



M. C. E. Society's
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

(Semester & Choice Based Credit System -Autonomy 21 Pattern)

(To be implemented from the Academic Year 2023-2024)



M. C. E. Society's

Abeda Inamdar Senior College

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

(Autonomous) Affiliated to Savitribai Phule Pune University

NAAC accredited 'A' Grade

Syllabus for M.A. Part II (Psychology)

To Be Implemented From A.Y. 2023-24 (CBCS – Autonomy 21 Pattern)

Semester III		
Course Code	Name of the Course	Credits
21AMPS231	Counselling Process and Skills	04
21AMPS232	Psychopathology-1	04
21AMPS233	Psycho-diagnostics	04
21AMPS234	Project- Clinical Based	04
Semester IV		
21AMPS241	Areas of Counselling	04
21AMPS242	Psychopathology-2	04
21AMPS243	Biological Psychology	04
21AMPS244	Practicum- Clinical Based	04



M. C. E. Society's

Abeda Inamdar Senior College

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

(Autonomous) Affiliated to Savitribai Phule Pune University

NAAC accredited 'A' Grade

Syllabus (Semester III)

Course/ Paper Title	Counselling Process and Skills
Course Code	21AMPS231
Semester	III
No. of Credits	4

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To acquaint students with the branch of Counselling Psychology, its processes and models.
2.	To develop insight in the basic skills needed.
3.	To be able to use the specific 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 be able to define, explain and discuss the process, goals and stages of Counselling.
2.	To understand and describe basic skills in counselling.
3.	To describe, discuss and make discerning selection of specific skills and models in various counselling settings.
4.	To be able to understand and identify modern trends and applications in India.

Syllabus

Unit No.	Title with Contents	No. of Lectures
I	Counselling: Nature and goals	15
	1.1. Defining counselling, stages of counselling process, role of counsellors 1.2. Approaches to counselling and helping, the helping relationship, the helping process 1.3. Development of counsellor –counselee relationship, counselling goal setting process 1.4. Counselling in India	
II	Basic Counselling Skills	15
	2.1. Building relationship, core conditions, in-depth exploration 2.2. Nature and importance generic skills of Counselling, Micro and macro skills of Counselling 2.3. Inside and outside skills of counselling, Self-monitoring skills as a counsellor 2.4. An Indigenous Model of Counselling	
III	Specific Counselling Skills	15
	3.1. Paraphrasing and reflecting feelings, asking questions, self-disclosing, facilitating problem solving 3.2. Interviewing skills, listening, asking questions, monitoring 3.3. Training clients in relaxation 3.4. Improving client's self-talk and self-perceptions, terminating helping	
IV	Models of Counselling Skills	15
	4.1. Nature and importance of counselling skills and working alliance 4.2. Rogers model of counselling skills, Carkhuff model of counselling skills, IPR model of counselling training 4.3. Indian models of Counselling: the role of detachment and self-surrender 4.4. Modern trends in counselling	

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

1. Berman, Pearl and Shopland, Susan. (2005). Interviewing and Diagnostic Exercises for Clinical and Counselling Skills Building. Lawrence Erlbaum
2. Chen, Mei-whei and Giblin, Nan J. (2018). Individual Counselling and Therapy: Skills and Techniques (3rd Ed). Taylor and Francis
3. Dryden, Windy; Feltham, Colin (2006). Brief Counselling : A Practical Integrative Approach (2nd Ed). Open University Press
4. Feltham, C., & Hanley, T; Winter L. A. (2017). The Sage handbook of Counselling and psychotherapy (4th Ed). Sage Publications.
5. Gibson, Robert L. and Mitchell, Marianne H. (2015). Introduction to Counseling and Guidance (7th Ed). Pearson
6. Gladding, S. T. (2018). Counselling: A Comprehensive profession (9th Ed). Pearson
7. Jones, R. N. (2012). Basic Counsellings Skills: A helper's manual (3rd Ed.). Sage Publications.
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.



M. C. E. Society's

Abeda Inamdar Senior College

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

(Autonomous) Affiliated to Savitribai Phule Pune University

NAAC accredited 'A' Grade

Syllabus (Semester III)

Course/ Paper Title	Psychopathology-1
Course Code	21AMPS232
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	

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

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 (6th 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.



M. C. E. Society's

Abeda Inamdar Senior College

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

(Autonomous) Affiliated to Savitribai Phule Pune University

NAAC accredited 'A' Grade

Course/ Paper Title	Psycho-diagnostics
Course Code	21AMPS233
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 Psychodiagnostics 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 Clinical Interview 1.2 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-III 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
	<p>4.1 a) History of neuropsychological assessment (Brief)</p> <p>1) Luria- Nebraska Neuropsychological Battery</p> <p>2) Halstead-Reitan Neuropsychological Battery</p> <p>b) Dementia & Cognitive Impairment Assessment Techniques</p> <p>4.2 Neuropsychological Test:</p> <p>1. Bender Visual Motor Gestalt Test</p> <p>2. MMSE</p> <p>3. NIMHANS battery of neuropsychological assessment</p> <p>4. Montreal cognitive assessment (MoCA)</p> <p>5. Addenbrooke cognitive examination (ACE- III)</p> <p>6. NAB by Robertstern and White</p> <p>4.3 Intelligence testing: SPM, WAIS</p> <p>4.4 Writing clinical report</p>	

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.



M. C. E. Society's

Abeda Inamdar Senior College

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

(Autonomous) Affiliated to Savitribai Phule Pune University

NAAC accredited 'A' Grade

Syllabus (Semester III)

Course/ Paper Title	Project- Clinical Base
Course Code	21AMPS234
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 8 students.
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 in 1.5 line spacing.
- (c) A margin of 1.5 inches shall be on the left hand side.
- (d) The card for cover shall not be more than 330 GSM.
- (e) The title of the thesis/dissertation name of the candidate, degree, name of the Research Supervisor, place of research and the month and year of submission shall be printed on the title page and the front cover.
- (f) The hard-bound a cover of thesis/dissertation shall be of black colour. Spine of the binding [side cover] should mention 'MA thesis' on the top, name of the candidate and month and year. The specifications are shown in Appendix – 'A'.
- (g) The thesis/dissertation shall include a Certificate of the Research Supervisor [Appendix 'B'] and a Declaration by the candidate [Appendix 'C'] that the work reported in the thesis/dissertation has been carried out by the candidate himself and that the material from other sources, if any, is duly acknowledged.

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.



M. C. E. Society's

Abeda Inamdar Senior College

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

(Autonomous) Affiliated to Savitribai Phule Pune University

NAAC accredited 'A' Grade

Syllabus (Semester IV)

Course/ Paper Title	Areas of Counselling
Course Code	21AMPS241
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 in the Educational Setting and Career Counselling	15
	1.1. School counselling: School counsellor, his role and responsibilities, system of school counselling, 1.2. Counselling for Emotionally Disturbed children, ADHD, LD 1.3. College and career counselling, Career theories 1.4. Campus recruitment and training programs	
II	Counselling at Workplace Settings	15
	2.1. Workplace counselling, nature and skills 2.2. Models of workplace counselling 2.3. Occupational stress-Theoretical models of stress 2.4. Workplace counselling in India	
III	Counselling in Clinical Settings	15
	3.1. What is Psychological First Aid? Its applications, PFA for Students and Teachers 3.2. Counselling persons with Obsessive- Compulsive Disorder, Phobias, Personality Disorders 3.3. Counselling persons with Anxiety & panic, Depression, PTSD 3.4 Counselling the Terminally Ill, geriatric counselling, Grief Counselling	
IV	Counselling in Special Situations	15
	4.1. Relationship counselling, social Injustice Issue counselling 4.2. Addiction counselling, anger control 4.3. Suicide counselling, nature, definition and types, prevention 4.4. Modern Trends in counselling- Life Coaching, Mentoring, Consulting, Training	

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.



M. C. E. Society's

Abeda Inamdar Senior College

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

(Autonomous) Affiliated to Savitribai Phule Pune University

NAAC accredited 'A' Grade

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 (6th 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.



M. C. E. Society's

Abeda Inamdar Senior College

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

(Autonomous) Affiliated to Savitribai Phule Pune University

NAAC accredited 'A' Grade

Syllabus (Semester IV)

Course/ Paper Title	Biological Psychology
Course Code	21AMPS243
Semester	IV
No. of Credits	4

Aims & Objectives of the Course

Sr. No.	Objectives
1.	Introduce students to biological foundations of human behaviour
2.	Students are able to apply the knowledge of the brain and nervous system in their understanding of clinical cases.
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.	To be able to understand and explain brain structure and functions of the lobes, neurotransmitters and physiological measures of brain functioning
2.	Is able to identify and describe the neurological aspects of the various drives
3.	Compare and contrast the role of the brain and the ANS, the Limbic system in various drives, learning, memory and emotion
4.	Critically evaluate the different studies on role of the brain in learning, conditioning, memory and emotion

Syllabus

Unit No.	Title with Contents	No. of Lectures
I	Foundations Of Biopsychology	15
	1.1 Definition, scope of neuropsychology; Physiological measures of brain functioning 1.2 Structure and function of neuron: neural conduction and synaptic transmission 1.3 Neurotransmitters 1.4 Structure and function of brain: Hemispheric specialization 1.5 Structure and function of ANS	
II	Lobe Functions	15
	2.1 Frontal lobe functions: Structure and function, syndromes 2.2 Parietal Lobe: Structure and function, syndromes 2.3 Temporal Lobe: Structure and function, syndromes 2.4 Occipital Lobe: Structure and function, syndromes 2.5 Limbic system	
III	Individual and Humanistic Approaches	15
	3.1 Neuroendocrine system 3.2 Neurological aspects of drives I: Hunger 3.3 Neurological aspects of drives II: Thirst 3.4 Neurological aspects of drives III: Sleep and arousal 3.5 Neurological aspects of drives IV: Sex	
IV	Neurological Basis Of Emotion, Learning And Memory	15
	4.1 Neuropsychology of emotion – Canon and Bard; James-Lange theory 4.2 Brain areas associated with learning and memory 4.3 Studies on role of brain in learning and conditioning 4.4 Synaptic mechanisms and synaptic plasticity of learning and memory 4.5 Application: organic memory issues	

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

1. Carlson, N. R. (2007). *Foundations of physiological psychology*. N.D.: Pearson Edu.
2. Kalat, J.W. (2009). *Biological Psychology*. Wadsworth
3. Pinel, J.P.J. (2007). *Biopsychology*. N.D.: Pearson Edu.
4. Kolb, B., & Whishaw, I. *Fundamentals of Neuropsychology* 5th Ed.



M. C. E. Society's

Abeda Inamdar Senior College

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

(Autonomous) Affiliated to Savitribai Phule Pune University

NAAC accredited 'A' Grade

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