

Syllabus Framework

Semester 3 (Second Year)

Course Type	Code	Course	Course / Paper Title	Hours / Week	Credit	CIA	ESE	Total
Major Mandatory (4 + 4+4+2)	23ArPsyP311	Major Paper 1 (Theory)	Theories of Personality	4	4	50	50	100
	23ArPsyP312	Major Paper 2 (Theory)	Micro skills for mental health professionals	4	4	50	50	100
	23ArPsyP313	Major Paper 3 (Theory)	Psychotherapies	4	4	50	50	100
	23ArPsyP314	Major Paper 4 (Practical)	Lab Course on Skill Development	4	2	25	25	50
Major Electives (4)	23ArPsyP321	Major Elective 1 (Theory)	Lifespan Counseling	4	4	50	50	100
	23ArPsyP322	Major Elective 2 (Theory)	Maladaptive Behavior	4				
RP (4)	23ArPsyP352	RP	Psychological Test or Experiment Development	8	4	50	50	100
OJT(4),								
Total				28	22	175	175	350

Semester 4 (Second Year)

Course Type	Code	Course	Course / Paper Title	Hours / Week	Credit	CIA	ESE	Total
Major Mandatory (4 + 4+4+2)	23ArPsyP411	Major Paper 1 (Theory)	Motivation and Emotion	4	4	50	50	100
	23ArPsyP412	Major Paper 2 (Theory)	Sports Psychology	4	4	50	50	100
	23ArPsyP413	Major Paper 3 (Theory)	Rehabilitation Psychology	4	4	50	50	100
Major Electives (4)	23ArPsyP421	Major Elective 1 (Practical)	Counseling Practicum	8	4	50	50	100
	23ArPsyP422	Major Elective 2 (Practical)	Clinical Practicum	8				
RP (4)	23ArPsyP452	RP	Psychology Research Project	12	6	75	75	150
OJT(4),								
Total				22	22	175	175	350

SYLLABUS FOR SEMESTER 3

Progressive Education Society's
Modern College of Arts, Science and Commerce,
Shivajinagar, Pune - 5
Second Year of M.A.
(2023 Course)

Course Code: 23ArPsyP311 Course Name: THEORIES OF PERSONALITY

Teaching Scheme: TH: 4 Hours/Week

Credit 04

Examination Scheme: CIA: 50 Marks

End-Sem : 50 Marks

Prerequisite Courses: M.A. I completed

Course Objectives:

CO 1 To define concept of personality from various perspectives

CO2 To explain basic principles and assumptions of different theories of personality.

CO 3 To apply personality theories while interpreting dynamics and development of personality among individuals

CO 4 To compare different approaches to study personality on their strengths and limitations.

CO 5 To evaluate effectiveness of personality assessment tools and therapeutic techniques based on theories of personality.

CO 6 To design research projects to study specific aspects of personality

Course Outcomes:

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

- Define concept of personality from various perspectives
- Explain basic principles and assumptions of different theories of personality.
- Apply personality theories while interpreting dynamics and development of personality among individuals
- Compare different approaches to study personality on their strengths and limitations.
- Evaluate effectiveness of personality assessment tools and therapeutic techniques based on theories of personality.
- Design research projects to study specific aspects of personality

Course Contents

Chapter 1	INTRODUCTION TO PERSONALITY	15 lectures
1.1	Definitions and Nature of personality	
1.2	Characteristics of good personality theory and Evaluation of Personality Theory	
1.3	Approaches : Idiographic, Nomothetic, Person-Situation Interaction Process	
1.4	Indian Perspective to Personality	
Chapter 2	PSYCHOANALYTIC AND NEO-PSYCHOANALYTIC APPROACHES	15 lectures
2.1	Classical Psychoanalysis by Sigmund Freud	
2.2	Psychoanalytical theory by Carl Jung	
2.3	Neo-Psychoanalytic Theory by Alfred Adler, Theory of Neurotic Needs by Karen Horney	
2.4	Interpersonal Psychoanalysis by Stack Sullivan , Theory of Psychosocial development by Erik Erikson	
Chapter 3	APPROACHES TO PERSONALITY	15 lectures
3.1	Learning Perspective : Expectancy Model by Julian Rotter	
3.2	Cognitive Perspective : Personal Construct Theory by George Kelly	
3.3	Hierarchy of needs by Abraham Maslow, Logotherapy by Viktor Frankl ,	
3.4	Humanistic Theory by Carl Rogers, Existentialist Theory by Rollo May	
Chapter 4	TYPE AND TRAIT APPROACH, CURRENT TRENDS	15 lectures

4.1	Type Approaches to Personality: Typology by Ernst Kretschmer, Body Type Theory by William Sheldon.	
4.2	Trait Approach -I : Trait Theory by Gordon Allport, 16 Personality Factors Theory by Raymond Cattel, ,	
4.3	Trait Approach -II : PEN Model by Hans Eysenck, Five Factor Model by Costa & McCrae, HEXACO (Big Six Model)	
4.4	Current Trends : Cross-Cultural research on Personality, Experimental research on Personality.	

References:

1. Jess Feist, Gregory J. Feist, and Tomi-Ann Roberts (9th Edition, 2020), Theories of Personality": McGraw Hill India
2. Howard S. Friedman and Miriam W. Schustack (2019), . "Personality: Classic Theories and Modern Research": Pearson
3. K. Ciccarelli Saundra (6th Edition, 2017)). Psychology. Pearson
4. "Randy J. Larsen and David M. Buss (6th Edition, 2017) Personality Psychology: Domains of Knowledge About Human Nature" : McGraw Hill Education
5. Schultz, D.P & Schultz, E.S. (2016). Theories of personality. Delhi: Thomson Wadsworth.
6. Thomas, J. C., & Hersen, M. (Eds.) (2010). Handbook of clinical psychology competencies. U.S.A.: Springer
7. Snyder, C. R., & Lopez, S. J. (2007). Positive Psychology: The scientific and practical explorations of human strengths. New Delhi: Sage Publications India Pvt. Ltd.
8. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). Theories of Personality. 4th Edn. Wiley: India.
9. Hall, C.S., Lindzey, G. & Campbell, J. B. (1998). Theories of Personality. New York: John Wiley & Sons.
10. Hjelle, L. A., & Ziegler, D. J. (1992). Personality theories: Basic assumptions, research, and applications (3rd ed.). McGraw-Hill Book Company.
11. Ryckman, R.M. (1978). Theories of Personality. D.Van Nostrand Company: New York.

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Second Year of M.A.
(2023 Course)

Course Code:23ArPsy312
Course Name: Micro skills for mental health professionals

Teaching Scheme: TH:4 Hours/Week

Credit 4

ExaminationScheme:CIA:50 Marks

End-Sem:50 Marks

Prerequisite Courses:

- M.A. -I

Course Objectives (COs)

- CO 1 To understand various skills
- CO 2 To empower oneself as a counselor
- CO 3 To apply communication and listening skills in counseling process
- CO 4 To acquire other microskills in counseling process
- CO 5 To realize the challenges in terminating the counseling sessions
- CO 6 To prepare the action session plan for clients

Course Outcomes (COs)

- CO 1 Understand various skills
- CO 2 Empower oneself as a counselor
- CO 3 Apply communication and listening skills in counseling process
- CO 4 Acquire other microskills in counseling process
- CO 5 Realize the challenges in terminating the counseling sessions
- CO 6 Prepare the action session plan for clients

Course Contents:

Chapter1	INTRODUCTION TO COUNSELING SKILLS	[15] lectures
	1.1 Counseling Skills : Definition , Nature and Importance 1.2 Types of helpers 1.3 Creating Your Mind (mind skills) a. Creating self-talk. b. Creating visual images. c. Creating rules. d. Creating perceptions. e. Creating Explanations. f. Creating Expectations. 1.4 RUC helping process model	
Chapter 2	ATTENDING SKILLS	[15] lectures
	2.1 Creating Your Communication and Feelings. a. Verbal Communication. b. Vocal Communication. c. Bodily Communication(SOLER) 2.2 The Client Therapist Relationship (Core conditions) 2.3 Counselor skills in the understanding and action phases 2.4 Listening Skills: Active listening, showing that you are listening, paraphrasing Skills, reflecting-feeling skills, listening mistakes.	

Chapter 3	COMMUNICATION SKILLS	[15]lectures
	3.1 Questioning Skills: Types of questions, areas of questions, information, summarizing information 3.2 Challenging Skills – Types of discrepancies 3.3 Monitoring Skills – Different monitoring methods 3.4 Feedback skills	
Chapter 4	OTHER SKILLS IN COUNSELLING	[15]lectures
	4.1 Disclosing skills. 4.2 Referral skills 4.3 Identifying unhelpful thinking 4.4 Self Care	

BOOKS FOR READING:-

1.

Gladding S.T. (2018) *Counselling: A Comprehensive Profession (8th Ed)* Dorling Kindersley (India) Pvt. Ltd. of Pearson Education.

2. Nelson-Jones, R. (2013). *Practical counselling and helping skills: Text and Activities for the Lifeskills Counselling Model*. SAGE.

3. Feltham, C., Hanley, T., & Winter, L. A. (2017). *The SAGE Handbook of Counselling and Psychotherapy*. SAGE.

4. Rao, S. N. (2013). *Counselling and guidance*. Tata McGraw-Hill Education.

5.

Nelson, R., Jones (2000). *Introduction to counselling skills, text and activities* London: Sage Publication.

6.

Feltham, C. & Horton, I. E. (ed) (2006). *The Sage handbook of Counselling and Psychotherapy (2nd Ed.)*. London: Sage Publication.

7. Rao, S. N. (2006). *Counselling and guidance (2nd Ed)*. New Delhi: Tata McGraw-Hill Publishing Co. Ltd.

8.

Gibson, R. L., Mitchell, M. H. (2005). *Introduction to counselling and guidance (6th Ed.)* Delhi: Pearson Education Pte. Ltd.

9. Gelso, C. J., Fretz B. R. (1995) *counselling psychology*. Bangalore: Prism books Pvt. Ltd

10.

Patterson, L. E., Welfel, E. R. (2000). *The counselling process (5th Ed.)*. Belmont: Wadsworth/Thomson Learning.

Progressive Education Society's
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Second Year of M.A.
(2023 Course)
Course Code: 23ArPsy313 Course Name: Psychotherapies

Teaching Scheme: TH: 4 Hours/Week

Credit: 04

Examination Scheme: CIA: 50 Marks

End-Sem :50 Marks

Prerequisite Courses: M.A. I completed

Course Objectives:

1. To revise various theories of learning and personality
2. To relate various theories with psychotherapies
3. To evaluate different approaches of psychotherapy
4. To acquire various skills and techniques for Psychotherapies
5. To design treatment plan
6. To carry out treatment and evaluate effectiveness of treatment

Course Outcomes:

After successful completion of this course students will able to:

1. Revise various theories of learning and personality
2. Relate various theories with psychotherapies
3. Evaluate different approaches of psychotherapy
4. Acquire various skills and techniques for Psychotherapies
5. Design treatment plan
6. Carry out treatment and evaluate effectiveness of treatment

Course Contents

Chapter 1	INTRODUCTION TO PSYCHOTHERAPIES AND PSYCHOANALYTICAL APPROACH	15 lectures
1.1	Nature and Definition of Psychotherapies, Difference between Counseling and Psychotherapy	
1.2	Different approaches and types of psychotherapies	
1.3	Psychoanalytic Therapies: Classical (Freud, Jung)	
1.4	Psychoanalytic Therapies: Modern (Adler)	
Chapter 2	COGNITIVE BEHAVIOUR THERAPY	15 lectures
2.1	Behavior Therapy (All forms of exposure therapies, Modeling, Dialectic, Biofeedback, EMDR)	
2.2	Cognitive Behaviour Therapy (Beck's Therapy)	
2.3	Trasactional analysis	
2.4	REBT (Mindfulness)	
Chapter 3	HUMANISTIC AND EXISTENTIAL THERAPIES	15 lectures
3.1	Roger's Client Centered Therapy	
3.2	Gestalt Therapy	
3.3	Reality Therapy	
3.4	Logotherapy	

Chapter 4	MULTIMODAL THERAPIES	15 lectures
4.1	Lazarus Multimodal Therapy	
4.2	Family Therapy	
4.3	Internal Family System	
4.4	Multicultural aspect of Psychotherapy	

References:

1. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) Abnormal Psychology (15th Ed.) Dorling Kindersley (India) Pvt. Ltd. of Pearson Education.
2. Nelson R., Jones (2009) Theory and Practice of Counselling and Therapy (4th Ed) Sage Publication.
3. Corey, G. (2008). Theory and practice of group counseling. Thomson Brooks/Cole: Belmont CA

4. Prochaska, J.O., & Norcross, J.C. (2007). Systems of psychotherapy: a transtheoretical analysis. 6th Ed. Thomson Brooks/Cole: Belmont, CA: USA.
5. Stewart, I. (2000). Transactional analysis counseling in action. London: Sage.
6. Corsini, R.J. & Wedding, D. (Eds.) (1995). Current psychotherapies. Itasca, Ill.: F.E. Peacock.
1. Woolfe, R. & Dryden, W. (Eds.) (1996). Handbook of counseling psychology. New Delhi: Sage.
2. Gelso, C. J. & Fretz, B.R. (1995). Counselling psychology Bangalore: Prism books.
3. Cliffs, N.J.: Prentice-Hall. Verma, L. (1990). The management of children with emotional and behavioral difficulties. London: Routledge.
4. Rimm, D.C. & Masters, J.C. (1987). Behavior therapy: Techniques and empirical findings. New York: Harcourt, Brace, Jovanich.
5. Beck, A.T. (1976). Cognitive therapy and behavior disorders.
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12. Ellis, A. & Harper, A. (1975). A new guide to rational living. Englewood.

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Second Year of M.A.
(2023 Course)

Course Code: 23ArPsyP314

Course Name: Lab Course on Skill Development

Teaching Scheme: TH: 4 Hours/Week

Credit 02

Examination Scheme: CIA: 25 Marks

End-Sem : 25 Marks

Prerequisite Courses: M.A. I completed

Course Objectives:

- CO 1 To know essential skills in various domains of mental health profession.
- CO2 To understand theoretical concepts of various psychotherapies and research.
- CO3 To acquire necessary skills and knowledge as a practicing psychologist.
- CO4 To apply therapeutic and research-based skills.
- CO5 To evaluate allied therapies to increase effectiveness of treatment.
- CO 6 To develop research paper writing skills.

Course Outcomes:

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

- Know essential skills in various domains of mental health profession.
- Understand theoretical concepts of various psychotherapies and research.
- Acquire necessary skills and knowledge as a practicing psychologist.
- Apply therapeutic and research based skills.
- Evaluate allied therapies to increase effectiveness of treatment.
- Develop research paper writing skills.

Course Contents

CONTENT		
1.	Practical aspects of School Counseling	
2.	Art Based Therapies (Art Therapy, Music Therapy, DMT, Narrative Therapy)	
3.	Psychological First Aid	
4.	Qualitative Analysis of research	
5.	Academic Writing for research paper publication	
6.	Administration and Interpretation of Projective Tests	
7.	Yoga Therapy	

8.	Rational Emotive Behavioral Therapy	
9.	Transactional Analysis	
10.	Remedial Teaching	
11.	Management of sexuality and gender issues	
	General Instructions : ● The skill based workshops (Any 4) will be conducted by field experts. ● Each workshop will be conducted for 6 hours.	
	Evaluation of Lab course on Skill Development : ● There will be 25 marks for Continuous Internal Assessment (1 credit) and 25 marks for End Semester Examination (1 credit). ● For Continuous Internal Assessment of 25 Marks (1 Credit), the distribution of marks for CIE will be as follows : - Written Exam/Report Writing/ Presentation – 10 Marks - Viva – 10 marks - Attendance – 5 Marks ● The distribution of marks for ESE will be as follows : - Written Exam – 15 Marks - Viva – 10 marks	

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Second Year of M.A.
(2023 Course)

Second Year of M.A. (NEP-Course) Sem -III

Course Code: 23ArPsyP321

Course Name: LIFESPAN COUNSELING

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

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

Prerequisite Courses: M.A. –I

Course Objectives:

CO 1 Identify need of counseling across life span

CO 2 Understand various challenges during life span

CO 3 Aware about various interventions for different life span

CO 4 Evaluate counseling therapies and techniques in counseling process for various life span

CO 5 Apply counseling therapies and techniques in counseling process for various life span

CO 6 Executing counseling and evaluating outcomes

CourseOutcomes:

1. Students will be able to
2. Identify need of counseling across lifespan
3. Understand various challenges during life span
4. Aware about various interventions for different life span
5. Evaluate counseling therapies and techniques in counseling process for various life span

6. Apply counseling therapies and techniques in counseling process for various life span
7. Executing counseling and evaluating outcomes

Course Contents

Chapter 1	Counselling for children having difficulties	15 lectures
	1.1 a.ADHD; diagnosis, types, causes, treatment. b. Learning Disabilities ; meaning and definitions, characteristics, causes, identification and educational provisions, c.Autism Spectrum Disorder: meaning and definitions ,characteristics, causes ,identification and educational provisions. 1.2 Slow Learners; definitions, types, causes, identification and diagnosis ,treatment. 1.3 Intellectually disabled ;definition and characteristics , identification, classification, causes and treatment 1.4 Emotionally Disturbed Children; characteristics, assessment, causes and treatment.	
Chapter 2	Marriage and family counselling	15 lectures
	2.1 Changing forms of family life 2.2 Pre-marital counseling 2.3 Counseling for various marital issues, Couple counseling 2.4 Counselling for gender-specific issues	
Chapter 3	Professional Adult Life Counseling	15 lectures

	3.1 Performance counselling 3.2 Challenges and stressors at workplace, work-life balance 3.3 Coping strategies for occupational stress 3.4 Sexual Harassment	
Chapter 4	Geriatric Counselling	15 lectures
	4.1 Counselling for different issues of geriatric (grief counseling) 4.2 Care needs of elderly 4.3 Care giving a. Family and institutional b. Caregiver stress c. Elder abuse 4.4 National policies and Services for elderly	

BOOKS FOR READING-

1. Feldman, R. (2023). *Development across the life span*. Pearson.
2. Feltham, C. & Horton, I. E. (ed) (2006). *The Sage handbook of Counselling and Psychotherapy* (2nd Ed.). London: Sage Publication.
3. Gibson, R. L., Mitchell, M. H. (2005). *Introduction to counselling and guidance* (6th Ed.). Delhi: Pearson Education Pvt. Ltd.

4. Gelso, C.J., Fretz, B.R. (1995) *Counselling psychology*. Bangalore: Prism books Pvt. 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: Wadsworth/Thomson Learning.
7.
Nelson R. Jones (2000). *Introduction to counselling skills, text and activities*. London: Sage Publication.

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Second Year of M.A. Psychology (SEM-III)
(2023 Course)

Course Code : 23ArPsyP322 Course Name: Maladaptive Behavior

Teaching Scheme: TH: 4 Hours/Week

Credit: 04

Examination Scheme: CIA: 50 Marks

End-Sem: 50 Marks

Prerequisite Courses: MA 1 Psychology

Course Objectives:

CO 1 To identify and define psychological disorders.

CO 2 To explain the etiology of psychological disorders.

CO 3 To analyze case studies of individuals exhibiting maladaptive behavior to identify symptoms and classify them according to the DSM.

CO 4 To compare and contrast different theoretical perspectives on the etiology of psychological disorders, evaluating their strengths and weaknesses.

CO 5 To design a comprehensive treatment plan for a hypothetical client diagnosed with a specific psychological disorder.

CO 6 To critically evaluate the effectiveness of various therapeutic approaches in treating different psychological disorders.

After successful completion of this course students will able to :

Course Outcomes

1. Identify and define psychological disorders.
2. Explain the etiology of psychological disorders.
3. Analyze case studies of individuals exhibiting maladaptive behavior to identify symptoms and classify them according to the DSM.
4. Compare and contrast different theoretical perspectives on the etiology of psychological disorders, evaluating their strengths and weaknesses.
5. Design a comprehensive treatment plan for a hypothetical client diagnosed with a specific psychological disorder.
6. Critically evaluate the effectiveness of various therapeutic approaches in treating different psychological disorders

Course Contents:

Unit	Content	Lectures
Unit 1	SUBSTANCE-RELATED DISORDERS	15
	1.1 Alcohol Related Disorder 1.2 Cannabis-Related Disorders and Hallucinogen-Related Disorders 1.3 Caffeine –Related disorders and Inhalant Related Disorders 1.4 Opioids, Sedative related disorders, Stimulant-Related Disorders	
Unit 2	IMPULSE CONTROL, SOMATIC, EATING AND SLEEP-WAKE DISORDERS	15
	2.1 Disruptive, Conduct and Impulse-Control Disorders 2.2 Somatic Symptom Related Disorders 2.3 Eating Disorders and Elimination Disorders 2.4 Sleep-wake Disorders	
Unit 3	SEXUAL, DISSOCIATIVE, & NEUROCOGNITIVE DISORDERS	15
	3.1 Sexual Cycle and Sexual Dysfunctions 3.2 Gender Dysphoria, Paraphilic Disorders 3.3 Dissociative Disorder 3.4 Neurocognitive Disorders	
Unit 4	MENTAL DISORDERS (NEW)	15

	4.1 Attenuated Psychosis Syndrome, Persistent Complex Bereavement Disorders 4.2 Depressive Episodes with Hypomania, Internet Gaming Disorder 4.3 Suicide- Types, causes and treatment 4.4 Suicidal Behavior Disorder Non-suicidal Self injury Disorder	
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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 Edi) Houghton Mifflin Company.
15. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) Abnormal Psychology (15th Ed.) Dorling Kindersley (India) Pvt. Ltd. of Pearson Education.

SYLLABUS FOR SEMESTER 4

Progressive Education Society's
Modern College of Arts, Science and Commerce,
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Second Year of M.A.(Sem-IV)
(2023 Course)

Course Code: 23ArPsyP411 Course Name: MOTIVATION AND EMOTION

Teaching Scheme: TH: 4 Hours/Week

Credit 04

Examination Scheme: CIA: 50 Marks

End-Sem : 50 Marks

Prerequisite Courses: M.A. I completed

Course Objectives:

- CO 1 To define key components of motivation and emotion.
- CO2 To interpret various theories of motivation as well as emotion and their relevance to human behavior.
- CO 3 To apply motivation theories to real-life scenarios in various aspects.
- CO 4 To critically analyze research findings related to motivation and emotion.
- CO 5 To evaluate strengths and limitations of different motivational and emotional theories.
- CO 6 To develop innovative strategies for enhancing motivation and emotional regulation among individuals.

Course Outcomes:

After successful completion of this course students will able to :

- Define key components of motivation and emotion.
- Interpret various theories of motivation as well as emotion and their relevance to human behavior.
- Apply motivation theories to real-life scenarios in various aspects.
- Critically analyze research findings related to motivation and emotion.
- Evaluate strengths and limitations of different motivational and emotional theories.
- Develop innovative strategies for enhancing motivation and emotional regulation among individuals.

Course Contents

Chapter 1	FOUNDATIONS AND MECHANISMS OF MOTIVATION	15 lectures
1.1	Concepts and Components of Motivation	
1.2	Approaches to study motivation and emotion : Cognitive, Ethological, Socio-cultural, Developmental-inter-actionalistic,	
1.3	Mechanism of Hunger and Thirst	
1.4	Mechanism of Sleep and sexual motivation	
Chapter 2	THEORIES AND APPLICATION OF MOTIVATION	15 lectures
2.1	Classical Theories Of Motivation : Murray, Atkinson, Maslow, McClelland	
2.2	a. Motivation theory of Aggression and Social Attachment b. Self- determination theory by Deci and Ryan	
2.3	Application of motivation in various fields : Clinical, Counseling	
2.4	Application of motivation in various fields : Industrial and Educational set-up	
Chapter 3	FOUNDATIONS OF EMOTIONS	15 lectures
3.1	Concepts , components and types of emotions (Plutchick Wheel, Approach VS avoidance of emotions)	
3.2	Biological bases of emotions : ANS, Endocrine system, Immune system	
3.3	Cerebral Lateralization of Cognition and Emotion	
3.4	Psycho-physiological measures	
Chapter 4	THEORIES OF EMOTIONS	15 lectures
4.1	Classical Theories of Emotions - I: James-Lange, Canon-Bard	
4.2	Classical Theories of Emotions - II: Schachter-Singer, Lazarus.	
4.3	Positive Emotions: Broaden and Build Theory of positive emotion, Hope and Optimism.	
4.4	Negative Emotions: Relation to health and Performance (Grief, Depression, Anger)	

References:

1. Robert Plutchik and Henry Kellerman (2019), "Theories of Emotion", Academic Press
2. Carol D. Ryff and Burton H. Singer (2019), "Emotion, Social Relationships, and Health", Oxford University Press
3. Lisa Feldman Barrett, Michael Lewis, and Jeannette M. Haviland-Jones (4th Edition, 2016), . "Handbook of Emotions", Guilford Publications.

4. Franken, R. E. (2007). Human motivation. USA: Thomson Higher Education.
5. Buck, R. (1988) Human Motivation and Emotion, New York: Wiley.
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. Kalat, J. W. (2000). Biological psychology. Wadsworth, Inc.
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10. Oatley, K. & Jenkins, J. M. (1992). Understanding emotions. Cambridge: Blackwell publishers.
11. Ekman, P. & Davidson, R.J. (1995). The nature of emotion: Fundamental questions. NY: Oxford University Press.
12. Taylor, S. (1999). Health psychology. ND: McGraw-Hill.
13. Linley, P. A., & Joseph, S. (2004). Positive psychology in practice. New Jersey: John Wiley and Sons, Inc.
14. Ogden, J. (2007). Health psychology: A textbook (4th Ed.). U.S.A.: McGraw-Hill Open University Press.
15. Snyder, C. R., & Lopez, S. J. (Eds.) (2002). Handbook of positive psychology. New York: Oxford University Press.
16. Snyder, C. R., & Lopez, S. J. (2007). Positive Psychology: The scientific and practical explorations of human strengths. New Delhi: Sage Publications India Pvt. Ltd.
17. Thomas, J. C., & Hersen, M. (Eds.) (2010). Handbook of clinical psychology competencies. U.S.A.: Springer.

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Second Year of M.A. (
Sem-IV) (2023 Course)
Course Code: 23ArPsyP412 Course Name: Sports Psychology

Teaching Scheme: TH: 4 Hours/Week

Credit: 04

Examination Scheme: CIA: 50 Marks

End-Sem : 50 Marks

Prerequisite Courses: M.A. I completed

Course Objectives:

- To understand the basic concepts of sport psychology.
- To relate personality characteristics with sports performance.
- To analyze the role of motivation in sports performance
- To evaluate the role of arousal, anxiety and stress in sports performance
- To enhance coach, parent and athlete relationship
- Design training module for athlete to improve sports performance

Course Outcomes:

After completion of this course students will be able to

1. Understand the basics of sport and exercise psychology.
 2. Relate personality characteristics with sports performance.
 3. Analyze the role of motivation in sports performance
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4. Evaluate the role of arousal, anxiety and stress in sports performance
5. Enhance coach, parent and athlete relationship
6. Design training module for athlete to improve sports performance

Course Contents

Chapter 1	Introduction to sports psychology	15 lectures
1.1	Meaning, Definition, Emergence and Scope of Sport Psychology	
1.2	Significance of Sports Psychology in current times.	
1.3	Role of personality in Sports and Sports Performance	
1.4	Personality assessment in sports	
Chapter 2	Motivation and Emotions in Sports	15 lectures
2.1	Types of motivation and their implication in Sports, Motivation-Performance Relationship	
2.2	Techniques of Motivation Enhancement	
2.3	Definition and meaning and sources of stress and anxiety	
2.4	Coping with stress; Management of Anxiety	
Chapter 3	Group Dynamics in sports	15 lectures
3.1	Team Building and Team Cohesion: Nature, Correlates and Development	
3.2	Coach and Athlete Relationship	
3.3	Parent, Coach and Athlete Relationship	
3.4	Impact of audience on Sport Performance	
Chapter 4	Psychological Training in sports psychology	15 lectures
4.1	Definition and importance of Psychological Skills Training (PST)	

4.2	Mental Preparation: Confidence training, Self- Talk, Visualization and Goal setting	
4.3	Arousal & Relaxation Techniques: Mindfulness, Breathing & Relaxation	
4.4	Positive practices in Sports: Self-Compassion and Gratitude Practices	

References:

1. Morgan, C. (2017). Introduction to Psychology. McGraw Hill Education
2. Perry, J. (2016). Sports Psychology: A Complete Introduction. Kindle Edition.
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Progressive Education Society's
Modern College of Arts, Science and Commerce,
Shivajinagar, Pune - 5
Second Year of M.A. Psychology (SEM-IV)
(2023 Course)

Course Code : 23ArPsyP413 Course Name: Rehabilitation Psychology

Teaching Scheme: TH: 4 Hours/Week

Credit: 04

Examination Scheme: CIA: 50 Marks

End-Sem: 50 Marks

Prerequisite Courses: MA 1 Psychology

Course Objectives:

CO 1 To define and outline the fundamental principles and scope of rehabilitation psychology

CO 2 To explain the key concepts and theoretical frameworks underpinning rehabilitation psychology

CO 3 To apply concepts from rehabilitation psychology to analyze case studies illustrating the psychosocial challenges faced by individuals with disabilities.

CO 4 To evaluate the social determinants of disability and their impact on access to resources, social support, and quality of life for individuals with disabilities

CO 5 To develop a comprehensive plan for promoting social inclusion and participation for individuals with disabilities within diverse settings

CO 6 To critically assess the different dimensions of disability and their implications for rehabilitation practice

Course Outcomes:

1. Define and outline the fundamental principles and scope of rehabilitation psychology
2. Explain the key concepts and theoretical frameworks underpinning rehabilitation psychology
3. Apply concepts from rehabilitation psychology to analyze case studies illustrating the psychosocial challenges faced by individuals with disabilities.
4. Evaluate the social determinants of disability and their impact on access to resources, social support, and quality of life for individuals with disabilities
5. Develop a comprehensive plan for promoting social inclusion and participation for individuals with disabilities within diverse settings
6. Critically assess the different dimensions of disability and their implications for rehabilitation practice

Course Contents:

Unit	Content	Lectures
Unit 1	Introduction to Rehabilitation Psychology	15
	1.1 Overview of the profession 1.2 History and growth of rehabilitation field, areas of specialization 1.3 Understanding Disability: Definitions and Types (identifying supportive needs) 1.4 Criteria and needs related to disability	
Unit 2	Concepts and Theory	15
	2.1 Theoretical Foundations of Rehabilitation Psychology (Models) 2.2 Impairment, disability and handicap, causes of impairments 2.3 Concept of functional capacity, coping and well-being 2.4 Specific and global indicators of quality of life	
Unit 3	Social Aspects of Disability	15
	3.1 Needs of families of Persons with Disabilities 3.2 Impact of disability on family, Care of Persons with Disabilities 3.3 Role of family in coping, adaptation and integration 3.4 Companionship, discrimination, inclusiveness and accessibility at workplace	
Unit 4	Different Dimensions	15
	4.1 Rehabilitation ethics 4.2 Rehabilitation policies and Acts 4.3 Assistance, concessions, social benefits and support from government, and voluntary organizations 4.4 Contemporary challenges, civil rights and legislation, empowerment issues, Vocational training	

Books for Reading:-

Handbook of Developmental and Physical Disabilities. Pergamon Press, New York.

Vincent B. Van Hasselt, P. S. Strain, & M. Hersen.(1988).

Persons with Disabilities in Society. Jose Murickan & Georgekutty .(1995) Kerala Federation of the Blind, Trivandrum.

Culture, Socialization and human development, Saraswathi, T.S (1999). Sage publications: New Delhi.

Quality of Life and Disability An Approach for Community Practitioners (2004). Jessica Kingsley Publishers.London.Ivan Brown, Roy I Brown, Ann Turnbull

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Indian Social Problems, Vol.1 & 2, Madan G.R (2003). Allied Publishers Pvt. Ltd., New Delhi.
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Family Theories – An Introduction, Klein, D.M. & White, J.M. (1996). Sage Publications: New Delhi.

Making sense of Illness: the social psychology of health and disease. Radley, A. (1994). Sage publications: New Delhi

Fish's Clinical Psychopathology, Fish, F, & Hamilton, M (1979). John Sons:Bristol. Wright

Mental Health of Indian Children, Kapur, (1995). Sage publications: New Delhi &

Naomi Dale (1996) Working with families of children with special needs partnership and practice.Routledge London NewYork.

Encyclopedia of Disability, Gary L. Albrecht, Vol. 1 – 5, Sage Publications, Chicago, 2006

Encyclopedia of Disability and Rehabilitation, Arthur E. Dell Orto and Robert P.Marinelli (Eds.), MacMillan Reference Books, 1995

Perspectives on Disability and Rehabilitation: Contesting Assumptions, Challenging Practice, Karen Whalley Hammell, Churchill Livingstone, 2006

Status of Disability in India – 2012, Rehabilitation Council of India, New Delhi.

Development and Disability, Lewish, Blackwell Publishers, U.K., 2003

Learning Disabilities: The interaction of students and their environments, Smith, C.R., Allyn and Bacon, Boston, 2004

The handbook of Autism: A guide for parents and professionals, Aarons, M. and Glittens, T., Routledge, New York, 1992

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The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, Government of India, New Delhi, 1999

Yuker, H. E. (Ed). (1988). Attitudes Toward Persons with Disabilities. New York: Springer Publishing Company.

Dell Orto, A. E., & Marinelli, R. P. (Eds.) (1995). Encyclopedia of disability and rehabilitation. NY: Simon & Schuster Macmillan.

Eisenberg, M. G., Glueckauf, R. L., & Zaretsky, H. H. (Eds.) (1999). Medical aspects of disability: A handbook for the rehabilitation professional (2nd ed.). NY: Springer.

Jena, S.P.K.(2013). Learning Disabilities: Theory to Practice, New Delhi. Sage Publication

Sagar, R. (Ed.) (2014). Specific Learning Disorder: Indian Scenario. New Delhi: Department of Science and Technology, Govt. of India

Smart, J. (2012). Disability across the Developmental Life Span: For the rehabilitation counselor. New York: Springer Publishing Company.

Progressive Education Society's
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Second Year of (Sem-IV) M.A.

Course Code: 23ArPsyP421

Course Name: Lab Course on Counseling Practicum

Course Objectives:

- To acquaint the students with:
- Different areas of counseling in human life
- Various types of assessment required in counseling setting Various skills required to help clients
- Use of different therapies and techniques Create action plan
- Implement action plan with clients

Course Outcomes:

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

- Know areas different areas of counseling in human life
- Assess clients, define problem and use different therapies to clients
- Acquire skills to manage clients
- Use different therapies and techniques.
- *Create action plan*
- *Implement action plan with clients*

	Students should select at least 6 different types of cases, e.g. career selection, interpersonal problems, personal problems, marital problems, etc., and two exercises of groups counseling, e.g. Conducting sessions on study habits, self awareness, career guidance, etc. in consultation with the teacher, and prepare detailed report of 6 cases and the 2 exercises. Cases should be from three age groups, namely childhood (2 cases) , youth/adult (2 cases), and old-age (2 cases). Students should present at least two cases. Report of exercises should be neatly typed in the standard format and a bound copy should be submitted. The report should cover the following points: 1. Case history, genogram of client 2. Primary identification of the problem 3. Psychological / behavioral assessment based on primary identification of problem. 4. Diagnosis of the problem 5. Prognosis 6. Session plan 7. Therapeutic intervention used & its justification. 8. Summary and outcome.	
	GENERAL	
	1. Each batch of practicum should consist of maximum 8 students. 2. A separate batch will be formed if this number exceeds even by one. 3. Workload for each batch will be equivalent to 8 lecture periods. 4. Each student should study clinical cases in hospital / clinic	

	/ correctional institution / NGO set up; one teacher supervisor should accompany a group of students. 5. Eligibility for the Practicum Examination is subject to Certification of Practicum by teacher-in-charge and HOD.	
	PRACTICUM ASSESSMENT (100 MARKS)	
	A. Continuous (Internal) Assessment and Distribution of Marks (Total Marks- 50 Marks) 1. Presentation of one case report and viva (latest by five weeks from the commencement of the semester)-15 marks. 2. Hypothetical case (one) analysis-10 marks. 3. Presentation of another case and viva (latest by ten weeks from the commencement of the semester)-15 marks. 4. Overall performance (e.g. regularity, sincerity, quality of work etc.) and variety of problems- 10 marks B. Semester-End Examination (SEE)-50 Marks. 1. External Examination will be conducted by two examiners, one internal and one external, appointed by 32 (5) (a) Committee of Pune University. 2. Each batch will consist of only 8 students 3. Duration of examination for each batch will be 4 hours. 4. Hypothetical problems will be prepared by External Examiner. 5. Marks for Viva and Exercise Report	

	will be given by both examiners and average marks will be considered as final marks of the candidate. 6. There will be no presentation of cases before the external examiner. 7. Assessment of analyses of hypothetical case analyses will be done by External Examiner only. 8. Remuneration for External Examination will be equally divided between the two examiners.	
	Break –up of 50 marks for external examination will be as follows	
	1. Analysis of 2 hypothetical problems (20 marks, i.e.10 marks each)-1 ½ hours. 2. Viva -15 mark 3. Exercise reports-15 marks	

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

Course Code: 23ArPsyP422
Course Name: Lab course on Clinical Practicum

Teaching Scheme: TH: 4 Hours/Week

Credit 04

Examination Scheme: CIA: 50 Marks

End-Sem: 50 Marks

Prerequisite Courses: M.A. I

completed Course

Objectives:

To acquaint the students with:

- 1. The different areas of Abnormality in human life*
- 2. Various types of assessment required in clinical setting*
- 3. Various skills required to manage clinical patients*
- 4. Use of different therapies and techniques.*
- 5. Create treatment plan*
- 6. Implement treatment with clients*

Course Outcomes:

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

- Know areas different areas of Abnormality in human life
- Assess patients and arrive at diagnosis
- Acquire skills to manage clinical patients
- Use different therapies and techniques.
- Create treatment plan
- Implement treatment with clients

Course Contents

	Students should select at least 6 types of maladapted cases and two group activities in consultation with the teacher in which student should include 1 substance addiction, 1 mood disorder, 1 case of OCD, 1 from schizophrenia spectrum, 1 case of dementia, and 1 case of their own choice. Prepare detailed report of cases. Students should present at least two cases. The following stages should be followed (wherever applicable): Taking of case history.(Interview and Behavioural Observation, Mental Status Examination, collecting history from various sources) Assessment and multi-axial diagnosis. Integration of Findings - Validation in consultation with teachers. - Diagnostic formulation - Prognosis - News breaking Helping Behaviour. - Contracting of therapy sessions. - Writing session report of each case. Presentation of 2 cases in classroom Two group activities	
	GENERAL	
	- Each batch of practicum should consist of maximum 8 students. - A separate batch will be formed if this number exceeds even by one. - Workload for each batch will be equivalent to 8 lecture periods. - Each student should study clinical cases in hospital / clinic	

	/ correctional institution / NGO set up; one teacher supervisor should accompany a group of students. 5. Eligibility for the Practicum Examination is subject to Certification of Practicum by teacher-in-charge and HOD.	
	PRACTICUM ASSESSMENT (100 MARKS)	
	C. Continuous (Internal) Assessment and Distribution of Marks (Total Marks- 50 Marks) 1. Presentation of one case report and viva (latest by five weeks from the commencement of the semester)-15 marks. 2. Hypothetical case (one) analysis-10 marks. 3. Presentation of another case and viva (latest by ten weeks from the commencement of the semester)-15 marks. 4. Overall performance (e.g. regularity, sincerity, quality of work etc.) and variety of problems- 10 marks D. Semester-End Examination (SEE)-50 Marks. 1. External Examination will be conducted by two examiners, one internal and one external, appointed by 32 (5) (a) Committee of Pune University. 2. Each batch will consist of only 8 students 3. Duration of examination for each batch will be 4 hours. 4. Hypothetical problems will be prepared by External Examiner. 5. Marks for Viva and Exercise Report	

	will be given by both examiners and average marks will be considered as final marks of the candidate. 9. There will be no presentation of cases before the external examiner. 10. Assessment of analyses of hypothetical case analyses will be done by External Examiner only. 11. Remuneration for External Examination will be equally divided between the two examiners.	
	Break –up of 50 marks for external examination will be as follows	
	4. Analysis of 2 hypothetical problems and its reports (20 marks, i.e.10 marks each)-1 ½ hours. 5. Viva -15 marks 6. Practicum reports-15 marks	