Abeda Inamdar Senior College

Of Arts, Science and Commerce, Camp, Pune-1

(Autonomous) Affiliated to Savitribai Phule Pune University

NAAC accredited 'A' Grade

M. A. (Psychology)

Syllabus

(NEP Choice Based Credit System - 23 Pattern)

(To be implemented from the Academic Year 2024-2025)

Syllabus for M.A. Part III (Psychology)

To Be Implemented From A.Y. 2024-25 (CBCS – NEP 23 Pattern)

Semester III		
Course Code	**Name of the Course**	**Credits**
23AMPS31MM	Psychopathology-1	04
23AMPS32MM	Psycho-diagnostics	04
23AMPS33MM	Community Psychology	04
23AMPS34MM	Cross-Cultural Psychology	02
23AMPS35MEA	Psychotherapies	04
23AMPS35MEB	Organizational Behaviour	04
23AMPS36RP	Research Project	04

Course/ Paper Title	Major Mandatory: Psychopathology-1
Course Code	23AMPS31MM
Semester	III
No. of Credits	4

Aims &Objectives of the Course

Sr. No.	Objectives
1.	The student develops understanding of criteria, classification and paradigms in Psychopathology
2.	To build higher order cognitive thinking about Psychopathology in the student

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	To be able to understand, define and explain the various disorders, their classification as per DSM VR and ICD 10.
2.	To be able to understand and discuss types, causes and treatment of each disorder
3.	To understand, compare and differentiate between the various disorders
4.	To be able to demonstrate how to use DSM and ICD systems, describe emerging measures and model

Syllabus

Unit No.	Title with Contents	No. of Lectures
I	**Introduction to Psychopathology**	**15**
	1.1 Definition, Criteria of mental disorders 1.2 DSM-History and DSM5R, Emerging measures and models 1.3 ICD-10 based classification of mental disorders (main categories) 1.4 Various Paradigms in Psychopathology- Biological, Psychoanalytical, Behavioristic, Cognitive, Humanistic-existential, Diathesis-Stress Model.	
II	**Neurodevelopmental disorders, schizophrenia spectrum and other psychotic disorders.**	**15**
	2.1 Intellectual Disability : Definition, types, causes and treatment 2.2 Autism, Hyperactivity, Learning, ADD, ADHD, Dyslexia 2.3 Schizophrenia: Definition, phases, symptoms, etiology and treatments 2.4 Schizophrenia Spectrum Psychotic Disorders: Brief Psychotic Disorder, Schizophreniform Disorder, Schizoaffective disorder, Delusional Disorder	
III	**Depression, trauma and stress related disorders**	**15**
	3.1 Depression: Definition, types- Disruptive Dysregulation Disorder, Major Depression, Dysthymia, Premenstrual Dysphoric Disorder, Symptoms, causes of and treatments for Depression 3.2 a)Suicide: Types, causes and treatment b) Non-suicidal Self injury Disorder c) Persistent complex Bereavement disorder 3.3 Bipolar Disorder: Types-bipolar I & bipolar II, Cyclothymic Disorder, Symptoms, causes and treatments 3.4 Trauma & Stress Related Disorder: Reactive Attachment Disorder, Disinhibited Social Engagement Disorder, Posttraumatic Stress Disorder, Acute Stress Disorder, Adjustment Disorders	
IV	**Anxiety, Obsessive-Compulsive, Dissociative Disorders, Somatic Symptom Related Disorders, Body Dysmorphic Disorder**	**15**
	4.1 Anxiety Related Disorder: Separation Anxiety Disorder, Selective Mutism, Phobia, Panic Disorder, Generalized Anxiety	

	Disorder	
	4.2 Obsessive-Compulsive Related Disorders: Obsessive-Compulsive Disorder (OCD), Body Dysmorphic Disorder, Hoarding Disorder, Trichotillomania, Excoriation Disorder	
	4.3 Dissociative Disorder: Definition & types- Dissociative Identity Disorder, Dissociative Amnesia, Dissociative Fugue, Depersonalization.	
	4.4 Somatic Symptom Related Disorders: Types- Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion Disorder, Factitious Disorder	

References: The latest available editions in the following list of books will be preferred when teaching.

1. American Psychiatric Association: "Diagnostic and Statistical Manual of Mental Disorders", DSM-5 (5th Ed)
2. Aahuja, N. (2011) Short textbook of psychiatry (7th Ed), Jaypee Publication
3. Barlow, D.H. & Durand, V.M. (2012). Abnormal Psychology : An Integrative approach (6 th Ed.). Wadsworth Cengage Learning.
4. Geddes, J.R. & Andreasen, N. C. & Goodwin, G. M. (2019). New Oxford Textbook of Psychiatry, 3rd ed. Oxford books.
5. Hooley, J. M., Butcher J.N., Nock, M.N., Mineka, S. (2018). Abnormal Psychology (17th Ed.). Global Edition: Pearson. ISBN 13: 978-1-292-15776-4
6. The International Classification of Diseases ICD-11 (2018). World Health Organization
7. Sarason ,I. & Sarason,B. (2017).Abnormal Psychology 11th ed. Pearson.

Syllabus (Semester III)

Course/ Paper Title	Major Mandatory: Psycho-diagnostics
Course Code	23AMPS32MM
Semester	III
No. of Credits	4

Aims &Objectives of the Course

Sr. No.	Objectives
1.	Introduce students to a comprehensive, rigorous and systematic introduction to Psycho-diagnostics and techniques used in the Clinical set-up.
2.	Students are able to apply the knowledge in professional settings.
3.	To help students prepare for post-graduate entrance examinations
4.	To further develop insight in the field of Psychology

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Is able to define, describe and discuss structured and unstructured interviews, mental status examination and assessment scales
2.	Is able to identify and choose various scales as per the need of the clinical situation.
3.	Is able to conduct clinical interviews
4.	Is able to administer, score, interpret clinical tests and write a report about the same

Syllabus

Unit No.	Title with Contents	No. of Lectures
I	**Unstructured and Structured Interviews and Assessment Procedures**	**15**
	1.1 Psycho-diagnostics and Psychometrics: definition, differences 1.2 Clinical Interview, Mental status examination 1.3 Structured clinical interview for DSM V: Clinical version, Research version, Clinical trial version, PD version 1.4 DSM-5 Scales – A) Self-Rated levels 1 Cross-Cutting symptom Measure- Adult form; B) Parent/Guardian-Rated DSM-5 levels 1 Cross-Cutting symptom, Measure- Child form (age 6 to 17) C) DSM-5 Clinician-Rated Dimensions of Psychosis Symptom Severity D) WHO Disability Assessment Schedule	
II	**Assessment of non- cognitive aspect**	**15**
	2.1 Personality Inventories- MMPI-2, MCMI 2.2 Depression, Mania &Anxiety Measures: Beck's Depressive Inventory, Beck's Anxiety scale, Hamilton Depression Scale, Young Mania rating Scale, Hamilton's Anxiety scale, STAI 2.3. Rorschach Ink-Blot Test 2.4. a) Murray TAT & CAT, b) Draw a person test	
III	**Developmental and Cognitive Assessment for Children**	**15**
	3.1: History of Infant Development Measures: Bayley's and Gesell's scales 3.2 : a) Vineland Social Maturity Scale, b) Developmental screening test, c) Developmental assessment scale for Indian Infants (DASII) 3.3: Intellectual Disability Assessment Techniques: a. Wechsler's Intelligence Scale for Children b. Raven's Colored Progressive Matrices Test c. Seguin Form Board d. Binet Kamat Test of intelligence e. Behavioural assessment scale for Indian children 3.4: Tests for assessment of LD	

IV	**Neuropsychological and Cognitive Assessment for Adults**	15
	4.1 a) History of neuropsychological assessment (Brief)	
	1) Luria- Nebrasca Neuropsychological Battery	
	2) Halstead-Reitan Neuropsychological Battery	
	b) Dementia & Cognitive Impairment Assessment Techniques	
	4.2 Neuropsychological Test:	
	1. Bender Visual Motor Gestalt Test	
	2. MMSE	
	3. NIMHANS battery of neuropsychological assessment	
	4. Montreal cognitive assessment (MoCA)	
	5. Addenbrooke cognitive examination (ACE- III)	
	6. NAB by Robertstern and White	
	4.3 Intelligence testing: SPM, WAIS	
	4.4 Writing clinical report	

References: The latest available editions in the following list of books will be preferred when teaching.

1. American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental
2. Antony, M.M &Barlow, D.H. (2010) Handbook of Assessment and Treatment Planning for Psychological disorders (2nd Ed), Guilford Press.
3. Anastasi, A., & Urbina, S. (2005). Psychological Testing. 7th ed. Pearson Education: India.
4. Domino, G & Domino, M.L. (2006). Psychological Testing: An Introduction, Cambridge University Press.
5. Gregory, R.J (2015). Psychological Testing: History, Principles and Application (7th ed), Disorders - DSM-5. Pearson.
6. Groth- Marnal, G. (2003).Handbook of Psychological Assessment (4th Ed), Wiley.
7. Kaplan, R.M & Saccuzzo, D.P. (2013). Psychological Testing: Principles, Application and Issues (8th Ed), Waddsworth Cengage Learning
8. Muskin, P. R. (2014). DSM-5R Self Exam Questions: Test Questions for the Diagnostic Criteria. APA: American Psychiatric Publishing. ISBN 978-1-58562-467-6
9. Manuals of Respective tests
10. Sadock, B.J &Sadock, V.A (2015). Kaplan & Sadock's Synopsis of psychiatry (11th Ed). Wolter Kluwer.

Syllabus (Semester III)

Course/ Paper Title	Major Mandatory: Community Psychology
Course Code	23AMPS33MM
Semester	III
No. of Credits	4

Aims &Objectives of the Course

Sr. No.	Objectives
1.	To acquaint students with the branch of Community Psychology, its processes and models.
2.	To develop insight in the different areas.
3.	To be able to understand and plan the interventions needed at community level.
4.	To be able to use the inputs for competitive and qualifying examinations.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	To be able to define, explain and discuss the process, goals and stages of Community Psychology.
2.	To understand and describe models in Community Psychology.
3.	To describe, discuss and make discerning selection of specific interventions and models in various community settings.
4.	To be able to understand and identify intervention strategies and applications.

Syllabus

Unit No.	Title with Contents	No. of Lectures
I	**Introduction to Community Psychology**	15
	1.1. What Is Community Psychology? Shift in orientation	
	1.2. Ecological levels of analysis	
	1.3. Core Values of Community Psychology	
	1.4. Case: Multiple Contexts for Clinical Depression	
II	**Models of Community Psychology**	15
	1.1 Mental Health Model, Stress & Resilience, Prevention	
	1.2 Social Action Model	
	1.3 Organizational Model	
	1.4 Ecological Model	
III	**Social and Human Services in the Community**	15
	1.1 Child Maltreatment	
	1.2 Intimate Partner Violence	
	1.3 Elder Abuse	
	1.4 Homelessness	
IV	**Community Intervention Strategies**	15
	1.1 Community Engagement	
	1.2 Community Development	
	1.3 Issues related to Public Policy, advantages and disadvantages of Public Policy Changes	
	1.4 Case studies in Indian Context	

References: The latest available editions in the following list of books will be preferred when teaching.

1. Jason, L. A., Glantsman, O., O'brien, J. F. & Ramian, K. N. (Editors). (2019). Introduction To Community Psychology: Becoming an Agent of Change. DePaul University: Digital Copy under cc https://via.library.depaul.edu/cshtextbooks/1/

2. Moritsugu, J., Wong, F. Y. & Grover Duffy, K. (2014). Community Psychology (5th Ed.). New York: Rutledge Taylor & Francis ISBN-13: 978-0-205-25562-7

3. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M.J. & Dalton, M. J. (2013). Community Psychology: Linking Individuals and Communities (3rd Ed). Belmont: Wadsworth. ISBN-13: 978-1-111-35257-8

Syllabus (Semester III)

Course/ Paper Title	Major Mandatory: Cross-Cultural Psychology
Course Code	23AMPS34MM
Semester	III
No. of Credits	2

Aims &Objectives of the Course

Sr. No.	Objectives
1.	To acquaint students with the branch of Cross-Cultural Psychology, its processes and models.
2.	To develop insight in the basic concepts for using in research and applications
4.	To be able to use the inputs for competitive and qualifying examinations.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	To be able to define, explain and discuss the definition and various concepts in Cross-cultural Psychology.
2.	To understand and describe theories and frameworks in Cross-cultural Psychology.

Syllabus

Unit No.	Title with Contents	No. of Lectures
I	**Introduction to Cross-Cultural Psychology**	15
	1.1. Cross-Cultural Psychology: Definition, Culture, various Psychological approaches to studying culture 1.2. Hofstede Project: dimensions of National culture, ecological fallacy 1.3. Scwartz et al: Value Surveys 1.4. Culture as system of shared beliefs and behaviour	
II	**Theories and Frameworks of Culture**	15
	1.1 Origins of Cultural differences: Genetic, environment, eco-cultural (Gelfand) 1.2 Individual and National Level Explanation: Isomorphism, homology 1.3 Assumptions about knowledge and meaning in research: positivism, postmodernism, post-positivism 1.4 Doing Indigenous Psychology	

References: The latest available editions in the following list of books will be preferred when teaching.

1. Smith, P. B., Fischer, R., Vignoles, V. L. & Bond, M. H. (2013).Understanding Social Psychology Across Cultures: Engaging With Others in a Changing World. New Delhi: Sage Publications India Pvt. Ltd.

2. Berry, J. W., Poortings, Y. H., Segall, M. H. & Dasen, P. R. (2002). Cross-Cultural Psychology: Research and Applications (2nd Ed.). New York: Cambridge University Press. SBN-13 978-0-511-07761-6

3. Triandis, H. C. & Lambert, W. W. (Editors). Handbook of Cross-cultural Psychology. (n.d.). United States: Allyn and Bacon.

4. Berry, J. W., Poortinga, Y. P., Pandey, J., Dasen, P. R., Saraswathi, T.S., Segall, M. H. & Kagitçibasi, C. Editors (1997). Handbook of Cross-Cultural Psychology (2nd Ed). USA: Allyn and Bacon

5. Stevenson, A. (2010). Cultural issues in Psychology : a student's handbook. ISBN 0-203-86672-X Master e-book ISBN

Course/ Paper Title	Elective: Psychotherapies
Course Code	23AMPS35MEA
Semester	III
No. of Credits	4

Aims &Objectives of the Course

Sr. No.	Objectives
1.	To acquaint students with the different approaches to psychotherapies, its processes and application.
2.	To develop insight in the basic skills needed.
3.	To be able to use the specific therapeutic skills in a professional set-up.
4.	To be able to use the inputs for competitive and qualifying examinations.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	To understand and describe the various therapeutic approaches used in counselling.
2.	To describe, discuss and make discerning selection of specific therapeutic skills in various counselling settings.
3.	To be able to understand and identify modern trends and applications in India.

Syllabus

Unit No.	Title with Contents	No. of Lectures
I	**Introduction to Psychotherapy**	**15**
	1.1 Introduction and overview of Counselling and Therapy approaches: definition, four counselling and therapy schools, different therapy approaches. 1.2 Origins of Counselling and Therapy Approaches: Historical and cultural contexts, wounded theorists. 1.3 Creating own therapeutic approach: Gathering information, attending training and workshops, undergoing supervision and personal therapy, evaluating theoretical approaches. 1.4. Limitations of Counselling and Therapy theories	
II	**Psychodynamic, Humanistic and Gestalt therapy**	**15**
	2.1. Freud's Psychoanalytic therapy: basic concepts, defence mechanisms, therapeutic goals and interventions. 2.2. Jung's Analytical Therapy: structure of psyche, psychological types, process of therapy and interventions. 2.3. Person-centred Therapy: basic concepts, therapeutic goals, relationship, and interventions. 2.4. Gestalt Therapy: holistic doctrine, acquisition, therapeutic goals, and interventions	
III	**Behavioural therapies**	**15**
	3.1. Behavior Therapy: classical conditioning, operant conditioning, conditioned behaviorism, social cognitive theory, therapeutic goals, relationship, and interventions. 3.2. Cognitive Behavioral Therapy: Cognitive distortions, Cognitive models, therapeutic goals, relationship, and interventions. 3.3. Rational Emotive Behavior Therapy: ABC model, preferential and demanding thinking, therapeutic goals, relationship, and interventions. 3.4. Multimodal Therapy: BASIC ID, acquisition, therapeutic goals, process and interventions.	

IV	Existential and Multicultural therapies	15
	4.1. Logotherapy: meaning of life and death, maintaining existential vacuum, therapeutic goals, and interventions.	
	4.2. Reality therapy: choice theory and external control psychology, basic needs and feelings, therapeutic goals, process of therapy and interventions.	
	4.3. Transactional Analysis: ego states, types of transactions, therapeutic goals and interventions.	
	4.4. Multicultural Therapy: Asian values, Meditation, Naikan Therapy, IICBT.	

References: The latest available editions in the following list of books will be preferred when teaching.

1. Feltham, C., & Hanley, T; Winter L. A. (2017). The Sage handbook of Counselling and psychotherapy (4th Ed). Sage Publications.

2. Nelson R., Jones (2009) Theory and Practice of Counselling and Therapy (4th Ed) Sage Publication

3. Chen, Mei-whei and Giblin, Nan J. (2018). Individual Counselling and Therapy: Skills and Techniques (3rd Ed). Taylor and Francis

4. Gibson, Robert L. and Mitchell, Marianne H. (2015). Introduction to Counseling and Guidance (7th Ed). Pearson

5. Gladding, S. T. (2018). Counselling: A Comprehensive profession (9th Ed). Pearson

6. Jones, R. N. (2012). Basic Counsellings Skills: A helper's manual (3rd Ed.). Sage Publications.

7. Keshavarzi, H., Khan, F., Ali, B., & Awaad, R. (2021). *Applying Islamic principles to clinical mental health care: Introducing traditional Islamically integrated psychotherapy*. Routledge, Taylor & Francis Group.

8. Palmer Stephen and Bor Robert (2008). The Practitioner's Handbook: A Guide for Counsellors, Psychotherapists and Counselling Psychologists. Sage

9. Patterson, L.E. and Welfel, E. R. (2000). The Counselling Process (5th Ed). Wadsworth

10. Rao, S. N. (2006). Counselling and Guidance (2nd Ed). Tata McGraw Hill

11. Singh, K. (2007). Counselling skills for managers. New Delhi: Prentice Hall of India.

12. Soundararajan, Radhika (2012). Counselling: Theory, Skills and Practice. Tata Mcgraw Hill Education Private Limited.

Course/ Paper Title	Elective: Organizational Behaviour
Course Code	23AMPS35MEB
Semester	III
No. of Credits	4

Aims &Objectives of the Course

Sr. No.	Objectives
1.	To introduce applied behavioral science principles and practices into the ongoing organization towards the goal of improving organizational effectiveness.
2.	To be able to understand modern trends and applications in I/O settings.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	To understand the concepts, nature and principles of Organizational Behavior and Positive Psychology at Work
2.	To develop an understanding of Motivation, Leadership, Organizational Culture and to become a Organizational Behavior Practitioner.
3.	To grasp an understanding of the basic organizational behavior

Syllabus

Unit No.	Title with Contents	No. of Lectures
I	Introduction: Concepts, Nature and Principles of Organizational Behavior	15
	1.1 Organizational behavior: scope and processes. 1.2 Management Functions, Roles and Skills; Effective v/s Successful Managerial Activities 1.3 Disciplines that contribute to OB field; challenges and opportunities for OB; foundations o of individual behavior 1.4 Positive Psychology at Work, Positive Organizational Scholarship (POS) and Psychological Capital (PsyCap).	
II	The Individual	15
	1.1 Attitudes and Job Satisfaction; Emotions and Moods in Organizations. 1.2 Personality and Values. 1.3 Perception and Individual Decision Making. 1.4 Motivation: Concepts and Applications.	
III	The Group	15
	1.1 Foundations of Group Behavior and Understanding Work Teams. 1.2 Communication. 1.3 Leadership; Power and Politics. 1.4 Conflict and Negotiations.	
IV	Positive Organizational Behavior	15
	1.1 Engagement and Flow at Workplace. 1.2 Mindfulness and Gratitude at Workplace. 1.3 Thriving and Forgiveness in Organizations. 1.4 Humor at Workplace.	

Books Reading

1. Kreitner, R and Kinicki, A. (2008) Organizational Behaviour, Tenth Edition, Tata McGraw Hill Publishing Company Limited, New Delhi, India

2. Luthans, F. (2011) Organizational Behaviour: An Evidenced based approach. Thirteenth Edition. New York Nelson,

3. D.L. & Cooper, C.L. (2007). Positive Organizational Behavior. Sage Publications New Delhi.

4. Pareek, U (2009). Understanding Organizational Behavior. Second Edition. Oxford

University Press, New Delhi

1. Robbins, S.P, and Judge, T.A. (2016). Organizational Behaviour, 17th Edition. Pearson Prentice Hall, New Delhi. India

2. Schultz, D and Schultz, S.E (2006).Psychology and Work Today. Pearson Education Inc. Tenth Edition, New Jersey, USA.

3. Books for Reference

4. Anderson, N, Ones, D.S, Sinangil, H.K and Viswesvarana, C (Editors) (2005).Handbook of Industrial and Organizational Psychology. Vol 1 Personnel Psychology. Sage Publications, New Delhi.

5. Anderson, N, Ones, D.S, Sinangil, H.K and Viswesvarana, C (Editors) (2005) Handbook of Industrial and Organizational Psychology. Vol 2 Organizational Psychology, Sage Publications, New Delhi.

6. Ashkanasy, N.M; Wilderom, C.P. M and Peterson, M.F Editors (2000) Handbook of Organizational Culture and Climate. Sage Publications, New Delhi.

7. Butler, M and Rose, E (2011) Introduction to Organisational Behaviour. Jaico Publishing House, Mumbai. Clegg, S., Korberger, M and Pitsis, T (2012). Managing and Organizations: An Introduction to Theory and Practice. Sage Publications, New Delhi.

8. Cooper, C.L (2011) Organizational Health and Wellbeing. Vol 1, 2, 3. Sage Publications, New Delhi Greenberg, J and Baron, R.A (2009) Behavior in Organizations. Ninth Editions. Prentice Hall India Learning Private Limited, New Delhi.

9. Janasz, S.C. de., Dowd, K.O and Schneider, B.Z (2012) Interpersonal Skills in Organizations. 3rd edition. Tata- McGraw Hill edition. New Delhi

10. Kreitner, R, Kinicki, A and Buelens, M (1999) Organizational Behaviour. McGraw Hill Publishing Co. England

11. McShane, S.L, Glinow, MAV and Sharma, R.R (2011) Organizational Behavior. 5th Edition, Tata McGraw Hill Education Private Limited, New Delhi.

12. Lewis, Sarah (2011) Positive Psychology at Work. Wiley Blackwell, United Kingdom

13. Luthans, F (2008) Organizational Behaviour. Eleventh Edition. McGraw Hill International Edition, New York.

14. Coget, H.F and Law, J.B (2009) Behavior in Organizations. An Experiential Approach. Ninth Edition. McGraw-Hill Irwin, New York, USA.

15. Sinha, J.B.P (2008) Culture and Organizational Behavior. Sage Publications, New Delhi, India.

Syllabus (Semester III)

Course/ Paper Title	Research Project
Course Code	23AMPS36RP
Semester	III
No. of Credits	4

Aims &Objectives of the Course

Sr. No.	Objectives
1.	To understand the process of conducting research and writing report
2.	To be able to present research findings in a seminar or conference

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Will be able to state research problem, identify variables, write operational definitions of the variables, choose appropriate tools, select the sample and perform statistical analysis
2.	Will conduct literature review and learn how to do plagiarism check
3.	Will able to interpret and discuss results as well as generate report as per APA format

Syllabus

Unit No.	Title with Contents	No. of Lectures
I	**Individual Project/Dissertation**	**15**
	Students should select a problem related to Clinical or Counselling Psychology, i.e. the variables under study should have implications for community mental health, wellbeing & such relevant issues. These variables should be selected in consultation with the concerned teacher (guide). The selection of the problem should be done ideally during the second semester.	
II	**Submitting Research Proposal**	**15**
	A research proposal should be submitted to the supervisor before the beginning of the third semester. If a proposal is not submitted within the stipulated time, then the student must conduct a survey research on a minimum sample of 100. This will involve the gathering of data from population on one or two standardised questionnaires (if two are selected, then there should be a rationale given for inclusion of both)	
III	**Conducting Research Project**	**15**
	The student may include laboratory research, field work, survey research or any other type of psychological research. Further, it may include one large study/experiment or several studies/experiments depending on the objectives of the research. There is no limit on sample size, but some guidelines for the same: for a quantitative research: i. Comparative study: minimum sample size for each group: n=30 ii. Correlational study: n=50 iii. For a qualitative research: minimum number of individuals	
IV	**Analysis of Result, Publication and Submission**	**15**
	The writing of dissertation must fulfill the criteria put down by the Publication Manual of the American Psychological Association and should be approximately 80 to 100 pages including references and appendices. Student will present in seminar/conference and also face oral examination for the same.	

General Instructions

Regarding Batch:
1. Each batch of project should consist of maximum 8students.
2. Workload for each batch will be equivalent to 8 lecture periods.

Dissertation Submission

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

· The final dissertation will have a word limit of 5000-8000 words and will be typed in one and a half spacing on one side of the paper. The APA style shall be followed for the writing of dissertation.

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

(a) The paper used for printing shall be of A4 size.

(b) Printing shall be in a standardized form on both sides of the paper and in1.5 line spacing.

(c) A margin of 1.5 inches shall be on the left hand side.

(d) The card for cover shall not be more than 330 GSM.

(e) The title of the thesis/dissertation name of the candidate, degree, name of the Research Supervisor, place of research and the month and year of submission shall be printed on the title page and the front cover.

(f) The hard-bound a cover of thesis/dissertation shall be of black colour. Spine of the binding [side cover] should mention 'MA thesis' on the top, name of the candidate and month and year. The specifications are shown in Appendix – 'A'.

(g) The thesis/dissertation shall include a Certificate of the Research Supervisor [Appendix 'B'] and a Declaration by the candidate [Appendix 'C'] that the work reported in the thesis/dissertation has been carried out by the candidate himself and that the material from other sources, if any, is duly acknowledged.

PROJECT ASSESSMENT– 100 MARKS

1. Project assessment will be based on presentation of the project before the internal and external examiners.

2. There will be 50 marks for continuous (internal) assessment and 50 marks for End of Semester Examination (ESE).

a) Continuous (Internal) Assessment of project-50 marks

1. Term Paper 1: Introduction, Definitions of main concepts, rationale, and significance of the topic of research project -15 marks

2. Term Paper 2: Review of literature-15 marks

3. Presentation of project report in the classroom -20 marks

(Expert teacher appointed by HOD will give marks to each student)

b) Semester-End Examination (SEE)-50 marks

(1) Evaluation of Project Report-30 marks

Division of marks for project report will be as follows and will be based on relevance and appropriateness of

1. Problem selected, its rationale and significance-5

2. Review work-10

3. Method -05

4. Interpretation, discussion & implications-5

5. Overall quality of the report-5

(2) Presentation & Viva-voce –20marks

1. Presentation -10 marks

2. Viva-voce-10 marks

Note :

1. External Examination will be conducted by two examiners, one internal and one external.

2. Each batch will consist of only 8 students

3. Duration of examination for each batch will be 4 hours.

4. Marks for Project Report, Presentation & Viva-voce will be given by both examiners and average marks will be considered as final marks of the candidate.

Syllabus (Semester IV)

Course/ Paper Title	Psychopathology-2
Course Code	21AMPS242
Semester	IV
No. of Credits	4

Aims &Objectives of the Course

Sr. No.	Objectives
1.	The student develops understanding of the various disorders, their diagnosis, symptoms and sub-types
2.	To build higher order cognitive thinking about Psychopathology in the student

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	To be able to understand, define and explain the various disorders, their classification as per DSM VR and ICD 11.
2.	To be able to understand and discuss types, causes and treatment of each disorder
3.	To understand, compare and differentiate between the various disorders
4.	To be able to discuss and elaborate about issues in mental health

Syllabus

Unit No.	Title with Contents	No. of Lectures
I	**Sexual disorders and substance-related disorders**	**15**
	1.1 Sexual Response Cycle and Sexual Dysfunctions 1.2 Gender Dysphoria, Paraphilic Disorders 1.3 Alcohol, Cannabis and Hallucinogen-Related Disorders 1.4 Opioid, Sedative & Stimulant-Related Disorders	
II	**Eating, elimination and sleep-wake disorders & neurocognitive disorder**	**15**
	2.1 Eating Disorder: Types- 1) Pica, 2) Rumination, 3) Avoidant food Intake Disorder, 4) Bulimia 5) Anorexia 6) Binge eating 2.2 a) Elimination Disorder: Types- 1) Enuresis, 2) Encopresis b) Sleep-wake Disorders Major types: 1) Insomnia, 2) Hypersomnolence, 3) Sleep apnea 4) Parasomnias 2.3 Dementia: Alzheimer Disease, Lewi-Body Disease, Vascular Disease, Parkinson's Disease and Huntington's Disease, AIDS, Dementia Complex 2.4 Delirium and Traumatic brain Injury	
III	**Disruptive, conduct, impulse control disorders and personality disorders**	**15**
	3.1 Oppositional defiant disorder, Disruptive, Conduct and Impulse- Control Disorders 3.2 Definition and Characteristics of Personality Disorders 3.3 Cluster-A Personality Disorder 3.4 Cluster-B Personality Disorder 3.5 Cluster- C Personality Disorder	
IV	**Issues Related to Mental Health**	**15**
	4.1 Basics of Psychopharmacology 4.2 Community mental health and Mental health agencies 4.3 Mental Health challenges in India: Awareness, Stigma, Scarcity of professionals and facilities 4.4 Legal (Mental Health Act, Insurance) and ethical issues related to Mental health	

References:

1. American Psychiatric Association: "Diagnostic and Statistical Manual of Mental Disorders", DSM-5 (5th Ed)

2. Aahuja, N. (2011) Short textbook of psychiatry (7th Ed), Jaypee Publication

3. Barlow, D.H. & Durand, V.M. (2012). Abnormal Psychology : An Integrative approach (6 th Ed.). Wadsworth Cengage Learning.

4. Geddes, J.R. & Andreasen, N. C. & Goodwin, G. M. (2019). New Oxford Textbook of Psychiatry, 3rd ed. Oxford books.

5. Hooley, J. M., Butcher J.N., Nock, M.N., Mineka, S. (2018). Abnormal Psychology (17th Ed.). Global Edition: Pearson. ISBN 13: 978-1-292-15776-4

6. The International Classification of Diseases ICD-11 (2018). World Health Organization

7. Sarason ,I. & Sarason,B. (2017).Abnormal Psychology 11th ed. Pearson.

Syllabus (Semester IV)

Course/ Paper Title	Counselling special groups
Course Code	
Semester	IV

No. of Credits	4

Aims &Objectives of the Course

Sr. No.	Objectives
1.	To understand the areas in Counselling Psychology and application in the Field.
2.	To gain insight into how Counselling Psychologists influence working of professionals in various areas of life
3.	To help students prepare for topics related to cognition that is often the focus of critical thinking questions in entrance and qualifying examinations.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Will be able to explain and describe the role of counsellors in specific settings.
2.	Will understand and be able to discuss factors influencing counselling in specific areas.
3.	To acquaint students with modern trends in counselling
4.	Will demonstrate professional skills in using counselling skills in various areas

Syllabus

Unit No.	Title with Contents	No. of Lectures
I	**Counselling for children with difficulties**	15
	1.1. Slow learners and talented/ exceptional	
	1.2.Emotional,behavioral issues, conduct disorder.	
	1.3. Children with Autism Spectrum Disorder : meaning and definitions ,characteristics, causes ,identification and educational provisions.	

	1.4. Children with socially disadvantaged background and under achievers.	
II	**Counselling for adults and elderly**	**15**
	2.1. Premarital and marital counselling: role conflict, sex and sexuality issues and relationship enrichment skills. 2.2. Counselling for men and women 2.3. Elderly: pre-retirement and retirement counselling, coping with loss of Spouse, health related issues, enhancing quality of life. 2.4.	
III	**Drug De-Addiction**	**15**
	3.1. 3.2. 3.3. 3.4	
IV	**Legal Remedies**	**15**
	4.1. Rights 4.2. Mental Health Act 4.3. Offenders and Mental Health 4.4.	

References: The latest available editions in the following list of books will be preferred when teaching.

1. Arulmani, G, Arulmani, S. (2004). Career counselling: A handbook. New Delhi: Tata McGraw-Hill Publishing Co. Ltd.

2. Capuzzi, D., & Gross, D.R. (2017). Introduction to the Counselling Profession 7th Ed. Routledge: New York

3. Berman, Pearl and Shopland Susan (2005). Interviewing and Diagnostic Exercises for Clinical and Counselling Skills Building. Lawrence Erlbaum

4. Chen, Mei-whei and Giblin, Nan J. (2018).Individual Counselling and Therapy: Skills and Techniques (3rd Edn).Taylor and Francis

5. Dryden, Windy; Feltham, Colin (2006). Brief Counselling : A Practical Integrative Approach (2nd Edn). Open University Press

6. Feltham, C., & Hanley, T; Winter L. A. (2017). The Sage handbook of Counselling and psychotherapy(4th Edn). Sage Publications.

7. Gibson, Robert L. and Mitchell, Marianne H. (2015). Introduction to Counseling and Guidance (7th Edn.). Pearson

8. Gladding, S. T. (2018). Counselling: A Comprehensive profession (9th Edn). Pearson

9. Jones, R. N. (2012). Basic Counsellings Skills: A helper's manual (3rd Ed.). Sage Publications.

10. Palmer Stephen and Bor Robert (2008). The Practitioner's Handbook: A Guide for Counsellors, Psychotherapists and Counselling Psychologists. Sage

11. Patterson, L.E. and Welfel, E. R. (2000). The Counselling Process (5th Edn). Wadsworth

12. Rao, S. N. (2006). Counselling and Guidance (2nd Edn). Tata McGraw Hill

13. Singh, K. (2007). Counselling skills for managers. New Delhi: Prentice Hall of India.

14. Soundararajan, Radhika (2012). Counselling: Theory, Skills and Practice. Tata Mcgraw Hill Education Private Limited.

Syllabus (Semester IV)

Course/ Paper Title	Practicum- Clinical Base
Course Code	21AMPS244
Semester	IV
No. of Credits	4

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To gain hands-on experience of the clinical situation. .
2.	To inculcate professional skills under the guidance of external expert.
3.	To be able to use the information in the context of core and general areas of the discipline.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	To be able to take case history and make observations in the clinical set-up
2.	To be able to explain observations and discuss implications of actual as well as hypothetical cases
3.	To understand, discuss and demonstrate skills in conducting clinical

	interviews, testing and diagnosis.	

Syllabus

Unit No.	Title with Contents	No. of Lectures
I	**Selection of Cases**	**15**
	Visit practicing Clinicians, Mental Health and Rehabilitation centre or Mental Hospital, Select Cases (n=10)	
II	**Observation**	**15**
	Conduct MSE and Clinical Interviews, Make Diagnosis. Each case to be seen over at least three sessions	
III	**Write Report**	**15**
	Write Sessions Report for all ten cases.	
IV	**Present Cases**	**15**
	Present any 3 in the classroom	

General Instructions:

1. Each batch of practicum should consist of maximum 8 students and a separate batch will be formed if this number exceeds even by one.

2. Workload for each batch will be equivalent to 8 lecture periods.

3. Each student should study clinical cases in hospital / clinic / correctional institution / NGO set up; one teacher supervisor should accompany a group of students.

4. Eligibility for the Practicum Examination is subject to Certification of Practicum by teacher-in-charge and HOD.

Prerequisites & Skills:

Before starting to work on actual work students must learn about –

· Case History taking and Behavioral observation

· Mental status examination and MMSE

· Clinical Interview and SCID-II

· Syntheses of information from different sources

· Ethics in Clinical assessment & research.

PRACTICUM ASSESSMENT (100MARKS)

a. Continuous (Internal) Assessment and Distribution of Marks (50 Marks).

1. Presentation of one case report and viva (latest by five weeks from the commencement of the semester)-15 marks.

2. Hypothetical case (one) analysis-10 marks.

3. Presentation of another case and viva (latest by ten weeks from the commencement of the semester)-15 marks.

4. Overall performance (e.g. regularity, sincerity, quality of work etc.) and variety of disorders.- 10 marks

b. Semester-End Examination (SEE)-50 Marks.

1. External Examination will be conducted by two examiners, one internal and one external, appointed as per the rules of Savitribai Phule Pune University.

2. Each batch will consist of only 8 students

3. Duration of examination for each batch will be 4 hours.

4. Hypothetical problems will be prepared by the External Examiner.

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

6. There will be no presentation of cases before the external examiner.

7. Assessment of analyses of hypothetical case analyses will be done by External Examiners only.

8. Remuneration for External Examination will be equally divided between the two examiners.

9. Those who are appointed as external examiners for any of our university exam will not take up other activities or programs in the same time. If they are found to be missing during this important task this matter is cognizable as an administrative offence.

Break –up of 50 marks for external examination will be as follows:

1. Analysis of 2 hypothetical problems and its reports (20 marks, i.e.10 marks each)-1 ½ hours.

2. Viva -15 marks

3. Practicum reports-15 marks