- 1.3 Reviewing the selected literature
- 1.4 Developing a theoretical and conceptual framework
- 1.5 Writing about the Literature Reviewed

Unit-II: Formulating a Research Problem

[Period- 15]

- 2.1 The importance of formulating a research problem
- 2.2 Sources of research problems
- 2.3 Considerations in selecting a research problem (*Interest, Magnitude, Measurement of concepts, Level of expertise, Relevance, Availability of data, Ethical issues*)
- 2.4 Steps in formulating a research problem
 - Identify a broad field or subject area of *interest* to you.
 - *Dissect* the broad area into subareas
 - *Select* what is of most interest to you
 - Raise research questions
 - Formulate objectives
 - Assess your objectives
- 2.5 Establishing operational definitions

Unit-III: Constructing and Testing Hypotheses

[Period- 15]

3.1 The definition and functions of a hypothesis

3.2 Characteristics of a good hypothesis (Simple, specific and conceptually clear, capable of verification, related to the existing body of knowledge, operationalization)

3.3 Sources of hypotheses, formulating hypotheses

3.4 The process of Testing Hypotheses

- Formulate your hunch or assumptions
- Collect the required data
- Analyse data to draw conclusions

3.5 Errors in testing a hypothesis (type-I & type-II Errors)

Unit- IV: Sampling and Ethics in Data Collection

[Period- 15]

4.1 Definitions concerning sampling concepts and principles

(universe/population, sampling frame, sampling design, statistics and parameter, precision, confidence level, significant level, sampling distribution)

4.2 Need for Sampling, Sampling size and its determination

4.3 Concept of ethics in data collection

4.4 Ethical issues relating to research participants

- *Collecting information*
- *Seeking consent*
- *Seeking sensitive information*
- *The possibility of causing harm to participants*
- *Maintaining confidentiality*

4.5 Ethical issues relating to the researcher

- *Avoiding bias*
- *Provision or deprivation of a treatment*
- *Using inappropriate research methodology*
- *Incorrect reporting*
- *Inappropriate use of the information*

References:

- Kumar, R. (2011). *Research methodology: A step-by-step guide for beginners* (3rd ed.). New Delhi: Sage Publications.
- Kothari, C.R. (2004). *Research methodology: Methods & techniques* (2nd ed.). New Delhi: New Age International Publishers.
- Singh, A.K. (2017). *Tests, measurements and research methods in behavioural sciences* (5th ed.). New Delhi: Bharati Bhawan Publishers & Distributors.

Additional Sources:

- Denzin, N. K. & Lincoln, Y. S. (2000). *The handbook of qualitative research* (2nd ed.). California: Sage publication.
- Kerlinger, F. N. (1995). *Foundations of behavioural research*. New Delhi: Surjeet Publication.
- McBurney, D. H. (2009). *Research methods* (8th ed.). USA: Wadsworth Publishing.
- Neumen, L. W. (1997). *Social research methods- Qualitative and quantative approaches* (3rd ed.). Boston: Allyn and Bacon.
- Ritchie, J & Lewis, J. (2003). *Qualitative research practice- a guide for social science students and researcher*. New Delhi: Sage publication.
- Shaughnessy, J. J., Zechmeister, E. B. & Zechmeister, J. (2012). *Research methods in psychology* (9th ed.). New York, NY: McGraw Hill.

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SYLLABUS FOR MA PSYCHOLOGY (Part-II) SEMESTER- IV
UNDER THE PATTERN OF
CHOICE BASED CREDIT SYSTEM (CORE COURSE)
SUBJECT- DISSERTATION (RESEARCH PROJECT) (PGCC PSY- 401)
(Compulsory Paper)

Total Marks - 60 +40 (Theory)
Credit – 06

Periods - 72
Total Hours - 72

Objectives:

1. *To provide an overview of scientific research in psychology*
 2. *To acquaint the students with various steps of research process in psychology.*
 3. *To orient students towards basic terminology of advanced research report.*
 4. *To impart knowledge and develop skills about writing research report.*
-

The Dissertation Format:

- *Title Page*
- *Abstract*
- *Introduction*
- *Literature Review (Concluded with Objectives and Hypothesis)*
- *Method: (Includes Sample; Tools; Procedure; etc.)*
- *Results*
- *Discussion*
- *References*
- *Appendix*

Guidelines for Dissertation -:

The aim of the dissertation is to provide you with an opportunity to further your intellectual and personal development in your chosen field by undertaking a significant practical unit of activity, having an educational value at a level commensurate with the award of your degree

The dissertation can be defined as a scholarly inquiry into a problem or issues, involving a systematic approach to gathering and analysis of information / data, leading to production of a structured report.

- It is usual to give you some discretion in the choice of topic for the dissertation and the approach to be adopted. You will need to ensure that your dissertation is related to your field of specialization and region wise.
- The student will submit a list of his/her three most preferred topics in the order of preference by the third week of the fourth semester to the concern teacher of the parent department.
- All post graduate teachers in the Department will be guides for the project component. All teachers shall have equal number of students allotted for the dissertation.

- The marks given by the members of the evaluation committee will be averaged in each head and the total marks decided by totalling the averages under the three heads.
- Dissertation Submission The student will submit a bound hard copy of the dissertation to the Department by the end of the fourth semester.
- The final dissertation 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.

Guidelines for the Assessment of the Dissertation

While evaluating the dissertation, faculty guide will consider the following aspects:

1. Has the student made a clear statement of the objective or objective(s)?
2. If there is more than one objective, do these constitute parts of a whole?
3. Has the student developed an appropriate analytical framework for addressing the problem?
4. Has the student collected information / data suitable to the frameworks?
5. Are the techniques employed by the student to analyse the data / information appropriate? and relevant?
6. Has the student succeeded in drawing conclusion form the analysis?
7. Do the conclusions relate well to the objectives of the project?
8. Has the student been regular in his work?
9. Layout of the written report.

Evaluation of Project Report

A. Internal Evaluation of Project Report – 40 marks

- Internal evaluation will be done by the concerned teacher or guide.
- There will be 40 marks for Internal assessment.
- Division of marks for project report will be as follows and will be based on suitability and appropriateness of the report with respect to:

Regularity and Punctuality	Data Collection	Result, Interpretation	Summary, Conclusion
10	10	10	10

B. External Evaluation of Project Report – 60 marks

- External Examination will be conducted by two examiners (one of whom will be preferably Internal and one External)
- Each batch will consist of only 08 students
- Duration of examination for each batch will be 3 hours.

- Marks for Project Report, Presentation & Viva-voce will be given by both examiners and the average of the same will be considered as final marks of the candidate.

Report Writing	Presentation (PPT)	Viva-Voce
20	20	20

General Notes:

1. Each batch of project should consist of maximum 08 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 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.

The Layout Guidelines for the Dissertation:

- A4 size Paper
- Font: Arial (10 points) or Times New Roman (12 points)
- Line spacing: 1.5
- Top and bottom margins: 1 inch/ 2.5 cm; left and right margins: 1.25 inches/ 3 cm



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SYLLABUS FOR MA PSYCHOLOGY (Part-II) SEMESTER- IV
UNDER THE PATTERN OF
CHOICE BASED CREDIT SYSTEM (CORE COURSE)
SUBJECT- CLINICAL DISORDERS (PG CC PSY-402-A)
(Clinical Group)

Total Marks - 60 +40 (Theory)
Credit - 04

Periods - 60
Total Hours - 60

Objectives:

1. *To acquaint students with various manifestations of disorder.*
2. *Familiarizing students with various assessment approaches and Prevention used in clinical psychology.*
3. *To introduce students to the different Sleep and Eating Disorders and dysfunctional behavioral disorders.*

Unit- I: Mood Disorder

[Periods-15]

- 1.1 Depression: Definition, Symptoms - Disruptive mood, Lack of Happiness, Change to Hunger, Loss of energy, Change in thinking Process
- 1.2 Types of Depression- Disruptive mood dysregulation Disorder, Major Depression, Dysthymia, Premenstrual Dysphoric Disorder
- 1.3 Causes of Depression Disorder – Biological, Psychoanalytical Interpersonal, Behavioral, Cognitive, Social
- 1.4 Treatment of Depression Disorder- ECT, Light Therapy, Cognitive, Behavioral, Psychoanalytical, Humanistic
- 1.5 Bipolar Disorder: Types-bipolar I & bipolar II, Cyclothymic disorder

Unit- II: Sleep and Eating Disorders

[Periods-15]

- 2.1 Definition and type of Sleep Disorder – Insomnia, Hypersomnolence Disorder, Narcolepsy
- 2.2 Breathing Related Disorder – Sleep Apnea, Central alveolar hypoventilation, Circadian rhythm Sleep Disorder
- 2.3 Parasomnias – Non- REM- sleep arousal Disorder, Nightmare, Night/Sleep Terror, REM- sleep arousal Disorder Restless Legs Syndromes
- 2.4 Eating Disorder – Anorexia nervosa, Bulimia nervosa, Binge eating disorder
- 2.5 Causes and Treatment of Sleep and Eating Disorders

Unit- III: Sexual Disorder

[Periods-15]

- 3.1 Sexual Dysfunction- Gender Dysphasia, Causes, Homosexuality
- 3.2 Female Sexual Dysfunctions – Hypoactive Sexual Desire disorder, Sexual Aversion disorder, Female Sexual arousal disorder , Female orgasmic disorder, penetration disorder
- 3.3 Causes of Sexual Dysfunction disorder- Biological, Religious diligence, Psychologically traumatic events, Homosexuality orientation, Sexual health perceptions
- 3.4 Paraphilia-Types of paraphilia- Exhibitionism, Fetishism, Transvestim Fetishism, Pedophilia, Masochism, Sexual Sadism, Voyeurism
- 3.5 Treatment on Sexual Disorder – Complementary and Alternative Therapies, Nutrition and supplements, herbs, Physical Medicine

Unit- IV: Assessment, Therapies and Prevention of Abnormal behaviour

[Periods-15]

- 4.1 Assessment of Abnormal Behavior- Clinical, Physical, Psychosocial
- 4.2 Biological Based Therapies – Coma and Convulsive Therapies, Psychosurgery
- 4.3 Drug Therapy – Antipsychotic, Drugs, Antidepressant Drugs, Anti anxiety Drugs, Psychologically Based Therapies – Psychodynamic Therapy, Behavior Therapy, Cognitive Behavioral Therapy, Rational Emotive Therapy
- 4.4 Humanistic Experiential Therapies – Client- Centered Therapy, Existential Therapy, Gestalt Therapy
- 4.5 Primary Prevention Measures – Secondary Prevention Measures, Tertiary Prevention Measures.

Books for Reading:

1. Barlow, D. H. & Durand, V. M. (2007) Abnormal Psychology (2nd ed.) Thomson – Wadsworth.
2. Carson, R. C. Butcher, J. N., Mineka, S. & Hooley, J. M. (2007) Abnormal Psychology. (13th ed.) Pearson Education, India.
3. Apsamanyache Manasshasra (Abnormal Psychology), Dr. Manasi Rajhans, Dr, Sushil Surve, Prof.Anagha Patil, Unmesh Publication, Pune.
4. Manovikrutee Manasshasra, Pro. Chudaman O. Badgujar, Mahalaxmi Pustakalay, College Road Nasik.-5.
5. Apsamanya (Manovikrutee) Manasshasra Prof. Di. AR. Jarode, Prashant Publication, Jalgaon.

Books for References:

1. Barlow, D.H & Durand, V. M. (1999). Abnormal psychology (2nd edition) Pacific Grove: Brooks/ Cole Publishing Company.
2. Corner, R. J. (1995). Abnormal Psychology (2nd edition). New York: W.H.freeman & Co.
3. Davison G.C. and Neale, J. M. (2000). Abnormal Psychology. New York: Wiley.
4. Gleder, M; Gath, D; Mayou,; R; & Cowen P (1996). Oxford textbook of psychiatry (3rd edition: Oxford University Press.
5. Millon, T., Blaney, P. & Davis, R. D. (1999) Oxford textbook of Psychopathology, UK, Oxford University Press.
6. Alloy, L. B. Riskind, J. H., & Manoj, M. J. (2006) Abnormal Psychology, (9th ed.) Delhi, Tata McGraw Hill.
7. Benjamin, J.S., Virginia, A.S., Pedro R. (2017). Synopsis of Psychiatry. Wolters Kluwer.

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SYLLABUS FOR MA PSYCHOLOGY (Part-II) SEMESTER- IV
UNDER THE PATTERN OF
CHOICE BASED CREDIT SYSTEM (CORE COURSE)
SUBJECT- THEORIES AND PSYCHOTHERAPIES IN COUNSELING
(PG CC PSY- 402 B)
(Counselling Group)

Total Marks - 60 +40 (Theory)
Credit - 04

Periods - 60
Total Hours - 60

Objectives

1. To familiarize students with various psychological theories in counseling.
 2. To acquaints students with different types of psychotherapies in Counseling.
 3. To introduce students various applications of psychological theories in counseling.
-

Unit-I: Person Centred and Gestalt Theory

[Periods-15]

1.1 Background, human nature a developmental perspective

1.2 Major construct of person centred theory-No two people see the world exactly alike, empathic understanding is critical, people make simple mistakes in judgment, confidence in the clients is paramount, perceived world of the client may not approximate the world sought, congruent individuals trust their worldview.

1.3 Application of person centred theory

1.4 Major construct of gestalt theory-Field theory, awareness, responsibility, shoulds, I-thou, what and how, here and now,

1.5 Application of gestalt theory

Unit-II: Behavior Theories

[Periods-15]

2.1 Cognitive behavior theories-background and history in brief

2.2 Major construct and application of cognitive behavior theory-Importance of cognitions, importance of learning, importance of operational definitions and functional analysis, importance of therapeutic empathy.

2.3 Rational emotive behavior therapy-background and human nature a developmental perspective

2.4 Major constructs of REBT-basic tenets, theoretical assumptions

2.5 Applications of REBT

Unit- III: Family and Feminist Theory

[Periods-15]

3.1 Family theory-human nature a developmental perspectives

3.2 Major construct of family theory-theoretical antecedents, conjoint theory, strategic theory, structural theory, trans generational theory, narrative theory.

3.3 Application of family theory

3.4 Feminist theory-human nature a developmental perspective

3.5 Major constructs and applications of feminist theory

Unit- IV: Non traditional and Integrative Approaches

[Periods-15]

4.1 Body centred counseling- background

4.2 Major construct-(organization of experience, principles, healing relationship) and applications of body centred counseling

4.3 Transpersonal theories-background and major construct

4.4 Application of transpersonal theories

4.5 Background of integrative approach

Text Book

- 1) Capuzzi, D, Gross, D (2008) Counseling and Psychotherapy –Theories and Interventions, Fourth Edition, Pearson Education, New Delhi 110017

Books for reading

1. Gladding, S. T. (2009). Counseling: A Comprehensive Profession (6th Ed.). Pearson Publications, New Delhi, India.
2. Deshpande, C.G. (2016). Counseling : Process and Application. Pune: Unmesh Publication .
3. Rao, S. N. (1989). Counseling Psychology. Tata McGraw-Hill Publication Company Limited, New Delhi, India.
4. Feitham, C.& Horton, I. E. (Ed.) (2006). The Sage handbook of Counseling and Psychotherapy. (2ndEd.) Sage Publication, London.
5. Gibson, R. I. & Mitchell, M.H. (2005). Introduction to Counseling and Guidance. (6th Ed.) Pearson education Pvt. Ltd., Delhi.
6. Gelso, C.J. & Fretz, B.R. (1995). Counseling Psychology. Prism books Pvt. Ltd., Bangalore.
7. Gregory, R. J. (2005). Psychological Testing. (4thEd.) Pearson education Pvt. Ltd., Delhi.

8. Patterson, L. E. & Weifell, E.R. (2000). The Counseling Process. (5th Ed.) Wadsworth / Thomson Learning, Belmont.
9. Nelson, R. (2000). Introduction to Counseling Skills: Text and Activities. Sage Publication, London.
10. Cohen, R. J. & Swerdlik, M. E. (2005). Psychological Testing and Assessment (6th ed.) McGraw-Hill, Delhi.
11. Bor, R. & Watts, M. (Ed.) (2000). The Trainee Handbook, Sage Publication, London.
12. Hecker I.E. & Thorpe, G.L. (2005). Introduction to Clinical Psychology, Science, Practice and Ethics, Pearson education, Delhi.

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SYLLABUS FOR MA PSYCHOLOGY (Part-II) SEMESTER- IV
UNDER THE PATTERN OF
CHOICE BASED CREDIT SYSTEM (CORE COURSE)
SUBJECT- PSYCHOTHERAPIES THEORY AND APPLICATIONS
(PGCC PSY- 403 - A)
(Clinical Group)

Total Marks - 60 +40 (Theory)
Credit - 04

Periods - 60
Total Hours - 60

Objectives -

- 1) *To provide in-depth of Psycho-therapies and their applications.*
 - 2) *To empower the students to understand the application and the process of various psychotherapies.*
 - 3) *To empower the students to describe and evaluated the process and techniques of various psychotherapies.*
 - 4) *To train students for planning and conduction intervention for variety of mental health problems, particular therapies and special conditions.*
 - 5) *To understand the rational, goals and techniques of various forms of psychotherapy aimed at bringing about behavioral change.*
-

Unit- I - Basics of Psychotherapies

[Periods 15]

- 1.1 - Nature and Definition of Psychotherapy
- 1.2 - Goals of Psychotherapy and how are the goals of Psychotherapy reached
- 1.3 - Current Issues in Psychotherapy
- 1.4 - Theories in brief of Psychotherapy
 - Psychoanalysis, Adlerian Therapy, Person-Centered Therapy, Behavior Therapy, Cognitive Therapy and Rational Emotive Behavior Therapy
- 1.5 - Issues faced by Beginning Therapist

Unit- II- Psychoanalytical and Person-Centered Therapy

[Periods 15]

- 2.1 - Theories of Psychoanalytic
 - Life and Death Instinct, Psychosexual Stages of Development, Structure of Mind, Structure of Personality and Defense Mechanisms
- 2.2 - Psychoanalytical Therapies
 - Psychoanalysis, Psychotherapy, Psychoanalytical Counseling

2.3 - Person Centered Theory of Personality

- Psychological Development, Development and Conditionality, Self Regard and Relationship, the Fully Functioning Person

2.4 - Person-Centered Therapies

- Person-Centered Expressive Arts Therapy, Motivational Interviewing,

2.5 - Therapeutic Techniques and Procedures of Person-Centered Therapy

Unit- III - Adlerian and Family Therapy

[Periods 15]

3.1 - Adler's Theory of Personality

- Style of Life, Social Interest, Inferiority and Superiority, Birth Order

3.2 - Adlerian Therapies

- Individual Therapy, Family Therapy, Couple Therapy, Brief Therapy

3.3 - Theory of Family System

- Differentiation of Self, Triangulation, Nuclear Family emotional System, Family Projection Process, Emotional Cutoff, Multigenerational Transmission Process, Sibling Position

3.4 - Family Therapies

- Structural Family Therapy, Strategic Therapy Experiential and Humanistic Family therapy

3.5 - A Multilayered Process of Family Therapy

Unit- IV- Behavior and Cognitive Behavior Therapy

[Periods 15]

4.1 Theories of Behavior

- Classical Conditioning, Operant Conditioning. Social Learning Theory

4.2 - Behavioral Therapies

- Token Economy, Modeling, Systematic Desensitization, Aversion

4.3 - Theories of Cognitive Behavior

- Albert Allis's theory, Aaron Beck's theory

4.4 - Cognitive Behavioral therapies

- Rational Emotive Behavioral Therapy, Aaron Beck's Cognitive therapy

4.5 - The Therapeutic Process of Cognitive Behavior therapy

References:

- 1) Morse, S.J. & Watson, R. I. (1977). *Psychotherapies: A comparative casebook*. Library of congress cataloging in publication printed in USA.
- 2) Sharf, R.S. (2012). *Theories of psychotherapy and counseling* (5th ed.). Library of congress. USA
- 3) Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (9th ed.)books/Cole, Cengage learning. USA

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SYLLABUS FOR MA PSYCHOLOGY (Part-II) SEMESTER- IV
UNDER THE PATTERN OF
CHOICE BASED CREDIT SYSTEM (CORE COURSE)
SUBJECT- COUNSELLING IN MAJOR AREA (PG CC PSY-403 B)
(Counselling Group)**

**Total Marks - 60 +40 (Theory)
Credit - 04**

**Periods - 60
Total Hours - 60**

Objective: -

1. To familiarize students with the various special areas in counseling.
2. To explore different fields in counseling.
3. To sensitize the students to the ethics of counselling practice.

Unit- I: School Counseling and Guidance

[Periods 15]

- 1.1 Elementary School Counseling and Guidance
- 1.2 Middle School Counseling and Guidance
- 1.3 Secondary School Counseling and Guidance
- 1.4 Parent Counseling and Guidance--
- 1.5 21st Centuries School Counseling

Unit-II: Marriage, Couple and Family Counseling

[Periods 15]

- 2.1 The Changing Forms of Family Life and Family Life Cycle
- 2.1 Pre-marriage Counseling- Expect from pre marriage counseling
- 2.3 Marriage and Couple Counseling
- 2.4 Family Counseling
- 2.5 The Process of Marriage, Couple and Family Counseling (Pre-session planning, Initial sessions, Middle phase, Termination)

Unit- III: Mental Health and Community Counseling

[Periods 15]

- 3.1 Historical Overview of Mental Health and Community Counseling
- 3.2 Mental Health Counseling
- 3.4 Covid-19: - Most common symptoms: fever, dry cough, tiredness. Less common symptoms: - aches and pains, sore throat, loss of taste or smell. How to counsel Covid-19 patient?
- 3.4 Community Counseling- benefits of community counseling. Types of community counseling
- 3.5 Private Practice as a Specialty (Difficulties and Advantages in Setting up a Private Practice)

Unit- IV: Counseling on Special Problems

[Periods 15]

4.1 Student's Study Related Problems

4.2 Student's emotional and behavioral problem

4.3 Occupational Stress Related Problems

4.4 Sexual Related Problems

4.5 Addiction Related Problems

Books for Reading:

1. Gladding, S. T. (2009). *Counseling: A Comprehensive Profession (6th Ed.)*. Pearson Publications, New Delhi, India.
2. Deshpande, C.G. (2016). *Counselling : Process and Application*. Pune: Unmesh Publication .
3. Rao, S. N. (1989). *Counseling Psychology*. Tata McGraw-Hill Publication Company Limited, New Delhi, India.

Books for References:

1. Feitham, C. & Horton, I. E. (Ed.) (2006). *The Sage handbook of Counseling and Psychotherapy*. (2ndEd.) Sage Publication, London.
2. Gibson, R. I. & Mitchell, M.H. (2005). *Introduction to Counseling and Guidance*. (6th Ed.) Pearson education Pvt. Ltd., Delhi.
3. Gelso, C.J. & Fretz, B.R. (1995). *Counseling Psychology*. Prism books Pvt. Ltd., Bangalore.
4. Gregory, R. J. (2005). *Psychological Testing*. (4thEd.) Pearson education Pvt. Ltd., Delhi.
5. Patterson, L. E. & WeIfel, E.R. (2000). *The Counseling Process*. (5th Ed.) Wodsworth /Thornson Learning, Belmont.
6. Nelson, R. (2000). *Introduction to Counseling Skills: Text and Activities*. Sage C. Publication, London.
7. Cohen, R. J. & Swerdlik, M. E. (2005). *Psychological Testing and Assessment*. (6th ed.) McGraw-Hill, Delhi.
8. Bor, R. & Watts, M. (Ed.) (2000). *The Trainee Handbook*, Sage Publication, London.
9. Hecker I.E. & Thorpe, G.L. (2005). *Introduction to Clinical Psychology, Science, Practice and Ethics*, Pearson education, Delhi.

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SYLLABUS FOR MA PSYCHOLOGY (Part-II) SEMESTER- IV
UNDER THE PATTERN OF
CHOICE BASED CREDIT SYSTEM (ELECTIVE COURSE)
SUBJECT- HEALTH ISSUES AND PREVENTION (PGEC PSY-404)
(Elective Paper)

Total Marks - 60 +40 (Theory)
Credit - 04

Periods - 60
Total Hours - 60

Objectives:

- 1. To Acquaint Students with the important health issues in human life.*
- 2. To familiarize students with the causes, risk factors and interventions of chronic illnesses.*
- 3. To increase understanding of students regarding various health issues and its prevention.*

Unit-I - Cardio-Vascular Disease and Cancer

[Periods 15]

- 1.1. Cardio-Vascular Disease- Changing Rates, Risk Factors- (Inherent, Physiological, Behavioural and Psychosocial)
- 1.2. Reducing Cardio-Vascular Risk- Preventing first heart attack, Rehabilitation of Cardiac Patients.
- 1.3. Cancer-Definition, Changing Rates of Cancer.
- 1.4. Risk Factors- (Inherent, Environmental, Behavioural)
- 1.5. Living with Cancer- Problems with medical treatment, adjusting with Cancer, Social Support and Psychological interventions.

Unit-II Other Chronic Illnesses

[Periods 15]

- 2.1. HIV (AIDS) – Incidents, Mortality Rates and Symptoms.
- 2.2. Transmission of HIV, Role of Psychologist in HIV epidemic.
- 2.3. Diabetes –Types, Impact of Diabetes, Health Psychologist Involvement.
- 2.4. Asthma-Impact of Asthma, Managing Asthma.
- 2.5. Facing Death-Adjusting to terminal illness, Grieving.

Unit- III Stress and Pain

[Periods 15]

- 3.1. Stress-Physiology of Stress, Theories of Stress (Selye, Lazarus)
- 3.2. Sources of Stress-Cataclysmic Events, Life Events and Daily Hassel's.
- 3.3. Coping with stress- Stress Management- (Relaxation training, CBT, Emotional Disclosure)
- 3.4. Pain-Physiology, Meaning and Theories.
- 3.5. Pain Syndrome- (Headache, Low back pain, arthritis, phantom limb pain) Managing Pain.

- 4.1. Personal issues to chronic illness- Physical self, achieving self, social self, private self.
- 4.2. Psychological interventions and chronic illness
- 4.3. Complementary and Alternative medicine (CAM)- Dietary Supplements and Diets, Prayer, Acupuncture, Yoga, Hypnosis, Meditation and Guided Imagery
- 4.4. Death-Deaths across lifespan, stages in adjustment to dying, problem of survivors.
- 4.5. Trends in Health and Health Psychology, Becoming Health Psychologist.

REFERENCES:

- Brannon, L., Feist J. & Updegraff J. A. (2014). *Health psychology: An introduction to behaviour and health*. (8th Ed.). Wadsworth cengage learning, Belmont, USA.
- Dimatteo, M. R. & Martin L. R. (2007). *Health psychology*. Pearson education. New Delhi.
- Sarafino, S.P. & Smith, T. W. (2011). *Health psychology*. Wiley India, New Delhi.
- Taylor, S.E. (2006). *Health psychology*. (9th Ed.). Tata McGraw Hill. Delhi.

KAVAYITRI BAHINABAI CHAUDHARI
NORTH MAHARASHTRA UNIVERSITY, JALGAON
FACULTY OF HUMANITIES
SYLLABUS FOR MA PSYCHOLOGY (Part-II) SEMESTER- IV
UNDER THE PATTERN OF
CHOICE BASED CREDIT SYSTEM (ELECTIVE COURSE)
SUBJECT- APPROACHES OF POSITIVE PSYCHOLOGY
(PGEC PSY- 405)
(Elective Paper)

Total Marks - 60 +40 (Theory)
Credit - 04

Periods - 60
Total Hours - 60

Objectives:

1. *To introduce concepts of Resilience in positive psychology*
 2. *To acquaint students with Eudemonic Wellbeing.*
 3. *To understand students to the importance of Hope and Optimism.*
 4. *To apply positive psychology approaches in daily living.*
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Unit-I Resilience in Development

[Periods 15]

- 1.1 History of the Study of Resilience in Psychology.
- 1.2 Perspectives of Resilience: Developmental and Clinical Perspectives.
- 1.3 Resilience Research: Sources of Resilience: (*Children, Deprived Youth, Adulthood & Latter life*)
- 1.4 Models of Resilience: *Variable-Focused Models & Person-Focused Models of Resilience*
- 1.5 Strategies for Promoting Resilience in Children and Youth: *Risk-Focused Strategies, Asset-Focused Strategies, Process-Focused Strategies*

Unit II: Eudemonic Wellbeing

[Periods 15]

- 2.1 The Definition and Historical roots of Eudaimonia.
- 2.2 The Concept of Psychological Wellbeing (PWB).
- 2.3 The Importance of Meaning and Purpose in Life.
- 2.4 The Links between Existential Psychology and Positive Psychology.
- 2.5 Self-Determination Theory (SDT).

Unit-III - Cognitive-Focused Approaches

[Periods 15]

- 3.1 Definitions of Optimism and Hope
- 3.2 A brief history of Optimism.
- 3.3 Benefits of optimism: *Depression and stress, Optimism and Health*

3.4 Defensive Pessimism and Optimism as positive illusion

3.5 Scales of Hope Theory-: (*Individual-Differences Scales, State Hope Scale, Trait Hope Scale.*)

Unit -IV Applying Positive Psychology

[Periods 15]

4.1 The concept and application of strengths: Strengths versus Talents

4.2 Positive Psychology and coaching connect.

4.3 Positive Psychology Therapies. (*Behavioural, Cognitive behavioural, Gestalt, Client-centred & Transactional analysis.*)

4.4 Applying positive psychology to Education- (*Primary, Secondary Schools and Higher Education*)

4.5 Positive Psychology in organizations.

Books for study

8. Hefferon K., Boniwell, I., (2011). Positive Psychology. Theory, Research, and Applications. UK: McGraw Hill-Open University Press.
9. Snyder, C. R. & Lopez, S. J. (2002). Handbook of Positive Psychology. New York: Oxford University Press.
10. Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. New Delhi: Sage South Asia Edition.
11. Badgujar, Chudaman, & Warkhede, Prabhakar (2016) Sakaratmak Manasashatra, Prashant Publications, Jalgaon.
12. Shinde, Vishwanath (2016). Sakaratmak Manasshatra, Daimond Publications, Pune.
13. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University press.
14. Seligman, M.E.P. (2002). Authentic happiness. New York: Free Press.



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SYLLABUS FOR MA PSYCHOLOGY (Part-II) SEMESTER- IV
UNDER THE PATTERN OF
CHOICE BASED CREDIT SYSTEM (AUDIT COURSE)
SUBJECT- APPLIED SOCIAL PSYCHOLOGY (PGAC-PSY- 406)
(Compulsory Paper)

Total Marks – 60 +40 (Theory)
Credit – 04

Periods – 60
Total Hours – 60

Objectives-

- 1) *To learn what is social psychology and it's basic.*
- 2) *To understand the process of Socialization.*
- 3) *To know the importance of social psychology at various places like clinic, court etc.*

Unit- I Social Psychology in Clinic

[Period- 15]

- 1.1 Biases in clinical judgment (*Illusory correlations, insight and overconfidence, self-confirming diagnoses, clinical versus statistical prediction, implication*)
- 1.2 Cognitive processes and problems (*Depression, loneliness, anxiety, illness*)
- 1.3 Social psychological approaches to treatment (*Internal change through external behavior, maintaining change through internal attributes for success, using therapy as social influence*)
- 1.4 Role of social relationship in health and wellbeing (close relationship and health: confiding any health, poverty, inequality and health)
- 1.5 Close relationship and happiness (friendship and happiness, marital attachment and happiness)

Unit- II Social Psychology in Court

[Period- 15]

- 2.1 Eyewitness testimony (*Power of persuasive eyewitnesses, the misinformation effect, reducing error*)
- 2.2 Factors influencing Juror's judgments (*Dependent characteristics, the judge's instructions, other issues*)
- 2.3 Factors influencing the individual juror (*Juror comprehension, Jury selection, death qualified Jurors*)
- 2.4 Effects of group influences on Juries (*Minority influence, group polarization, are twelve heads better than one, Are six heads as good as twelve*)
- 2.5 *Stimulated and real juries*

Unit-III Social Psychology and Sustainable Future

[Period- 15]

- 3.1 Global crisis- Issues and remedies (*Overshooting the earth carrying capacity, enabling sustainable lifestyle*)
- 3.2 Social psychology of materialism and wealth (*Increase materialism, wealth and well being, why materialism fails to satisfy*)

- 3.3 Role of social psychology in creating sustainable future (Adjusting adaptations and comparisons, post materialistic attitudes and behavior)
- 3.4 Factors in achieving peace (*Contact, cooperation, communication, conciliation*)
- 3.5 *Enhance quality of life (close, supportive relationship; faith communities, positive traits, flow)*

Unit- IV Genes Cultures and Gender

[Period- 15]

- 4.1 Influences of human nature and cultural diversity (*Genes, evolution and behavior, culture and behavior, social roles*)
- 4.2 Gender similarities and differences (*Independent versus connectedness, social dominance, aggression and sexuality*)
- 4.3 Evolution and gender (Gender and mating preferences, gender and hormones, reflections on evolutionary psychology)
- 4.4 Culture and gender (Role of culture, Gender role vary with culture, gender role vary over time, peer transmitted culture)
- 4.5 Biology and culture, gender similarities and differences, the power of the situation and the person.

References:

- 1) Myers, David G. (2006). *Social Psychology* (8th ed.). New Delhi: Tata McGraw Hill.
- 2) Myers, David G. (2010). *Social Psychology* (10th ed.). New York: McGraw-Hill.
- 3) Aronson, E., Wilson, T. D. & Akert, R. M. (2010). *Social Psychology* (7th ed.). Prentice Hall.

QUESTION PAPER PATTERN

CBCS Pattern

Time- 3 Hours

Class- M.A. -II

Marks -60

Instructions-

1. All questions carry equal marks
2. All questions are compulsory.

Que- 1. Answer in one sentence. (Any Six)

[12 Marks]

1.
2.
3.
4.
5.
6.
7.
8.
9.

Que- 2. Answer in three to four sentences. (Any Four)

[12 Marks]

1.
2.
3.
4.
5.
6.

Que- 3. Answer in brief. (Any Three)

[12 Marks]

1.
2.
3.
4.
5.

Que- 4. Write a short note on. (Any Two)

[12 Marks]

1.
2.
3.
4.

Que- 4. Long answers questions. (Any One)

[12 Marks]

1.
2.
3.

Internal Examination Pattern: - 40 Marks (College Level)

Internal Test –I Or Case Study	Internal Test –II Or Internship	Attendance and Performance	Total
15 Marks	15 Marks	10 Marks	40 Marks

External examination- 60 Marks (University Level)
