

**PUNYASHLOK AHILYADEVI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**



Choice Based Credit System

(According to NEP 2020)

Name of the Faculty : Humanities

Subject : Psychology

Name of the Course : M.A. Part-II.
(Semester-III and IV)

With effect from : Academic Year- 2024-25

PUNYASHLOK AHILYADEVJI HOLKAR

SOLAPUR UNIVERSITY, SOLAPUR

Structure and Credit Distribution of PG Degree Program for Two Years/One Year

M.A. Part-II, Psychology under the Faculty of Humanities

Year (2 Year PG)	Level	Sem. (2 Years)	Major		RM	OJ T/ FP	RP	Com. Cr.	Degree
			Mandatory	Electives					
II	6.5	Sem-III	DSC-IX (4) Counseling Process and Theories	DSE. (4) A) Counsellins in community setting OR B) Psychology in everyday Life OR C)Counselling across life span D) Counselling Children with Psychological Problems		-	RP.(4) Research Project	22	PG Degree (After 3 Years UG or PG Degree after 4 Years UG)
		DSC-X (4) Psychopathology							
DSC-XI (4) Practical: Testing Project									
DSC-XII (2) Counseling and Legislation									
Com. Cr. For 1 Yr.PG Degree			26	08			10	44	
			Sem-VI	DSC-XIII (4) Counseling : Interventions and strategists	DSE. (4) A) Carrier guidance and counselling in education OR B) Counselling for specific area OR C)Rehablistion Psychology. D) Counseling in Organizational Settings	-	-	RP(6) Research Project	22
			DSC-XIV (4) Advance and applied counselling skills						
			DSC-XV (4) Practicum : Case studies						
Com. Cr. For 2 Yr.PG Degree			54	16	04	04	10	88	

2Year-4 Sem. PG Degree (80-88 Credits) after Three Year UG Degree or 1 Year-2 Sem.PG Degree (40-44 Credits) after Four Year UG Degree.

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(According to NEP 2020)

M. A. Part – II (Psychology)

Choice Based Credit System

w. e. f. Academic Year-2024-25

Semester – III

LEVEL	SEMESTER III	TITLE OF THE PAPER	SEMESTER EXAM.			TOTAL CREDITS
			UA THEORY	CA	TOTAL	
6.5	Subject	Major- Mandatory (DSC)				
	DSC-IX	Counseling Process and Theories	60	40	100	4
	DSC-X	Psychopathology	60	40	100	4
	DSC-XI	Practical: Testing Project	60	40	100	4
	DSC-XII	Counseling and Legislation.	30	20	50	2
		DSE (Discipline Specific Elective) (Any One) :-				
	DSE-	A) Counselling in community setting	60	40	100	4
		B) Psychology in everyday Life	60	40	100	4
		C) Counselling across life span	60	40	100	4
		D) Counselling Children with Psychological Problems				
		RP (Research Project)				
	RP	Research Project	60	40	100	4
		Total Credits				

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Semester – IV

LEVEL	SEMESTER IV	TITLE OF THE PAPER	SEMESTER EXAM.			TOTAL CREDITS	
			UA THEORY	CA	TOTAL		
6.5	Subject	Major- Mandatory. (DSC)					
	DSC-XIII	Counselling : Interventions and strategists	60	40	100	4	
	DSC-XIV	Advance and applied counselling skills	60	40	100	4	
	DSC-XV	Practicum : Case studies	60	40	100	4	
		DSE (Discipline Specific Elective) (Any One) :-					
	DSE-	A) Carrier guidance and counselling in education	60	40	100	4	
		B) Counselling for specific area	60	40	100	4	
		C) Rehabilitation Psychology.	60	40	100	4	
		D) Counseling in Organizational Settings					
		RP (Research Project)					
	RP	Research Project	90	60	150	6	
		Total Credits					22

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M. A. Part – II Psychology

Choice Based Credit System

w. e. f. Academic Year-2024-245

Semester – III and IV

1. Preamble:

Psychology is the study of human behaviour and mental processes. Psychologists are committed to increasing scientific and professional knowledge of behaviour and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society. In all walks of life we find value in communication, interpersonal relationships, decision making, critical and creative thinking in facing/dealing with the challenges of life. Psychologists are committed to increasing scientific and professional knowledge of behaviour and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society. Such skills determine our well-being and quality of life.

Considering the demand for trained counselors and the uniqueness of the course in training students to develop personality enrichment to suit the role of a counsellor, the curriculum for M.A. Counselling Psychology has been framed. The course has practicum components each semester to enable training with practice such that students build confidence in migrating to work after college. Counselling offers relief from mental health, relational, and situational concerns by providing a safe environment to vent. Sometimes we need to let go of things that are on our mind but are afraid of the consequences or worried about what other people would think of us

2. Objectives of the Course:

1. Students should understand and apply various inquiry skills and integrate research and scholarly activities into their professional identity..
2. Students will demonstrate substantial knowledge and competence in the breadth of scientific psychology..
3. Students' professional identity should be that of a counselling psychologist, and students will have begun to develop knowledge and skills in one or more special proficiency areas that complement their core identity as counselling psychology.
4. To assist the student in planning for educational and vocational choices, counselling goals.
5. Students shall be able to Develop appropriate assessment strategies and intervention approaches based on specific client needs.
6. . To know the Establish community and professional connections that will improve their employability and provide them with a network of professional contacts in counselling-related

disciplines.

7. Students should be familiar with problematic behaviours and styles in groups.
8. Students should understand what constitutes multicultural counselling competencies.
9. Students should understand the role of confidentiality and the limits to it in terms of the counseling and supervisory relationships.
10. Students should be familiar with the major counseling approaches categorized as humanistic experiential, learning/cognitive, and psychoanalytic/psychodynamic.
11. Students should be able to demonstrate knowledge of the therapist's role and the values by which the therapist conducts counselling
- 12.. Counselling aims to stimulate personality growth, assist individuals in coping with life problems and inner conflict, and provide guidance for those facing losses or self-defeating patterns
13. The counselling procedure involves helping individuals make autonomous decisions and take rational actions consistent with their identity and objectives.
14. The principle of beneficence means acting in the best interests of the client based on professional assessment.
15. Students will develop Counsellors help people tackle problems in a positive way by helping to clarify issues, explore options and develop strategies

Outcomes of the course:-

- 1) Demonstrate knowledge of the theoretical foundations of counseling psychology and its application in diverse contexts and populations.
- 2) Practice evidence-based and culturally-sensitive counseling based in a holistic model of mental health services for individuals, couples, families, and groups..
- 3) Demonstrate skills of leadership, creativity, and social sensitivity to recognize the needs of the community and become active agents of change
- 4) To Develop evidence-based treatment plans tailored to address client concerns as well as incorporate clinical assessment and diagnosis in marriage and family therapy treatment.
- 5) Integrate foundational and contemporary models of counseling into treatment plans and case conceptualization..

- 6) Students understand career development dynamics and incorporate this knowledge into work with clients across all cultures, stages of development, and levels of care.
- 7) Students understand the impact of culture, including their own, on the counseling process and are able to act within the expectations of Multicultural and Social Justice Competencies.
- 8) Students understand assessment process in counseling and intentionally and effectively utilize appropriate assessments for a variety of reasons across a variety of settings.
- 9) Students are effective consumers of research and understand how to intentionally apply research to the counseling process.

- 10) Take a leadership role in community, professional and university organizations in counselling psychology.
- 11) Develop Competencies in using- problem solving practices leading to data-based decision making and evidence-based interventions at the individual, group, systems etc.
- 12) To deal with problems, development issues and implements effective interventions, programs that promote and facilitate healthy cognitive, behavioral, and social-emotional growth of individuals.

SEMESTER-III

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Choice Based Credit System

w. e. f. Academic Year-2024-25

Semester – III

Major- Mandatory. (DSC)

DSC –IX- Counseling Process and Theories Credit -4

Teaching Hours -60

Objectives:

1. To introduce students to the process, Skills and theories of Counseling.
2. To make the students understand the personal and professional aspects of counseling.
3. To acquaint the students with building counseling relationships
4. To make the student understand the Psychoanalytic, Adlerian, And Humanistic Theories of Counseling.
5. To make the student understand the Behavioral, Cognitive, Systemic, and Crisis Theories of Counseling.

Outcomes:

1. Understand the process, Skills and theories of Counseling.
2. Understand the personal and professional aspects of counseling.
3. Understand the process of building counseling relationships.
4. Understand the Psychoanalytic, Adlerian, and Humanistic Theories of Counseling.
5. Understand the Behavioral, Cognitive, Systemic, and Crisis Theories of Counseling.

UNIT: 1: PERSONAL AND PROFESSIONAL ASPECTS OF COUNSELING

- 1.1. Definition of Counseling a. Guidance, b. Psychotherapy, c. Counseling
- 1.2. The Personality and Background of the Counselor a. Negative Motivators for Becoming a Counselor, b. Personal Qualities of an Effective Counselor, c. Maintaining Effectiveness as a Counselor
- 1.3. Professional Aspects of Counseling and Credentialing of Counselors a. Professional Aspects of Counseling: Levels of Helping, Professional Helping Specialties, The Education of Professional Counselors b. Credentialing of Counselors: Inspection, Registration, Certification, Licensure
- 1.4. Engaging in Professional Counseling-Related Activities a. Continuing Education
b. Advocacy and Social Justice c. Portfolios d. Health Insurance e. Portability and Accountability Act (HIPAA)

UNIT: 2: BUILDING COUNSELING RELATIONSHIPS

- 2.1.** Factors that Influence the Counseling Process a. Seriousness of the Presenting Problem b. Structure c. Initiative d. The Physical Setting e. Client Qualities f. Counselor Qualities
- 2.2.** Types of Initial Interviews and Conducting the Initial Interview a. Types of Initial Interviews: Client-versus Counselor-Initiated
Interviews, Information-Oriented First Interview, Relationship-Oriented

First Interview b. Conducting the Initial Interview: Empathy, Verbal and Nonverbal Behavior, Non-helpful Interview Behavior

2.3. Counselor Skills in the Working Stage of Counseling: Understanding and

Action a. Changing Perceptions b. Leading c. Multi-focused Responding d. Accurate Empathy e. Self-Disclosure f. Immediacy g. Hope h. Humor i. Confrontation j. Contracting k. Rehearsal

2.4. Transference -Countertransference Transference and The Real Relationship

UNIT: 3: PSYCHOANALYTIC, ADLERIAN, AND HUMANISTIC THEORIES OF COUNSELING

3.1. Importance of Theory

3.2. Psychoanalytic Theories: Psychoanalysis

3.3. Adlerian Theory: Adlerian Counseling

3.4. Humanistic Theories: Person-Centered Counseling, Existential Counseling

UNIT: 4: BEHAVIORAL, COGNITIVE, SYSTEMIC, AND CRISIS THEORIES OF COUNSELING

4.1. Behavioral Counseling: Behavioral Therapy

4.2. Cognitive and Cognitive–Behavioral Counseling: a. Rational Emotive Behavioral Therapy (REBT), b. Reality Therapy (RT) , c. Cognitive Therapy (CT)

4.3. Systems Theories: Bowen Systems Theory, Structural Family Counseling

4.4. Crisis and Trauma Counseling Approaches

□ Redding Book:

1. Gladding. S.T., & Batra ,Promila (2018). Counselling : A Comprehensive Profession. Eighth Edition. Third Impression, Pearson Education Inc.
2. References:
3. David A. (2009). Guidance and Counselling. New Delhi: Commonwealth Publishers,
4. Gladding. S.T.(2014). Counseling : A Comprehensive Profession. Seventh Edition. First Impression, Pearson Education Inc.
5. Kinra Asha, (2008). Guidance and Counselling. Pearson India Education Services Pvt. Ltd.
6. Rao, N. (2007). Counselling and Guidance. New Delhi: Tata McGraw- Hill Publishing Company Limited.
7. Reeves Andrew, (2013) An Introduction to Counselling and Psychotherapy. New Delhi: SAGE Publications India Pvt. Ltd.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.

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Semester – III

Major- Mandatory. (DSC)

DSC-X– Psychopathology

Credit -4

Teaching Hours -60

Objectives:

1. To understand the nature of maladaptive behaviour and etiology of psychopathology
2. To analyze symptoms and understand the clinical presentation of psychological disorders according to DSM V.
3. To apply the treatments suitable for the psychological disorders

Outcomes:

1. Explain the nature of maladaptive behavior and etiology of psychopathology
2. Categorize symptoms and understand the clinical presentation of psychological disorders according to DSM V.
3. Identify treatment modalities suitable for the psychological disorders

Unit-1 Classification and Psychopathology of Neuro Psychological Conditions.

- 1.1 Systems of classification, basic features; DSM 5, ICD-10, similarities
- 1.2 Differences and critical evaluation; Dementia, delirium, head injury, epilepsy, other amnesic syndromes
- 1.3 Intellectual disabilities: Communication disorders ,Autism spectrum disorders
- 1.4 Attention-Deficit/Hyperactivity disorder ,Specific learning disorders

Unit-2 Psychopathology of Addiction, Psychotic and Personality Disorders

- 2.1 Models of addiction, schizophrenia, delusion,
- 2.2 Other psychotic disorders. Clinical characteristics, etiology.
- 2.3 Clinical characteristics, etiology
- 2.4 Theories of cluster A, B and C personality disorders

Unit-3 Psychopathology of Mood and Anxiety Disorders

- 3.1 Depression, bipolar affective disorders; Phobia, GAD, panic, OCD, PTSD,
- 3.2 Adjustment disorder; Clinical characteristics, Etiology.
- 3.3 Dissociative disorder, somatoform disorder,
- 3.4 Other neurotic disorder

Unit-4 Disorders of Infancy, Childhood and Adolescence

- 4.1 Specific developmental disorder of scholastic skills;
- 4.2 Pervasive developmental disorders
- 4.3 Behavioral and emotional disorders;
- 4.4 Disorders of social functioning

Text Books And Reference Books:

1. Adams, H.E., Sutker, P.B. (2001). Comprehensive handbook of psychopathology (3rd Ed.). Kluwer Academic publishers.
2. Ahuja, N. (2011). A Short Textbook of Psychiatry. Jaypee Brothers Medical Publishers (P) Ltd
3. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). American Psychiatric Association.
4. Barlow, D.H., Durand, M.V. & Hofmann, S.G. (2018). Abnormal Psychology: An Integrative Approach. 8th Ed. Cengage.
5. Essential Reading / Recommended Reading
6. Hecker, S.E. & Thorpe, G.L. (2005). Introduction to clinical psychology: Science, practice & ethics. Pearson Education, Inc.
7. Millon, T., Blaney, P., & Davis, R.D. (1998). The oxford textbook of psychopathology. Oxford University Press.
8. Sadock, B.J. & Sadock, V.A. (2003). Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (9th. Ed.). Lippincott Williams & Wilkins.
9. Smith, N.W. (2001). Current systems in psychology: History, theory, research & applications. Wadsworth/Thomson learning.
10. World Health Organization. (1992). ICD-10 Classifications of Mental and Behavioural Disorder: Clinical Descriptions and Diagnostic Guidelines. World Health Organization.

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Semester – III

Major- Mandatory. (DSC)

DSC XI - Practical: Testing Project

Credit -4

Teaching Hours -60

Objectives:

1. To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
2. To gain practical work experience regards with test report making.
3. To encourage and guide the students to undertake a small-scale research project.
4. To apply the general concepts of psychology through experimentation and testing

Outcomes:

1. Student able to practical experience to the students in administering and scoring psychological tests and interpreting the scores.
2. Student learns the basic procedure and design of psychological assessment.
3. Student understand the general concepts of counseling through testing
4. To get an idea and familiarize with basic tests in psychology as well as application.

A) Student learns to administrate psychological test for application in various areas of counseling under this procedure student get knowledge concern Psychological test.

B) Test Administration, Interpretation, Scoring, Report making

[60 Marks]

C) Psychological test List for administration and report writing (Any 10 Psychological test)

1. Intelligence Test

a) Draw Man b) WAIS c) Bhatia d) Binet Kamat e) Malliens f) SB 5 g) RPM/SPM

h) Pass along test etc.

2. Adjustment Inventory / Resilience test

3. Aptitude Test

4. Interest test / Inventory

5. Social / Spiritual/Emotional Intelligence test

6. Neurological Assessment test

7. Projective test

8. Personality test (verbal)

9. Psychological Counseling Scale
10. Learning disability assessment scale
11. Creativity
12. Stress and Anxiety
13. Attitude
14. Interpersonal Relation maturity scale
15. Organizational test
16. Achievement test
17. Behavioral Exercise
18. SWOT analysis

D) Method of evaluation

1. **CA : 40 Marks : Seminar / PPT / Assignment / Documentation / Quality of work etc.**
2. **UA : 60 Marks :**

Sr.No	Content	Mark
a.	Test document submission	10
b.	Viva voce	15
c.	Report writing and assessment in UA examination	20
d.	Any one test assessment report PPT Presentation	15

E) Reference Book or Resource

1. Freeman, F. S.,(1965), Theory and Practice of Psychological Testing; New Delhi: Oxford & IBTT
2. Jackson C.,(1998), Understanding Psychological Testing; Jaico Publishing House
3. Anastasi & Urbina S.(2000), Psychological Testing ,7th Edition; Person Education (Singapore) Pte. Ltd.,
4. Guilford J.P.: Psychometric Methods
5. Test manual of psychological test
6. Gregory, R.J. (2017). Psychological testing. (7th ed.). Chennai, India: Pearson India Education Services Pvt. Ltd.
7. Husain, A. (2012). Psychological testing. Noida, India: Dorling Kindersley (India) Pvt. Ltd.
8. Kline, P. (2015). A hand book of test construction: Introduction to psychometric design. New York, NY: Methuen.

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Semester – III

Major- Mandatory. (DSC)

DSC -XII- Counseling and Legislation (ELE)

Credit -2

Teaching Hours -30

Objectives:

1. The legal nuances of counseling and its implications to the counselor-counselee relationships.
2. Understand the various legislations operational in the context of counseling as a helping profession.

Outcomes:

1. Understand the ethical issues in counseling.
2. Students will get information about what is the role of a counselor in legislation.
3. Awareness will be created among the students regarding Mental Illness Act.

Unit 1: Ethics

- 1.1 Definition of ethics, Ethics and counseling Professional codes of ethics and standards
- 1.2 the Development of Code of Ethics of Counselors, Ethical counseling
- 1.3 legal concerns of counselors, Conflicts within and among ethical codes
- 1.4 Ethical decision making, Guidelines for Acting Ethically
- 1.5 The Right of Informed Consent, Dimensions of Confidentiality

Unit 2: Laws Related To Mentally Ill

- 2.1 Introduction & Objectives
- 2.3 Mental Health Act, 1987& 2017
- 2.4 Chapters of the Mental Health Act (1987& 2017)
- 2.5 Mental Health Care Bill, 2011
- 2.6 Mental Health Policy

Reference:

1. Bond Tim (1997) Standards and Ethics for counsellors in action, New Delhi: Sage Various Bare Acts
 2. Acharya, BasuDurgaDas : Introduction to the Constitution of India, New Delhi : Prentice Hall of India Pvt. Ltd., (7th Edition)
 3. Gaikwad, P. E. (2004) Law Basic Concepts, Pune : YASHADA.
 - Galanter, Marc (1992) Law and Society in Modern India, Delhi: Oxford Press.
 4. Gangrade, K. D. Social Legislation in India (Vol-1 & Vol.2), Delhi : Concept Publishing Company.
 5. Mathew, P. D. (1993) Constitution of India Simplified, New Delhi, Indian Social Institute.
 6. Pradhan, V. P. The Indian Constitution, New Delhi :Ombudsman Publishing House, (1st Edition).
 7. Sastry, T. S. N. (2005) India and Human Rights, Delhi: Concept Publishing Compar /.
 8. Saxena, D. R (1996) Law Justice and Social Change, New Delhi: Deep & Deep Publications.
 9. Mental Health Act, 1987. Bare act with short comments; Commercial Law Publishers, Delhi, 2007.
 - 10.Murthy RS, Mental Health In The New Millennium: Research Strategies For India, Indian J Med Res 120, August 2004, pp 63-66.
 - 11.PrateekRastogi (2005): Mental Health Act 1987- An Analysis. JIAFM; 27(3).
 12. National Mental Health Policy <http://mohfw.gov.in/index1.php?lang=1&level=2&sublinkid=4523&lid=2964> accessed in November 20
- <https://www.scribd.com/document/514605706/Mental-Health-Act-1987>

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Semester – III

Major- DSE (Discipline Specific Elective)

DSE -A- COUNSELLING IN COMMUNITY SETTING

Credit -4

Teaching Hours -60

Objectives:

1. To introduce students to the basics of Community Psychology and the underlying Principles outcomes on above objectives
2. To examine the theoretical functions of counselling within community settings.
3. To develop skills in assessment, intervention, and evaluation within community contexts
4. To explore ethical and legal considerations specific to counselling in community settings.
5. To apply counselling techniques for working with diverse populations and communities.

Outcomes:

1. Students will demonstrate an understanding of the fundamental principles and concepts of Community Psychology
2. Students will be able to critically analyse and evaluate various counselling theories and their applicability within community settings.
3. Students will develop proficiency in conducting assessments, implementing interventions, and evaluating outcomes within diverse community contexts.
4. Students will demonstrate knowledge of ethical principles and legal standards relevant to community counselling practice, and they will apply these principles in decision-making and client care. Students will apply a range of counselling techniques effectively to address the needs of diverse populations and communities, demonstrating cultural sensitivity and responsiveness

Unit 1- Introduction to Community Counselling

- 1.1 Definition and scope of community counselling
- 1.2 Historical perspectives of community counselling
- 1.3 Current trends in community counselling
- 1.4 Theories and models of community counselling

Unit II- Counselling Techniques and Assessment and Diagnosis in Community Counselling

- 2.1 Individual counselling approaches
- 2.2 Family and couples counselling techniques
- 2.3 Multicultural assessment considerations
- 2.4 Strengths-based assessment approaches

Unit III- Counselling in Schools and Educational Settings and Special Populations

- 3.1 Counselling roles within educational systems
- 3.2 Academic and career counselling
- 3.3 Addressing social-emotional needs of students
- 3.4 Counselling individuals with Learning disabilities

Unit IV- Ethics and Legal Issues in Community Counselling

- 4.1 Ethical principles in community counselling
- 4.2 Legal considerations in community counselling
- 4.3 Confidentiality community counselling
- 4.4 Professional responsibilities and boundaries

References:

1. Korchin, S. J. (1986). Modern Clinical Psychology: Principles of Intervention in the Clinic
2. and Community. CBS Publishers and Distributors.
3. Sanborne, E. (2002). A Value Framework for Community Psychology.
4. Levine, M., Perkins, D. D. & Perkins, D. V. (2005). Principles of Community Psychology. III
5. Edition. Oxford University Press.
6. Kagan, C., Barton, M. & S. Asiya() Pre publication Draft of Chapter in Handbook of
7. Qualitative methods in Psychology
8. Dalal, A. ().Psychosocial Interventions for Community Development. In G. Misra (Ed.),
9. Psychology in India, Vol. 3. New Delhi: Pearson.
10. Souvenir. National Seminar on Psychology in India: Past, Present, Future. 2001

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Semester – III

Major- DSE (Discipline Specific Elective)

DSE – B- PSYCHOLOGY IN EVERYDAY LIFE

Credit -4

Teaching Hours -60

Objectives:

1. To understand and the emotions and its management skills.
2. To understand the communication process and effective communication skills.
3. To understand the concept of stress and stress management skills.
4. To understand the addiction and its management skills.

Outcomes:

1. Students will be aware about emotion management skills.
2. Students will be able to develop communication skills.
3. Students will be able to develop stress management skills.
4. Students will be aware to addiction recovery skills.

Unit 1. Emotion Management Skills

- 1.1 Understanding Emotions
- 1.2 Emotions and Health
- 1.3 Emotional Intelligence- Meaning and components
- 1.4 Emotion Management Skills

Unit 2. Communication Skills

- 2.1 Communication: Definition and Meaning
- 2.2 Communication Process
- 2.3 Types of Communication
- 2.4 Effective Communications Skills

Unit 3. Stress Management

- 3.1 Stress: Definition and Meaning
- 3.2 Types of Stress
- 3.3 Sources of Stress
- 3.4 Stress Management skills

Unit 4. Addiction Management

4.1 Addiction: Definition and Meaning

4.2 Types of Addiction: a) Physical- Substance addiction

b) Behavioural- Video games, Pornography

4.2 Effects of Addiction

4.3 Addiction Management Techniques

Reference:

1. Baron, R.A., Branscombe, N.R. & Byrne, D. (2009). *Social psychology*. (12th ed.). Boston: Pearson.
2. Bendelow G. (2009). *Health emotion and the body*. CambridgeUK, Polity press.
3. Butcher et.al (16th ed), *Abnormal Psychology*. New York: Pearson
4. Goleman, D. (1995). *Emotional Intelligence. Why it can matter more than IQ*. Bantam Books
5. Goleman, D. (2007). *Social Intelligence. The new Science of human relationships*. Bantam Books
6. Nataraj, P., (1994). *Psychology for the beginners*, Mysore: Srinivas printers
7. Santrock, J.W.(2003) *Psychology*, 7 th Ed., New York, McGraw Hil

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Semester – III

Major- DSE (Discipline Specific Elective)

DSE – C- Counseling across Life Span

Credit -4

Teaching Hours -60

Objective:

1. To understand the principles and stages of Life-Span Development
2. To understand the current trends in counselling
3. To understand the various Counselling Skills
4. To Understand the Areas of Counselling

Outcome:

1. Identify developmental factors that influence counselling.
2. Apply the current trends in counselling
3. Demonstrate client observation skills and Counselling Skills
4. Assess boundaries of the different types of counselling

Unit- 1Introduction to Life-Span Development

- 1.1 Importance of studying Life-Span Development
- 1.2 Nature and Characteristics of life-span development
- 1.3 Social contexts of lifespan development-ecosystems model.
- 1.4 Implications of Lifespan Development for Counselors, need for a developmental perspective
- 1.5 Bio-psychosocial model of health- Sleep, Eating, Obesity, health, illness and lifestyle issues across the life-span.

Unit -2Current trends in counselling

- 2.1 Meaning and Concept of Counselling
- 2.2 Diversity issues in counselling
- 2.3 Different formats of counselling
- 2.4 Technological advances in Counselling
- 2.5 Process Oriented Research in Counselling

Unit 3 Counselling Skills

3.1 Introduction to counselling skills

3.2 Micro skill approach to counselling

3.3 Attending Behaviours

3.4 Client observational Skills; Encouraging, Paraphrasing and Summarizing.

3.5 Ethics and multicultural issues in counselling

Unit 4 Areas of Counselling

4.1 Child and Adolescent Counselling; (Counselling needs of children and adolescents, locations of needs (School, Family, Residential care, community, at-risk) and Nature of issues (Emotional, behavioural, conduct, developmental, learning).

4.2 Adult Counselling (Marriage and Family Counselling)

4.3 Counselling for Ageing

4.4 Counselling Interventions for Special Populations (Substance Abuse counselling and Mental Health Counselling)

4.5 Rehabilitation Counselling (Principles of psychiatric rehabilitation, counselling theory, skills, and techniques, psychosocial aspects of disability)

Reference Books:

1. Asch, M. (2000). Principles of guidance and counselling (1st ed.). Sarup & Sons
2. Berk, L. E. (2016). Exploring lifespan development. Pearson.
3. Broderick, P.C., & Blewitt, P. (2010). The life span: Human development for helping professionals. (3rd Ed.). Pearson.
4. Bond, T. (1997). Standards and Ethics for counsellors in action. Sage
5. Claringbull, N. (2011). Mental health in counselling and psychotherapy. SAGE.
6. Cohen, L.G., & Spenciner, L.J. (2003). Assessment of children and youth with special needs. Allyn & Bacon.
7. Charles, G.J., & Bruce, F.R. (1995). Counselling Psychology. Harcourt Brace Publishers
8. Felthman, C., & Horton, I. (2000). Handbook of Counselling and Psychotherapy. Sage
9. Feldman, R. S. (2015). Discovering the life span. (3rd Eds). Pearson Global Education.
10. Neukrug, E. (2011). The world of the counselor: An introduction to the counseling profession. Nelson Education.
11. Newman & Newman (2003). Development through life: A Psychosocial Approach. Thomson Wadsworth.
12. Nelson-Jones, R. (2008). Basic Counselling Skills: A Helper's Manual. Sage Publications.
13. Pattison S., Robson M., & Beynon A. (2015). The handbook of counselling children and young people. Sage.

14. Palmo, A. J., Weikel, W. J., &Borsos, D. P. (Eds.). (2006). Foundations of mental health counseling. Charles C Thomas Publisher.
15. Robert, G. L., & Marianne, M.H. (2003). Introduction to Counselling and Guidance. Pearson education, Inc.
16. Santrock, J.W. (2011). A topical Approach to life-Span Development. Tata McGraw-Hill Edition.
17. Smart, J. (2012). Disability across the Developmental Life Span: For the rehabilitation counselor. New York: Springer Publishing Company
18. Sharma, R .N.,&Sharma,R. (2004). Guidance and Counselling in India.
19. Sharry, J. (2004). Counselling children, adolescents and families: A strengths-based approach. Sage Publications Ltd.
20. Status of Disability in India – 2012, Rehabilitation Council of India, New Delhi.

PUNYASLHOK AHILYADEVJI HOLKAR SOLAPUR,

UNIVERSITY, SOLAPUR

Syllabus

(According to NEP 2020)

M. A. Part – II (Psychology)

Choice Based Credit System

w. e. f. Academic Year-2024-25

Semester – III

Major- DSE (Discipline Specific Elective)

DSE – D- Counselling Children with Psychological Problems Credit -4

Teaching Hours -60

Objective:

1. To introduce students to the process of Counselling children with psychological problems.
2. To make the students understand the child psychology and psychopathology and abnormal child psychology from a Developmental Perspective.
3. To acquaint the students with learning, externalizing and internalizing disorders.
4. To make the student understand the pervasive developmental disorders and childhood psychoses.
5. To make the student understand the Counselling techniques.

Outcome:

1. Understand the he process of Counselling children with psychological problems.
2. Understand the child psychology and psychopathology and abnormal child
3. Psychology from a Developmental Perspective.
4. Understand the learning, externalizing and internalizing disorders.
5. Understand the pervasive developmental disorders and childhood psychoses.
6. Understand the Counselling techniques.

Unit: 1: Abnormal Child Psychology and Psychological Therapies

- 1.1. Child Psychology and Psychopathology from a Developmental Perspective
- 1.2. Abnormal Child Psychology from a Developmental Perspective
- 1.3. Psychological Assessment of the Child
- 1.4. Psychological Therapies, or Counselling with Children

Unit: 2: Psychological Disorders-I

- 2.1. Specific Developmental Delays and Disorders
- 2.2. Learning Disorders

2.3. Externalizing Disorders: Hyperkinesis and Other Disruptive Behaviours

2.4. Internalizing Disorders: Anxiety, Phobias, Social Withdrawal

Unit: 3: Psychological Disorders-II

3.1. Physical Symptoms of Psychological Origin and Chronic Physical Illness

3.2. Pervasive Developmental Disorders and Childhood Psychoses

3.3. Nature, Causes and Patterns of Disorders in Asian Countries

3.4. Developmental Psychopathology in the Indian Context.

Unit: 4: Counselling Techniques

4.1. Play Therapy and Art Work

4.2. Psychodynamic Techniques

4.3. Behaviour Therapy and Cognitive Behaviour Therapy

4.4. Working with the Families, Groups and Schools

□ Redding Book:

1. Kapur, Malavika. (2011). *Counselling Children with Psychological Problems*, Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in South Asia

□ References:

1. Kendall, Hilip C. (2006). *Child and Adolescent Therapy*. New York, Guilford Press.
2. Margaret Semrud-Clikeman, & Phyllis Anne Teeter Ellison (2009). *Child*
3. *Neuropsychology (Second Edition)*. Springer Science, Business Media, LLC.
4. Olive, M. Foster.(2007). *Child Abuse and Stress Disorders*. New York, Chelsea House.
5. Reeves Andrew, (2013) *An Introduction to Counselling and Psychotherapy*. New
6. Delhi: SAGE Publications India Pvt. Ltd.
7. Rubin, Judith, Aron. (2005). *Child Art Therapy*. New Jersey: John Wiley & Sons, Inc.

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Syllabus

(According to NEP 2020)

M. A. Part – II (Psychology)

Choice Based Credit System

w. e. f. Academic Year-2024-25

Semester – III

R.P.-Research Project

Credit -4

Teaching Hours -60

GENERAL INSTRUCTIONS:

1. Workload for each batch will be equivalent to 8 lecture periods.
2. Students should select a problem pertinent to their specialization area in consultation with concerned faculty.
3. Sample size should be minimum 30 in each group, e.g.: Normal and maladapted.
4. Project report should be written in APA format followed with plagiarism's guidelines provided by University.
5. Eligibility for the Project Examination is subject to Certification of Project by the teacher in-charge and HOD.

PREREQUISITES: Before starting the actual work of the project, students should be well versed with the following concepts: - ·

Research Methodology ·

Ethical issues in Research ·

APA Format and style of writing along with references ·

Plagiarism policy of University

DISSERTATION FORMAT:

Title Page ·

Abstract ·

Introduction (Contains brief introduction of constructs, Rationale and Significance of study, Problem Statement, literature review, concluded with Objectives and Hypotheses-if applicable. In a qualitative study there is no hypothesis testing. It is an exploratory study) ·

Method: (Participants, Tools, Design, Procedure.) ·

Results ·

Discussion ·

References ·

Appendix

DISSERTATION SUBMISSION ·

The student will submit a bound hard copy of the dissertation to the Department by the end of the semester, along with a soft copy on a CD/DVD/Pen drive. .

The final dissertation will have a word limit of 5000-8000 words and will be typed in one and a half spacing on one side of the paper.

The APA style shall be followed for the writing of dissertation.

The final dissertation shall be presented in accordance with the following specifications:

- (a) The paper used for printing shall be of A4 size.
- (b) Printing shall be in a standardized form on both sides of the paper and in 1.5 line spacing.
- (c) A margin of 1.5 inches shall be on the left hand side.
- (d) The card for cover shall not be more than 330 GSM.
- (e) The title of the thesis/dissertation name of the candidate, degree, name of the Research Supervisor, place of research and the month and year of submission shall be printed on the title page and the front cover.
- (f) The hard-bound a cover of thesis/dissertation shall be of black colour. Spine of the binding [side cover] should mention 'MA thesis' on the top, name of the candidate and month and year. The specifications are shown in Appendix – 'A'.
- (g) The thesis/dissertation shall include a Certificate of the Research Supervisor [Appendix 'B'] and a Declaration by the candidate [Appendix 'C'] that the work reported in the thesis/dissertation has been carried out by the candidate himself and that the material from other sources, if any, is duly acknowledged.

Practicum I

During the First Semester, the students will be oriented to the discipline of Counselling. The Practicum in this Semester will primarily consist of Classroom Demonstrations and Field Exposure Visits. In the classroom sessions, one of the main objectives will be to develop self-awareness in the students. Through group activities based on the concept of Johari Window and activities such as SWOT analysis, the students will be encouraged to develop a deeper understanding of themselves and others in the group. As the classroom sessions progress during the semester, the students will also be encouraged to give and take feedback to and from other group members and the Supervisor. They will be encouraged to talk about sensitive issues concerning their personal lives. The group members and the Supervisor will provide feedback and help individual students resolve personal issues, thus encouraging students to handle their emotions well. Self-esteem building exercises and role plays will be used during the sessions. The students will also be taught the basics of Systematic Observation. As they progress through the classroom exercises, they will be required make detailed notes observations about behaviour of all members of the group. The Supervisor may select a theme for the observation – for example, aspects of non-verbal communication or specific aspects of the verbal communication for example, tone of voice etc used by members of the group. The Practicum in this Semester will also include Field Visits to Child Guidance Clinic, Career Guidance Cell, Family Counselling Centre, AIDS Counselling Cell, and Hospital Settings. At the end of the First Semester, the students will be required to submit a case record of 2 detailed systematic observations done by them during the course of either their classroom exercises or the field visits. They will also be evaluated for their level of

participation and involvement in the group activities apart from attendance. The breakup of marks is given below:

The Students will develop the Skills building exercises for basic attending, listening and Paraphrasing Skills. Role plays, Modelling, Videotaped sessions, video/audio taped feedback of their own sessions and group discussions and personal feedback sessions based on the same will be conducted by the Supervisor. As the Semester progresses, skills of the Middle phase of counselling and advanced skills will also be demonstrated. Skills of communication of empathy, reflection, summarizing, and probing will be taken up for discussions. Students will also be taken for Field Visits wherein they could select cases for discussion in the sessions with other group members and the Supervisors. The discussions would have as objective building case conceptualization skills in students. Students could engage in peer counselling sessions, which would involve self-disclosure of personal issues. Skills required for the later stages of counselling will be demonstrated by the Supervisor through role plays and audio/visual aids. During the Semester, a minimum of at least 5 cases from the Extension centers should be seen by each student over a period of at least 5 sessions each lasting 30 minutes. Evaluation: At the end of the Semester, each student will be required to submit a Verbatim Case Record of Counselling Sessions of 2 cases (at least 10 sessions each). The emphasis here will be on demonstrating specific Micro skills practiced during the Practicum hours in the Semester. The cases for Submission must be selected in consultation with the Supervisor. The cases must be from a non-clinical background. Students could also include their own peers as cases, wherein some personal issue is handled in the session. The breakup of marks is as follows: The breakup of marks is given below:

SEMESTER-IV

**PUNYASLHOK AHILYADEVI HOLKAR SOLAPUR,
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Syllabus

(According to NEP 2020)

M. A. Part – II (Psychology)

Choice Based Credit System

w. e. f. Academic Year-2024-25

Semester – IV

Major- Mandatory. (DSC)

DSC –IX- Counseling: Intervention and Strategies

Credit -4

Teaching Hours -60

Objectives:

1. To understand basic concepts of various approaches and therapies.
2. To understand Counsellor-Client Relationship
3. To understand the applications of humanistic and psychoanalytic approach
4. To understand the applications behaviour and cognitive behaviour therapy

Outcomes:

1. critically examine different approaches to counselling
2. deepen understanding of theoretical frameworks
3. understand the link between theory and practice
4. arrive at their own personal orientation to counselling

UNIT 1 THE HUMANISTIC APPROACH

- 1.1. Historical Context of the Humanistic approach
- 1.2. Carl Roger's Contribution
- 1.3. Abraham Maslow's Contribution
- 1.4. The Counsellor-Client Relationship
- 1.5. Application of the Humanistic Approach

UNIT 2 BEHAVIOUR THERAPY

- 2.1 Historical Context of the Behaviourist Approach
- 2.2 Behaviour Therapy: Key Concepts and Techniques
- 2.3 The Therapeutic Process
- 2.4 New Directions in Behaviour Therapy
- 2.5 Applications of Behaviour Therapy

UNIT 3 COGNITIVE BEHAVIOUR THERAPY

- 3.1 Historical Context of Cognitive Behaviour Therapy
- 3.2 Meichenbaums Cognitive Behaviour Modification
- 3.3 Albert Ellis' Contribution: Rational Emotive Therapy
- 3.4 Beck's Contribution
- 3.5 Applications of Cognitive Behaviour Therapy

UNIT 4 PSYCHOANALYTIC APPROACH

- 5.1 Historical Context of Psychoanalytical Therapy
- 5.2 Sigmund Freud's Contribution, Erickson's Contribution
- 5.3 Eric Berne's Contribution: Transactional Analysis
- 5.4 The Therapeutic Process
- 5.5 Application of Psychoanalytical Therapy

BOOKS FOR READING:-

1. Barlow, H.W. (Ed.) (2002): "Comprehensive Handbook of Psychotherapy (Vol. I, II, III, IV) John Wiley & Sons.
2. Beck, I.S. (1995): "Cognitive Therapy: Basics and Beyond", Guilford Press, New York.
3. Feltham, C. & Horton, I.E. (ed) (2006). The Sage handbook of Counselling and Psychotherapy (2nd ed.). London: Sage Publication.
4. Gibson, R.L., Mitchell, M.H. (2005). Introduction to counselling and guidance (6th ed.). Delhi: Pearson education Pte.Ltd.
5. Gelso, C.J., Fretz, B.R. (1995) Counselling psychology. Bangalore: Prismbooks Pvt.Ltd
6. Gregory, R.J. (2005). Psychological Testing (4th ed.). Delhi: Pearson education Pte.Ltd
7. Rao, S.N. (2006). Counselling and guidance (2nd ed). New Delhi: TataMcGraw-Hill Publishing Co. Ltd.
8. Patterson, L.E., Welfel, E.R. (2000). The counselling process (5th ed.).Belmont: Wodsworth/Thomson Learning.
9. Nelson R. Jones (2000). Introduction to counselling skills, text and activities. London: Sage Publication.
10. Cohen, R.J., Swerdlik, M.E. (2005). Psychological testing and assessment(6th ed.). Delhi: Tata McGraw-Hill.
11. Dalai Lama, His Holiness the & Cutler, S.C. (1998). The art of happiness: The handbook for living. Sidney: Hodder.
12. Deshpande C.G. and et. al. (2010) Samupadeshan: ShasrtiyaPrakriyavaupayojan. UnmeshPrakashan Pune.

13. Gladding S.T (2009) Counselling(6th Ed)Pearson Education.
14. Gladding S.T. (2014) Counselling: A Comprehensive Profession (7thEd)Dorling Kindersley(India) Pvt.Ltd. of Pearson Education.
15. Linda Seligman Lourie W Rechenberg (2019): Theories of Counseling And Psychotherapy"
Pearson
16. Woolfe& Dryden, W. (1996): "Handbook of Counselling Psychology", New Delhi, Sage.

**PUNYASLHOK AHILYADEVI HOLKAR SOLAPUR,
UNIVERSITY, SOLAPUR**
Syllabus
(According to NEP 2020)
M. A. Part – II Psychology
Choice Based Credit System
w. e. f. Academic Year-2024-25
Semester – IV
Major- Mandatory (DSC)
DSC- XIV– Advanced and Applied Counseling Skills

Credit -4

Teaching Hours -60

Objectives:

1. To Acquire Basic Counseling Process.
2. To acquaint effective methods dealing with counseling process

Outcomes:

1. To Conceptualize Basic Cognitive Processes.
2. To design effective methods dealing with counseling process

UNIT 1: Nature of Counseling

- 1.1. Definition and Significance
- 1.2. Counseling as a specialist professional role
- 1.3. Basic Principles of Embedded Counseling Unit

UNIT 2: Counseling Menu and Setting the Scene

- 2.1 Clarifying Person's Goals
- 2.2 Methods of Counseling
- 2.3 Personal Readiness and Organizational Groundwork
- 2.4 Building personal and professional support network

UNIT 3: Counseling Space and Collaborative Working

- 3.1 Counseling Space, trust, confidentiality
- 3.2 Opening and Closing Counseling Space
- 3.3 Building Safe Relationships
- 3.4 Working collaboratively

UNIT 4: Effective Conversations and Methods of Dealing

- 4.1 Emphatic Engagement
- 4.2 Discursive Positioning

4.3 Narrative Perspective on Behavioral Change

4.4 Dealing with Difficult Situation

a) Ethical Dilemmas b) Risk and Self-harm

Books for Reading:

1. McLeod, John (2007). *Counseling Skills*, First Edition, UK: Open University Press,
2. Rosie, March-Smith (2005). *Counseling Skills for Contemporary Therapists*, First Edition, UK: Open University Press,

Books for Reference:

1. Feltham, C. & Dryden, W. (2006). *Brief Counseling: A Practical, Integrative Approach*, UK: Open University Press,
2. Kottler, J. & Kottler, E. (2007). *Counseling Skills for Teachers*, Sage Pub., India
3. Nelson-Jones, R. (2012). *Basic Counseling Skills: A Helper's Manual*, Third Edition, Sage South Asia Pub.,
4. Noonan, Ellen (1983, 2000). *Counseling Young People*, Tavistock/Routledge, London, First edition.

**PUNYASLHOK AHILYADEVJI HOLKAR SOLAPUR,
UNIVERSITY, SOLAPUR**
Syllabus
(According to NEP 2020)
M. A. Part – II (Psychology)
Choice Based Credit System
w. e. f. Academic Year-2024-25
Semester – IV
Major- Mandatory. (DSC)
DSC -XV - Practicum: Case studies
Credit -4 **Teaching Hours -60**

Objectives:

1. To understand the role of interview, observation and case-history in assessment
2. To learn the assessment of development, cognitive abilities, aptitude, personality and interest
3. To train students in skills for counseling exceptional population
4. To develop skills of counseling and solution base counselling.

Outcomes:

1. Student experience importance of interview, observation, and case history in practical assessment.
2. To get an idea and familiarize with basic tests in psychology as well as application.
3. Student able to use various counseling skills.
4. To get an idea and familiarize with basic counseling procedure and solution base counseling.

A) Internship will be helpful to conduct counseling activity under the guidance of expert.

All students complete at least 6 case study within time frame.

Duration of internship 60 to 80 hours

Schedule: 3 days in week accounting for 20 to 30 hours in a week

Types of Organization:- Student can visit School, College, Healthcare institute, Hospitals, Rehabilitation centre, NGOs etc

B) Internship Report

1. The Title Page – An Internship Experience Report For (Your Name), name of internship organization, name of the Supervisor/Guide and his/her designation, date started and completed, and number of credits for which the report is submitted.
2. Table of Content – An outline of the contents of the file by topics and subtopics with the page number and location of each section.
3. Introduction – Short, but should include how and why you obtained the internship experience position and the relationship it has to your academic/professional and career goals.
4. Main Body – Should include a brief summary/ executive summary of the Internship Project Report. Write case study in standard format includes all information and history regards with client.
5. Appendices – Include pamphlets, forms, charts, brochures, technical and descriptive literature, graphs and other information related to your Internship experience.

C) Counseling case study structure

1. Case History of Genogram of the client

2. Identification of problem
3. Diagnosis of the problem/ definition of problem
4. Prognosis (Clinical case study)
5. Session plan
6. Apply psychological test for assessment
7. Write Verbatim
8. Analysis
9. Therapeutic intervention used and its justification (Goal of treatment)
10. Insight development
11. Summary and Recommendation

All above points regards with case study done all these activity in internship/ field visit and Submit report.

D) Method of evaluation

1. **CA : 40 Marks : Seminar / PPT / Assignment / Documentation / Quality of work / case discussion/ internship report writing/ Case study presentation etc.**
2. **UA : 60 Marks :**

Sr.No	Content	Mark
a.	Case study and internship report submission	10
b.	Viva voce	15
c.	Hypothetical case assessment in UA examination	20
d.	Any two case study report PPT Presentation	15

E) Reference Book or Resource

1. Freeman, F. S.,(1965), Theory and Practice of Psychological Testing; New Delhi: Oxford &IBTT
2. Jackson C.,(1998), Understanding Psychological Testing; Jaico Publishing House
3. Anastasi &Urbina S.(2000), Psychological Testing ,7th Edition; Person Education (Singapore) Pte. Ltd.,
4. Guilford J.P.: Psychometric Methods
5. Test manual of psychological test
6. Gregory, R.J. (2017). Psychological testing. (7th ed.). Chennai, India: Pearson India Education Services Pvt. Ltd.
7. Husain, A. (2012). Psychological testing. Noida, India: Dorling Kindersley (India) Pvt. Ltd.
8. Kline, P. (2015). A hand book of test construction: Introduction to psychometric design. New York, NY: Methuen.

**PUNYASLHOK AHILYADEVI HOLKAR SOLAPUR,
UNIVERSITY, SOLAPUR**

Syllabus

(According to NEP 2020)

M. A. Part – II (Psychology)

Choice Based Credit System

w. e. f. Academic Year-2024-25

Semester – IV

Major- DSE (Discipline Specific Elective)

DSE – A- Carrier Guidance and Counselling in Education

Credit -4

Teaching Hours -60

Objective:-

1. To provide students with a comprehensive understanding of the theories and models of career development across the lifespan.
2. To teach students various counselling techniques and strategies used in career counselling
3. To help students assist clients in exploring career options, identifying their interests, values, strengths, and weaknesses, and making informed career decisions.
4. To emphasize the importance of lifelong learning and adaptability in the context of career development and counselling.

Outcomes:-

1. Students will demonstrate a deep and nuanced understanding of theories and models of career development.
2. Students will gain an understanding of the theoretical foundations behind counseling techniques commonly used in career counselling.
3. Students will demonstrate proficiency in conducting comprehensive assessments to help clients explore their interests, values, personality traits, and career-related strengths and weaknesses.
4. Students will appreciate the value of lifelong learning as a means to enhance professional competence, adaptability, and resilience.

Unit-1 Introduction to Counselling and Guidance

- 1.1 Emergence and growth of guidance and counselling
- 1.2 Definition and nature of counselling
- 1.3 Counselling and Related Fields
- 1.4 Scope of counselling Psychology

Unit 2 Guidance and Counselling in Educational Setting

- 2.1 Educational Guidance (Guidance needs Related to Education)
- 2.2 Educational Counselling (Counselling at School and college)
- 2.3 Role of Teachers in Counselling

2.4 Educational Counselling and Curriculum

Unit 3 Career Guidance and Counselling

3.1 What is Career or Career Counselling?

3.2 Theories of Career Development

3.3 The Process of Career Counselling

3.4 Distinction between Career Counselling and Career Guidance

Unit 4 Counselling Techniques in Career Guidance

4.1 Person-centered counselling

4.2 Cognitive-behavioural approaches

4.3 Solution-focused counselling

4.4 Motivational interviewing

References:

1. Abbey, L. and Graham, B. (1996). A Counselling Approach to Career Guidance. London: Routledge.
2. Arthur, M.B., Hall, D.T. and Lawrence, B.S. (eds) (1989). Handbook of Career Theory. Cambridge: Cambridge University Press.
3. Cochran, L. (1997). Career Counselling: A Narrative Approach. London: Sage.
4. Downing, L. N. (1968). Guidance and Counselling Services: An Introduction, McGraw-Hill Book Co, New York.
5. S. Narayan Rao, PremSahajpal(2013). Counselling and Guidance, Tata McGraw Hill Education Private Limited, New Delhi.

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Syllabus

(According to NEP 2020)

M. A. Part – II (Psychology)

Choice Based Credit System

w. e. f. Academic Year-2024-25

Semester – IV

Major- DSE (Discipline Specific Elective)

DSE – B- COUNSELLING FOR SPECIFIC AREA

Credit -4

Teaching Hours -60

Objectives:

1. To understand the work place conflict and its interventions.
2. To understand the scope of educational counselling and crises interventions.
3. To understand the concept of medical counselling and its skills.
4. To understand the importance of family in family counselling.

Outcome:

1. Students will be aware about work-life balance strategies
2. Students will be able to develop study skills and crises interventions.
3. Students will be aware to chronic illness management and communication skills.
4. Students will be aware to important role of family in family counselling settings.

Unit 1. Counselling in Industrial Settings

- 1.1 Overview of Industrial counselling
- 1.2 Types of work place conflict
- 1.3 Work-life balance strategies
- 1.4 Role of counselling in promoting organizational health

Unit 2. Counselling in Education Settings

- 2.1 Scope of education counselling
- 2.2 Study skills development
- 2.3 Crises intervention and mental health support
- 2.4 Roles and responsibilities of educational counsellor

Unit 3. Medical and Health Counselling

- 3.1 Importance of counselling in medical setting
- 3.2 Chronic illness management
- 3.3 Counselling models- CBT
- 3.4 Communication skills in health and medical counselling

Unit 4. Family Counselling

- 4.1 Overview of family counselling
- 4.2 Understanding resources of conflict within family
- 4.3 Family roles and boundaries
- 4.3 Family interventions for child and adolescent problems

Reference:

1. Ali, L. & Graham, B. (1996). The counselling approach to careers guidance. London, Routledge.
2. Bond, T. (1997). Standards and Ethics for counsellors in action. Sage
3. Claringbull, N. (2011). Mental health in counselling and psychotherapy. SAGE.
4. Cohen, L.G., & Spenciner, L.J. (2003). Assessment of children and youth with special needs. Allyn & Bacon.
5. Dalal, A. (2011). Psychosocial Interventions for Community Development. In G. Misra (Ed.),
6. Psychology in India, Vol. 3. New Delhi: Pearson.
7. Gladding, S. T. (2018). Counselling: A Comprehensive profession (9th Edn). Pearson
8. Hough, M. (2014). Counselling Skills and Theory. Italy: Hodder Education.
9. Jex, S. M. (2002). Organizational Psychology: A Scientist-Practitioner Approach. John Wiley and Sons, Inc, New York.
10. Korchin, S. J. (1986). Modern Clinical Psychology: Principles of Intervention in the Clinic
11. and Community. CBS Publishers and Distributors.
12. Linda Seligman Lourie W Rechenberg (2019). Theories of Counselling and Psychotherapy" Pearson
13. Nelson R. Jones (2000). Introduction to counselling skills, text and activities. London: Sage Publication.
14. Singh, K. (2007). Counselling skills for managers. New Delhi: Prentice Hall of India.
15. Soundararajan, Radhika (2012). Counselling: Theory, Skills and Practice. Tata Mcgraw Hill Education Private Limited.

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UNIVERSITY, SOLAPUR**

Syllabus

(According to NEP 2020)

M. A. Part – II (Psychology)

Choice Based Credit System

w. e. f. Academic Year-2024-25

Semester – IV

Major- DSE (Discipline Specific Elective)

DSE – C- Rehabilitation Psychology

Credit -4

Teaching Hours -60

Objectives:

1. To understand psychological aspects of disability rehabilitation
2. To understand the role of rehabilitation psychologist in the field of disability rehabilitation
3. Ability to develop and maintain effective working relationships with local employers and community social service agencies and abilities to potential employers.
4. To understand Ethics and policy issues of Disability and Rehabilitation

Outcomes:

1. Identify psychological aspects of disability rehabilitation
2. Develop knowledge of the rehabilitation psychologist and human services delivery systems
3. Apply knowledge of models and concepts of disability and chronic illness to education, employment, rehabilitation, and healthcare services.
4. Demonstrate the knowledge necessary for ethics and policy issues of Disability and Rehabilitation

Unit1: Psychological Approach to Rehabilitation

- 1.1. Concept and Meaning of Rehabilitation Psychology
- 1.2. Functions of Rehabilitation Psychology
- 1.3. Methods of Rehabilitation Psychology
- 1.4. Diagnosis and Assessment
- 1.5. Understanding Psychological Needs of Caregivers and Working with Families of Persons with Disabilities

Unit 2: Training and Work Setting for Rehabilitation Psychologists

- 2.1 Work Settings for Rehabilitation Psychologist
- 2.2 Designing Training Programmes Rehabilitation Psychologist
- 2.3 Training needs analysis and Planning of Training Programme
- 2.4 Implementation of Training Programme
- 2.5 Impact of Evaluation of Training Programme

Unit 3: Rehabilitation Counseling

- 3.1 Definition and goals of rehabilitation counseling
- 3.2 Theories and techniques
- 3.3 Counselor role
- 3.4 Boundaries of confidentiality and ethical guidelines in counseling activities
- 3.5 Professional challenges in counseling

Unit 4: Ethics and Policy issues

- 1.1 Rehabilitation ethics
- 1.2 Rehabilitation policies and Acts (Persons with Disabilities Act, Mental Health Care Act&Rehabilitation Council of India Act)
- 1.3 Social benefits and support from government
- 1.4 Civil rights and legislation
- 1.5 Empowerment issues

References:

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3. Dunn, D. S. (2000). Social psychological issues in disability. In R. G. Frank & T. R. Elliott (Eds.), *Handbook of Rehabilitation Psychology*. Washington, D.C.: American Psychological Association.
4. Gladding, S. T. (2014). *Counselling: A comprehensive profession*. Pearson Education Inc. (Published by Dorling Kindersley (India) Pvt. Ltd., Noida for India).
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6. Lisa A. Brenner, Stephanie A. Reid-Arndt, Timothy R. Elliott, Robert G. Frank, and Bruce Caplan (May 2019). *Handbook of Rehabilitation Psychology*. American Psychological Association
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10. *The Persons of Persons with Disabilities Act*, Ministry of Social Justice & Empowerment, Government of India, New Delhi, 2016
11. *The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act*, Government of India, New Delhi, 1999

**PUNYASLHOK AHILYADEVI HOLKAR SOLAPUR,
UNIVERSITY, SOLAPUR**

Syllabus

(According to NEP 2020)

M. A. Part – II (Psychology)

Choice Based Credit System

w. e. f. Academic Year-2024-25

Semester – IV

Major- DSE (Discipline Specific Elective)

DSE – D- Counseling in Organizational Settings

Credit -4

Teaching Hours -60

Objectives:

1. To introduce the students about basic Principles of Organizational behavior
2. To explain the role of counselor at work place and to understand the causes and problems of the employees in work environment
3. To improve the leadership styles in employees working in different sectors.
4. To educate the impact of group on individual to enhance the adjustment and commitments

Outcomes:

1. Understood the basic Principles of Organizational behavior.
2. Acquired the role of counselor at work place and identified the causes and problems in work Environment.
3. To adopted the leadership styles to lead the employees.
4. Enhanced the adjustment and commitment styles in work environment

Unit 1: Introduction to Organizational Psychology

- 1.1 Introduction and Definition
- 1.2 Historical Influences in Organizational Psychology
- 1.3 Placing the Counselor in the context of the Organization
- 1.4 Differences between Workplace Counseling, Mentoring, Coaching and Training

Unit 2: Individual Behavior in Organizations

- 2.1 Productive and Counterproductive Behavior in Organizations – definitions
- 2.2 Job Satisfaction
- 2.3 Employee Absenteeism, Employee turnover, Occupational Stress
- 2.4 Special groups in organizational counseling-Chronic absentees, Accident prone, Employees with family problems, Employees with alcoholism & drug addiction, Maladjusted employees, indiscipline employees.

Unit 3: Group Behaviour in organizations

- 3.1 Definition and Characteristics of Groups
- 3.2 Stages of Groups
- 3.3 Impact of Groups on Individual
- 3.4 Group Effectiveness – Determinants and Enhancement Intergroup Interactions – Types and patterns Intergroup Conflicts – Reduction Strategies

Unit 4: Trends in Workplace Counseling

4.1 Counseling for Enhancement of Performance of Individuals – Goal- setting and Feedback

4.2 Interventions Wellbeing, Self-Regulation, Stress management and Performance – From Analysis to Intervention

4.4 Vocational counseling

4.3 Counseling for career planning & development. Adjustment on the job, Promotion counseling, Preretirement counseling, Counseling for displaced employees, layoffs.

References:

1. Jex, S. M. (2002). Organizational Psychology: A Scientist-Practitioner Approach. John Wiley and Sons.Inc, NewYork.
2. Arnol J., & Robertson, I .T.,&Coopen, C. L. (1995). Work Psychology- Understanding human behaviour in workplace. London: Mcmillan.
3. Lilly NerryPsychology at work, 2nd Edn. Tata McGraw Hill.
4. Kinicki, A. &Kreitner, R. (2006). Organisationalbehaviour: Concept, skill, practices, 2ndEdn. New Delhi: Tata Mc-Graw Hill.
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**PUNYASLHOK AHILYADEVI HOLKAR SOLAPUR,
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Syllabus

(According to NEP 2020)

M. A. Part – II (Psychology)

Choice Based Credit System

w. e. f. Academic Year-2024-25

Semester – IV

R.P. - Research Project

Credit -6

Teaching Hours -60

GENERAL INSTRUCTIONS:

1. Workload for each batch will be equivalent to 8 lecture periods.
2. Students should select a problem pertinent to their specialization area in consultation with concerned faculty.
3. Sample size should be minimum 30 in each group, e.g.: Normal and maladapted total 60.
4. Project report should be written in APA format followed with plagiarism's guidelines provided by university.
5. Eligibility for the Project Examination is subject to Certification of Project by the teacher in-charge and HOD.

PREREQUISITES: Before starting the actual work of the project, students should be well versed with the following concepts: - -

Research Methodology ·

Ethical issues in Research ·

APA Format and style of writing along with references ·

Plagiarism policy of university

DISSERTATION FORMAT:

<p>Cover page for M.A. Thesis M.A. THESIS "Write here title of the thesis in all upper-case (capital letters) with a 'center' alignment. Place this title on the upper central part of the</p>
<p>A THESIS SUBMITTED TO PUNYASHLOK AHILYADEVI HOLKAR UNIVERSITY, SOLAPUR FOR AWARD OF DEGREE OF MASTER OF ARTS (M.A.) IN THE FACULTY OF HUMANITIES SUBMITTED BY The Name of Candidate</p> <p>UNDER THE GUIDANCE OF</p> <p>RESEARCH CENTRE</p> <p>MONTH & YEAR OF SUBMISSION</p>

Appendix 'B'

Certificate of the Guide Certified that the work incorporated in the dissertation/thesis _____ (Title) submitted by Mr./Ms _____ was carried out by the candidate under my supervision/ guidance. Such material has been obtained from other sources and has been duly acknowledged in the dissertation /thesis.

Date: (Supervisor/ Research Guide)

Appendix 'C'

Declaration by the Candidate I declare that the dissertation /thesis entitled _____ submitted by me for the degree of Master of Arts is the record of work carried out by me during the period from _____ to _____ under the guidance of _____ and has not formed the basis for the award of any degree, diploma, associateship, fellowship, titles in this or any other University or other institution of Higher learning. I further declare that the material obtained from other sources has been duly acknowledged in the dissertation.

Date :

Signature of the Candidate

Candidates research project should be following format.

Title Page ·

Abstract ·

Introduction (Contains brief introduction of constructs, Rationale and Significance of study, Problem Statement, literature review, concluded with Objectives and Hypotheses-if applicable. In a qualitative study there is no hypothesis testing. It is an exploratory study).

Chapter 1 Introduction, operational definitions.

Chapter 2 Literature reviews

Chapter 3 Methodology (Statement of problem, objectives, Hypotheses Tools, Design, Sampling methods etc.)

Chapter 4 Statistical analysis

Chapter 5 (Results, Discussion, limitations, future study etc.)

References

Appendix

DISSERTATION SUBMISSION ·

The student will submit a bound hard copy of the dissertation to the Department by the end of the semester, along with a soft copy on a CD/DVD/Pen drive. ·

The final dissertation will have a word limit of 5000-8000 words and will be typed in one and a half spacing on one side of the paper.

The APA style shall be followed for the writing of dissertation.

The final dissertation shall be presented in accordance with the following specifications:

- (a) The paper used for printing shall be of A4 size.
- (b) Printing shall be in a standardized form on both sides of the paper and in 1.5 line spacing.
- (c) A margin of 1.5 inches shall be on the left-hand side.
- (d) The card for cover shall not be more than 330 GSM.
- (e) The title of the thesis/dissertation name of the candidate, degree, name of the Research Supervisor, place of research and the month and year of submission shall be printed on the title page and the front cover.
- (f) The hard-bound a cover of thesis/dissertation shall be of black colour. Spine of the binding [side cover] should mention 'MA theses on the top, name of the candidate and month and year. The specifications are shown in Appendix – 'A'.
- (g) The thesis/dissertation shall include a Certificate of the Research Supervisor [Appendix 'B'] and a Declaration by the candidate [Appendix 'C'] that the work reported in the thesis/dissertation has been carried out by the candidate himself and that the material from other sources, if any, is duly acknowledged.

Practicum I

During the First Semester, the students will be oriented to the discipline of Counselling. The Practicum in this Semester will primarily consist of Classroom Demonstrations and Field Exposure Visits. In the classroom sessions, one of the main objectives will be to develop self-awareness in the students. Through group activities based on the concept of Johari Window and activities such as SWOT analysis, the students will be encouraged to develop a deeper understanding of themselves and others in the group. As the classroom sessions progress during the semester, the students will also be encouraged to give and take feedback to and from other group members and the Supervisor. They will be encouraged to talk about sensitive issues concerning their personal lives. The group members and the Supervisor will provide feedback and help individual students resolve personal issues, thus encouraging students to handle their emotions well. Self-esteem building exercises and role plays will be used during the sessions. The students will also be taught the basics of Systematic Observation. As they progress through the classroom exercises, they will be required make detailed notes observations about behaviour of all members of the group. The Supervisor may select a theme for the observation – for example, aspects of non-verbal communication or specific aspects of the verbal communication for example, tone of voice etc used by members of the group. The Practicum in this Semester will also include Field Visits to Child Guidance Clinic, Career Guidance Cell, Family Counselling Centre, AIDS Counselling Cell, and Hospital Settings. At the end of the First Semester, the students will be required to submit a case record of 2 detailed systematic observations done by them during the course of either their classroom exercises or the field visits. They will also be evaluated for their level of participation and involvement in the group activities apart from attendance. The breakup of marks is given below:

The Students will develop the Skills building exercises for basic attending, listening and Paraphrasing Skills. Role plays, Modelling, Videotaped sessions, video/audio taped feedback of their own sessions and group discussions and personal feedback sessions based on the same will be conducted by the Supervisor. As the Semester progresses, skills of the Middle phase of counselling and advanced skills will also be demonstrated. Skills of communication of empathy, reflection, summarizing, and probing will be taken up for discussions. Students will also be taken for Field Visits wherein they could select cases for discussion in the sessions with other group members and the Supervisors. The discussions would have as objective building case conceptualization skills in students. Students could engage in peer counselling sessions, which would involve self-disclosure of personal issues. Skills required for the later stages of counselling will be demonstrated by the Supervisor through role plays and audio/visual aids. During the Semester, a minimum of at least 5 cases from the Extension centers should be seen by each student over a period of at least 5 sessions each lasting 30 minutes. Evaluation: At the end of the Semester, each student will be required to submit a Verbatim Case Record of Counselling Sessions of 2 cases (at least 10 sessions each). The emphasis here will be on demonstrating specific Micro skills practiced during the Practicum hours in the Semester. The cases for Submission must be selected in consultation with the Supervisor. The cases must be from a non-clinical background. Students could also include their own peers as cases, wherein some personal issue is handled in the session. The breakup of marks is as follows: The breakup of marks is given below

