

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY,
AURANGABAD.**



Circular / Acad Sec./ UG & PG/Rev. Curri./Col. & Uni.Cam./ 2022.

It is hereby inform to all concerned that, on the recommendation of Dean of Faculty of Humanities, **the Hon'ble Vice-Chancellor has accepted the following subject wise Curriculum & Regulations of Choice Based Credit & Grading System** under the faculty of Humanities in his emergency powers under Section 12 [7] of the Maharashtra Public University Act, 2016 on behalf of the Academic Council.

Sr. No.	UG/PG Course Curriculum Name	Semesters
01.	B.A., B.Com. & M. A. First Year [Marathi]	Ist & IInd
02.	B. A./B.Com/ B.Sc./BFA/BSW Second Language & Optional First Year [Hindi]	Ist & IInd
03.	B. A. First Year [Urdu]	Ist & IInd
04.	B.A./ B.Com/ B.Sc. Second Language & Optional First Year [Sanskrit]	Ist & IInd
05.	B. A. First & Second Year Progressively and M.A. Second Year [Psychology]	Ist to IVth and IIIrd & IVth
06.	B. A. First Year [Geography]	Ist & IInd
07.	B. A. First Year [Political Science]	Ist & IInd
08.	B. A. First & M.A. Second Year [Sociology]	Ist & IInd and IIIrd & IVth
09.	B. A. First Year [Economics]	Ist & IInd
10.	B. A. First Year [Public Administration]	Ist & IInd
11.	B. A. First & M.A. Second Year [Thoughts of Mahatma Phule and Dr. Babasaheb Ambedkar]	Ist & IInd and IIIrd & IVth
12.	B.A. First Year Optional [Military Science]	Ist & IInd
13.	B.A./ B.Sc. Second Language & Optional First Year [Arabic]	Ist & IInd
14.	B.A. First Year Optional [Islamic Studies]	Ist & IInd

This is effective from the Academic Year 2022-23 and Onwards progressively as 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,
Aurangabad-431 004.
Ref. No. SU/Col. & UC/UG & PG/
2022/ 3355-65

Date: 11.07.2022.

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**Deputy Registrar,
Academic.**

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Copy forwarded with compliments to:-

- 1] **The Head, all concerned departments,**
Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.
- 2] **The Principal, all affiliated colleges,**
Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.
- 3] **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, [B.A.,B.Com, B.Sc. & M.A. 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, Aurangabad.

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DrK*110722/-

**Dr. Babasaheb Ambedkar Marathwada University,
Aurangabad.**



Choice Based Credit System

PSYCHOLOGY

**Curriculum Structure and Scheme of Evaluation
For M.A Second Year**

With Effective from 2022-23

Chairman
Chairman B01 (Psychology)
Dr. Ramprasad S.E.

Dr.Babasaheb Ambedkar Marathwada University, Aurangabad.

Choice Based Credit System

Curriculum Structure and Scheme of Evaluation, For M.A Second Year , With Effective from 2022-23

M.A Psychology (Clinical Psychology) Elective course A*

Paper / Group	Course Code	Semester III	Credits
Core Course	PCC- 408	Introduction to Health Psychology	04
	PCC-409	Dissertation –I (Introduction, Review, Methodology)	12
Elective course A* Clinical Psychology	PEC- A1	Psychopathology	04
	PEC-A2	Abnormal Psychology	04
	PEC-A3	Practicum : Case History	04
Paper / Group	Course Code	Semester IV	Credits
Total			28
Core Course	PCC- 410	Counseling Skills	04
	PCC-411	Dissertation –II(Data Collection, Result, Final submission)	12
Elective course A* Clinical Psychology	PEC- A4	Psycho-diagnostics	04
	PEC-A5	Psychotherapies	04
	PEC-A6	Practicum: Diagnostic Testing	04
Total			28

M.A Psychology (Child Psychology)

Paper / Group	Course Code	Semester III	Credits
Core Course	PCC- 408	Health Psychology	04
	PCC-409	Dissertation –I (Introduction, Review, Methodology)	08
Elective course B* Child Psychology	PEC- B1	Neuro developmental Disorders	04
	PEC-B2	Behavioural and Emotional Disorders	04
	PEC-B3	Practicum : Case History	04
Total			28
Paper / Group	Course Code	Semester IV	Credits
Core Course	PCC- 410	Counseling Skills	04
	PCC-411	Dissertation –II (Data Collection, Result, Final submission)	12
Elective course B* Child Psychology	PEC- B4	Psychological Assessment	04
	PEC-B5	Psychotherapies	04
	PEC-B6	Practicum: Diagnostic Testing	04
Total			28

Elective course A*

M.A Psychology (Clinical Psychology)

III SEMESTER

Paper / Group	Course Code	Semester III	Credits
Core Course	PCC- 408	Introduction to Health Psychology	04
	PCC-409	Dissertation –I (Introduction, Review, Methodology)	12
Elective course A* CLINICAL PSYCHOLOGY	PEC- A1	Psychopathology	04
	PEC-A2	Abnormal Psychology	04
	PEC-A3	Practicum : Case History	04
Total			28

Core course – PCC- 408		Credits: 04
Course Title – Introduction to Health Psychology		Third Semester.
Maximum Marks- 100		Internal – 20 External- 80
Course Objective:		
Unit	Course Content	Periods
I	What is health Psychology? 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	Health Behaviours 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	Health Promoting Behaviour Exercise, Accident Prevention, vaccinations & Screening, Sun safety Practices, Developing a Healthy Diet, Sleep, Rest Renewal Savoring	11
IV	Coping, Resilience and Social Support Coping with stress and resilience, coping with external Resources, coping outcome, coping Interventions, Social Support,	15

Source Book

Taylor Shelley E (2015) Health Psychology 10th 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

CORE COURSE- PCC-409	Credits: 8
Course Title - Dissertation –I (Introduction, Review, Methodology	
	Third semester
Maximum Marks- 50	Internal – 10 External- 40

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.

Assessment – 50 marks

1. Project assessment will be based on presentation of project before the internal and external examiners.
2. There will be 10 marks for project report and 40 marks for presentation & viva-voce.

Evaluation of Project Report – 10 marks

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 –5
2. Methodology- 5

Presentation & Viva-voce – 40 marks

1. Presentation – 20 marks
2. Viva-voce – 20 marks

Examination – 50marks

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.

ELECTIVE COURSE– PEC- A1		Credits: 04
Course Title – Psychopathology		Third Semester
Maximum Marks- 100		Internal – 20 External- 80
<p>Course Objective: To acquaint the students with:</p> <ol style="list-style-type: none"> 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. 		
Unit	Course Content	Periods
I	<p>Introduction to Abnormal Psychology</p> <p>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, Approaches/ Perspectives to understanding the causes of abnormal behavior :Biological, Psychological, Humanistic - Existential, Behavioral, Cognitive- behavioral, Social and Cultural perspective.</p>	10
II	<p>Stress and Physical Health</p> <p>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.</p>	10
III	<p>Panic, Anxiety, Obsessions and their disorders</p> <p>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</p>	10
IV	<p>Mood disorders, suicide and Substance- Related disorders</p> <p>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.</p>	15
V	<p>Somatic Symptom and Dissociative disorders</p> <p>Somatic symptom and related disorders: An Overview, DSM-5 recognized somatic symptom and related disorders category: Somatic symptom disorder,</p>	15

	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	
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Source Book-

- Butcher J.N, Hooley J. M. & Mineka S (2019) Abnormal psychology 17th 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.

ELECTIVE COURSE– PEC-A2		Credits-04
Course Title – Abnormal Psychology		Third Semester
Maximum Marks- 100		Internal – 20 External- 80
<p>Course Objective: To acquaint the students with:</p> <ol style="list-style-type: none"> 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. 		
Units	Course Content	Periods
I	<p>Eating disorders and obesity</p> <p>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.</p>	10
II	<p>Personality disorders</p> <p>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.</p>	10
III	<p>Sexual variants, abuse and Dysfunctions</p> <p>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.</p>	10
IV	<p>Schizophrenia spectrum and other psychotic disorders</p> <p>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</p>	10
V	<p>Disorders of childhood & adolescence and Neuro developmental disorders</p> <p>Childhood and adolescence disorders: An overview, Anxiety and depression in children and adolescents: Anxiety disorders of childhood and Adolescence,</p>	10

<p>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 disorders: Attention- Deficit/ Hyperactivity disorder, Autism spectrum disorder, Tic disorders (Motor disorder), Specific learning disorder, Intellectual disability, Communication disorder, Causal factors, treatment and outcomes.</p>	
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Source Book-

- Butcher J.N, Hooley J. M. & Mineka S (2019) Abnormal psychology 17th 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

Elective course – PEC-A3	Credits: 04
Course Title - Practicum: Case History	Third Semester
Maximum Marks- 50	Internal – 10 External- 40
Course Objective: To develop the skill of case history taking. Understanding the environment of the clinic and work there.	

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 2 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.

PRACTICUM ASSESSMENT (50MARKS)

a. Continuous (Internal) Assessment and Distribution of Marks (10 Marks).

1. Presentation of one case report and viva -5 marks.
2. Presentation of another case and viva - 5 marks.

b. Semester-End Examination 40 Marks .

Distribution of 40 marks

Report writing -20 marks

Viva Voce - 20marks

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.

Elective course B*

M.A Psychology (Child Psychology)

Semester III

Paper / Group	Course Code	Semester III	Credits
Core Course	PCC- 408	Health Psychology	04
	PCC-409	Dissertation –I (Introduction, Review, Methodology)	8
Elective course B* CHILD PSYCHOLOGY	PEC- B1	Neuro developmental Disorders	04
	PEC-B2	Behavioural and Emotional Disorders	04
	PEC-B3	Practicum : Case History	04
Total			28

CORE COURSE– PCC- 408		Credits: 04
Course Title – Introduction to Health Psychology		Third Semester.
Maximum Marks- 100		Internal – 20 External- 80
Course Objective:		
Unit	Course Content	Periods
I	What is health Psychology? 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	Health Behaviours 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	Health Promoting Behaviour Exercise, Accident Prevention, vaccinations & Screening, Sun safety Practices, Developing a Healthy Diet, Sleep, Rest Renewal Savoring	11
IV	Coping, Resilience and Social Support Coping with stress and resilience, coping with external Resources, coping outcome, coping Interventions, Social Support,	15

Source Book

Taylor Shelley E (2015) Health Psychology 10th 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

CORE COURSE- PCC-409	Credits: 8
Course Title - Dissertation –I (Introduction, Review, Methodology	
	Third semester
Maximum Marks- 50	Internal – 10 External- 40

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.

Assessment – 50 marks

1. Project assessment will be based on presentation of project before the internal and external examiners.
2. There will be 10 marks for project report and 40 marks for presentation & viva-voce.

Evaluation of Project Report – 10 marks

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 –5
2. Methodology- 5

Presentation & Viva-voce – 40 marks

1. Presentation – 20 marks
2. Viva-voce – 20 marks

Examination – 50marks

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.

ELECTIVE COURSE– PEC-B1		Credits-04
Course Title – Neuro developmental disorders		Third Semester
Maximum Marks- 100		Internal – 20 External- 80
<p>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.</p>		
Unit	Course Content	Periods
I	<p>Abnormal child psychology- Diagnosis, Assessment & Treatment-</p> <p>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.</p>	12
II	<p>Intellectual Disability (Intellectual Developmental Disorder, IDD)</p> <p>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</p>	
III	<p>Autism Spectrum Disorders</p> <p>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</p>	12
IV	<p>Specific Learning Disabilities (SLD)</p> <p>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</p>	12
V	<p>Attention Deficit Hyperactivity Disorder (ADHD)</p> <p>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</p>	12

SOURCE BOOK-

Linda Wilmschurst (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*, 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

ELECTIVE COURSE– PEC-B2		Credits-04
Course Title – Behavioural and Emotional Disorders		Third Semester
Maximum Marks- 100		Internal – 20 External- 80
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.		
Unit	Course Content	Periods
I	Anxiety Disorders and Obsessive Compulsive and Related Disorders 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	The Mood Disorders Introduction: Depressive Symptoms, Syndromes, and Disorders, Bipolar Disorders, Suicide, Risks and Protective Factors, Etiology, Assessment, Treatment, Intervention and Prevention	12
III	Behavioral Problems and Disruptive Disorders 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	Problems With Onset in Later Childhood or Adolescence Eating and Feeding Disorders- Avoidant/Restrictive Food Intake Disorder, Anorexia Nervosa (AN), Bulimia Nervosa, Assessment, Intervention, Treatment, and Prevention. Substance-Related Disorders - Youth Substance Use: Nature and Course, Tobacco, Alcohol, Marijuana, Inhalants, Prescription and Over-the-Counter Drugs, Other Illicit Drugs Ecstasy (MDMA), Hallucinogenic Drugs (LSD), Issues in the Treatment of Substance Disorders, Group Versus Individual Treatment, Treatment Challenges, Treatment Programs, Twelve-Step Models, Cognitive Behavioral Therapy (CBT), Family-Based Treatment, Prevention, Life Skills Training (LST)	12
V	Stress, Trauma-Related Disorders, and Child Maltreatment Adjustment Disorders, Adjustment Problems in Early and Middle Childhood, Adjustment Problems in Adolescence, Traumatic Attachment Disorders, Traumatic Stress Disorders, Nature and Developmental Course of the Traumatic Stress Disorders- Child Maltreatment and Trauma, Types of Child Maltreatment, Child and Family Characteristics, Prevention and Intervention for Child Maltreatment	12

SOURCE BOOK-

Linda Wilmschurst (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*, 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

ELECTIVE COURSE– PEC-A3	Credits: 04
Course Title - Practicum: Case History	Third Semester
Maximum Marks- 50	Internal – 10 External- 40
Course Objective: To develop the skill of case history taking. Understanding the environment of the clinic and work there.	

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 2 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 the cases in SPECIAL SCHOOLS / NORMAL SCHOOLS set up; one teacher supervisor should accompany a group of students.
5. Eligibility for the Practicum Examination is subject to Certification of Practicum by teacher-in-charge and HoD.

PRACTICUM ASSESSMENT (50MARKS)

a. Continuous (Internal) Assessment and Distribution of Marks (10 Marks).

1. Presentation of one case report and viva -5 marks.
2. Presentation of another case and viva - 5 marks.

b. Semester-End Examination 40 Marks.

Distribution of 40 marks

Report writing -20 marks

Viva Voce - 20marks

Each batch will consist of only 10 students

Duration of examination for each batch will be 3 hours.

Hypothetical problems will be prepared by 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.

Elective course A*

M.A Psychology (Clinical Psychology)

IV SEMESTER

Paper / Group	Course Code	Semester IV	Credits
Core Course	PCC- 410	Counseling Skills	04
	PCC-411	Dissertation –II (Data Collection, Result, Final submission)	08
Elective course A* CLINICAL PSYCHOLOGY	PEC- A4	Psycho Diagnostic	04
	PEC-A5	Psychotherapies	04
	PEC-A6	Practicum: Testing	04
Total			28

CORE COURSE- PCC-410		Credits: 04
Course Title – Counseling Skills		Fourth SEMESTER.
Maximum Marks- 100		Internal – 20 External- 80
Course Objective: 1. To familiarize students with the nature and process of counselling. 2. To acquaint students with various assessment techniques 3. To expose the students to the various types of intervention and strategies		
UNIT	COURSE CONTENT	
I	Trends in Counseling -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	Building Counseling Relationships -Factors that Influence the Counseling Process: Seriousness of the Presenting Problem, Structure, Initiative, 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	Working in a Counseling Relationship 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	Termination of Counseling Relationships -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.* (6th 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.

CORE COURSE- PCC-411	Credits: 8
Course Title - Dissertation –I (Data collection, Result Interpretation, final submission)	
Fourth semester	
Maximum Marks- 50	Internal – 10 External- 40

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.

Assessment – 50marks

1. Project assessment will be based on presentation of project before the internal and external examiners.
2. There will be 10 marks for project report and 40 marks for presentation & viva-voce.

Evaluation of Project Report – 10 marks

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. Data Collection-05
2. Result Interpretation-05

Presentation & Viva-voce – 40 marks

1. Presentation – 20 marks
2. Viva-voce – 20 marks

Examination – 50 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.

ELECTIVE COURSE– PEC-A4		Credits-04
Course Title – Psycho-diagnostics		Fourth Semester
Maximum Marks- 100		Internal – 20 External- 80
Course Objective : To acquaint students with various psychological tests for assessment and diagnostic purposes		
Unit	Course Content	Periods
I	Theories of Intelligence and the Binet Scales 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	The Wechsler Intelligence Scales: WAIS-IV. WISC-IV and WPPSI-III 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	Projective Personality Tests The projective hypothesis, the Rorschach Inblot Test, The Thematic Apperception procedures, Non pictorial projective procedures	12
IV	Application in Clinical Psychology 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	Neuropsychological Assessment Clinical neuropsychology, developmental neuropsychology, Adult neuropsychology	08

Source Book

Kaplan Robert M, Saccuzzo Dennis P (2013) Psychological Assessment and theory, Cengage Learning Publication, 8th 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
- Urbana, 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

ELECTIVE COURSE– PEC-A5		Credits-04
Course Title – Psychotherapies		Fourth Semester
Maximum Marks- 100		Internal – 20 External- 80
Course Objective : 1.To acquaint the students with Various Psychotherapies and its basic procedure.2. Effectiveness of specific psychotherapy in solution of particular problem.3. Different psychotherapeutic skills.		
Unit	Course Content	Periods
I	Introduction to Psychotherapy and its model 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	Psychoanalysis History & background of psychoanalysis, standard psychoanalysis, The aim of psychoanalytic therapy, the process psychoanalytic therapy.	12
III	Behavior Therapy History & background of behaviour therapy, The behavioral orientation, Pavlovian & behaviour therapy, Techniques of behaviour therapy.	15
IV	Humanistic – Existential Psychotherapy Humanistic Psychology, The phenomenological framework, Existentialism, Client Centered Psychotherapy, Logo therapy, Gestalt therapy.	16
V	Cognitive & Rational Behavioural Emotive Therapy 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.: 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.

ELECTIVE COURSE- PEC-A6	Credits: 04
Course Title - Practicum : Diagnostic Tests	Fourth Semester
Maximum Marks- 50	Internal – 10 External- 40
Course Objective: To create interest in psychological phenomenon. To develop awareness of psychological of psychological tools, techniques and tests. To nurture the skill of observation.	

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 10 marks

The record book-10

Internal examination will be carried out by the departmental committee.

External examination of 40 marks

The procedure -15 , Report-10, Viva-15

Elective course B*

M.A Psychology (Child Psychology)

IV SEMESTER

Paper / Group	Course Code	Semester IV	Credits
Core Course	PCC- 410	Counseling Skills	04
	PCC-411	Dissertation –II (Data Collection, Result, Final submission)	12
Elective course B* CHILD PSYCHOLOGY	PEC- B4	Psychological Assessment	04
	PEC-B5	Psychotherapies	04
	PEC-B6	Practicum: Diagnostic Testing	04
Total			28

CORE COURSE- PCC-410		Credits: 04
Course Title – Counseling Skills		Fourth SEMESTER.
Maximum Marks- 100		Internal – 20 External- 80
Course Objective: 1. To familiarize students with the nature and process of counselling. 2. To acquaint students with various assessment techniques 3. To expose the students to the various types of intervention and strategies		
UNIT	COURSE CONTENT	
I	Trends in Counseling -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	Building Counseling Relationships -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	Working in a Counseling Relationship 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	Termination of Counseling Relationships -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

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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). *Counselling 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.

CORE COURSE- PCC-411	Credits: 8
Course Title - Dissertation –I (Data collection, Result Interpretation, final submission)	
Fourth semester	
Maximum Marks- 50	Internal – 10 External- 40

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.

Assessment – 50marks

1. Project assessment will be based on presentation of project before the internal and external examiners.
2. There will be 10 marks for project report and 40 marks for presentation & viva-voce.

Evaluation of Project Report – 10 marks

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. Data Collection-05
2. Result Interpretation-05

Presentation & Viva-voce – 40 marks

1. Presentation – 20 marks
2. Viva-voce – 20 marks

Examination – 50 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.

ELECTIVE COURSE– PEC-B4		Credits-04
Course Title – Psychological Assessments		Fourth Semester
Maximum Marks- 100		Internal – 20 External- 80
Course Objective : To acquaint students with various psychological tests for assessment and diagnostic purposes		
Unit	Course Content	Periods
I	Theories of Intelligence and the Binet Scales 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	12
II	The Wechsler Intelligence Scales: WAIS-IV. WISC-IV and WPPSI-III 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	18
III	Individual Tests of Ability in Education and Special Education Specific Individual Ability Tests, Major Test for young Children, General individual Ability Test for Handicapped and Special Populations, Testing Learning Disability.	15
IV	Interest Testing Measuring interest- The strong Vocational interest blank, the strong campell interest inventory, the campell interest and skill surver, the reemergence of the strong interest inventory, the kuder occupational interest survey, the self directed search.	15

Source Book

Kaplan Robert M, Saccuzzo Dennis P (2013) Psychological Assessment and theory, Cengage Learning Publication, 8th 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
- Urbana, S. (2004). *Essentials of Psychological Testing*. New Jersey: John Wiley & Sons
- Freeman. Theory and Practice of Psychological Testing

ELECTIVE COURSE– PEC-B5		Credits-04
Course Title – Psychotherapies		Fourth Semester
Maximum Marks- 100		Internal – 20 External- 80
Course Objective : 1.To acquaint the students with Various Psychotherapies and its basic procedure.2. Effectiveness of specific psychotherapy in solution of particular problem.3. Different psychotherapeutic skills.		
Unit	Course Content	Periods
I	Introduction to Psychotherapy and its model 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	Behavior Therapy History & background of behaviour therapy, The behavioral orientation, Pavlovian & behaviour therapy, Techniques of behaviour therapy	12
III	Cognitive & Rational Behavioural Emotive Therapy 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	15
IV	Family Therapy Treating the disturbed child, pathology and communication in family, indication and contraindications for family therapy, goals of family therapy, the process of family therapy	16
V	Group Therapy The growth of group therapy, some history & background, models of group therapy, the process of group therapy, the group as the vehicle for change	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.

ELECTIVE COURSE– PEC-B6	Credits: 04
Course Title - Practicum : Diagnostic Tests	FOURTH Semester
Maximum Marks- 50	Internal – 10 External- 40
Course Objective: To create interest in psychological phenomenon. To develop awareness of psychological of psychological tools, techniques and tests. To nurture the skill of observation.	

Conducting any eight tests from the following

1. Vineland Social Maturity Scale.
2. Seguin Form Board Test.
3. Developmental Screening Test (DST)
4. Specific Learning Disability (SLD)
5. Malin's Intelligence Scale for Children (MISC)
6. Children's Personality Questionnaire (CPQ)
7. Perceived parenting style
8. Behavioral check list
9. Autistic Check List
10. ADHD Check List

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

PRACTICUM ASSESSMENT (50MARKS)

Internal examination of 10 marks

The record book-10

Internal examination will be carried out by the departmental committee.

External examination of 40 marks

The procedure -15 , Report-10, Viva-15