

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY,  
CHHATRAPATI SAMBHAJINAGAR.**



**Circular / Acad Sec./ PG /NEP PG-II Yr Curri./Uni. Cqmp./ 2024.**

It is hereby inform to all concerned that, on the recommendation of Dean of Faculty of Humanities; **the Academic Council at it's Meeting held on 08<sup>th</sup> April, 2024 has accepted the "following Subject wise revised Curriculum at PG Level as per National Education Policy-2020" for all concerned university department** under the Faculty of Humanities.

Sr. No.	UG/PG Course Curriculum Name	Semester
01.	<b>M. A. Second Year as per NEP [Marathi] For University Department</b>	<b>IIIrd &amp; IVth</b>
02.	<b>M. A. Second Year as per NEP [Sanskrit] For University Department</b>	<b>IIIrd &amp; IVth</b>
03.	<b>M. A. Second Year as per NEP [History] For University Department</b>	<b>IIIrd &amp; IVth</b>
04.	<b>M. A. Second Year as per NEP [Archaeology] For University Department</b>	<b>IIIrd &amp; IVth</b>
05.	<b>M. A. Second Year as per NEP [Political Science] For University Department</b>	<b>IIIrd &amp; IVth</b>
06.	<b>M. A. Second Year as per NEP [Public Administration] For University Department</b>	<b>IIIrd &amp; IVth</b>
07.	<b>M. A. Second Year as per NEP [Economics] For University Department</b>	<b>IIIrd &amp; IVth</b>
08.	<b>M. A. Second Year as per NEP [Geography] for University Department</b>	<b>IIIrd &amp; IVth</b>
09.	<b>M. A. Second Year as per NEP [Psychology] for University Department</b>	<b>IIIrd &amp; IVth</b>
10.	<b>M.A. Second Year as per NEP [Thoughts of Mahatma Phule &amp; Dr. B. R. Ambedkar] for University Department</b>	<b>IIIrd &amp; IVth</b>
11.	<b>M.R.S. Second Year as per NEP [Socio-Cultural and Political Aspects] for University Institution/Department</b>	<b>IIIrd &amp; IVth</b>
12.	<b>M.R.S. Second Year as per NEP [Rural Economics, Banking &amp; Industry] for University Institution/ Department</b>	<b>IIIrd &amp; IVth</b>

**This is effective from the Academic Year 2024-25 and Onwards as per appended herewith.**

All concerned are requested to note the contents of this circular and bring notice to the students, teachers and staff for their information and necessary action.

University campus,  
Chhatrapati Sambhajanagar-431 004.  
Ref. No. SU/PG-II Yr/ Affi.Colleges  
/ NEP Curri/ 2024/ 25752-71

Date: 21.05.2024.

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**Deputy Registrar,  
Academic.**

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**Copy forwarded with compliments to:-**

- 1] **The Head/ Director, all concerned Departments/Institutions,**  
Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar.
- 2] **The Director, University Network & Information Centre, UNIC,**  
with **a request to upload this Circular on University Website.**

**Copy to :-**

- 1] **The Director, Board of Examinations & Evaluation,**
- 2] **The Sec. Officer, [Concerned Unit] Exam. Branch,**
- 3] The Section Officer, [Eligibility Unit],
- 4] The Programmer [Computer Unit-1] Examinations,
- 5] The Programmer [ Computer Unit-2] Examinations,
- 6] The In-charge, [E-Suvidha Kendra],
- 7] The Public Relation Officer,
- 8] The Record Keeper,  
Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar.

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DrK\*210524/-

DR. BABASAHEB AMBEDKAR MARATHWADA

UNIVERSITY

Aurangabad

Illustrative Credit Distribution Structure for Two Year  
M.A. PSYCHOLOGY

**Course Structure**

**Subject: PSYCHOLOGY**

(Effective from 2023-24)

AS PER NEP 2020

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Illustrative Credit Distribution Structure for Two Year /One Year

**M.A. PSYCHOLOGY**

**Class: M.A Second Year – Clinical Psychology**

**Semester: Third Semester & Fourth Semester**

Sr. No	Specific ation/ type of Papers	Third Semester		Total Credits/ Semester	Fourth Semester		Total Credits / Semester	Total Credits / Year
		Paper	Credits		Paper	Credits		
1	Major Mandatory	<b>7. Abnormal psychology</b>	4	12	<b>10. Psychopathology</b>	4	12	24
		<b>8. Psycho Diagnostic</b>	4		<b>11. Psychotherapy</b>	4		
		<b>9. Counselling Skills</b>	4		<b>12. Mental Status Examination</b>	4		
2	Major Activity	<b>Practicum-Diagnostic Testing</b>	2	2				2
3	Major Elective	<b>Elective- 3</b> a. Healthy Psychology b. Positive Psychology c. Psychology of Adjustment	4	4	<b>Elective -4</b> a. Community Health Psychology b. Rehabilitation Psychology c. Psychology at workplace	4	4	8
4	Research Methodology				--			
5	On Job Training/ Field Project	--	--	--				
6	Research Project	<b>Research project</b>	4		<b>Internship</b>	6	10	10
Cum. Cr./ Semester		--	22	22	--	22	22	44
Cum. Cr./Year		--	--	--	--	--	--	44

**Class: M.A Second Year – Counselling and Guidance**  
**Semester: Third Semester & Fourth Semester**

Sr. No	Specific ation/ type of Papers	Third Semester		Total Credi ts/ Seme ster	Fourth Semester		Total Credits / Semest er	Total Credit s/ Year
		Paper	Cr edi ts		Paper	Cr edi ts		
1	Major Mandat ory	<b>7. Abnormal psychology</b>	4	12	<b>10. Behavioural Dysfunction</b>	4	12	24
		<b>8. Psychological Assessment</b>	4		<b>11. Approaches to Counselling therapy</b>	4		
		<b>9. Counselling &amp; Guidance Skills</b>	4		<b>12. Counselling in Special Areas</b>	4		
2	Major Activity	<b>Practicum- Psychometric Testing</b>	2	2				2
3	Major Elective	<b>Elective-3</b> a. <b>Healthy Psychology</b> b. <b>Positive Psychology</b> c. <b>Psychology of Adjustment</b>	4	4	<b>Elective -4</b> a. <b>Community Health Psychology</b> b. <b>Rehabilitatio n Psychology</b> c. <b>Psychology at workplace</b>	4	4	8
4	Resear ch Method ology				--			
5	On Job Trainin g/ Field Project	--	--	--				
6	Resear ch Project	<b>Research project</b>	4		<b>Internship</b>	6	10	10
Cum. Cr./ Semester		--	22	22	--	22	22	44
Cum. Cr./Year		--	--	--	--	--	--	44

## **M.A Second Year Third Semester – Clinical Psychology**

Major Mandatory-7: **Abnormal psychology**

Major Mandatory-8: **Psycho Diagnostic**

Major Mandatory-9: **Counselling Skills**

Major Activity-3: **Practicum- Diagnostic Testing**

Major Elective-3 **Select any one**

a) **Healthy Psychology**

b) **Positive Psychology**

c) **Psychology of Adjustment**

Research Project- **Research Project**

## **M.A Second Year Fourth Semester– Clinical Psychology**

Major Mandatory-10: **Psychopathology**

Major Mandatory-11: **Psychotherapy**

Major Mandatory-12: **Mental Status Examination**

Major Elective-4 **Select any one**

a. **Community Health Psychology**

b. **Rehabilitation Psychology**

c. **Psychology at workplace**

Research Project- **Internship**

**Third Semester - Clinical Psychology**  
**Major Mandatory-7: Abnormal psychology**

**Course Objective:** To acquaint the students with:

1. Current systems of classification of Mental Disorders.
2. The symptomatology of different psychological disorders
3. The etiology and dynamics of the disorders with respect to various theoretical approaches.

**Course Out Come:** After the completion of the course the students will be able to-

1. Classify the Mental Disorder
2. Know the symptoms of psychological disorder
3. Understand the theoretical approaches

Unit	Course Content	Periods
I	<b>Introduction to Abnormal Psychology</b> Mental disorders: An overview- The Brief history of DSM, The DSM-5 & definition of mental disorder, DSM-5 & ICD-11 based classification of mental disorders (Main categories), Historical views of abnormal behavior, Demonology, Gods & Magic, Hippocrates early medical concepts.	10
II	<b>Stress and Physical Health</b> What is stress?, Stress and physical health, Stress and immune system functioning, Emotions and health, Causal factors and treatment of stress related physical disorders, Stress and mental health, Adjustment disorder, Post traumatic stress disorder, Acute stress disorder, Causal factors, prevention and treatment of stress disorders.	10
III	<b>Panic, Anxiety, Obsessions and their disorders</b> The fear and Anxiety response patterns: Fear & Anxiety, Overview of the Anxiety disorders and their commonalities: Specific Phobia, Social Phobia, Panic disorder, Agoraphobia, Generalized Anxiety disorder, Separation anxiety disorder and Obsessive and compulsive disorders, Causal factors and treatment of anxiety disorders	10
IV	<b>Mood disorders, suicide and Substance- Related disorders</b> Mood disorders: Unipolar Depressive disorder, Bipolar Depressive disorder, Causal factors, prevention and treatment of mood disorders, Suicide: The clinical picture and the causal pattern, Suicide prevention, intervention and treatment of mental disorders, Alcohol related disorders: The prevalence, comorbidity and demographics of alcohol abuse and dependence, Clinical picture of alcohol-related disorders, Causal factors in the abuse of and dependence on alcohol, Treatment of alcohol and related disorders, Drug Abuse and dependence: Opium and derivatives, Stimulants, Sedative, Hallucinogens, Causal factors, treatment in drug abuse and dependence.	15
V	<b>Somatic Symptom and Dissociative disorders</b> Somatic symptom and related disorders: An Overview, DSM-5 recognized somatic symptom and related disorders category: Somatic symptom disorder, Illness anxiety disorder, Conversion disorder, Factitious disorder, Causal factors, prevalence, treatment of somatic symptom and related disorders. Dissociative disorders: An overview, DSM-5 recognized types of pathological dissociation: Depersonalization/ derealization disorder, Dissociative Amnesia, Dissociative identity disorder, Causal factors, treatment and outcomes of dissociative disorders	15

**Source Book-**

- Butcher J.N, Hooley J. M. & Mineka S (2019) Abnormal psychology 17<sup>th</sup> edition, pearson publication

### Reference Books

- Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology*, 13th Edn. Pearson Education, India.
- Davison, G.C. Neal, J.M. & Kring, A.M. (2004). *Abnormal psychology*. (9th ed.). New York: Wiley.
- Comer, R.J. (2007). *Abnormal psychology* (6th ed.). New York: Worth Publishers.
- Barlow, D.H. & Durand, V.M. (1999). *Abnormal psychology* (2nd ed.). Pacific Grove: Books/Cole.
- Alloy, L.B., Riskind, J.H., & Manos, M.J. (2006). *Abnormal psychology: Current perspectives* (9th ed.). Delhi: Tata McGraw-Hill.
- Sarason, I.G, & Sarason, R.B. (2002). *Abnormal psychology: The problem of maladaptive behavior* (10th ed.). Delhi: Pearson Education.

## Major Mandatory-8: Psycho Diagnostic

### Course Objective-

1. Learning of current world ethical standers of psychological diagnostics and assessment activities.
2. Psychodiagnostics of personality characteristics and achievements potentials of the person.
3. Studying classical and contemporary intellect diagnostic approaches.

### Course Outcome- After the completion of the course the students will be able to-

1. Identify and explain psychopathology and abnormal behaviour.
2. Understand and explain different methods of psycho diagnostic assessment and procedure
3. To understand the variety of ways to assess different characteristics of a person with use of various diagnostic techniques.

Unit	Course Content	Periods
I	<b>Theories of Intelligence and the Binet Scales</b> The problem of Defining Intelligence, Binet's Principles of Test Construction, Spearman's Model of General mental Ability, the early Binet Scales, Terman's Stanford Binet Intelligence Scale, The modern Binet Scale	10
II	<b>The Wechsler Intelligence Scales: WAIS-IV. WISC-IV and WPPSI-III</b> The Wechsler Intelligence Scales, Scales Subtests and Indexes, interpretive features of the Wechsler test, Psychometric Properties of the Wechsler Adult Scale, Evaluation of the Wechsler Adult Scale, Downward extension of the WAIS-III: WISC-IV and WPPSI-III	16
III	<b>Projective Personality Tests</b> The projective hypothesis, the Rorschach Inblot Test, The Thematic Apperception procedures, Non pictorial projective procedures	12
IV	<b>Application in Clinical Psychology</b> Strategies of structural personality test construction, the logical content strategy, the criterion group strategy, the factor analytic strategy, the theoretical strategy, combination strategy, frequently used measures of positive personality traits.	14
V	<b>Neuropsychological Assessment</b> Clinical neuropsychology, developmental neuropsychology, Adult neuropsychology	08

### Source Book

- Kaplan Robert M, Saccuzzo Dennis P (2013) Psychological Assessment and theory, Cengage Learning Publication, 8<sup>th</sup> ed

### Reference Books

- Groth-Marnat,G. (2003).*Handbook Of Psychological Assessment(4th ed.)*. New Jersey:. John Wiley & Sons
- Anastasi, A., Urbina, S. (2004).*Psychological Testing (7th Ed.)*. India: Pearson Education Pvt. Ltd. (Indian Branch)
- Graham, J. R., Naglieri, J.A. (Eds.), (2003). *Handbook of Psychology; vol.10 Assessment Psychology*. New Jersey:. John Wiley
- Urbania, S. (2004). *Essentials of Psychological Testing*. New Jersey:. John Wiley & Sons
- Freeman. Theory and Practice of Psychological Testing
- Lezak, M.D. (1995) : Neuropsychological Assessment N. Y. Oxford University, Press.  
Manuals of the Psychological Tests mentioned in curriculum

## Major Mandatory-9: Counselling Skills

### Course Objective:

1. To familiarize students with the nature and process of counselling.
2. To acquaint students with skills of counselling
3. To expose students to the relationship of counselling

### Course Outcome: After the completion of the course the students will be able to-

1. Understand the process of counselling
2. Learn skills of counselling
3. Acquire relationship building in counselling

UNIT	COURSE CONTENT	
I	<b>Trends in Counseling</b> -Definition of Counseling: Guidance, Psychotherapy, Counseling The Personality and Background of the Counselor, Negative Motivators for Becoming a Counselor, Personal Quality of an Effective Counselor, Maintaining Effectiveness as a Counselor. Professional Aspects of Counseling: Levels of Helping, Professional Helping Specialties, The Education of Professional counselor. Ethics & Counseling, Law & counseling in India, Legal Recognition of Counseling In India, Legal Aspects of Counseling Relationship in India	15
II	<b>Building Counseling Relationships</b> -Factors that Influence the Counseling Process: Seriousness of the Presenting Problem, Structure, Initiative, The Physical Setting, Client Qualities, Counselor Qualities. Types of Initial Interviews :Client-Versus Counselor-Initiated Interviews, Information-Oriented First Interview, Relationship-Oriented First Interview ,Conducting the Initial Interview Empathy, Verbal and Nonverbal Behavior, Non helpful Interview	15
III	<b>Working in a Counseling Relationship</b> Counselor Skills in the Understanding and Action Phases Changing Perceptions, Leading Multi focused, Responding, Accurate Empathy, Self-Disclosure, Immediacy, Humor, Confrontation, Contracting, Rehearsal, Transference and Counter transference ,Transference, Counter transference, The Real Relationship	15
IV	<b>Termination of Counseling Relationships</b> -Function of Termination ,Timing of Termination ,Issues of Termination ,Termination of Individual Sessions, Termination of a Counseling Relationship , Resistance to Termination , Client Resistance, Counselor Resistance ,Premature Termination ,Counselor-Initiated Termination ,Ending on a Positive Note ,Issues Related to Termination: Follow-Up and Referral ,Follow-Up Referral and Recycling, Counseling skills & The Indian Scenario	15

### Source Book-

Gladding Samuel. T. (2011) *Counseling A comprehensive Profession*.(6<sup>th</sup> ed.) Pearson Publication

### Reference books:-

1. Gibson, R.L., Mitchell, M.H. (2005). *Introduction to counselling and guidance* (6th ed.). Delhi: Pearson education Pte.Ltd.
2. Gelso, C.J., Fretz, B.R. (1995) *Counselling psychology*. Bangalore: Prism books Pvt.Ltd
3. Gregory, R.J. (2005). *Psychological Testing* (4th ed.). Delhi: Pearson education Pte.Ltd.
4. Rao, S.N. (2006). *Couselling and guidance* (2nd ed). New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
5. Patterson, L.E., Welfel, E.R. (2000). *The counselling process* (5th ed.). Belmont: Wodsworth/Thomson Learning.

## **Major Activity-3: Practicum- Diagnostic Testing**

### **Course Objective:**

1. To develop awareness of psychological of psychological tools, techniques and tests.
2. To nurture the skill of observation.
3. To develop skill of report writing.

### **Course Outcome: After the completion of the course the students will be able to-**

1. Aware of different psychological tools and techniques of assessments
2. Skillful in observation
3. Write report effectively.

### **Conduct tests from the following**

#### **A. Paper pencil (Any Two)**

1. Clinical Analysis Questionnaire
2. Beck's Depression Inventory.
3. MMPI
4. NEO-PI

#### **B. Projective (Any Two)**

1. Rorschach
2. TAT
3. CAT

#### **C. Intelligence Test ( Any Two)**

1. WAIS/ WISC
2. MISC
3. SPM
4. BKT

**NOTE- Each tests should be conducted on at least three clients / subjects**

### **PRACTICUM ASSESSMENT (50MARKS)**

#### **Internal examination of 20 marks**

The record book-10

Attendance -10

**Internal examination will be carried out by the departmental committee.**

#### **External examination of 30 marks**

The procedure -10, Report-10, Viva-10

## Major Elective-3: a) Healthy Psychology

### Course Objective-

1. Learn the definition and scope of Health Psychology
2. Able to identify types of pain, symptoms and suitable intervention
3. Understand theories of stress, sources of stress and coping

### Course Outcome- After the completion of the course the students will be able to-

1. Outline the definition and scope of Health Psychology
2. Identify types of pain, symptoms and suitable intervention
3. Summarize theories of stress, sources of stress and coping

Unit	Course Content	Periods
I	<b>What is health Psychology?</b> Definition of Health Psychology, The Mind Body Relationship: A Brief History, The Rise of The Biopsychosocial Method, The need for Health Psychology, Health Psychology Research, What is health Psychology Training For?	16
II	<b>Health Behaviours</b> An Introduction to Health Behaviour, health Promotion: An overview, Changing Health Habits, Cognitive-Behavioural Approaches to Health Behavior Change, The Transtheoretical model of behavior change, Venues for health-habit Modification	18
III	<b>Health Promoting Behaviour</b> Exercise, Accident Prevention, vaccinations & Screening, Sun safety Practices, Developing a Healthy Diet, Sleep, Rest Renewal Savoring	11
IV	<b>Coping, Resilience and Social Support</b> Coping with stress and resilience, coping with external Resources, coping outcome, coping Interventions, Social Support,	15

### Source Book

Taylor Shelley E (2015) Health Psychology 10<sup>th</sup> Ed. McGraw-Hill Education

### Reference Books

- Brannon, L., McNeese, J. F., & Updegraff, J. A. (2014). Health Psychology an introduction to behavior and health (8th Ed). Delhi: Cengage Learning
- Lyons, A.C. & Chamberlain, K. (2006). Health Psychology A Critical Introduction. Cambridge University Press
- Morrison, V., & Bennett, P. (2009). Introduction to Health Psychology(2nd Ed) Pearson Education Limited, New York.
- Ogden, J. (2012). Health Psychology. McCrawhill Foundation
- Sarafino, E. P. (1994). Health Psychology, Biopsychosocial interactions. John Wiley & Sons, New York

## Major Elective-3: b) Positive Psychology

### Course Objective-

1. To enable students to understand basic concepts of positive psychology.
2. To train students to identify and appreciate the strengths in oneself and in others.
3. Learn applications and implications of positive psychology concepts.

### Course Outcome- After the completion of the course the students will be able to-

1. Understand basic concepts of positive psychology.
2. Identify and appreciate the strengths in oneself and in others.
3. Applications and implications of positive psychology concepts.

Unit	Course Content	Periods
I	<b>Happiness</b> Learning Objectives, Positive Emotions, Positive and Negative Affectivity, Happiness, Measuring Happiness , The Effects of Happiness, Causes of Happiness, Culture and Happiness, Optimizing well-being, Relationships and happiness	12
II	<b>Hope and optimism</b> Learning Objectives, Positive Illusions, Self-Deception , Optimism, Hope, Expectations and Risk Homeostasis Theory, Optimism, Hope and Health	12
III	<b>Emotional Intelligence</b> Learning Objectives, Emotional Intelligence, Enhancing Emotional Intelligence in Adulthood, Development of Emotional Competence, Attachment and the Development of Emotional Competence	12
IV	<b>Positive Self</b> Learning Objectives, Self as Object and Agent, Self-Esteem, Self-Efficacy, Coping Strategies, Assessing Coping, Defense mechanisms	12
V	<b>Positive Relationship</b> Learning Objectives, The Family Lifecycle , Lifecycle Stages Associated with Separation and Divorce	12

### Source book-

- Alan Carr(2007) Positive Psychology. Routledge

### Reference Books-

- Argyle, M. 1987. The psychology of happiness. London: Methuen.
- Baumgardner, S.R. & Crothers, M.K. (2009). Positive Psychology. New Delhi: Pearson Education
- Carr, A. (2004). Positive Psychology. The Science of Happiness and Human Strengths. London: Routledge.
- Snyder, C.R.& Lopez. S. (2007). Positive Psychology. The scientific and Practical explorations of Human Strengths. Sage Publications
- Synder, C.R.& Lopez. S. (2007). Handbook of Positive Psychology. Oxford Publications.
- Snyder, C.R.& Lopez. S. (2007). Positive Psychology. The scientific and Practical explorations of Human Strengths. Sage Publications
- Haidt , J. (2006). The Happiness Hypothesis; Finding Modern Truth in Ancient Wisdom. New York: Basic Books.
- Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University press.
- Seligman, M.E.P. (2002). Authentic happiness. New York: Free Press.

## Major Elective-3: c) Psychology of Adjustment

### Course Objective-

1. To enable students to understand modern concepts of adjustment.
2. Understanding coping process
3. Knowing in depth the psychology of relationship.

### Course Outcome- After the completion of the course the students will be able to-

1. Know modern concepts of adjustment.
2. Cope up with the life stress.
3. Better understand the psychology of relationship.

Unit	Course Content	Periods
I	<b>Adjustment to Modern Life</b> The paradox of progress, the search for direction, the psychology of adjustment, the scientific approach to behaviour, the root of happiness: an empirical analysis	12
II	<b>Coping Processes</b> The concept of coping, common coping patterns of limited value, the nature of constructive coping, Appraisal- focused constructive coping, problem focused constructive coping, emotion focused constructive coping	12
III	<b>Social Thinking and Social Influence</b> Forming impressions of others, the problem of prejudice, the power of persuasion, the power of social pressure	12
IV	<b>Friendship and Love</b> The ingredients of close relationships, relationship development, friendship, romantic love, the internet and relationship	12
V	<b>Marriage and Intimate Relationship</b> Challenges to the traditional model of marriage, Deciding to marry, marital adjustment across the family life cycle, vulnerable areas in marital adjustment, divorce and its aftermath, alternative relationship lifestyles	12

### Source book-

- Wayne Weiten, Dana S. Dunn, Elizabeth Yost Hammer (2015) Psychology Applied to Modern Life (11ed), Cengage Learning

### Reference Books-

- Robert C. Carson, James Neal Butcher, Susan Mineka (2000). Abnormal psychology and modern life. Allyn & Bacon (11th edition).
- Wayne Weiten, Margaret (2003) A Psychology Applied to Modern Life: Adjustment in the 21<sup>st</sup>
  - Century. Lloyd Thomson Wadsworth, 7th Edition
- Kirsh, S. J., Duffy, K. G., & Atwater, E. (2014). Psychology for living: Adjustment, growth, and behavior today. Boston: Pearson.

## **Research Project- Research Project**

### **Course Objective-**

1. To apply research methods to solve a given scientific task.
2. To collect data for evaluation and for statistical treatment.
3. To use relevant scientific literature and write the report.

### **Course Outcome- After the completion of the course the students will be able to-**

1. Use research methods to solve a given scientific task.
2. To collect data for evaluation and use statistical treatment.
3. Write the research report.

### **General Notes:**

1. Each batch of project should consist of maximum 10 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 8 lecture periods.
4. Students should select a problem in consultation with teacher concerned.
5. Sample size should be minimum 30 in each group .
6. Project report should be written in APA format.
7. Eligibility for the Project Examination is subject to Certification of Project by the teacher-in-charge and HoD.

### **Internal Assessment – 40marks**

Division of marks for project report will be as follows and will be based on suitability and appropriateness of the report with respect to:

1. Problem selected, its rationale and significance & Review work –10
2. Methodology- 10
3. Data Collection-10
4. Result Interpretation- 10

### **External Examination – 60 marks**

1. External Examination will be conducted by two examiners (one of whom will be preferably internal and one external)
2. Each batch will consist of only 10 students
3. Duration of examination for each batch will be 3 hours.
4. Marks for Project Report and Presentation & Viva-voce will be given by both examiners and the average of the same will be considered as final marks of the candidate.

## Fourth Semester– Clinical Psychology

### Major Mandatory-10: Psychopathology

**Course Objective:** To acquaint the students with:

1. Current systems of classification of Mental Disorders.
2. The symptomatology of different psychological disorders.
3. The etiology and dynamics of the disorders with respect to various theoretical approaches.

**Course Outcome-** After the completion of the course the students will be able to-

1. Classify the Mental Disorder
2. Know the symptoms of psychological disorder
3. Understand the theoretical approaches

Units	Course Content	Periods
I	<b>Eating disorders and obesity</b> Clinical aspects of eating disorders, DSM-5 described eating disorders: Anorexia Nervosa, Bulimia Nervosa, Binge- Eating disorder, Age of onset, gender differences, risk & causal factors and treatment of eating disorders, The problem of obesity: Medical issues, Definition and prevalence, Yogic management of obesity, Weight stigma, risk & causal factors, treatment of obesity.	10
II	<b>Personality disorders</b> Clinical features of personality disorder, Categories of personality disorder: Cluster (A) personality disorder: Paranoid personality, Schizoid personality disorder, Schizotypal personality disorder, Cluster (B) personality disorder: Histrionic personality disorder, Narcissistic personality disorder, Anti social personality disorder, Borderline personality disorder, Cluster (C) personality disorder: Avoidant personality disorder, Dependant personality disorder, Obsessive- compulsive personality disorder, Causal factors, treatment and outcomes in personality disorders.	10
III	<b>Sexual variants, abuse and Dysfunctions</b> Socio cultural influences on sexual practices and standards, Paraphilic disorders: Fetishistic disorder, Transvestic disorder, Pedophilic disorder, Voyeuristic disorder, Exhibitionistic disorder, frotteuristic disorder, sexual sadism disorder, sexual masochism disorder, Causal factors and treatments in paraphilias, Gender Dysphoria: Transsexualism, treatment for Dysphoria and Transsexualism , Sexual Abuse: Childhood sexual abuse, Pedophilic disorder, incest, rape, treatment and recidivism of sex offenders, Sexual dysfunctions: sexual dysfunction in men, sexual dysfunction in women.	10
IV	<b>Schizophrenia spectrum and other psychotic disorders</b> Schizophrenia: An overview, Clinical picture of schizophrenia: Delusions, Hallucinations, disorganized speech, Disorganized behavior, Negative symptoms, Subtypes of schizophrenia: Paranoid schizophrenia, disorganized schizophrenia, catatonic schizophrenia, Other psychotic disorders: Schizoaffective disorder, Schizophreniform disorder, Delusional disorder, Brief psychotic disorder, Causal factors, treatment and outcomes of schizophrenia	10
V	<b>Disorders of childhood &amp; adolescence and Neuro developmental disorders</b> Childhood and adolescence disorders: An overview, Anxiety and depression in children and adolescents: Anxiety disorders of childhood and Adolescence, Childhood depression and bipolar disorder, Causal factors, treatment and outcomes, Disruptive, Impulse- control and conduct disorder: Oppositional defiant disorder, Conduct disorder, Causal factors, treatment and outcomes, Elimination disorders : Enuresis, Encopresis ,Neuro developmental	10

disorder, Tic disorders (Motor disorder), Specific learning disorder, Intellectual disability, Communication disorder, Causal factors, treatment and outcomes.	
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#### Source Book-

- Butcher J.N, Hooley J. M. & Mineka S (2019) Abnormal psychology 17<sup>th</sup> edition, pearson publication

#### Reference Books

- Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology*, 13<sup>th</sup> Edn. Pearson Education, India.
- Davison, G.C. Neal, J.M. & Kring, A.M. (2004). *Abnormal psychology*. (9<sup>th</sup> ed.). New York: Wiley.
- Comer, R.J. (2007). *Abnormal psychology* (6<sup>th</sup> ed.). New York: Worth Publishers.
- Barlow, D.H. & Durand, V.M. (1999). *Abnormal psychology* (2<sup>nd</sup> ed.). Pacific Grove: Books/Cole.
- Alloy, L.B., Riskind, J.H., & Manos, M.J. (2006). *Abnormal psychology: Current perspectives* (9<sup>th</sup> ed.). Delhi: Tata McGraw-Hill.
- Sarason, I.G, & Sarason, R.B. (2002). *Abnormal psychology: The problem of maladaptive behavior* (10<sup>th</sup> ed.). Delhi: Pearson Education

## **Major Mandatory-11: Psychotherapy**

### **Course Objective:**

1. To acquaint the students with Various Psychotherapies and its basic procedure.
2. To Know Effectiveness of specific psychotherapy in solution of particular problem.
3. Different psychotherapeutic skills.

### **Course Outcome- After the completion of the course the students will be able to-**

1. Understand basics of psychotherapies and its procedure
2. Use specific psychotherapy in solution of particular problem.
3. Developed psychotherapeutic skills.

<b>Unit</b>	<b>Course Content</b>	<b>Periods</b>
<b>I</b>	<b>Introduction to Psychotherapy and its model</b> What is Psychotherapy?-The talking cure, General conditions of psychotherapy, Difference among therapeutic approaches. The Process of Psychotherapy a General Model- One Model of Psychotherapy, Starting psychotherapy, Essential processes in Psychotherapy, From understanding to action, termination Psychotherapy	12
<b>II</b>	<b>Psychoanalysis</b> History & background of psychoanalysis, standard psychoanalysis, The aim of psychoanalytic therapy, the process psychoanalytic therapy.	12
<b>III</b>	<b>Behavior Therapy</b> History & background of behaviour therapy, The behavioral orientation, Pavlovian & behaviour therapy, Techniques of behaviour therapy.	15
<b>IV</b>	<b>Humanistic – Existential Psychotherapy</b> Humanistic Psychology, The phenomenological framework, Existentialism, Client Centered Psychotherapy, Logo therapy, Gestalt therapy.	16
<b>V</b>	<b>Cognitive &amp; Rational Behavioural Emotive Therapy</b> Historical Context and Biographical Information , Theoretical Principles , The Practice of Cognitive-Behavioral Therapy , Case Analysis and Treatment Planning ,Cultural and Gender Considerations ,Evidence-Based Status, History and principles of REBT, model , techniques of REBT	16

### **Source BOOK**

- Korchin Sheldon.J (2004) Modern Clinical Psychology, CBS Publishers & Distributors.
- John Sommers-Flanagan (2015) Counseling and Psychotherapy Theories in Context and Practice-Skills, Strategies, and Techniques. John Wiley & Sons, Inc

### **Reference Books-**

- Corsini, R.J. & Wedding, D. (Eds.) (1995). Current psychotherapies. Itasca, Ill.: F.E. Peacock.
- Gelso, C. J. & Fretz, B.R. (1995). Counselling psychology Bangalore: Prism books.
- Woolfe, R. & Dryden, W. (Eds.) (1996). Handbook of counseling psychology. New Delhi: Sage.
- Stewart, I. (2000). Transactional analysis counseling in action. London: Sage.
- Beck, A.T. (1976). Cognitive therapy and behavior disorders.
- Rimm, D.C. & Masters, J.C. (1987). Behavior therapy: Techniques and empirical findings. New York: Harcourt, Brace, Jovanich.
- Watts, A. W. (1973). Psychotherapy: East and West. London: Penguin books.

## Major Mandatory-12: Mental Status Examination

### Course Objective-

1. Understand the etiology, psychodynamics and management of psychiatric disorders.
2. Develop competency in assessment, therapeutic communication and assisting with various treatment modalities.
3. Understand and accept psychiatric patient as an individual and develop a deeper insight into her own attitudes and emotional reactions.

### Course Outcome- After the completion of the course the students will be able to-

1. Know the etiology, psychodynamics and management of psychiatric disorders.
2. Carry out the assessment, therapeutic communication and assisting with various treatment modalities.
3. Develop a deeper insight into individuals own attitudes and emotional reactions.

Unit	Course Content	Periods
I	<b>Fundamental Concepts of Descriptive Psychopathology</b> What Is Psychopathology? Phenomenology and Psychopathology Concepts Disease and Illness Norms, Normal and Abnormal Understanding and Un-Understandable Empathy Form and Content Primary and Secondary Phenomena Subjectivity and Objectivity in Psychopathology Unconscious Experience and Phenomenology Organic and Neural Substrates and Psychopathology Mind-Brain Duality and Psychopathology	15
II	<b>Eliciting the Symptoms of Mental Illness</b> Diagnosis and Labelling, The Psychiatric History Premorbid, Previous or Usual Personality Differentiation of Personality Disorder, The Mental State Examination Systematic Enquiry	10
III	<b>Consciousness and Disturbed Consciousness</b> Disorders of Consciousness Dimensional Changes in Levels of Consciousness Qualitative Changes of Consciousness Other Terms	10
IV	<b>Attention, Concentration, Orientation</b> Attention, Awareness and Concentration Alteration of the Degree of Attention Disorder of Attention in Psychosis Hemi-Inattention Orientation Disorientation	10
V	<b>Disturbance of Memory</b> Mechanisms of Memory Sensory Memory Short-Term Memory Long-Term Memory Organic Impairment of Memory Impairment of Registration/Encoding Impairment of Retention Impairment of Retrieval or Recall Impairment of Recognition Disturbances of Memory Normal Variations Meaningful Disturbances of Memory Memory Disturbance Secondary to Psychiatric Disorder Affective Disorder of Memory Ganser State	15

### Source book

Sims' Symptoms in the Mind Textbook of Descriptive Psychopathology , 7<sup>th</sup> ed. Elsevier Limited.

### Reference books

- Fish Psychopathology (2nd and 3rd editions)
- SIMS (Symptoms in the mind) 4th edition
- SCAN glossary and interview schedule
- Hutchison's Clinical Methods 23rd edition
- Bickerstaff's Neurological Examination in Clinical Practice 7th adapted edition
- The Mental Status Examination in Neurology (Strub & Black) 4th edition
- The International Classification of diseases (ICD)-10 Classification of Mental and Behavioural Disorders- Diagnostic criteria for research (DCR)- WHO, 1993.
- The ICD-10 Classification of Mental and Behavioural Disorders- Clinical descriptions and diagnostic guidelines (CDDG)- WHO, 1992

## Major Elective-4: a) Community Healthy Psychology

### Course Objective-

1. To enable students to understand basic concepts of community healthy psychology.
2. To train students to identify and appreciate the strengths of community.
3. Learn applications and implications of community health psychology concepts.

### Course Outcome- After the completion of the course the students will be able to-

1. Understand basic concepts of community healthy psychology.
2. Identify and appreciate the strengths of community.
3. Applications and implications of community health psychology concepts.

Unit	Course Content	Periods
I	<b>Community Health:</b> Concept, History, Approaches, Public Health Policies: WHO, National	15
II	<b>Health Inequalities and Community Health Programme:</b> Health differentials; Issues related to poverty, Minority status and health; Gender and Health; Work and health; Community health programme and evaluation	15
III	<b>Community Health and Hazards:</b> Health habits and health behavior; Food habits, Health risk behavior (use of Tobacco, Alcohol, Drugs), Strategies for changing health risk behavior (cognitive, behavioral, motivational, emotional approaches), Reproductive health, Health promotion and disease, Prevention: Applications of Psychological principles   Behavioral change approach, Self empowerment, Community development	15
IV	<b>Community Health Care:</b> Health seeking behavior (screening for disease detection); Immunization; Predicting health behavior (influences on health behavior)	15

### Source book-

1. Orford, J.(2008).Community Psychology Challenges, Controversies and Emerging Consensus. John Wiley & Sons, Ltd
2. Cancela, V. D., Chin, J. L., & Jerkins, V. M. (1998). Community Health Psychology, Routledge.

## Major Elective-4: b) Rehabilitation Psychology

### Course Objectives-

1. Understand the Disability sector and its rehabilitation.
2. Professional understanding of the disabled, its causes, concerns.
3. Learning the management and intervention need with scientific approach.

### Course Outcome

1. Knowledge of the Disability sector and its rehabilitation.
2. Learn the disabled, its causes and concerns.
3. Skillful management and intervention need with scientific approach.

Unit	Course Content	Periods
I	<b>Nature and Scope of Rehabilitation psychology:</b> Definition, historical perspective, scope and methods, Functions of Rehabilitation Psychology: General functions and special functions, History and Philosophy of Disability Rehabilitation • Goals and objectives of rehabilitation, Multi-disciplinary approach to rehabilitation: Biological, medical, psychological, educational and social aspects.	15
II	<b>Disabilities:</b> • Disability - Concept and definitions, Classification of various disabilities, Incidence and prevalence • Types of disabilities: Visual impairment, Hearing and speech impairment, Locomotor disability, Mental retardation, Cerebral palsy, Autism, Mental illness Learning disabilities, Multiple handicaps • Etiological factors; pre-natal, natal and post-natal, chromosomal aberrations and genetic errors • Prevention of disabilities	15
III	<b>Personality Development of Disabled Persons and Intervention:</b> • Factors influencing personality development of disabled individuals, Life span development of people with disabilities, Assessment of personality of disabled individuals, Screening and early identification of people with developmental disabilities. Social, Psychological Perspective in Rehabilitation Psychology. • Early intervention: definition, assessment and strategies for intervention. Intervention packages for various disabilities. Services and programmes for disabled individuals and their families in India. • Special education: aims, objectives and functions, Emerging trends in special education. Educational assessment and evaluation for persons with disabilities, Educational technology for disabled.	18
IV	<b>Psychological Intervention:</b> • Planning Intervention: Psychoanalytic Approach, Learning Theories and Strategies, Planning and Designing, Learning Situations, Counselling Strategies. Therapeutic services and Restorative techniques. • Guidelines of Training Programmes for Health Professionals.	12

- 1. Robert G. Frank, Mitchell Rosenthal, Bruce Caplan (2009) Handbook of Rehabilitation Psychology (2ed) American Psychological Association
- 2. Dr. Nirmala. P.B (ed) Handbook of Psychiatric Rehabilitation Services, National Institute Mental Health and Neuro Sciences.
- 3. Kennedy, Paul (ed.) (2012), *The Oxford Handbook of Rehabilitation Psychology*, Oxford Library of Psychology ; online edn, Oxford Academic, 21 Nov. 2012),
- 4. Lisa A. Brenner, Stephanie A. Reid-Arndt, Timothy R. Elliott, Robert G. Frank, Bruce Caplan (2019) Handbook of Rehabilitation Psychology, American Psychological Association; Third edition

## Major Elective-4 c) Psychology at workplace

### Course objective-

1. Learning organizational theory and concept.
2. To get acquainted with group dynamics.
3. Understand the skills of leadership.

### Course outcome- After the completion of the course the students will be able to-

1. Acknowledged with organizational theory and concept.
2. Acquire knowledge of group dynamics.
3. Learn the skills of leadership.

Unit	Course Content	Periods
I	<b>Foundation of Organizational Behaviour</b> Historical context of organizational Behaviour - Contribution of Frederick Winslow Taylor, & Henri Fayol, Definition at Organizational Behaviour, Developing an Organizational Behaviour	12
II	<b>The individual in the organization</b> Biographical characteristics, Values, attitudes, and job satisfaction. Concept of Personality, Major Personality attributes affecting O.B., Motivation, early theories of motivation - Hierarchy of Needs theory, Theory X and Y, and Two factor theory, MBO Programs.	12
III	<b>The Group and Team in the Organization</b> Define and Classifying Groups, Stages of Group Development - The Five-Stage Model, An Alternative Model for Temporary Groups with Deadlines, Group Decision Making - Groups versus the Individual, Groupthink and Groupshift, Group Decision-Making Techniques. Differences Between Groups and Teams. Types of Work Teams - Problem-Solving Teams, Self-Managed Work Teams, Cross-Functional Teams, Virtual Teams. Creating Effective Teams – Context, Composition, Work Design, Process.	12
IV	<b>Leadership and Power in the Organization</b> What Is Leadership?, Trait Theories of Leadership ,Behavioral Theories of Leadership – Ohio State Studies, University of Michigan Studies, The Managerial Grid. Contingency Theories of Leadership- The Fiedler Model, Definition of Power, Bases of Power, Politics: Power in Action	12
V	<b>Foundation of Organizational Structure</b> What Is Organizational Structure? - Work Specialization, Departmentalization, Chain of Command, Span of Control, Centralization and Decentralization, Formalization. Common Organizational Designs -The Simple Structure, The Bureaucracy, The Matrix Structure. New Design Options- The Team Structure, The Virtual Organization, The Boundaryless Organization. Human Resource Selection Practice - Initial Selection, Substantive Selection, Contingent Selection. Training and Development Programs- Types of Training, Training Methods, Evaluating Effectiveness.	12

### Source/ Reference Book

- Robbins, S.P., & Judge, T. A. (2007) Organizational Behaviour 12<sup>th</sup> Ed. Prentice-Hall India Pvt. Ltd. New Delhi.

## **Research Project- Internship**

### **Course objective –**

1. Know application of the psychological concept
2. Acquiring skill of MSE
3. Learning diagnosis and report writing

### **Course outcome-**

1. Knowledge of application of the psychological concept
2. Developed skill of MSE
3. Acquired skill of diagnosis and report writing

### **Internship to be done at the clinical settings/ mental health hospitals for 180 hrs**

Students should select at least 10 types of maladapted cases in consultation with the teacher, and prepare detailed report of 10 cases. Students should present at least two cases. The following stages should be followed (wherever applicable):

- a. Taking of case history.
- b. Diagnosis.
- c. Validation in consultation with teachers.
- d. Prognosis.
- e. Writing session report of each case.
- h. Presentation of cases in classroom

### **GENERAL :**

1. Each batch of practicum should consist of maximum 10 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 / 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.

### **ASSESSMENT (100 MARKS)**

#### **a. Continuous (Internal) Assessment and Distribution of Marks (40 Marks).**

1. Regular attendance at the clinical setting for 180 hrs -25
2. Presentation of case report and viva 15 marks.

#### **b. Semester-End Examination 60 Marks.**

Distribution of 60 marks

Report writing -20 marks

Viva Voce - 40marks

Each batch will consist of only 10 students

Duration of examination for each batch will be 3 hours.

Hypothetical problems will be prepared by External Examiner.

Marks for Viva and Exercise Report will be given by both examiners and average marks will be considered as final marks of the candidate.

**DR. BABASAHEB AMBEDKAR MARATHWADA**

**UNIVERSITY**

**Aurangabad**

**Illustrative Credit Distribution Structure for Two Year  
M.A. PSYCHOLOGY**

**Course Structure**

**Subject: PSYCHOLOGY**

**(Effective from 2023-24)**

**AS PER NEP 2020**

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**Class: M.A Second Year – Counselling and Guidance**  
**Semester: Third Semester & Fourth Semester**

Sr. No	Specific ation/ type of Papers	Third Semester		Total Credits/ Semester	Fourth Semester		Total Credits / Semester	Total Credits/ Year
		Paper	Credits		Paper	Credits		
1	Major Mandatory	7. Abnormal psychology	4	12	10. Behavioural Dysfunction	4	12	24
		8. Psychological Assessment	4		11. Approaches to Counselling therapy	4		
		9. Counselling & Guidance Skills	4		12. Counselling in Special Areas	4		
2	Major Activity	Practicum-Psychometric Testing	2	2				2
3	Major Elective	<b>Elective-3</b> a. Healthy Psychology b. Positive Psychology c. Psychology of Adjustment	4	4	<b>Elective -4</b> a. Community Health Psychology b. Rehabilitation Psychology c. Psychology at workplace	4	4	8
4	Research Methodology				--			
5	On Job Training/ Field Project	--	--	--				
6	Research Project	Research project	4		Internship	6	10	10
	Cum. Cr./ Semester	--	22	22	--	22	22	44
	Cum. Cr./Year	--	--	--	--	--	--	44

**M.A Second Year Third Semester – Counselling and Guidance**

Major Mandatory-7: **Abnormal psychology**

Major Mandatory-8: **Psychological Assessment**

Major Mandatory-9: **Counselling & Guidance Skills**

Major Activity-3: **Psychometric Testing**

Major Elective-3 **Select any one**

- a) **Healthy Psychology**
- b) **Positive Psychology**
- c) **Psychology of Adjustment**

Research Project- **Research Project**

**M.A Second Year Fourth Semester– Counselling and Guidance**

Major Mandatory-10: **Behavioural Dysfunction**

Major Mandatory-11: **Approaches to Counselling therapy**

Major Mandatory-12: **Counselling in Special Areas**

Major Elective-4 **Select any one**

- a) **Community Health Psychology**
- b) **Rehabilitation Psychology**
- c) **Psychology at workplace**

Research Project- **Internship**

## M.A Second Year Third Semester – Counselling and Guidance

### Major Mandatory-7: Abnormal psychology

**Course Objective:** To acquaint the students with:

1. Current systems of classification of Mental Disorders.
2. The symptomatology of different psychological disorders.
3. The etiology and dynamics of the disorders with respect to various theoretical approaches.

**Course Out Come: After the completion of the course the students will be able to-**

1. Classify the Mental Disorder
2. Know the symptoms of psychological disorder
3. Understand the theoretical approaches

Unit	Course Content	Periods
I	<b>Abnormal child psychology- Diagnosis, Assessment &amp; Treatment-</b> Child Advocacy & Clinical Child Psychology: Four Historical Phases, Child Psychopathology as a Unique Discipline :Barriers &Roadblocks, Clinical Child psychology: Focus on Development, Understanding maladaptive Behaviours from a Developmental Perspective, Goals of Diagnosis and Assessment: Case Formulation, The Nature of the Problem: Diagnosis and Problem Identification, Issues in Diagnosis: Systems of Classification, Categorical Classification: The DSM, The Nature of the Problem: Assessment and Problem Evaluation, Issues in Child Assessment: Ethical Issues, Informed Consent and Assent, The Assessment Process and Methods of Assessment, Assessment Methods , Issues in Child Treatment and Intervention.	12
II	<b>Intellectual Disability (Intellectual Developmental Disorder, IDD)</b> Clinical Classification and Diagnostic Criteria, Assessment of Intellectual and Adaptive Functioning, IDEA (2004), Educational Definition and Eligibility Criteria, Early Identification Procedures and Developmental Delay, IDD: Developmental and Associated Features, Etiology and IDD Subtypes, Assessment, Intervention and Prevention	
III	<b>Autism Spectrum Disorders</b> Description and Associated Features, Specifiers for ASD, Impairment in Social Interaction: Developmental Considerations, Impaired Language and Communication, Restricted, Repetitive Behaviors and Interests, Intellectual Functioning: ASD and Intellectual Developmental Disabilities (IDD), Developmental Issues and Concerns, Prevalence, Etiology-The Biological Model, Assessment, Treatment and Intervention	12
IV	<b>Specific Learning Disabilities (SLD)</b> SLD: Historical Perspectives in Definition and Classification, Current Issues: Definition and Systems of Classification, Two Systems of Classification: The DSM-5 (APA, 2013) and IDEA (2004)-The DSM-5 (APA, 2013): Clinical Classification and Diagnostic Criteria, Specific Learning Disorder-Four General Diagnostic Criteria, Six Specific Diagnostic Criteria, Associated Features- Dyslexia, Dysgraphia , Dyscalculia, Specific Types of Learning Disabilities- Specific Reading Disability/ Developmental Dyslexia, SLD in Written Expression: Dysgraphia, SLD With Impairment in Mathematics: Dyscalculia, The Syndrome of Nonverbal Learning Disabilities, Developmental Coordination Disorder (Dyspraxia), SLD and Social Skills Deficits	12
V	<b>Attention Deficit Hyperactivity Disorder (ADHD)</b> Historical Background and Clinical Description of the Disorder, Prevalence Developmental Considerations and Associated Features, Comorbid and Related Disorders, Etiology: The Biological and Neurological Model, Assessment, Treatment	12

#### **SOURCE BOOK-**

Linda Wilmhurst (2017), ABNORMAL CHILD AND ADOLESCENT PSYCHOLOGY-A Developmental Perspective, Taylor & Francis, 2nd edition

#### **Reference Books**

- Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). Abnormal Psychology, 13<sup>th</sup> Edn. Pearson Education, India.

- Davison, G.C. Neal, J.M. & Kring, A.M. (2004). *Abnormal psychology*. (9<sup>th</sup> ed.). New York: Wiley.
- Comer, R.J. (2007). *Abnormal psychology* (6<sup>th</sup> ed.). New York: Worth Publishers.
- Barlow, D.H. & Durand, V.M. (1999). *Abnormal psychology* (2<sup>nd</sup> ed.). Pacific Grove: Books/Cole.
- Alloy, L.B., Riskind, J.H., & Manos, M.J. (2006). *Abnormal psychology: Current perspectives* (9<sup>th</sup> ed.). Delhi: Tata McGraw-Hill.
- Sarason, I.G. & Sarason, R.B. (2002). *Abnormal psychology: The problem of maladaptive behavior* (10<sup>th</sup> ed.). Delhi: Pearson Education

## **Major Mandatory-8: Psychological Assessment**

### **Course Objectives:**

1. Learning of current world ethical standers of psychological diagnostics and assessment activities.
2. Psychodiagnostics of personality characteristics and achievements potentials of the person.
3. Studying classical and contemporary intellect diagnostic approaches.

### **Course Outcome- After the completion of the course the students will be able to-**

1. Identify and explain psychopathology and abnormal behaviour.
2. Understand and explain different methods od psycho diagnostic assessment and procedure
3. To understand the variety of ways to assess different characteristics of a person with use of various diagnostic techniques.

<b>Unit</b>	<b>Course Content</b>	<b>Periods</b>
<b>I</b>	<b>Theories of Intelligence and the Binet Scales</b> The problem of Defining Intelligence, Binet's Principles of Test Construction, Spearman's Model of General mental Ability, the early Binet Scales, Terman's Stanford Binet Intelligence Scale, The modern Binet Scale	<b>12</b>
<b>II</b>	<b>The Wechsler Intelligence Scales: WAIS-IV. WISC-IV and WPPSI-III</b> The Wechsler Intelligence Scales, Scales Subtests and Indexes, interpretive features of the Wechsler test, Psychometric Properties of the Wechsler Adult Scale, Evaluation of the Wechsler Adult Scale, Downward extension of the WAIS-III: WISC-IV and WPPSI-III	<b>15</b>
<b>III</b>	<b>Individual Tests of Ability in Education and Special Education</b> Specific Individual Ability Tests, Major Test for young Children, General individual Ability Test for Handicapped and Special Populations, Testing Learning Disability.	<b>10</b>
<b>IV</b>	<b>Interest and Aptitude Testing</b> Measuring interest- The strong Vocational interest blank, the strong campell interest inventory, the campell interest and skill survey, the reemergence of the strong interest inventory, the kuder occupational interest survey, the self directed search. Aptitude test- DAT	<b>12</b>
<b>V</b>	<b>Projective Personality Tests</b> The projective hypothesis, the Rorschach Inblot Test, The Thematic Apperception procedures, Non pictorial projective procedures	<b>13</b>

### **Source Book**

Kaplan Robert M, Saccuzzo Dennis P (2013) Psychological Assessment and theory, Cengage Learning Publication, 8<sup>th</sup> ed

### **Reference Books**

- Groth-Marnat,G. (2003).*Handbook Of Psychological Assessment(4th ed.)*. New Jersey:. John Wiley & Sons
- Anastasi, A., Urbina, S. (2004).*Psychological Testing (7th Ed.)*. India: Pearson Education Pvt. Ltd. (Indian Branch)
- Graham, J. R., Naglieri, J.A. (Eds.), (2003). *Handbook of Psychology; vol.10 Assessment Psychology*. New Jersey:. John Wiley
- Urbania, S. (2004). *Essentials of Psychological Testing*. New Jersey:. John Wiley & Sons
- Freeman. Theory and Practice of Psychological Testing

## Major Mandatory-9: Counselling & Guidance Skills

### Course Objective:

1. To familiarize students with the nature and process of counselling.
2. To acquaint students with skills of counselling
3. To expose students to the relationship of counselling

### Course Outcome: After the completion of the course the students will be able to-

1. Understand the process of counselling
2. Learn skills of counselling

UNIT	COURSE CONTENT	
I	<b>Trends in Counseling</b> -Definition of Counseling: Guidance, Psychotherapy, Counseling The Personality and Background of the Counselor, Negative Motivators for Becoming a Counselor, Personal Quality of an Effective Counselor, Maintaining Effectiveness as a Counselor. Professional Aspects of Counseling: Levels of Helping, Professional Helping Specialties, The Education of Professional counselor. Ethics & Counseling, Law & counseling in India, Legal Recognition of Counseling In India, Legal Aspects of Counseling Relationship in India	15
II	<b>Building Counseling Relationships</b> -Factors that Influence the Counseling Process: Seriousness of the Presenting Problem, Structure, Initiative, The Physical Setting, Client Qualities, Counselor Qualities. Types of Initial Interviews :Client-Versus Counselor-Initiated Interviews, Information-Oriented First Interview, Relationship-Oriented First Interview ,Conducting the Initial Interview Empathy, Verbal and Nonverbal Behavior, Non helpful Interview	15
III	<b>Working in a Counseling Relationship</b> Counselor Skills in the Understanding and Action Phases Changing Perceptions, Leading Multi focused, Responding, Accurate Empathy, Self-Disclosure, Immediacy, Humor, Confrontation, Contracting, Rehearsal, Transference and Counter transference ,Transference, Counter transference, The Real Relationship	15
IV	<b>Termination of Counseling Relationships</b> -Function of Termination ,Timing of Termination ,Issues of Termination ,Termination of Individual Sessions, Termination of a Counseling Relationship , Resistance to Termination , Client Resistance, Counselor Resistance ,Premature Termination ,Counselor-Initiated Termination ,Ending on a Positive Note ,Issues Related to Termination: Follow-Up and Referral ,Follow-Up Referral and Recycling, Counseling skills & The Indian Scenario	15

3. Acquire relationship building in counselling

### Source Book-

Gladding Samuel. T. (2011) *Counseling A comprehensive Profession*.(6<sup>th</sup> ed.) Pearson Publication

### Reference books:-

1. Gibson, R.L., Mitchell, M.H. (2005). *Introduction to counselling and guidance* (6th ed.). Delhi: Pearson education Pte.Ltd.
2. Gelso, C.J., Fretz, B.R. (1995) *Counselling psychology*. Bangalore: Prism books Pvt.Ltd
3. Gregory, R.J. (2005). *Psychological Testing* (4th ed.). Delhi: Pearson education Pte.Ltd.
4. Rao, S.N. (2006). *Couselling and guidance* (2nd ed). New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
5. Patterson, L.E., Welfel, E.R. (2000). *The counselling process* (5th ed.). Belmont: Wodsworth/Thomson Learning.

## **Major Activity-3: Psychometric Testing**

### **Course Objective:**

1. To create interest in psychological phenomenon.
2. To develop awareness of psychological of psychological tools, techniques and tests.
3. To nurture the skill of observation

### **Course Outcome:**

1. Aware of different psychological tools and techniques of assessments
2. Skillful in observation
3. Write report effectively.

### **Conduct tests from the following (Any Six)**

1. Seguin Form Board Test.
2. WAIS/ WISC
3. MISC
4. SPM
5. BKT
6. CAT
7. Aptitude test
8. Autistic Check List
9. ADHD Check List
10. CAQ

**NOTE- Each tests should be conducted on at least three clients / subjects**

### **PRACTICUM ASSESSMENT (50MARKS)**

#### **Internal examination of 20 marks**

The record book-10

Attendance -10

**Internal examination will be carried out by the departmental committee.**

#### **External examination of 30 marks**

The procedure -10, Report-10, Viva-10

## Major Elective-3: a) Healthy Psychology

### Course Objective-

1. Learn the definition and scope of Health Psychology
2. Able to identify types of pain, symptoms and suitable intervention
3. Understand theories of stress, sources of stress and coping

### Course Outcome- After the completion of the course the students will be able to-

1. Outline the definition and scope of Health Psychology
2. Identify types of pain, symptoms and suitable intervention
3. Summarize theories of stress, sources of stress and coping

Unit	Course Content	Periods
I	<b>What is health Psychology?</b> Definition of Health Psychology, The Mind Body Relationship: A Brief History, The Rise of The Biopsychosocial Method, The need for Health Psychology, Health Psychology Research, What is health Psychology Training For?	16
II	<b>Health Behaviours</b> An Introduction to Health Behaviour, health Promotion: An overview, Changing Health Habits, Cognitive-Behavioural Approaches to Health Behavior Change, The Transtheoretical model of behavior change, Venues for health-habit Modification	18
III	<b>Health Promoting Behaviour</b> Exercise, Accident Prevention, vaccinations & Screening, Sun safety Practices, Developing a Healthy Diet, Sleep, Rest Renewal Savoring	11
IV	<b>Coping, Resilience and Social Support</b> Coping with stress and resilience, coping with external Resources, coping outcome, coping Interventions, Social Support,	15

### Source Book

Taylor Shelley E (2015) Health Psychology 10<sup>th</sup> Ed. McGraw-Hill Education

### Reference Books

- Brannon, L., McNeese, J. F., & Updegraff, J. A. (2014). Health Psychology an introduction to behavior and health (8th Ed). Delhi: Cengage Learning
- Lyons, A.C. & Chamberlain, K. (2006). Health Psychology A Critical Introduction. Cambridge University Press
- Morrison, V., & Bennett, P. (2009). Introduction to Health Psychology(2nd Ed) Pearson Education Limited, New York.
- Ogden, J. (2012). Health Psychology. McCrawhill Foundation
- Sarafino, E. P. (1994). Health Psychology, Biopsychosocial interactions. John Wiley & Sons, New York

## Major Elective-3: b) Positive Psychology

### Course Objective-

1. To enable students to understand basic concepts of positive psychology.
2. To train students to identify and appreciate the strengths in oneself and in others.
3. Learn applications and implications of positive psychology concepts.

### Course Outcome- After the completion of the course the students will be able to-

1. Understand basic concepts of positive psychology.
2. Identify and appreciate the strengths in oneself and in others.
3. Applications and implications of positive psychology concepts.

Unit	Course Content	Periods
<b>I</b>	<b>Happiness</b> Learning Objectives, Positive Emotions, Positive and Negative Affectivity, Happiness, Measuring Happiness , The Effects of Happiness, Causes of Happiness, Culture and Happiness, Optimizing well-being, Relationships and happiness	<b>12</b>
<b>II</b>	<b>Hope and optimism</b> Learning Objectives, Positive Illusions, Self-Deception , Optimism, Hope, Expectations and Risk Homeostasis Theory, Optimism, Hope and Health	<b>12</b>
<b>III</b>	<b>Emotional Intelligence</b> Learning Objectives, Emotional Intelligence, Enhancing Emotional Intelligence in Adulthood, Development of Emotional Competence, Attachment and the Development of Emotional Competence	<b>12</b>
<b>IV</b>	<b>Positive Self</b> Learning Objectives, Self as Object and Agent, Self-Esteem, Self-Efficacy, Coping Strategies, Assessing Coping, Defense mechanisms	<b>12</b>
<b>V</b>	<b>Positive Relationship</b> Learning Objectives, The Family Lifecycle , Lifecycle Stages Associated with Separation and Divorce	<b>12</b>

### Source book-

- Alan Carr(2007) Positive Psychology. Routledge

### Reference Books-

- Argyle, M. 1987. The psychology of happiness. London: Methuen.
- Baumgardner, S.R. & Crothers, M.K. (2009). Positive Psychology. New Delhi: Pearson Education
- Carr, A. (2004). Positive Psychology. The Science of Happiness and Human Strengths. London: Routledge.
- Snyder, C.R.& Lopez. S. (2007). Positive Psychology. The scientific and Practical explorations of Human Strengths. Sage Publications
- Synder, C.R.& Lopez. S. (2007). Handbook of Positive Psychology. Oxford Publications.
- Snyder, C.R.& Lopez. S. (2007). Positive Psychology. The scientific and Practical explorations of Human Strengths. Sage Publications
- Haidt , J. (2006). The Happiness Hypothesis; Finding Modern Truth in Ancient Wisdom. New York: Basic Books.
- Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University press.
- Seligman, M.E.P. (2002). Authentic happiness. New York: Free Press.

## Major Elective-3: c) Psychology of Adjustment

### Course Objective-

1. To enable students to understand modern concepts of adjustment.
2. Understanding coping process
3. Knowing in depth the psychology of relationship.

### Course Outcome- After the completion of the course the students will be able to-

1. Know modern concepts of adjustment.
2. Cope up with the life stress.
3. Better understand the psychology of relationship.

Unit	Course Content	Periods
I	<b>Adjustment to Modern Life</b> The paradox of progress, the search for direction, the psychology of adjustment, the scientific approach to behaviour, the root of happiness: an empirical analysis	12
II	<b>Coping Processes</b> The concept of coping, common coping patterns of limited value, the nature of constructive coping, Appraisal- focused constructive coping, problem focused constructive coping, emotion focused constructive coping	12
III	<b>Social Thinking and Social Influence</b> Forming impressions of others, the problem of prejudice, the power of persuasion, the power of social pressure	12
IV	<b>Friendship and Love</b> The ingredients of close relationships, relationship development, friendship, romantic love, the internet and relationship	12
V	<b>Marriage and Intimate Relationship</b> Challenges to the traditional model of marriage, Deciding to marry, marital adjustment across the family life cycle, vulnerable areas in marital adjustment, divorce and its aftermath, alternative relationship lifestyles	12

### Source book-

- Wayne Weiten, Dana S. Dunn, Elizabeth Yost Hammer (2015) Psychology Applied to Modern Life (11ed), Cengage Learning

### Reference Books-

- Robert C. Carson, James Neal Butcher, Susan Mineka (2000). Abnormal psychology and modern life. Allyn & Bacon (11th edition).
- Wayne Weiten, Margaret (2003) A Psychology Applied to Modern Life: Adjustment in the 21<sup>st</sup> Century. Lloyd Thomson Wadsworth, 7th Edition
- Kirsh, S. J., Duffy, K. G., & Atwater, E. (2014). Psychology for living: Adjustment, growth, and behavior today. Boston: Pearson.

## Research Project- Research Project

### **Course Objective-**

1. To apply research methods to solve a given scientific task.
2. To collect data for evaluation and for statistical treatment.
3. To use relevant scientific literature and write the report.

### **Course Outcome- After the completion of the course the students will be able to-**

1. Use research methods to solve a given scientific task.
2. To collect data for evaluation and use statistical treatment.
3. Write the research report.

### **General Notes:**

1. Each batch of project should consist of maximum 10 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 8 lecture periods.
4. Students should select a problem in consultation with teacher concerned.
5. Sample size should be minimum 30 in each group .
6. Project report should be written in APA format.
7. Eligibility for the Project Examination is subject to Certification of Project by the teacher-in-charge and HoD.

### **Internal Assessment – 40marks**

Division of marks for project report will be as follows and will be based on suitability and appropriateness of the report with respect to:

1. Problem selected, its rationale and significance & Review work –10
2. Methodology- 10
3. Data Collection-10
4. Result Interpretation- 10

### **External Examination – 60 marks**

1. External Examination will be conducted by two examiners (one of whom will be preferably internal and one external)
2. Each batch will consist of only 10 students
3. Duration of examination for each batch will be 3 hours.
4. Marks for Project Report and Presentation & Viva-voce will be given by both examiners and the average of the same will be considered as final marks of the candidate.

**Fourth Semester– Counselling and Guidance**  
**Major Mandatory-10: Behavioural Dysfunction**

**Course Objective:** To acquaint the students with:

1. Current systems of classification of Mental Disorders.
2. The symptomatology of different psychological disorders.
3. The etiology and dynamics of the disorders with respect to various theoretical approaches.

**Course Outcome-** After the completion of the course the students will be able to-

1. Classify the Mental Disorder
2. Know the symptoms of psychological disorder
3. Understand the theoretical approaches

Unit	Course Content	Periods
I	<b>Anxiety Disorders and Obsessive Compulsive and Related Disorders</b> Anxiety: A Conceptual Perspective, Separation Anxiety Disorder, Selective Mutism, Specific Phobias and Fears, Social Anxiety Disorder, Panic Disorder, Agoraphobia, Generalized Anxiety Disorder, Obsessive-Compulsive Disorder, Treatment	12
II	<b>The Mood Disorders</b> Introduction: Depressive Symptoms, Syndromes, and Disorders, Bipolar Disorders, Suicide, Risks and Protective Factors, Etiology, Assessment, Treatment, Intervention and Prevention	10
III	<b>Behavioral Problems and Disruptive Disorders</b> Aggressive Behavior Across the Developmental Spectrum, The Disruptive Behavior Disorders, The Disruptive Behavior Disorders: Etiology, Disruptive Behavior Disorders: Risks and Protective Factors, Disruptive Behavior Disorders: Assessment.	12
IV	<b>Eating disorders and obesity</b> Clinical aspects of eating disorders, DSM-5 described eating disorders: Anorexia Nervosa, Bulimia Nervosa, Binge- Eating disorder, Age of onset, gender differences, risk & causal factors and treatment of eating disorders, The problem of obesity: Medical issues, Definition and prevalence, Yogic management of obesity, Weight stigma, risk & causal factors, treatment of obesity.	12
V	<b>Personality disorders</b> Clinical features of personality disorder, Categories of personality disorder: Cluster (A) personality disorder: Paranoid personality, Schizoid personality disorder, Schizotypal personality disorder, Cluster (B) personality disorder: Histrionic personality disorder, Narcissistic personality disorder, Anti social personality disorder, Borderline personality disorder, Cluster (C) personality disorder: Avoidant personality disorder, Dependant personality disorder, Obsessive- compulsive personality disorder, Causal factors, treatment and outcomes in personality disorders.	14

**SOURCE BOOK-**

- Butcher J.N, Hooley J. M. & Mineka S (2019) Abnormal psychology 17<sup>th</sup> edition, pearson publication
- Linda Wilmshurst (2017), ABNORMAL CHILD AND ADOLESCENT PSYCHOLOGY-A Developmental Perspective, Taylor & Francis, 2nd edition

**Reference Books**

- Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). Abnormal Psychology, 13<sup>th</sup> Edn. Pearson Education, India.
- Davison, G.C. Neal, J.M. & Kring, A.M. (2004). *Abnormal psychology*. (9<sup>th</sup> ed.). New York: Wiley.
- Comer, R.J. (2007). *Abnormal psychology* (6<sup>th</sup> ed.). New York: Worth Publishers.
- Barlow, D.H. & Durand, V.M. (1999). *Abnormal psychology* (2<sup>nd</sup> ed.). Pacific Grove: Books/Cole.

## Major Mandatory-11: Approaches to Counselling therapy

### Course Objective-

1. To acquaint the students with Various Psychotherapies and its basic procedure.
2. To Know Effectiveness of specific psychotherapy in solution of particular problem.
3. Different psychotherapeutic skills.

### Course Outcome- After the completion of the course the students will be able to-

1. Understand basics of psychotherapies and its procedure
2. Use specific psychotherapy in solution of particular problem.
3. Developed psychotherapeutic skills.

Unit	Course Content	Periods
I	<b>Introduction to Psychotherapy and its model</b> What is Psychotherapy?-The talking cure, General conditions of psychotherapy, Difference among therapeutic approaches. The Process of Psychotherapy a General Model- One Model of Psychotherapy, Starting psychotherapy, Essential processes in Psychotherapy, From understanding to action, termination Psychotherapy	12
II	<b>Behavior Therapy</b> History & background of behaviour therapy, The behavioral orientation, Pavlovian & behaviour therapy, Techniques of behaviour therapy	12
III	<b>Cognitive &amp; Rational Behavioural Emotive Therapy</b> Historical Context and Biographical Information, Theoretical Principles, The Practice of Cognitive-Behavioral Therapy, Case Analysis and Treatment Planning, Cultural and Gender Considerations, Evidence-Based Status. History and principles of REBT, model , techniques of REBT	12
IV	<b>Family Therapy</b> Treating the disturbed child, pathology and communication in family, indication and contraindications for family therapy, goals of family therapy, the process of family therapy	12
V	<b>Group Therapy</b> The growth of group therapy, some history & background, models of group therapy, the process of group therapy, the group as the vehicle for change	12

### Source BOOK

Korchin Sheldon.J (2004) Modern Clinical Psychology, CBS Publishers & Distributors.

John Sommers-Flanagan (2015) Counseling and Psychotherapy Theories in Context and Practice- Skills, Strategies, and Techniques. John Wiley & Sons, Inc

### Reference Books-

- Corsini, R.J. & Wedding, D. (Eds.) (1995). Current psychotherapies. Itasca, Ill.: F.E. Peacock.
- Gelso, C. J. & Fretz, B.R. (1995). Counselling psychology Bangalore: Prism books.
- Woolfe, R. & Dryden, W. (Eds.) (1996). Handbook of counseling psychology. New Delhi: Sage.
- Stewart, I. (2000). Transactional analysis counseling in action. London: Sage.
- Beck, A.T. (1976). Cognitive therapy and behavior disorders.
- Rimm, D.C. & Masters, J.C. (1987). Behavior therapy: Techniques and empirical findings. New York: Harcourt, Brace, Jovanich.
- Watts, A. W. (1973). Psychotherapy: East and West. London: Penguin books.

## Major Mandatory-12: Counselling in Special Areas

### Course Objective-

1. Understanding counselling process in different settings
2. Acquainted with various counselling techniques.
3. To know specific requirement counselling.

### Course Outcome- After the completion of the course the students will be able to-

1. Do counselling in different settings
2. Use various counselling techniques.
3. Understand specific requirement counselling.

Unit	Course Content	Periods
I	<b>Counseling in a multicultural society</b> Counseling Across Culture and Ethnicity, Defining Culture and Multicultural Counseling, History of Multicultural Counseling, Difficulties in Multicultural Counseling, Issues in Multicultural Counseling, Counseling Considerations With Different Cultural Groups, Counseling Considerations With Different Cultural Groups in India	12
II	<b>Counseling with diverse populations</b> Counseling Aged Populations Old Age . Needs of the Aged, Needs of the Aged in India, Counseling the Aged, Counseling the Aged in India , Gender-Based Counseling, Counseling Women, Concerns in Counseling Women, Issues and Theories of Counseling, Women in India, Counseling Men, Issues and Theories in Counseling Men Many myths, Issues and Theories in Counseling Men in India, Counseling and Sexual Orientation, Counseling and Sexual Orientation in India , Counseling with Gays, Lesbians, Bisexuals, and Transgenders, Counseling with Gays, Lesbians, Bisexuals, and Transgenders in India, Counseling and Spirituality , Spiritual Bases of Counseling in India	12
III	<b>Career counseling over the life span</b> The Importance of Career Counseling, Career Counseling Associations and Credentials, The Scope of Career Counseling and Careers, Career Information, Career Development Theories and Counseling, Trait-and-Factor Theory, Developmental Theories, Social-Cognitive Career Theory, Constructivist Career Theory, Career Counseling in India: Relevance and Present Status, Present Status, Career Counseling With Diverse Populations, Career Counseling with Children, Career Counseling with Adolescents, Career Counseling with College Students, Career Counseling with Adults, Career Counseling with Women and Ethnic ,Minorities, Career Counseling with Gays, Lesbians, Bisexuals, and Transgenders	12
IV	<b>Couple and family counseling</b> The Changing Forms of Family Life, The Beginnings of Couple and Family Counseling, Trends, The Beginning of Couple and Family Counseling in India: Trends and Relevance Couple and Family Therapy Pioneers and Contemporary Leaders, Associations, Education, and Research, Associations. Education , Research, Associations, Education and Services in India, Family Life and the Family Life Cycle, Couple/Family Counseling Versus Individual/Group Counseling, Overview of Couple and Family Counseling, Couple Counseling. Family Counseling, The Process of Couple and Family Counseling 426 Pre-session Planning. Initial Session(s), The Middle Phase of Couple and Family Counseling, Termination/Closure, The Existing Scenario and Challenges in Family Therapy in India, Focus of Family Interventions in India	12
V	<b>Abuse, addiction, disability and counseling</b> The Cycle of Abuse, Interpersonal Abuse, Child Abuse, Sibling Abuse, Spouse and Partner Abuse, Older Adult Abuse, Preventing and Treating Interpersonal	12

Abuse, Intrapersonal Abuse and Addiction , Physiological Abuse and Addiction, The General Nature of Substance Abuse and Addiction, Treating Substance Abuse and Addiction, Treatment for Alcohol Abuse/Misuse and Addiction, Treating Nicotine Abuse and Addiction, Treating Drug Abuse and Addiction, Process Addictions, Compulsive Gambling, Work Addiction (Workaholism), Internet Addiction, Treating Women and Minority Cultural Groups in Abuse and Addiction, Affiliation, Certification, and Education of Counselors Who Work in Abuse and Addiction, Counseling and Disability, The Nature of Disabilities, Working with People Who Have Disabilities, Clients with Specific Disabilities, Affiliation, Certification, and Education of Counselors Who Work with People Who Have Disabilities, Counseling with People Who Have Disabilities, Counselors Who Work in Rehabilitation	
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**Source Book-**

Gladding Samuel. T. (2011) *Counseling A comprehensive Profession.*(6<sup>th</sup> ed.) Pearson Publication

**Reference books:-**

1. Gibson, R.L., Mitchell, M.H. (2005). *Introduction to counselling and guidance* (6th ed.). Delhi: Pearson education Pte.Ltd.
2. Gelso, C.J., Fretz, B.R. (1995) *Counselling psychology*. Banglore: Prism books Pvt.Ltd
3. Gregory, R.J. (2005). *Psychological Testing* (4th ed.). Delhi: Pearson education Pte.Ltd.
4. Rao, S.N. (2006). *Couselling and guidance* (2nd ed). New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
5. Patterson, L.E., Welfel, E.R. (2000). *The counselling process* (5th ed.). Belmont: Wodsworth/Thomson Learning.

## Major Elective-4: a) Community Health Psychology

### Course Objective-

1. To enable students to understand basic concepts of community healthy psychology.
2. To train students to identify and appreciate the strengths of community.
3. Learn applications and implications of community health psychology concepts.

### Course Outcome- After the completion of the course the students will be able to-

1. Understand basic concepts of community healthy psychology.
2. Identify and appreciate the strengths of community.
3. Applications and implications of community health psychology concepts.

Unit	Course Content	Periods
I	<b>Community Health:</b> Concept, History, Approaches, Public Health Policies: WHO, National	15
II	<b>Health Inequalities and Community Health Programme:</b> Health differentials; Issues related to poverty, Minority status and health; Gender and Health; Work and health; Community health programme and evaluation	15
III	<b>Community Health and Hazards:</b> Health habits and health behavior; Food habits, Health risk behavior (use of Tobacco, Alcohol, Drugs), Strategies for changing health risk behavior (cognitive, behavioral, motivational, emotional approaches), Reproductive health, Health promotion and disease, Prevention: Applications of Psychological principles 1 Behavioral change approach, Self empowerment, Community development	15
IV	<b>Community Health Care:</b> Health seeking behavior (screening for disease detection); Immunization; Predicting health behavior (influences on health behavior)	15

### Source book-

1. Orford, J.(2008).Community Psychology Challenges, Controversies and Emerging Consensus. John Wiley & Sons, Ltd
2. Cancela, V. D., Chin, J. L., & Jerkins, V. M. (1998). Community Health Psychology, Routledge.

## Major Elective-4: b) Rehabilitation Psychology

### Course Objectives-

1. Understand the Disability sector and its rehabilitation.
2. Professional understanding of the disabled, its causes, concerns.
3. Learning the management and intervention need with scientific approach.

### Course Outcome

1. Knowledge of the Disability sector and its rehabilitation.
2. Learn the disabled, its causes and concerns.
3. Skillful management and intervention need with scientific approach.

Unit	Course Content	Periods
I	<b>Nature and Scope of Rehabilitation psychology:</b> Definition, historical perspective, scope and methods, Functions of Rehabilitation Psychology: General functions and special functions, History and Philosophy of Disability Rehabilitation • Goals and objectives of rehabilitation, Multi-disciplinary approach to rehabilitation: Biological, medical, psychological, educational and social aspects.	15
II	<b>Disabilities:</b> • Disability - Concept and definitions, Classification of various disabilities, Incidence and prevalence • Types of disabilities: Visual impairment, Hearing and speech impairment, Locomotor disability, Mental retardation, Cerebral palsy, Autism, Mental illness Learning disabilities, Multiple handicaps • Etiological factors; pre-natal, natal and post-natal, chromosomal aberrations and genetic errors • Prevention of disabilities	15
III	<b>Personality Development of Disabled Persons and Intervention:</b> • Factors influencing personality development of disabled individuals, Life span development of people with disabilities, Assessment of personality of disabled individuals, Screening and early identification of people with developmental disabilities. Social, Psychological Perspective in Rehabilitation Psychology. • Early intervention: definition, assessment and strategies for intervention. Intervention packages for various disabilities. Services and programmes for disabled individuals and their families in India. • Special education: aims, objectives and functions, Emerging trends in special education. Educational assessment and evaluation for persons with disabilities, Educational technology for disabled.	18
IV	<b>Psychological Intervention:</b> • Planning Intervention: Psychoanalytic Approach, Learning Theories and Strategies, Planning and Designing, Learning Situations, Counselling Strategies. Therapeutic services and Restorative techniques. • Guidelines of Training Programmes for Health Professionals.	12

- Robert G. Frank, Mitchell Rosenthal, Bruce Caplan (2009) Handbook of Rehabilitation Psychology (2ed) American Psychological Association
- Dr. Nirmala. P.B (ed) Handbook of Psychiatric Rehabilitation Services. National Institute Mental Health and Neuro Sciences.
- Kennedy, Paul (ed.) (2012), *The Oxford Handbook of Rehabilitation Psychology*; Oxford Library of Psychology ; online edn, Oxford Academic, 21 Nov. 2012).
- Lisa A. Brenner, Stephanie A. Reid-Arndt, Timothy R. Elliott, Robert G. Frank, Bruce Caplan (2019) Handbook of Rehabilitation Psychology, American Psychological Association; Third edition

## Major Elective-4 c) Psychology at workplace

### Course objective-

1. Learning organizational theory and concept.
2. To get acquainted with group dynamics.
3. Understand the skills of leadership.

### Course outcome- After the completion of the course the students will be able to-

1. Acknowledged with organizational theory and concept.
2. Acquire knowledge of group dynamics.
3. Learn the skills of leadership.

Unit	Course Content	Periods
<b>I</b>	<b>Foundation of Organizational Behaviour</b> Historical context of organizational Behaviour - Contribution of Frederick Winslow Taylor, & Henri Fayol, Definition at Organizational Behaviour, Developing an Organizational Behaviour	12
<b>II</b>	<b>The individual in the organization</b> Biographical characteristics, Values, attitudes, and job satisfaction. Concept of Personality, Major Personality attributes affecting O.B., Motivation, early theories of motivation - Hierarchy of Needs theory, Theory X and Y, and Two factor theory, MBO Programs.	12
<b>III</b>	<b>The Group and Team in the Organization</b> Define and Classifying Groups, Stages of Group Development - The Five-Stage Model, An Alternative Model for Temporary Groups with Deadlines, Group Decision Making - Groups versus the Individual, Groupthink and Groupshift, Group Decision-Making Techniques. Differences Between Groups and Teams. Types of Work Teams - Problem-Solving Teams, Self-Managed Work Teams, Cross-Functional Teams, Virtual Teams. Creating Effective Teams – Context, Composition, Work Design, Process.	12
<b>IV</b>	<b>Leadership and Power in the Organization</b> What Is Leadership?, Trait Theories of Leadership ,Behavioral Theories of Leadership – Ohio State Studies, University of Michigan Studies, The Managerial Grid. Contingency Theories of Leadership- The Fiedler Model, Definition of Power, Bases of Power, Politics: Power in Action	12
<b>V</b>	<b>Foundation of Organizational Structure</b> What Is Organizational Structure? - Work Specialization, Departmentalization, Chain of Command, Span of Control, Centralization and Decentralization, Formalization. Common Organizational Designs -The Simple Structure, The Bureaucracy, The Matrix Structure. New Design Options- The Team Structure, The Virtual Organization, The Boundaryless Organization. Human Resource Selection Practice - Initial Selection, Substantive Selection, Contingent Selection. Training and Development Programs- Types of Training, Training Methods, Evaluating Effectiveness.	12

### Source/ Reference books

- Robbins. S.P., & Judge, T. A. (2007) Organizational Behaviour 12<sup>th</sup> Ed. Prentice-Hall India Pvt. Ltd. New Delhi.

## **Research Project- Internship**

### **Course objective –**

1. Know application of the psychological concept
2. Acquiring skill of MSE
3. Learning diagnosis and report writing

### **Course outcome-**

1. Knowledge of application of the psychological concept
2. Developed skill of MSE
3. Acquired skill of diagnosis and report writing

### **Internship to be done at the clinical settings/ Counseling Center for 180 hrs**

Students should select at least 10 types of maladapted cases in consultation with the teacher, and prepare detailed report of 10 cases. Students should present at least two cases. The following stages should be followed (wherever applicable):

- a. Taking of case history.
- b. Diagnosis.
- c. Validation in consultation with teachers.
- d. Prognosis.
- e. Writing session report of each case.
- h. Presentation of cases in classroom

### **GENERAL :**

1. Each batch of practicum should consist of maximum 10 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 COUNSELING CENTRE / CLINIC / 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.

### **ASSESSMENT (100 MARKS)**

#### **a. Continuous (Internal) Assessment and Distribution of Marks (40 Marks).**

1. Regular attendance at the clinical setting for 180 hrs -25
2. Presentation of case report and viva 15 marks.

#### **b. Semester-End Examination 60 Marks.**

Distribution of 60 marks

Report writing -20 marks

Viva Voce - 40marks

Each batch will consist of only 10 students

Duration of examination for each batch will be 3 hours.

Hypothetical problems will be prepared by External Examiner.

Marks for Viva and Exercise Report will be given by both examiners and average marks will be considered as final marks of the candidate.