

Progressive Education Society's
Modern College of Arts, Science and Commerce,
Shivajinagar, Pune - 5

First Year of M.A. Psychology (SEM-I)
(2023 Course)

Course Code : 23ArPsyP111 Course Name: COGNITIVE PROCESSES

Teaching Scheme: TH: 4 Hours/Week

Credit: 04

Examination Scheme: CIA: 50 Marks

End-Sem: 50 Marks

Prerequisite Courses: • B.A psychology

Course Objectives:

1. To identify processes involved in sensation and perception
2. To understand major concepts, theoretical perspectives, and empirical findings in cognitive psychology
3. To apply theoretical knowledge of cognitive processes in day today life
4. To analyze differences in cognitive processing
5. To develop insight into one's own and others' behavior and underlying mental processes
6. To able to do research in cognitive psychology

Course Outcomes:

After successful completion of this course students will able to :

- Identify processes involved in sensation and perception
- Understand major concepts, theoretical perspectives, and empirical findings in cognitive psychology
- apply theoretical knowledge of cognitive processes in day today life
- Analyze differences in cognitive processing
- develop insight into one's own and others' behavior and underlying mental processes
- ability to do research in cognitive psychology

Course Contents:

Unit	Content	Lectures
Unit 1	NATURE AND IMPORTANCE OF COGNITIVE PSYCHOLOGY	15
	1.1 Cognitive Psychology: Definition and Domains 1.2 History and Current Status of Cognitive Psychology 1.3 Research Methods of Cognitive Psychology 1.4 Current Paradigms of Cognitive Psychology (Information processing approach, Ecological Approach, Gestalt, Feature Integration Model)	
Unit 2	SENSATION, ATTENTION AND PERCEPTION	15
	2.1 Sensation – Biology of Ear and Eyes 2.2 Attention: (a) Functions of Attention: Divided Attention, Selective Attention (b) Theories of Attention Process (c) Signal Detection Theory and Vigilance. 2.3 Perception-approaches: Gestalt, Perceptual constancy, Bottom-Up (Feature analysis, Template matching, Prototypes), Top-Down and Pandemonium 2.4 Perception: Cross-cultural studies	
Unit 3	LANGUAGE, THINKING AND INTELLIGENCE	15
	3.1 Language phenomena related to reading, writing and speaking. 3.2 Language and thought 3.3 Metacognition: Metacognitive knowledge and Metacognitive regulation 3.4 Intelligence Theories: Spearman, Thurstone, Jensen, Cattell, Gardner, Stenberg, Das, Kar & Parrila	
Unit 4	PROBLEM SOLVING, DECISION MAKING AND CREATIVITY	15
	4.1 Problem Solving: Types, Strategies and Obstacles. 4.2 A) Decision-making: Types and Models B) Types of Reasoning: Syllogistic and Conditional 4.3 Creativity: A) Definition and Nature B) Theories by Torrance, Getzels & Jackson, Guilford, Wallach & Kogan 4.4 Relationship between Intelligence and Creativity	

Books for Reading:-

1. Matlin, M. (1994). Cognition. Bangalore: Harcourt Brace Pub.
2. Galloti, K. M. (2004). Cognitive psychology in and out of the laboratory. USA: Thomson Wadsworth.
3. Sternberg, R.J. (2007). Cognitive Psychology. Australia: Thomson Wadsworth.
4. Kellogg, R.T. (2007). Fundamentals of Cognitive Psychology. N.D. Sage Publications.
5. Solso, R. L. (2004). Cognitive Psychology (6th ed). Delhi: Pearson Education.
6. Wade, C. and Tavris, C. (2007). Psychology. ND: Pearson Education.
7. Jahnke, J. C. & Nowaczyk, R. H. (1998). Cognition. Upper Saddle NJ: Prentice Hall.
8. Burne, L.E., Dominowski, R.L. & Loftus, E.E. (1979). Cognitive processes. NJ: Prentice-Hall.
9. Gavin, H. (1998). The essence of cognitive psychology. London: Prentice-Hall.
10. Corens, S., Ward, L.M., & Enns, J. (1994). Sensation and perception. NY: Harcourt Brace & Co.
11. Messer, D. & Miller, S. (1999). Exploring developmental psychology. London: Arnold.
12. Flavell, J.H. (1985). Cognitive development (2nd ed) NJ: Prentice Hall.
13. Reed, S.K. (1988). Cognition: Theory and applications (3rd ed). California: Brooks/Cole Pub. Co.
14. Best, J. B. (1999). Cognitive Psychology. USA: Wadsworth Publishing Co.
15. Guenther R. K. (1998). Human Cognition. New Jersey: Prentice-Hall.
16. Kaplan, S. & Kaplan, R. (1982). Cognition and environment. N.Y.: Praeger Publishers.
17. Reed S. K. (1998). Cognition: Theory and application (3rd ed). California: Brooks/Cole Pub. Company

18. Cohen G. (1983). Psychology of cognition (2nd ed). London: Academic Press
19. Desai, B. and Abhyankar, S. C. (2007). Prayogik Manasashastra ani Sanshodhan Paddhati. Pune: Narendra Prakashan.
20. Borude, R.R. (2005). Bodhanik manasashastra. Chhaya Prakashan.
21. Horten, D. L. and Turnage T. W. (1976.) Human Learning New Jersey: Englewood Cliffs.

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First Year of M.A. Psychology (SEM-I)
(2023 Course)

**Course Code: 23ArPsyP112 Course Name: PSYCHOLOGICAL
TESTING THEORY AND APPLICATION**

Teaching Scheme: TH: 4 Hours/Week

Credit: 04

Examination Scheme: CIA: 50 Marks

End-Sem: 50 Marks

Prerequisite Courses: • B.A psychology

Course Objectives:

1. To identifying characteristics of good standardized tests
2. To understand psychometric theory and principles of test construction.
3. To choose and administer any psychological test
4. To calculate psychometric properties of any assessment tool
5. To predicting validity, reliability and usefulness of newly constructed test
6. To construct new psychological test

Course Outcomes:

After successful completion of this course students will able to :

- Identifying characteristics of good standardized tests
- Understand psychometric theory and principles of test construction.
- Choose and administer any psychological test
- Calculate psychometric properties of any assessment tool

- Predicting validity, reliability and usefulness of newly constructed test
- construct new psychological test

Course Contents:

Unit	Content	Lectures
Unit 1	NATURE AND SCOPE OF PSYCHOLOGICAL TESTING	15
	1.1 Psychological tests: definition and classification 1.2 Need for developing a psychological test: defining testing universe, audience and purpose 1.3 General steps in test construction (Item writing, item analysis) 1.4 Different strategies of test construction- logical content, criterion group, factor analytical, theoretical	
Unit 2	TEST STANDARDIZATION	15
	2.1 Reliability: Definition and Types 2.2 Validity: definition and types 2.3 Norms: Types; developmental norms and within group norms 2.4 [A] Ethical principles of APA, Certification and license, Testing Guidelines. [B] Factors influencing test performance- Examiner, situational variables and test-takers perspective	
Unit 3	TESTING IN CLINICAL AND COUNSELLING SETTING	15
	3.1 Personality Testing: (16 PF, NEO-PI R, MMPI, PANAS) 3.2 Adjustment Tests- Bell's Adjustment Inventory, Global Adjustment Test, Marital Adjustment Test, School Adjustment Test 3.3 Projective Testing- SCT, TAT, CAT, Rorschach, Achievement Motivation Test, RPF, House Tree Person, Draw a person 3.4 Neuropsychological Testing- BGVIT, Halstead-Reitan	
Unit 4	TESTING IN INDUSTRIAL AND EDUCATIONAL SETTING	15
	4.1 The selection of employees- Concepts of base rates and hit rates; Taylor Russell Tables	

	4.2 Personality tests for personnel selection- MBTI; Measuring interpersonal relationship – FIRO-B 4.3 General Mental Ability Tests: A] Group tests – Cattell’s Culture-fair Test of Intelligence, B] Individual Tests - WAIS, WISC 4.4 Aptitude Tests- DAT, GATB, SVIB, Minnesota Manual Dexterity Test	
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Books for Reading:-

- Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.
- Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
- Gregory, R.J. (2005). Psychological testing: History, principles and applications. New Delhi: Pearson Education.
- Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan.
- Anastasi, A. (1988). Psychological testing. NY: Macmillan.
- Nunnally, J.C. (1981). Psychometric theory. NY: Tata McGraw-Hill
- Ghiselli, E.E. and Campbell, J.P., Zedek, S. (1981). Measurement theory for the behavioral sciences. W.H. Freeman.
- Freeman, F.S. 3rd ed. (1965). Psychological testing. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
- Cronbach, L. J. 5th ed. (1990). Essentials of psychological testing. New York: Harper Collins Publishers:
- Anastasi A. (1988). Psychological Testing. New York: McMillan
- Murphy, K. R., Davidshofer, R. K. (1988): Psychological testing: Principles and applications. New Jersey: Prentice Hall Inc.
- Aiken L.R. (1996) Rating Scales and Checklists: Evaluating Behavior, Personality and Attitudes.

- Ghiselli, E. E., Campbell, J. P. & Zedek, S. (1981). Measurement theory for the behavioural sciences. W.H. Freeman.
- Chadha, N. K. (1996). Theory and practice of psychometry. N. D.: New Age International Ltd.
- Kline, P. (1983). Personality measurement and theory. Hutchinson.

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First Year of M.A. Psychology (SEM-I)
(2023 Course)

Course Code : 23ArPsyP113 Course Name: Applied Social Psychology

Teaching Scheme: TH: 4 Hours/Week

Credit: 04

Examination Scheme: CIA: 50 Marks

End-Sem: 50 Marks

Prerequisite Courses: • B.A psychology

Course Objectives:

1. To develop better understanding of the field of applied social psychology
2. To understanding the application of social psychology
3. To acquaint students with application of social psychology in media
4. To applying social psychology to environment
5. To acquaint students with recent developments in applied social psychology
6. To apply social psychology in various settings

Course Outcomes:

After successful completion of this course students will able to :

- Develop better understanding of the field of applied social psychology
- Understanding the application of social psychology
- To acquaint students with application of social psychology in media
- Applying social psychology to environment

- To acquaint students with recent developments in applied social psychology
- Applying social psychology in various settings

Course Contents:

Unit	Content	Lectures
Unit 1	Introduction to applied social psychology	15
	1.1 Definition, nature and history of applied social psychology 1.2 Applied social psychology as a science, the role of personal values 1.3 Social influences on behavior 1.4 Role of applied social psychologist	
Unit 2	Social Diversity and Environmental Psychology	15
	2.1 Concept and types of diversity 2.2 Opportunities and challenges of diversity 2.3 Nature of environmental psychology 2.4 Effect of physical environment on behavior	
Unit 3	Applied social psychology in media	15
	3.1 Applied social psychology to the media violence 3.2 Effects of long-term exposure to explicit/graphic media 3.3 Media influences on thought process (fake news, SNS, Films, Advertisements, Print and electronic media) and preventive measures 3.4 Media and Prosocial behavior	
Unit 4	Applied social psychology in various settings	15
	4.1 Applications in educational settings 4.2 Applications in organizational settings 4.3 Applications in community mental health 4.4 Applications in crime and law	

Books for Reading:-

1. Kloos, B., Hill, j., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). Community psychology: Linking individuals and communities. Wadsworth, Cengage.
2. Mikkelson, B. (1995). Methods for development work and research: A guide for practioners. New Delhi: Sage.

3. Schneider, F.W., Gruman, A., Coult, L .M. (Eds.). (2012). Applied social psychology: Understanding and addressing social and practical problems. New Delhi: Sage publications.
4. Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). Understanding social psychology across cultures. New Delhi: Sage Publication.
5. Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition.
6. Misra, G. (1999). Stress and Health. New Delhi: Concept.
7. Chadha, N.K. (2007). Organizational Behavior. Galgotia Publishers: New Delhi.
8. Giles, D. (2003). Media Psychology. New Jersey: Lawrence Erlbaum Associates Publishers.
9. Baron, R.A., Byrne, D. & Bhardwaj, G (2010). Social Psychology (12th Ed). New Delhi: Pearson.
10. Chadha, N.K. (2012). Social Psychology. MacMillan: New Delhi
11. Baron & Byrne _Social Psychology: Understanding Human Interaction_ 5th Edition, Allyn & Bacon Inc.
12. Dalton E.S (2001) Community Psychology_ Wadsworth Thomson learning
13. Feldman Roberts _Social Psychology – Theories, Research, and Applications_ International student edition
14. Frank. W. Schneider, J. Gruman, Larry Carst _Applied Social Psychology: Understanding & Addressing Social & Practical Problem_ Sage Publication
15. Hastie R. & Stasser G. (2000) In Reis H.T. & Gidd C.H. _Handbook of Research Methods in Social and Personality Psychology. Cambridge University Press.
16. Higgins T & Kruglanski A. W (1996) _Social Psychology: Handbook of Basic Principles_ Guilford Press, New York, London
17. Hollander & Raymond Hunt _Current Perspective in Social Psychology_ Oxford University Press
18. Leonard Berkowitz _A Survey of Social Psychology Illinois_ The Dryden Press, Hidsate
19. Lindesmith A.R, Strauss _Social Psychology_ Prentice Hall Publications, New Jersey
20. Misra L (1992) _Women's Issues: An Indian Perspective_ Northern Book Centre, New Delhi.
21. Muttagi P.K (1997) Drug Abuse among College Students in Bombay_ Somaiya Publication Pvt. Ltd., Bombay.
22. Pennington D.C Gillen K & Hill P _Social Psychology_ Oxford University Press .N.Y

23. Phillip W.S.K (1994) Street Children in India Rawat Publications, Jaipur
24. Reis H.T & Judd C.H (2000) Handbook of Research Methods in Social and Personality Psychology The Cambridge Press
25. Rickel P. (1999) Social and Psychological Problems Prevention & Intervention Hemisphere Publishing Cooperation, New York.
26. Second & Backman Social Psychology International Students Education
27. Semin G.R & Fiedler K (1996) Applied Social Psychology Sage Publications, New Delhi
28. Seras D.O, Freedman J.L & Peplau L.A Social Psychology Prentice Hall Inc.

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First Year of M.A. Psychology (SEM-I)
(2023 Course)

Course Code : 23ArPsyP114

Course Name: Lab course on Psychological testing

Teaching Scheme: TH: 4 Hours/Week

Credit: 04

Examination Scheme: CIA: 50 Marks

End-Sem: 50 Marks

Prerequisite Courses: • B.A psychology

Course Objectives:

1. To understand procedures of administering tests
2. To administering any psychological test
3. To interpret scores of the test
4. To write report of psychological test
5. To evaluate test results.
6. To use psychological referral on the basis of psychological test results.

Course Outcomes:

After successful completion of this course students will able to :

- Understand procedures of administering tests
- Administering any psychological test
- Interpret scores of the test
- Write report of psychological test
- Evaluating test results.

- Use psychological referral on the basis of psychological test results.

Course Contents:

	Content
1	Intelligence Test
	Cattell's culture fair Test
2	Projective
	Sentence Completion Test
3	Aptitude
	David's Battery of Differential Abilities
4	Environmental assessment
	Family Environment Scale
5	Personality
	Self Concept questionnaire
6	Cognitive style/ Interest/ adjustment
	Edward's Personality Preference Schedule

General Instructions:

1. Each batch of practical will 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 will be required to maintain a journal for this course and obtain the completion certificate from the teacher in-charge and certified by H.O.D. Without this certificate, the students will not be allowed to appear for the Internal Examination and End Semester Examination (ESE) as per the rules of the credit system.

Conduct of practical Examination of Credit System.

[B] Evaluation of Practical-(Total 2 Credits)

1. There will be 25 marks for continuous (internal) assessment (1 credits) and 25 marks for End of Semester Examination (ESE, 1 Credits).

a) Continuous (Internal) Assessment of practical -25 marks (1 Credits)

There will be internal practical examination after completion of five practical's and the division of 50 internal marks like following:

Items	Marks
Instruction & Conduction	05
Oral	10
Journal	10
Total	25

Internal examination will be conducted at departmental level and subject teacher and one expert appointed by H.O.D. will conduct the examination:-

7. Each batch of practical examination will consist of a maximum 8 students.
8. Subject teacher and expert appointed by H.O.D. will jointly set a question paper.
9. Each question paper will have two subsets i.e. A and B.
10. Duration of the internal practical examination will be 4 hours per batch.
11. Marks are given by both examiners; average of the same will be calculated and considered as final marks of the students under the given heading.
12. Final mark list will be submitted to the H.O.D.

Books for Reading:

1. Rajamanickam, M. (2005). Experimental Psychology: with Advanced Experiments, Volume 1 & 2. New Delhi: Concept Publishing Company.
5. Tinker, M.A. & Russell, W.A. Introduction to methods in experimental psychology. Appleton
– Century Crofts.
6. Galloti, K. M. (2004). Cognitive psychology in and out of the laboratory. USA: Thomson Wadsworth.
1. Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.

2. Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
3. Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan.
4. Freeman, F.S. 3rd ed. (1965). Psychological testing. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
5. Cronbach L. J. (1984). Essentials of Psychological Testing (4th Ed)
6. Anastasi A. (1988). Psychological Testing. New York: McMillan

Murphy, K. R., Davidshofer, R. K. (1988): Psychological testing: Principles and applications. New Jersey: Prentice Hall Inc.

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First Year of M.A. Psychology (SEM-I)
(2023 Course)

Course Code : 23ArPsyP121
Course Name: COUNSELLING PROCESS

Teaching Scheme: TH: 4 Hours/Week

Credit: 04

Examination Scheme: CIA: 50 Marks

End-Sem: 50 Marks

Prerequisite Courses:

- B.A psychology

Course Objectives:

1. To understand nature and process of counseling
2. To know various assessment techniques and applying it
3. To understand various types of intervention strategies
4. To conducting assessment of clients
5. To diagnosing clients
6. To planning counseling sessions

Course Outcomes:

After successful completion of this course students will able to:

- Understand nature and process of counseling
- Know various assessment techniques and applying it

- Understand various types of intervention strategies
- Conducting an assessment of clients
- Diagnosing clients
- Planning counseling session

Course Contents:

Unit	Content	Lectures
Unit 1	INTRODUCTION TO COUNSELLING PSYCHOLOGY	15
	1.1 Definition, meaning of guidance, psychotherapy and counselling, Scope and Goals of Counselling 1.2 Overview of counselling process stages 1.3 Ethical Principles of Counselling 1.4 Characteristics of effective counsellor	
Unit 2	INITIAL DISCLOSURE AND IN-DEPTH EXPLORATION	15
	2.1 Communication and Building the Counselling Relationship 2.2 The Core Conditions of Counselling 2.3 Counsellor's Actions that Impede Communication 2.4 In-Depth Exploration A. Goals and methods B. Advanced empathy C. Immediacy D. Confrontation E. Interpretation F. Role playing	
Unit 3	COMMITMENT TO ACTION AND TERMINATION	15
	3.1 Diagnosis and The Process of Goal Setting 3.2 Design and Implication of Action Plans 3.3 Termination 3.4 Aims and objectives of record keeping File composition	
Unit 4	PSYCHOLOGICAL ASSESSMENT IN COUNSELLING	15
	4.1 Components of Effective Assessment 4.2 Inter-disciplinary Implications and Guidelines for Human Assessment	

	4.3 Non-standardized Techniques for Human Assessment 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 A. Intelligence Test B. Aptitude Test. C. Interest Test D. Achievement Test. E. Personality Test F. Diagnostic Test	
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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 Pvt. Ltd.
3. Gelso, C.J., Fretz, B.R. (1995) Counselling psychology. Bangalore: Prism books Pvt.Ltd
4. Gregory, R.J. (2005). Psychological Testing (4th Ed.). Delhi: Pearson education Pte.Ltd.
5. Rao, S.N. (2006). Counselling and guidance (2nd Ed.). New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
6. Patterson, L.E., Welfel, E.R. (2000). The counselling process (5th Ed.). Belmont: Wodsworth/Thomson Learning.
7. Nelson R. Jones (2000). Introduction to counselling skills, text and activities. London: Sage Publication.
8. Cohen, R.J., Swerdlik, M.E. (2005). Psychological testing and assessment (6th Ed.). Delhi: Tata McGraw-Hill.

9. Dalai Lama, His Holiness the & Cutler, S.C. (1998). The art of happiness: The handbook for living. Sidney: Hodder.
10. Deshpande C.G. and et. al. (2010) Samupadeshan: Shasrtiya Prakriya va upayojan. Unmesh Prakashan Pune.
11. Gladding S.T (2009) Counselling(6th Ed.)Pearson Education.
12. Gladding S.T. (2014) Counselling: A Comprehensive Profession (7th Ed.)Dorling

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First Year of M.A. Psychology (SEM-I)
(2023 Course)

Course Code : 23ArPsyP122
Course Name: Diagnostic Procedure and CMH

Teaching Scheme: TH: 4 Hours/Week

Credit: 04

Examination Scheme: CIA: 50 Marks

End-Sem: 50 Marks

Prerequisite Courses: • B.A psychology

Course Objectives:

1. To understand concepts and nature of clinical psychology
2. To understand theories of mental illness and preparing diagnostic formulation
3. To evaluate community mental health programs
4. To use all diagnostic procedures for assessment
5. To conduct programs for community mental health
6. To take case history, do diagnosis and prepare clinical reports

Course Outcomes:

After successful completion of this course students will able to :

- understand concepts and nature of clinical psychology
- Understand theories of mental illness and preparing diagnostic formulation
- Evaluate community mental health programs

- use all diagnostic procedures for assessment
- conduct programs for community mental health
- Take case history, do diagnosis and prepare clinical reports

Course Contents:

Unit	Content	Lectures
Unit 1	INTRODUCTION TO PSYCHO-DIAGNOSTIC PROCEDURE	15
	1.1 Definition of clinical Psychology, Related professions and Functions and ethics in clinical psychology 1.2 Clinical Interview: Structure (SCID), Unstructured 1.3 Cross-Cutting symptom Level 1 and 2, Psychotic symptom severity, WHODAS 1.4 Mental Status Examination and Writing Clinical Report	
Unit 2	CLASSICAL DIAGNOSTIC THEORIES OF ILLNESS	15
	2.1 Freudian theory of illness 2.2 Neo-Freudian theories : Jung, Adler 2.3 Behavioral theory : Dollard and Miller 2.4 Phenomenology : Carl Rogers	
Unit 3	PSYCHO-DIAGNOSTIC TESTING	15
	3.1 Personality Inventories- MMPI-2, NEO-PI-R 3.2 Projective Techniques: Rorschach Ink-Blot Test, Murray TAT, Children Apperception Test, Draw a Person Test 3.3 Intellectual Disability Assessment Techniques: Draw a Man/ Wechsler's Preschool and Primary Scale of Intelligence, Raven's Color Progressive Matrices Test 3.4 Neuropsychological Test: Bender Visual Motor Gestalt Test, Luria- Nebraska and Halstead-Reitan's neuropsychological Battery	
Unit 4	COMMUNITY PSYCHOLOGY AND MENTAL HEALTH	15
	4.1 Community psychology: Definition, history and emerging trends in community psychology 4.2 Types and levels of communities, Health promotion and preventive action through community programs	

	4.3 Community Health psychology: Definition, factors affecting community health, Approaches 4.4 Emerging trends in community psychology: Signs of hope and social change, Community Mental health act, Ethics in CMH.	
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Books for Reading:-

1. American Psychiatric Association: “Diagnostic and Statistical Manual of Mental Disorders”, DSM-5 (5th Ed.)
2. Taylor, S. (2006) 6th ed. Health psychology. ND: Tata McGraw-Hill
Anastasi, A., & Urbina, S. (2005). Psychological Testing. 7th ed. Pearson Education: India.
3. Wolman, B.B. (ed.) (1975). Handbook of clinical psychology. New York McGraw-Hill.
4. Sundberg, N.D., Winebarger, A.A.& Taplin, J.R. (2002). Clinical psychology: Evolving theory, practice and research. Upper Saddle River, N.J.: Prentice-Hall.
5. Lezak, M.D. (1995). Neuropsychological assessment. New York: Oxford University Press.
6. Rychlak, F. (1973). Introduction to personality and psychopathology. New York: Houghton Mifflin.
7. Brannon, L. & Feist, J. (2007). Introduction to health psychology. Singapore: Thomson Wadsworth. Newmark
8. Daldon. J.H., Elias M.J., & Wandersman A, (2007) Community Psychology linking individuals and communities, USA: Thomsan Wodsworth
9. 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.

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First Year of M.A. Psychology (SEM-I)
(2023 Course)

Course Code : 23ArPsyP131

Course Name: Research Methodology : Basics research in
Psychology (Section II)

Teaching Scheme: TH: 4 Hours/Week

Credit: 02

Examination Scheme: CIA: 25 Marks

End-Sem: 25 Marks

Prerequisite Courses: • B.A psychology

Course Objectives:

1. To understand basic terminology of advanced research techniques and follow the research reports and papers in different branches of psychology
2. To understand and apply commonly used research designs
3. To conduct psychological research independently
4. To understand basic research concepts
5. To understanding and carry out different steps in research
6. To prepare research proposal and writing research report in APA style

Course Outcomes:

After successful completion of this course students will able to:

- Understand basic terminology of advanced research techniques and follow the research reports and papers in different branches of psychology
- Understand and apply commonly used research designs
- Conduct psychological research independently
- Understand basic research concepts
- Understanding and carry out different steps in research
- prepare research proposal and writing research report in APA style

Course Contents:

Unit	Content	Lectures
Unit 1	RESEARCH PROCESS IN PSYCHOLOGY - I	15
	1.1 Overview of basic research steps and concepts in psychology (problem, variables, operational definitions, hypothesis and types of errors) 1.2 Difference Between Qualitative and Quantitative Research 1.3 Qualitative research Methods: Cohort Studies, Cross-Cultural Studies, Phenomenology, Grounded theory, Focus groups, Narratives, Case studies, Ethnography 1.4 Research Designs in Psychology: Experimental, Field Study, Quasi	
Unit 2	RESEARCH PROCESS IN PSYCHOLOGY- II	15
	2.1 Basics of Factor analysis 2.2 Overview of Extraction methods and Rotation methods 2.3 Exploratory and Confirmatory factor analysis 2.4 Writing Research proposal, Article, Dissertation, APA style of referencing	

Books for Reading:-

1. Minium E.W., King B. M., Bear G. (1995). Statistical Reasoning in Psychology and Education
2. Guilford J. P. and Fruchter B. (1985). Fundamental Statistics in Psychology and Education (6th ed) McGraw - Hill

3. Howell D.C. (1997). Statistical Methods for Psychology (4th Ed)
4. Sarma K.V.S. (2001) Statistic Made Simple : Do it Yourself on PC
5. Welkowitz, J., Emen, R. B. and Cohen, J. (1982). Introductory statistics for the behavioural sciences (3rd ed.). N.Y.: Academic Press.
6. Shaughnessy J.J. and Zechmeister E.B. (1997). Research Methods in Psychology (4th ed)
7. Kerlinger F.N. (1994). Foundations of behavioral research (3rd ed)
8. Zechmeister J.S., Zechmeister E.B. & Shaughnessy J.J. (2001). Essentials of research methods in psychology.
9. Robinson, P.W. (1976). Fundamentals of experimental psychology. Prentice-Hall.
10. Edwards, A.L. (1969). Techniques of attitude scale construction. Vakil, Feffer & Simons.
11. Edwards, A.L. (1985). Experimental designs in psychological research. Harper & Row.
12. Broota, K.D. (1989). Experimental design in behavioural research. Wiley Eastern.
13. Singh A.K. (2006). 5th ed. Tests, Measurement and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan.
14. Christensen. Experimental methodology.
15. Nunnally, J.C., & Bernstein, I.H. (1994). Psychometric theory (3rd ed. NY: McGraw-Hill.

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Modern College of Arts, Science and Commerce,
Shivajinagar, Pune - 5
First Year of M.A. Psychology (SEM- II)
(2023 Course)

Course Code : 23ArPsyP211 Course Name: LEARNING AND MEMORY

Teaching Scheme: TH: 4 Hours/Week

Credit: 04

Examination Scheme: CIA: 50 Marks

End-Sem: 50 Marks

Prerequisite Courses: • B.A psychology

Course Objectives:

1. To identify different types of learning
2. To understand theories of learning
3. To understand various types, models of memory
4. To apply learning principles in day today life
5. To predicting neurological and environmental causes of differences in learning and memory
6. To use and improving learning and memory of self and others

Course Outcomes:

After successful completion of this course students will able to :

- Identify different types of learning
- Understand theories of learning

- Understand various types, models of memory
- Apply learning principles in day today life
- Predicting neurological and environmental causes of differences in learning and memory
- Using and improving learning and memory of self and others

Course Contents:

Unit	Content	Lectures
Unit 1	LEARNING: FUNDAMENTAL THEORIES AND CONCEPT FORMATION	15
	1.1 Learning:- Definition, Nature and Laws 1.2 Classical theory of learning by Hull 1.3 Concept formation: Rules, Types, and Strategies 1.4 Cultural influences on learning 1.5 Applications:- Current trends in learning (cooperative, reciprocal, experiential)	
Unit 2	LEARNING: METHODS AND APPLICATIONS	15
	2.1 Classical Conditioning: Procedure, phenomena and related issues 2.2 Instrumental learning: A) Phenomena, Paradigms and theoretical issues; B) Reinforcement: Basic variables and schedules 2.3 Socio-cognitive approaches in learning: Latent learning, observational learning 2.4 Trial and Insight learning, Verbal and Discrimination learning 2.5 Applications:- Behaviour modification and shaping, Types of learners	
Unit 3	MODELS AND THEORIES OF MEMORY	15
	3.1 Types of memory- Sensory memory, Short Term Memory, Long Term Memory, Determinants of memory 3.2 Models of memory- Unitary and dual process view: Waugh and Norman, Multi-process view: Atkinson and Shiffrin; Tulving, Craik and Lockhart, Connectionist model: Rumelhart and McClelland 3.3 Theories of forgetting: Psychoanalytical, Trace, Trace Decay, Interference, and recent trends , Distortion of memory	

	3.4 Types of Amnesia- Amnesia after concussion (Anterograde, Retrograde), Childhood, Korsakoff, Alzheimer's disease 3.5 Applications: Memory improvement techniques	
Unit 4	NEUROLOGICAL BASIS OF LEARNING AND MEMORY	15
	4.1 Neurons: Basic structure, Functions and Types. 4.2 A) Brain areas associated with learning and memory, B) Studies on role of brain in learning and conditioning 4.3 Synaptic mechanisms and synaptic plasticity of learning and memory 4.4 Neurotransmitters associated with learning and memory 4.5 Applications: Methods of Physiological Psychology: A) Invasive methods – Anatomical methods, degeneration techniques, lesion techniques, chemical methods, microelectrode studies. B) Non-invasive methods – EEG, Scanning methods	

Books for Reading:-

1. Matlin, M. (1994). Cognition. Bangalore: Harcourt Brace Pub.
2. Sternberg, R. J. (2007). Cognitive Psychology. Australia: Thomson Wadsworth.
3. Galloti, K. M. (2004). Cognitive psychology in and out of the laboratory. USA: Thomson Wadsworth.
4. Kellogg, R. T. (2007). Fundamentals of Cognitive Psychology. N.D. Sage Publications.
5. Solso, R. L. (2004). Cognitive Psychology (6th ed.). Delhi: Pearson Education.
6. Carlson, N. R. (2007). Foundations of physiological psychology. N.D.: Pearson Edu.
7. Pinel, J.P.J. (2007). Biopsychology. N.D.: Pearson Edu.
8. Horn, G. (1985). Memory imprinting and the brain. Oxford: Clarendon Press.
9. Kothurkar, V. K. (1985). About learning and memory. ND: Wiley Eastern.
10. Wade, C. and Tavis, C. (2007). Psychology. Pearson Education.

11. Best, J. B. (1999). Cognitive Psychology. USA: Wadsworth Publishing Co.
12. Kaplan, S. & Kaplan, R. (1982). Cognition and environment. N.Y.: Praeger Publishers.
13. Flavell, J.H. (1985). Cognitive development. 2nd ed. N.J.: Prentice-Hall.
14. Guenther R. K. (1998). Human Cognition. New Jersey: Prentice-Hall.
15. Reed S. K. (1998). Cognition: Theory and application (3rd ed). California: Brooks/Cole Pub. Company
16. Cohen G. (1983). Psychology of cognition (2nd ed.). London: Academic Press.
17. Rosenzweig, M.R., Leiman, A.L. & Breedlove, S.M. (1996). Biological psychology. Massachusetts: Sinauer Associates Publishers.
18. Emilien, G., Durlach, C., Antoniadis, E., Linden, M. Vd. & Maloteaux, J.M. (2004). Memory. NY: Psychology Press.
19. Jahnke, J.C. & Nowaczyk, R.H. (1998). Cognition. Upper Saddle NJ: Prentice Hall.
20. Malim, T. (1994). Cognitive processes. London: MacMillan.
21. Horton, D. L. and Turnage, T. W. (1976). Human learning. ND: Prentice-Hall
22. Desai, B. and Abhyankar, S. C. (2007). Prayogik manasashastra and sanshodhan paddhati. Pune: Narendra Prakashan.
23. Borude, R.R. Bodhanik manasashastra. Chhaya Prakashan.

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First Year of M.A. Psychology (SEM- II)

(2023 Course)

Course Code: 23ArPsyP212 **Course Name: Psychology for Living**

Teaching Scheme: TH: 4 Hours/Week **Credit: 04**

Examination Scheme: CIA: 50 Marks **End-Sem: 50 Marks**

Prerequisite Courses: • B.A psychology

Course Objectives:

1. To identifying and understand different aspects of adjustment
2. To understand different aspects of living.
3. To sensitize about gender issues and gender differences
4. To analyzing and Evaluating problems in adjustment in living
5. To implement coping strategies for better living.
6. To adapting psychological wellbeing with different aspects of living.

Course Outcomes:

After successful completion of this course students will able to :

- Identifying and understand different aspects of adjustment
- Understand different aspects of living.
- Sensitize about gender issues and gender differences
- Analyzing and Evaluating problems in adjustment in living
- Implement coping strategies for better living.
- Adapting psychological wellbeing with different aspects of living.

Course Contents:

Unit	Content	Lectures
Unit 1	GENDER SENSITIZATION	15
	1.1 Gender similarities and differences 1.2 Changing role expectations for females 1.3 Changing role expectations for males 1.4 Gender differences in sexual socialization 1.5 Bridging gender gap: gender sensitization, inclusion and equality	
Unit 2	RELATIONSHIP	15
	2.1 Friendship and Love 2.2 Moving towards marriage 2.3 Marital adjustment across family life cycle 2.4 Vulnerable areas in marriage 2.5 Dealing with intimate violence and loneliness	
Unit 3	STRESS AND ITS EFFECTS	15
	3.1 Nature and types of stress 3.2 Sources of stress 3.3 Responses to stress 3.4 Consequences of stress 3.5 Stress Management	
Unit 4	COPING RESOURCES	15
	4.1 Common coping patterns of limited value 4.2 Appraisal focused coping 4.3 Problem focused coping 4.4 Emotion focused coping 4.5 Coping Facilitators: Optimism, Resilience, Hardiness and Social Support	

Books for Reading:-

1. Weiten, W. and Lloyd, M. Indian Edition 8th (2007). Psychology applied to modern life: Adjustment in the 21st century. Thomson
2. Martin, L.G.; Osborne, G. (1989). Psychology: Adjustment and everyday living. N.J.:Prentice-Hall, Englewood Cliffs.
3. Duffy,k.G.(2008)Psychology for living. Pearson
4. Lazarus, R. S. (1961) Patterns of adjustment. N.D.: M.C. Graw Hill
5. Baumgardner, S.R & Crothers M. K.(2009) Positive Psychology Delhi: Pearson Education
6. Baumeister R.F & Bushman B. J (2008) Social Psychology & Human Nature. USA: Thomson & Wadsworth
7. Feldman R. S. and Nandita Babu (2011). Discovering the life span: Pearson Education.
8. Feldman R. S. 4th ed. (2006). Development across the life span. London: Pearson Education.
9. Santrock, J. W. 11th ed. (2007). Adolescence. N.D.: Tata M.C. -GrawHill.
10. Shaffer, D. R. and Kipp, K. 7th ed. (2007). Development psychology:Childhood and adolescence. Haryana: Thomson.
11. Hurlock, E. (1996) Developmental Psychology. Tata McGraw-Hill
12. Matlin, M. (1994). Cognition. Bangalore: Harcourt Brace Pub.
13. Best, J. B. (1999). Cognitive Psychology. USA: Wadsworth Publishing Co.
14. Brannon, L. and Feist, J. (2007). Introduction to health psychology. India ed. N.D.:Thomson.
15. .Dimatteo, M.R. and Martin, L.R. (2002). Health Psychology. N.D.: Pearson.
16. Gray, S. W. and Zide, M. R. Indian Edition (2008). Psychopathology: A competency based assessment model for social workers. Thomson.

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First Year of M.A. Psychology (SEM-II)
(2023 Course)

Course Code : 23ArPsyP213 Course Name: Fundamentals of Statistics

Teaching Scheme: TH: 4 Hours/Week

Credit: 04

Examination Scheme: CIA: 50 Marks

End-Sem: 50 Marks

Prerequisite Courses: B.A psychology

Course Objectives:

1. To compute advanced statistics for psychology research using SPSS for research
2. To analyze the data of practical and project work.
3. To identify the need of statistics in psychological research and understanding complex research problems.
4. To using computational skills in research
5. To elaborate statistical results
6. To use statistical softwares for data analysis

Course Outcomes:

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

- Compute advanced statistics for psychology research using SPSS for research

- analyze the data of practical and project work.
- Identify the need of statistics in psychological research and understanding complex research problems.
- Using computational skills in research
- Elaborate statistical results
- Using statistical softwares for data analysis

Course Contents:

Unit	Content	Lectures
Unit 1	BASIC CONCEPTS IN STATISTICS	15
	1.1 Statistics: Definition, basic concepts, characteristics and Importance in Research 1.2 Measures of Central tendency, Measures of Variability 1.3 Graphical Representation of data 1.4 Standardization of scores: Percentiles, Percentile ranks, z scores and T scores 1.5 Normal Distribution Curve	
Unit 2	INFERENTIAL STATISTICS - I: CORRELATION AND REGRESSION	15
	2.1 Introduction to Inferential statistics 2.2 Concept and meaning of correlation 2.3 Pearson's Product-Moment Correlation, Scatter Diagram 2.4 Introduction to other types of correlation: bi-serial, point-biserial correlation, phi-coefficient, tetra choric correlation, partial and multiple correlation 2.5 Simple Linear Regression: Concept and use	
Unit 3	INFERENTIAL STATISTICS – II	15
	3.1 Standard error of mean, Significance of difference of means (t-test) 3.2 Assumptions of Analysis of variance, and One-way ANOVA- Independent, Concept of repeated measures 3.3 Two-way ANOVA 3.4 Analysis of Covariance: Concept 3.5 Application: Using statistical software for data analysis	
Unit 4	NON-PARAMETRIC STATISTICS	15
	4.1 Difference between Parametric and Non-parametric statistics 4.2 Chi Square Analysis	

	4.3 Non-parametric tests for correlation: Rank Difference Correlation, Sign Test, Wilcoxon Signed Rank test 4.4 Non-parametric tests for comparison of means: Mann-Whitney U-test and Kruskal-Wallis Test 4.5 Interpretation of statistical software output	
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Books for Reading:-

1. Minium E.W., King B. M., Bear G. (1995). Statistical Reasoning in Psychology and Education
2. Guilford J. P. and Fruchter B. (1985). Fundamental Statistics in Psychology and Education (6th ed) McGraw - Hill
3. Howell D.C. (1997). Statistical Methods for Psychology (4th Ed)
4. Sarma K.V.S. (2001) Statistic Made Simple : Do it Yourself on PC
5. Welkowitz, J., Emen, R. B. and Cohen, J. (1982). Introductory statistics for the behavioural sciences (3rd ed.). N.Y.: Academic Press.
6. Shaughnessy J.J. and Zechmeister E.B. (1997). Research Methods in Psychology (4th ed)
7. Kerlinger F.N. (1994). Foundations of behavioral research (3rd ed)
8. Zechmeister J.S., Zechmeister E.B. & Shaughnessy J.J. (2001). Essentials of research methods in psychology.
9. Robinson, P.W. (1976). Fundamentals of experimental psychology. Prentice-Hall.
10. Edwards, A.L. (1969). Techniques of attitude scale construction. Vakil, Feffer & Simons.
11. Edwards, A.L. (1985). Experimental designs in psychological research. Harper & Row.
12. Broota, K.D. (1989). Experimental design in behavioural research. Wiley Eastern.

13. Singh A.K. (2006). 5th ed. Tests, Measurement and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan.
14. Christensen. Experimental methodology.
15. Nunnally, J.C., & Bernstein, I.H. (1994). Psychometric theory (3rd ed. NY: McGraw-Hill

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First Year of M.A. Psychology (SEM- II)
(2023 Course)

Course Code: 23ArPsyP214

Course Name: Lab course on experiments

Teaching Scheme: TH: 4 Hours/Week

Credit: 04

Examination Scheme: CIA: 50 Marks

End-Sem: 50 Marks

Prerequisite Courses: B.A psychology

Course Objectives:

1. To know and understand different areas of experimentation in psychology
2. To know and use various skills of conducting experiments in psychology
3. To apply and evaluate of experimental design and formulating hypotheses
4. To defend obtained results
5. To write report of experimental research
6. To conduct psychological research using different experimental designs

Course Outcomes:

After successful completion of this course students will able to :

- Know and understand different areas of experimentation in psychology
- Know and use various skills of conducting experiments in psychology
- Apply and evaluate of experimental design and formulating hypotheses
- Defend obtained results

- Write report of experimental research
- Conduct psychological research using different experimental designs

Course Contents:

	Content
1	Concept Formation
2	Rational Learning
3	Knowledge of Result
4	Serial Learning
5	Transfer of training in maze learning
6	Organization in Memory

General Instructions:

1. Each batch of practical will 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 will be required to maintain a journal for this course and obtain the completion certificate from the teacher in-charge and certified by H.O.D. Without this certificate, the students will not be allowed to appear for the Internal Examination and End Semester Examination (ESE) as per the rules of credit system.

Conduct of practical Examination of Credit System.

[B] Evaluation of Practical-(Total 2 Credits)

2. There will be 25 marks for continuous (internal) assessment (1 credits) and 25 marks for End of Semester Examination (ESE, 1 Credits).

b) Continuous (Internal) Assessment of practical -25 marks (1 Credits)

There will be internal practical examination after completion of five practical's and the division of 50 internal marks like following:

Items	Marks
Instruction & Conduction	05
Oral	10
Journal	10
Total	25

Internal examination will be conducted at departmental level and subject teacher and one expert appointed by H.O.D. will conduct the examination:-

1. Each batch of practical examination will consist of maximum 8 students.
2. Subject teacher and expert appointed by H.O.D. will jointly set question paper.
3. Each question paper will have two subsets i.e. A and B.
4. Duration of the internal examination of practical will be 4 hours per batch.
5. Marks are given by both examiners; average of the same will be calculated and considered as final marks of the students under the given heading.

Books for Reading:

2. Rajamanickam, M. (2005). Experimental Psychology: with Advanced Experiments, Volume 1 & 2. New Delhi: Concept Publishing Company.
3. Mohsin, S. M. (1975). Experiments in psychology. Orient Longman.
4. Mohanthy. Experiments in psychology.
7. Tinker, M.A. & Russell, W.A. Introduction to methods in experimental psychology. Appleton– Century Crofts.
8. Jalota, S. (1962). Experiments in psychology. Asia Publishing House.
9. Galloti, K. M. (2004). Cognitive psychology in and out of the laboratory. USA: Thomson Wadsworth.
10. Sternberg, R.J. (1996). Cognitive psychology. NY: Harcourt Brace College Publishers.
11. Guenther, R.K.(1998). Human cognition. NJ: Prentice-Hall.

12. Baker, L.M., Weisiger, C. & Taylor, M.W. (1960). Laboratory experiments in general psychology. Oxford Univ. Press.
13. Berkowitz, L. (1974). Advanced experimental social psychology. Academic Press.
14. Debold, R.C. (1968). Manual of contemporary experiments in psychology. Prentice-Hall.
15. Fergusson, E. D. (1976). Motivation: An experimental approach. Holt Rinehart & Winston.
16. Friedenberg, J., Silverman, G. (2006). Cognitive science: An introduction to the study of mind. London: Sage Publications.
17. Collins, M. & Drever, J. (1930). Experimental Psychology. London: Methuen & Co. Ltd.
18. Snodgrass J. G., Levy-Berger, Hyden (1985). Human Experimental Psychology. New York: Oxford University Press.
19. Kuppaswamy, B. (1952). Elementary Experiments in Psychology. London: Oxford University Press.
20. Nunn, J. (1998). Laboratory psychology: A beginner's guide. Hove: Psychology Press Ltd.
21. Kothurkar, V.K. (1985). About memory. ND: Wiley Eastern.

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First Year of M.A. Psychology (SEM-II)

(2023 Course)

Course Code: 23ArPsyP221

Course Name: AREAS OF COUNSELLING

Teaching Scheme: TH: 4 Hours/Week

Credit: 04

Examination Scheme: CIA: 50 Marks

End-Sem: 50 Marks

Prerequisite Courses:

- B.A psychology

Course Objectives:

1. To know different areas of personal counselling
2. To understand special areas of counselling
3. To apply counselling skills in counselling process
4. To apply counselling therapies and techniques in counselling process
5. To preparing counseling plan
6. To executing counseling and evaluating outcomes

Course Outcomes:

After successful completion of this course students will able to :

- Know different areas of personal counselling
- Understand special areas of counselling
- Apply counselling skills in counselling process
- Apply counselling therapies and techniques in counselling process
- Preparing counseling plan
- Executing counseling and evaluating outcomes

Course Contents:

Unit	Content	Lectures
Unit 1	Career Counselling	15
	1.1 Stages of Career counselling 1.2 Importance and scope of career counselling 1.3 Theories of career development a. Holland's theory b. Super's theory c. Bandura's theory 1.4 Career counselling over the life span 1.5 Information about placement services	
Unit 2	Clinical mental health Counselling	15
	2.1 HIV/AIDS; Orientation, Pre-test and Post- test Counselling. 2.2 A] P.T.S.D.: Effect of Trauma and interventions B] Anger Control: Nature and Symptoms, anger and its Associated Problems and Treatment. 2.3 Handling suicides and Para suicides: Nature, Definition and types, Sociological and Psychological Explanation, Suicide Potentiality and Presentation. 2.4 Counselling for psychosomatic problems 2.5 Counselling for physical disability - Nature, types and strategies	
Unit 3	Sports Counselling	15
	3.1 Introduction to sports counselling 3.2 Anxiety and sports 3.3 Group process in sports 3.4 Techniques of building self-confidence, willpower and concentration 3.5 Dealing with success and failure	
Unit 4	Current trends in Counselling	15
	4.1 Tele counselling, online counselling, interactive apps 4.2 Ethics for online counselling	

	4.3 Group counselling a. Nature and types of groups b. Stages and issues of groups 4.4 Theoretical approach and importance of group counselling 4.5 Rehabilitation counselling	
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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. Bangalore: Prism books Pvt. Ltd.
4. Gregory, R.J. (2005). Psychological Testing (4th Ed.). Delhi: Pearson education Pte.Ltd.
5. Rao, S.N. (2006). Counselling and guidance (2nd Ed). New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
6. Patterson, L.E., Welfel, E.R. (2000). The counselling process (5th Ed.). Belmont: Wodsworth/Thomson Learning.
7. Nelson R. Jones (2000). Introduction to counselling skills, text and activities. London: Sage Publication.
8. Cohen, R.J., Swerdlik, M.E. (2005). Psychological testing and assessment (6th Ed.). Delhi: Tata McGraw-Hill.
9. Dalai Lama, His Holiness the & Cutler, S.C. (1998). The art of happiness: The handbook for living. Sidney: Hodder.
10. Deshpande C.G. and et. al. (2010) Samupadeshan: Shasrtiya Prakriya vaupayojan. Unmesh Prakashan Pune
11. .Gladding S.T (2009) Counselling (6thEd)Pearson Education.

12. Gladding S.T. (2014) Counselling: A Comprehensive Profession (7th Ed)Dorling
13. Alegaokar P.M. (1997), Sports Psychology, Pune: Pune vidyarthi Griha prakashan
14. Eklund Robert C, Tenenbaum Gershen (2007), Handbook of sports psychology Third addition, John Wiley sons, Inc.
15. Goldstein, A. & Krosner, L. (1989) Modern applied psychology, Maxwell Macmillan International edition.

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First Year of M.A. Psychology (SEM-II)
(2023 Course)

Course Code: 23ArPsyP222 Course Name: PSYCHOPATHOLOGY

Teaching Scheme: TH: 4 Hours/Week Credit: 04

Examination Scheme: CIA: 50 Marks End-Sem: 50 Marks

Prerequisite Courses:

- B.A psychology

Course Objectives:

1. To understand latest DSM-5 classification system of Mental Disorders
2. To identify and understand the application of various paradigms to different mental disorders.
3. To understand and apply etiology
4. To identify symptoms and predicting prognosis of different Mental Disorders

5. To diagnose disorders correctly using symptoms criterion.
6. To identifying and building new theory or disorders

Course Outcomes:

After successful completion of this course students will able to :

- Understand latest DSM-5 classification system of Mental Disorders
- Identify and understand the application of various paradigms to different mental disorders.
- Understand and apply etiology
- Identify symptoms and predicting prognosis of different Mental Disorders
- Diagnose disorders correctly using symptoms criterion.
- Identifying and building new theory or disorders

Course Contents:

Unit	Content	Lectures
Unit 1	INTRODUCTION TO PSYCHOLOGICAL DISORDERS AND PARADIGMS OF PSYCHOPATHOLOGY	15
	1.1 Definition and criteria of psychological disorders 1.2 History of DSM; DSM 5 and ICD-11 based classification of psychological disorders. 1.3 A] Various Paradigms in Psychopathology- Biological and Diathesis-stress model 1.4 B] Psychodynamic models-Freudian Psychoanalysis, Object Relations, Neo-Freudian models 1.5 C. Behaviouristic, Cognitive, Humanistic-existential models, Statistical paradigm of psychopathology	
Unit 2	NEURODEVELOPMENTAL DISORDERS & PSYCHOTIC DISORDERS	15
	2.1 Intellectual Disability: Definition, types, levels, causes and treatment 2.2 ADHD, Autism Spectrum Disorders 2.3 Communication Disorders, Learning and Motor Disorders 2.4 Schizophrenia: Definition, phases, symptoms, etiology and treatments	

	2.5 Schizophrenia Spectrum Disorders: Brief Psychotic Disorder, Schizophreniform Disorder, Schizoaffective Disorder, Delusional Disorder	
Unit 3	DEPRESSION, ANXIETY, OBSESSIVE-COMPULSIVE, TRAUMA AND STRESS RELATED DISORDERS	15
	3.1 Depression: definition, types- Disruptive Mood Dysregulation Disorder, Major Depression, Dysthymia, Premenstrual Dysphoric Disorder. Symptoms, causes of and treatments for Depression 3.2 Bipolar Disorder: Types-bipolar I & bipolar II, Cyclothymia. Symptoms, causes and treatments 3.3 Anxiety Related Disorder: Separation Anxiety Disorder, Selective Mutism, Phobia, Panic Disorder, Generalized Anxiety Disorder 3.4 Obsessive-Compulsive Related Disorders: Obsessive-Compulsive Disorder (OCD), Body Dysmorphic Disorder, Hoarding Disorder, Trichotillomania, Excoriation Disorder 3.5 Trauma & Stress Related Disorder: Reactive Attachment Disorder, Disinhibited Social Engagement Disorder, Posttraumatic Stress Disorder, Acute Stress Disorder, Adjustment Disorder.	
Unit 4	PERSONALITY DISORDERS	15
	4.1 Definition and Characteristics of Personality Disorders 4.2 Cluster-A Personality Disorders: Paranoid , Schizoid and Schizotypal Personality Disorders 4.3 Cluster-B Personality Disorders: Borderline and Antisocial Personality Disorders. 4.4 Cluster-B Personality Disorders: Histrionic and Narcissistic Personality Disorders. 4.5 Cluster-C Personality Disorders: Anxious-avoidant, Dependent, Obsessive Compulsive Personality Disorders	

Books for Reading:-

1. American Psychiatric Association: “Diagnostic and Statistical Manual of Mental Disorders”, DSM-5 (5th Ed.)
2. Davison, G.C., Neal, J.M. & Kring, A.M. (2004). Abnormal psychology. (9th Ed.). New

York: Wiley.

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 Ed. McGraw Hill: New York,

USA.

6. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). Abnormal Psychology: current perspectives. 9th Ed. Tata McGraw-Hill: New Delhi, India.

7. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). Abnormal Psychology, 13th Ed. Pearson Education, India.

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 Livingsto.

13. Oltmanns T. F., Emery R. E. (1995) ‘‘Abnormal Psychology’’ Prentice Hall.

14. Sue, D., Sue D. W. & Sue S. (2006) ‘‘Abnormal Behavior’’ (8th Ed.) Houghton Mifflin Company.

15. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) Abnormal Psychology (15th Ed.)

16. Dorling Kindersley (India) Pvt. Ltd. of Pearson Education