



**SANT GADGE BABA AMRAVATI UNIVERSITY, AMRAVATI**

**संत गाडगे बाबा अमरावती विद्यापीठ, अमरावती**

**(FACULTY OF INTER-DISCIPLINARY STUDIES)**

**आंतर-विद्याशाखीय अभ्यास विद्याशाखा**

**Advance Diploma in Counselling and Psychotherapy  
Semester – I & II**

**Syllabus**

**(NEP -v24)**

**Session – 2024-25**

# **Sant Gadge Baba Amravati University, Amravati**

## **Faculty: Interdisciplinary Studies**

### **Two Year – Four Semester Post Graduate Diploma Programme – NEP v24**

#### **Programme : Advance Diploma in Counselling and Psychotherapy**

#### **Part A**

As per the provisions in the Maharashtra Public Universities Act, 2016 (Mah. Act No. VI of 2017) Clause 45(1), Lifelong Learning and Extension is to create skilled and learned human resources through its various teaching-learning and skill development programmes in higher education. As a part of this initiative, Sant Gadge Baba Amravati University propose to launch One Year P.G. Diploma in Counselling and Psychotherapy programme from the academic year 2017 - 2018 through Department of Lifelong Learning & Extension under the Faculty of Inter-disciplinary studies. Advance Diploma in Counselling and Psychotherapy is an innovative programme which provides the set up for bringing the real world of work in classroom and give the opportunities to learner directly involved in development process in community. It would help learners to a wider and more comprehensive understanding of lifelong learning as a field of knowledge and would accommodate a wide variety of learners' needs. It is emphasized on knowledge generation process and to provide the suitable learning culture to the capabilities enhancement for lifetime and generating social capital.

#### **OBJECTIVES OF THE PROGRAMME:**

**Advance** Diploma in Counselling and Psychotherapy aims to train students in counselling and psychotherapy wherein research and testing principles could be used to probe psychological problems. Student learn how to deal with people facing severe mental illness and conditions that would require long term treatment career and rehabilitation. The programme develops client ability to establish and maintain relationship. Student in this programme are trained to interpret various types of psychological tools in research.

- Postgraduate students will be able to understand concept of abnormal psychology
- Postgraduate students will be able to understand personality and developmental disorders.
- Postgraduate students will be able to gain fundamental knowledge of primary and advanced psychotherapy.
- Students will be able to understand process of different fields of counselling.
- Students will be able to understand teaching learning process.
- Students will be able to understand fundamental knowledge of scientific methods and research.
- Students will be able to write research proposal, thesis, research paper etc.
- Students will be able to understand children problems and family counselling.
- Students will be able to gain fundamental knowledge of health problems and counselling.
- Students will be able to understand various facets of vocational counselling and evaluation of vocational counselling.
- The **Advance** Diploma syllabus of counselling & psychotherapy is designed as per the need of academics and the guidelines given by UGC and for various other competitive examinations. The curriculum of the Department is revised after every five years.

### **ADMISSION ELIGIBILITY:**

- i. A candidate who has passed three-year degree programme of Bachelor of Arts (Psychology or Counselling and Psychotherapy or Bachelor of Science or relevant subject) or any graduate having psychology or relevant subject as a subject of U G degree programme or as Major or Minor of any statutory university.
- ii. Any other Three years bachelor degree graduates of statutory university can take admission but for such students, it will be mandatory to earn minimum 24 credits from prescribed Additional course work / Pre-requisite course. Throughout the duration of this programme, if the prescribed Additional course work / Pre-requisite course is not successfully completed, the result of second semester (of this P. G. Diploma Programme) will not be declared.

### **SPECIAL CHARACTERISTICS OF THIS PROGRAMME :**

Commitments for learner:

- Student commits that he/she will attend the classes regularly.
- Student commits that he/she will go thoroughly comprehensive learning activities and try out them in scenario of lifelong learning.
- Student commits that he/she will involve Community Learning Programme.
- Student commits that he/she will go thoroughly the methods of teaching learning.
- Student commits that he/she will find more tools and techniques.

### **PROGRAMME OUTCOMES (POs)**

The department is mainly involved in imparting both theoretical and field work knowledge to students in the subject. The **Advance Diploma** in counselling and psychotherapy aims to train students in counselling and psychotherapy wherein research and testing principles could be used to probe psychological problems. The PG Programme aims at the following:

- To equip the students with the latest sociological knowledge, research aptitudes and skills.
- To provide opportunities and encourage students for carrying on research works and participate in higher level.
- Seminars/Workshops/Conferences are held at intervals.
- To encourage the students for various competitive examinations ie SET /NET/MPSC UPSC etc.
- To encourage our students for various extracurricular and extension activities.
- Student learn how to deal with people facing severe mental illness and conditions that would require long term treatment career and rehabilitation.
- The programme develops client's ability to establish and maintain relationships.
- Student in this programme are trained to select various types of psychological tools in research.

It is to be noted that a number of students of our Department have passed through NET/SET/MPSC/UPSC/other Competitive examinations and some of them have been working as teachers, lecturers, office personnel in Government Organizations and NGOs and businessmen.

**PROGRAMME SPECIFIC OUTCOMES (PSOs):**

- Postgraduate students will be able to understand concept of abnormal psychology
- Postgraduate students will be able to understand personality and developmental disorders.
- Postgraduate students will be able to gain fundamental knowledge of primary and advanced psychotherapy.
- Students will be able to understand process of different fields of counselling.
- Understand teaching learning process.
- Students will be able to understand fundamental knowledge of scientific methods and research.
- Students will be able to write research proposal, thesis, research paper etc.

**EMPLOYABILITY/ PLACEMENT POTENTIAL OF THE PROGRAMME:**

**(I) Psychotherapist**

As a psychotherapist you have to work with individuals, couples, groups or families, and help them to overcome their psychological issues, including emotional and relationship-related issues, stress and even addiction.

**(II) Social worker and Social Psychology**

Social workers may work within schools, homes, hospitals or other public agencies and will tend to specialize in working with children and families or vulnerable adults.

(III) Counselling is often a form of talking therapy and can encompass areas including marriage and family, health, abuse, rehabilitation, education, grief, mental health, career guidance. As a counsellor you'll be involved in helping clients come to better terms with their lives and experiences through exploration of feelings and emotions.

(IV) Psychology careers are available in education nowadays, number of private schools offer school counsellors job to psychology students. This is a role concerned with the development of young people in educational settings, with the aim of enhancing learning and dealing with Social and emotional issues or learning difficulties.

**(V) Psychology careers in research**

Psychology careers in research may be based within research agencies, public and private organizations or in universities. University-based careers vary but tend to combine research and teaching. Research careers within other sectors are even more wide-ranging but could mean contributing to governmental policy development or issues of importance for industry.

**(VI) Media and advertising**

Psychology graduates can impart valuable insights into human behavior, as well as offer the ability to analyse problems, listen attentively, give considered responses and act with empathy and reason. Because of this, media role within all departments including management, production, scheduling and writing are well within reach for psychology graduates.

**(VII) Human resources and communications careers**

Psychology is all about understanding people and how they think, making human resources and communications careers another good match. These roles, available in both the public and private sectors, encompass areas such as employee satisfaction, professional development, training, recruitment, PR, payroll and internal communications.

**(VIII) Business and management careers**

Business and management careers are another good option for psychology graduates. However, further training and work experience are likely to be required before entering managerial roles, you could start out by pursuing careers within business consultancy, marketing, sales, advertising or business development, before working your way up the ladder.

**Learning outcomes descriptors for a higher education qualification at level 6 on the NHEQF**

The Bachelor’s degree (Honours/ Honours with Research) or the Advance Diploma is awarded to students who have demonstrated the achievement of the outcomes located at level 6 on the NHEQF.

**Descriptors for qualifications at levels 6 on the NHEQF**

Element of the descriptor	NHEQF level descriptors
Knowledge and understanding	<b>The graduates should be able to demonstrate the acquisition of:</b> <ul style="list-style-type: none"><li>• Advanced knowledge about a specialized field of enquiry, with depth in one or more fields of learning within a broad multidisciplinary/ interdisciplinary context.</li><li>• A coherent understanding of the established methods and techniques of research and enquiry applicable to the chosen fields of learning.</li><li>• an awareness and knowledge of the emerging developments and issues in the chosen fields of learning,</li><li>• Procedural knowledge required for performing and accomplishing professional tasks associated with the chosen fields of learning.</li></ul>
General, technical and professional skills required to perform and accomplish tasks	<b>The graduates should be able to demonstrate the acquisition of:</b> <ul style="list-style-type: none"><li>• a range of cognitive and technical skills required for performing and accomplishing complex tasks relating to the chosen fields of learning,</li><li>• cognitive and technical skills relating to the established research methods and techniques,</li><li>• cognitive and technical skills required to evaluate complex ideas and undertake research and investigations to generate solutions to real-life problems,</li><li>• generate solutions to complex problems independently, requiring the exercise of full personal judgment, responsibility, and accountability for the output of the initiatives taken as a practitioner</li></ul>
Application of knowledge and skills	<b>The graduates should be able to demonstrate the ability to:</b> <ul style="list-style-type: none"><li>• apply the acquired advanced technical and/or theoretical knowledge and a range of cognitive and practical skills to analyze the quantitative and qualitative data gathered drawing on a wide range of sources for identifying problems and issues relating to the chosen fields of learning,</li><li>• Apply advanced knowledge relating to research methods to carry out research and investigations to formulate evidence-based solutions to complex and unpredictable problems.</li></ul>
Generic learning outcomes	<b>The graduates should be able to demonstrate the ability to:</b> <ul style="list-style-type: none"><li>• listen carefully, read texts and research papers analytically, and present complex information in a clear and concise manner to different groups/ audiences,</li><li>• communicate technical information and explanations, and the findings/ results of the research studies relating to specialized fields of learning,</li><li>• Present in a concise manner one’s views on the relevance and applications of the findings of research and evaluation studies in the context of emerging developments and issues.</li><li>• meet own learning needs relating to the chosen fields of learning,</li><li>• Pursue self-paced and self-directed learning to upgrade knowledge and skills that will help accomplish complex tasks and pursue a higher level of education and research. The graduates should be able to demonstrate:</li><li>• a keen sense of observation, enquiry, and capability for asking relevant/ appropriate questions, the ability to problematize, synthesize and articulate issues and design research proposals,</li><li>• the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships,</li></ul>

	<ul style="list-style-type: none"> <li>• the capacity to develop appropriate tools for data collection,</li> <li>• the ability to plan, execute and report the results of an experiment or investigation,</li> <li>• the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in own research work, regardless of the funding authority or field of study,</li> <li>• Examine and assess the implications and consequences of emerging developments and issues relating to the chosen fields of study based on empirical evidence.</li> <li>• make judgment in a range of situations by critically reviewing and consolidating evidence,</li> <li>• exercise judgment based on evaluation of evidence from a range of sources to generate solutions to complex problems, including real-life problems, associated with the chosen field(s) of learning requiring the exercise of full personal responsibility and accountability for the initiatives undertaken and the outputs/outcomes of own work as well as of the group as a team member.</li> </ul>
Constitutional, humanistic, ethical, and moral values	<p><b>The graduates should be able to demonstrate the willingness and ability to:</b></p> <ul style="list-style-type: none"> <li>• Embrace and practice constitutional, humanistic, ethical, and moral values in life.</li> <li>• Adopt objective, unbiased, and truthful actions in all aspects of work related to the chosen field(s) of learning and professional practice.</li> <li>• Present coherent arguments in support of relevant ethical and moral issues.</li> <li>• Participate in actions to address environmental and sustainable development issues.</li> <li>• Follow ethical practices in all aspects of research and development, including avoiding unethical practices such as fabrication, falsification, or misrepresentation of data or committing plagiarism.</li> </ul>
Employability and job-ready skills, and entrepreneurship skills and capabilities/ qualities and mind set	<p><b>The graduates should be able to demonstrate the acquisition of knowledge and skills required for:</b></p> <ul style="list-style-type: none"> <li>• adapting to the future of work and to the demands of the fast pace of technological developments and innovations that drive a shift in employers' demands for skills, particularly with respect to the transition towards more technology-assisted work involving the creation of new forms of work and rapidly changing work and production processes.</li> <li>• Managing complex technical or professional activities or projects, requiring the exercise of full personal responsibility for the output of own work as well as for the outputs of the group as a member of the group/team.</li> <li>• Exercising supervision in the context of work having unpredictable changes.</li> </ul>

**Additional Course Work / Pre -Requisite Course of Minimum 24 Credits for those Students who have not opted 'Psychology' as Subject of Degree Programme or as Major or Minor in 3 Years U. G. Degree programme but had taken admission in this Advance Diploma in Counselling and Psychotherapy.**

Sr. No.	Code of the Subject/Course	Type of Course	Title of the Course/Subject	Total Learning Hours	Credit
1	PRREQ PSY01	Additional Course Work / Pre –Requisite course	Basic Concept of Counseling and Psychotherapy I	60	04

**Cos:**

- Through this course, students know about fundamental and advance methodology in research.
- To impart the required Counselling techniques to guide parents
- Gain the knowledge of concept and various fields of counselling.
- The students will be able to understand how our behavior changes by social influence.
- Students will diagnose and analyze various mental disorders based on clinical features.
- Understand the Assessing Intelligence and know the theories of Intelligence

Unit	Content	Hours
<b>Unit I Research Methodology</b>	<b>Scientific Research:</b> <ul style="list-style-type: none"> <li>• Meaning, Stages in Research Types of Research.</li> <li>• Problems</li> <li>• Sampling</li> <li>• Hypothesis</li> </ul>	<b>10</b>
<b>Unit II Child Counselling</b>	<b>Nature and principles of Development</b> <ul style="list-style-type: none"> <li>• process of Heredity;</li> <li>• Genetic Abnormalities Genetic Counselling</li> </ul>	<b>10</b>
<b>Unit III Counselling Psychology</b>	<b>Introduction to Counselling</b> <ul style="list-style-type: none"> <li>• Concept,</li> <li>• Historical Antecedent,</li> <li>• Goals and</li> <li>• Current Trends of Counselling, Ethical Issues in Counselling</li> </ul>	<b>10</b>
<b>Unit IV Applied Social Psychology</b>	<b>Social Psychology:</b> <ul style="list-style-type: none"> <li>• A working definition</li> <li>• social Psychology</li> <li>• Scientific Nature</li> <li>• Brief History of Social Psychology: what we learn from it?</li> </ul>	<b>10</b>
<b>Unit V Developmental Psychopathology</b>	<b>Internalizing Disorders:</b> <ul style="list-style-type: none"> <li>• Anxiety Disorders</li> <li>• Childhood depression conversion reaction</li> <li>• Obsessive compulsive behavior</li> <li>• (Causes &amp; intervention</li> </ul>	<b>10</b>
<b>Unit VI Psychological Assessment</b>	<b>Intelligence Testing:</b> <ul style="list-style-type: none"> <li>• Stanford-Binet Scales</li> <li>• Wechsler Scales,</li> <li>• Bhatia's Battery of Intelligence.</li> </ul>	<b>10</b>

**Books Recommended:**

1. Merton, Robert: Social Theory and Social Structure Goode, W and Hatt P.
2. Methods in Social Research Bee, H. (1985)
3. The Developing Child. Fourth Edition, Harper & Row Publishers, USA.
4. Deshpande, Chandra shekhar : Samopadeshana Praksriya, Pune
5. Band, Tim (1997) Standards and Ethics for Counselling in Action, New Delhi: SAGE
6. Aggarwal, J. C., (1998)
7. Career information & Career Guidance: Theory & Practice, Doaba House, New Delhi.
8. Baron, R. A., & Branscombe, N.R., (2012)
9. Social Psychology (13th Ed). New Delhi: Pearson. Alloy, L. B.; Riskind, J. H. and Manos, M. J. (2006).
10. Abnormal Psychology: Current Perspectives, 9th ed. Tata McGraw Hill, New Delhi.
11. कहाडे डॉ.बी. एम. शाहीय साशोधन पद्धती, जपापळापुरे अँड का . पि&लशिस नागपूर.



Sr. No.	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Learning Hours	Credit
2	PRREQ PSY02	Additional Course Work / Pre–Requisite Course	Basic Concept of Counselling and Psychotherapy II	60	04

**Cos:**

- Students will understand key psychological approaches and research methods.
- Focus on the behavioral factors in the fields of health counselling
- students know to cope with Stress
- Understand the period of development the significance of age and discuss development issue.
- Students will learn about the foundational concepts cognitive psychology, historical development, key theoretical approaches, and research methods in cognitive psychology, as well as its current status and paradigms.
- Introducing Students to Parental Counselling

Unit	Content	Hours
<b>Unit I Fundamentals of Psychology</b>	<b>Introduction to Psychology</b> <ul style="list-style-type: none"> <li>• Definition and goals of Psychology</li> <li>• Schools of Psychology: Psychodynamic,</li> <li>• Behaviorism</li> <li>• Humanistic</li> <li>• Cognitive.</li> </ul>	<b>10</b>
<b>Unit II Health Counselling</b>	<b>Introduction to Health Counselling :</b> Definition, Nature, Scope Bio psychosocial Model of Health.	<b>10</b>
<b>Unit III Stress and Coping</b>	<b>Stress &amp; Coping:</b> <ul style="list-style-type: none"> <li>• Nature Definition of stress Types of Stress,</li> <li>• Causes Consequences,</li> </ul> <b>Coping:</b> <ul style="list-style-type: none"> <li>• Meditation,</li> <li>• Yoga,</li> <li>• Diaphragmatic Breathing, Progressive muscular relaxation,</li> <li>• Biofeedback,</li> <li>• Music therapy</li> </ul>	<b>10</b>
<b>Unit IV Human Development</b>	<b>Concept of human Development,</b> Growth and Development Biological Perspectives	<b>10</b>
<b>Unit V Cognitive Psychology</b>	<b>Introduction To Cognitive psychology</b> Origin and Brief History of Cognitive Psychology : <ul style="list-style-type: none"> <li>• Current status of cognitive psychology</li> <li>• Modern cognitive psychology</li> </ul>	<b>10</b>
<b>Unit VI Parental Counselling</b>	<b>Nature and Definition of Parental Counselling</b> <ul style="list-style-type: none"> <li>• Characteristics of Good Parenting</li> <li>• Challenges of Parenting</li> </ul>	<b>10</b>

**Books Recommended:**

- 1) Ciccarelli, S. and Mayer (2008) : Psychology ,Pearson-Longman South Asia Edition.
- 2) Asken, M, and Medical Psychology: Toward definition Classification and Organization, Professional Psychology (1979)
- 3) Manika Gosh (2015). Health Psychology-concepts in Health and Well-Being. Pearson Publication Delhi.
- 4) Matlin, M. (1994). Cognition. Prism India Books
- 5) Barabara, E (2006). Personality Theories (7 thed). New York: Houghton mifflin Company

### Practical

Sr. No.	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Learning Hours	Credit
3	PRREQ PSY03	Additional Course Work / Pre–Requisite Course	Practical	120	04

### Cos

- The student get acquainted to assess the ability to recall series of discrete stimuli such as digit letters, words, sounds.
- By the depth perception test the students get acquainted to demonstrate experimentally the perception of distance.
- The students are able to evaluate the presence and severity of death anxiety.
- The students are able to assess symptoms of social anxiety.

### List of Practical/ Laboratory Experiments / Activities, etc.

Name of Practical
<ul style="list-style-type: none"> <li>• Memory Span (Experiment)</li> </ul>
<ul style="list-style-type: none"> <li>• Depth Perception (Experiment)</li> </ul>
<ul style="list-style-type: none"> <li>• Death Anxiety (Psychological Test)</li> </ul>
<ul style="list-style-type: none"> <li>• Social Phobia Scale (Psychological Test)</li> </ul>

## Credit Distribution of Additional Course Work / Pre -Requisite Course

Sr. No.	Course Code	Subject Name	Credit
1.	PRREQ PSY01	Basic Concept of Counselling and Psychotherapy I	4
2.	PRREQ PSY02	Basic Concept of Counselling and Psychotherapy II	4
3.	PRREQ PSY03	Practical	4
4.	PRREQ PSY04	Seminar on Above Paper	4
5.	PRREQ PSY05	Assessment/ Life Skills including Employment Skills/ Social/ Community Work	4
6.	PRREQ PSY06	Digital learning / Filed visit / Filed project	2
7.	PRREQ PSY07	Case Study / Home Assignment	2
		<b>Total</b>	<b>24</b>

### The Evaluation Mechanism is as under (Internal Assessment / Evaluation / Examination)

#### The evaluation system of Introduction to Basic concept of Counselling - I

- A theory paper based on 6 units descriptive type of maximum 40 marks duration 2 hours.
- Examination with MCQ of 20 marks based on all 6 units.

#### The evaluation system of Introduction to Basic concept of Counselling - II

- A theory paper based on 6 units descriptive type of maximum 40 marks duration 2 hours.
- Examination with MCQ of 20marks based on all 6 units.

#### The evaluation system of Practical

- Candidate has to do practical.
- Student should take part in above mention practical will be record submitted.

#### The evaluation system of Seminar on above Papers

- Candidate has to deliver 4 seminars any 2 topics from theory paper-I (Basic concept of Counselling - I) and any 2 topics from theory paper-II (Basic concept of Counselling - II) Seminar Report will have to be submitted.

#### The evaluation system of Social community work

- By organising daily task within the society
- By interacting effectively within their community environment

#### Evaluation system for Case Study write any two case study

- Organizing any one Training Program /Workshop in marginalized group
- Implementation of Training/ workshop

#### The evaluation system of Digital learning

- \Test and quizzes are useful for measuring the learning outcome of learner
- Observation and performance reviews are helpful for evaluating the results.

#### The evaluation system of Field visit.

- Students will visit to the Gove. Hospitals psychiatric ward / De-addiction Center/ Family Court and understand their working system.
- A report of the activities will be submitted.

#### Evaluation system for Home assignment

- Assignment will be taken in written form from the student on various subjects
- Assignment will be prepared from the students by giving any two questions as per the syllabus.

## Special Note:

- It is self-learning / online / through SWAYAM or may be organized MOOC platform course the teachers / faculty of department / Institute / College will facilitate the learning and assessment of the course.
- All those students who have not studied the course of Psychology or relevant subject will have to do Pre-requisite course and earn 24 credits.
- Psychology graduates are exempted from this course.
- Assessment / Examination and Evaluation of this Additional course work / Pre-requisite course will be done through Internal Assessment Process at level of Department / Institute.
- The course completion certificate will be submitted by Head of the Department / Institute to the Examination Section of the University, before completion of second semester university examination of that academic year.
- The undertaking along with the list of those students who do not require the Additional Course Work / Pre-requisite Course will be simultaneously submitted by the Head of University Department / Principal / Head of the Institute to the Examination Center.
- It is compulsory to the admitted student (non-psychology graduates) to Complete Additional course work / Pre-Requisite Course in the first Semester & second Semester of the current academic year.
- The evaluation of the said Additional course work / Pre-requisite course will be done under the concerned Department / Institute. The subject expert of the regarding programme or course, Institute will have authority to conduct the evaluation.
- The complete outline of the Additional course work / Pre-requisite course is given at the beginning of the syllabus of the said course.

## Part – B

**Sant Gadge Baba Amravati University, Amravati.**  
**Faculty: Interdisciplinary Studies**  
**Two Year – four Semester Programme-NEP v24**  
**Advance Diploma in Counselling and Psychotherapy**  
**Semester I**

Sr. No	Code of the Course	Code of the Subject	Title of the Course/Subject	Total Learning Hours	Credit
1.	RM and IPR	PGDC 101	Research Methodology- I	60	04
2.	DSC I.1	PGDC 102	Fundamentals of Psychology	60	04
3.	DSC II.1	PGDC 103	Fundamentals of Counselling and Fields of Counselling	60	04
4.	DSC III.1	PGDC 104	Psycho-Diagnostics	60	04
5.	DSE I	PGDC 105 A PGDC 105 B	Human Development and Family Relationship OR Cognitive Psychology	60	04
6.	DSC I.1 LAB	PGDC 106	Practical	60	02
7.	Experiential learning /life skills / self-study / field visits / Digital learning / Assessment / Evaluation and Examination etc.			240	Included Above
Total				Minimum 600 Learning Hours	22

This course consists of eight laboratory experiments/Tests, Analysis of a Film/Case and seminar. Each student shall complete eight experiments and submit record book containing reports of experiment, Tests, Analysis of a Film/Case and Seminar.

### 1) Experiments (Any Four)

1. Substitution Learning
2. Memory Span
3. Recall and Recognition
4. Mental Set
5. Muller Lyer Illusion
6. Habit interference
7. Effect of knowledge of result on performance
8. Judgement of Emotion

### 2) Test (Any Four)

1. Intelligence
2. Creativity
3. Emotional Intelligence
4. Personality
5. Aptitude
6. Attitude

**3) Visits- Four-** Visits to Agencies like Family Court, Observation Homes, Central Prison, Hospitals, De –addiction Centre, Family Counselling Centre etc. A student has to prepare & present a PPT based on his/her given visit (Any one)

### 4) Viewing & Analysis of a film based on Psychological Disorder.

**Advance Diploma in Counselling and Psychotherapy**  
**Semester II**

Sr. No	Code of the Course	Code of the Subject	Title of the Course/Subject	Total Learning Hours	Credit
1.	DSC I.2	PGDC 201	Abnormal Psychology I	60	04
2.	DSC II.2	PGDC 202	Psychotherapy I	60	04
3.	DSC III.2	PGDC 203	Counselling Skills and Practices	60	04
4.	DSE II	PGDC204 A OR PGDC 204 B	Vocational Guidance and Counselling  OR  Personality Theories	60	04
5.	DSC I.2 LAB	PGDC 205	Practical	60	02
6.	OJT, Internship/ Field Projects.		If the student opts to exit the programme after I year then -# On Job Training, Internship / Apprenticeship; Field projects Related to Major (120 Hrs)		04*
7.	Experiential learning /life skills / self-study / field visits / Digital learning / Assessment / Evaluation and Examination etc.			300	Included Above
Total				Minimum 600 Learning Hours	18 +4*

**1) Test (Any Eight) :**

1. Eysenck's Personality Questionnaire [EPQ]
2. Self-Concept Inventory
3. Aggression Scale
4. Death Anxiety Scale
5. Youth Problem Check List
6. Mental Status Examination
7. Depression Scale
8. Stress Scale
9. Social Maturity Scale
10. Old Age Adjustment Inventory
11. Mental Health Inventory
12. TAT/Rorschach Ink Blot Test

**2) Internship**

- Two case studies (presentation and report) to be conducted on psychological disorders.
- Presentation of report of Internship a power point presentation shall be made by the examinee pertaining to the internship 120 hours, in the presence of external examiner. An examiner has to face and answer the questions asked by the examiner with regards personal and technical preparations for internship and experiences gained during internship.

**Sant Gadge Baba Amravati University, Amravati.**  
**Faculty: Interdisciplinary**  
**Two Year – four Semesters Programme-NEPv24**  
**Advance Diploma in Counselling and Psychotherapy**  
**Semester: I**

Sr. No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Learning Hours	Credit
1	RM and IPR	PGDC 101	Th-Major	Research Methodology and Intellectual Property Right	60	4

**Cos:**

- Through this course, students know about fundamental and advance methodology in research.
- The main objective of the IPR is to make the students aware of their rights for the protection of their invention done in their project work.
- To get registration in our country and foreign countries of their invention, design and thesis
- To get registration of Theory written by the students during their project work and for this they must have knowledge of Patents, copy right.
- To have knowledge of trademarks Designs and information Technology Act.
- To be acquainted by different types of IPR's.

Unit	Content	Hours
Unit I	<b>Social Research:</b> <ul style="list-style-type: none"> <li>• Objectives</li> <li>• Characteristics</li> <li>• Importance</li> <li>• utility of Social Research</li> </ul>	10
Unit II	<b>Major steps in Scientific Research:</b> <ul style="list-style-type: none"> <li>• Formulation of Research Problems:</li> <li>• Selection of the Problems</li> <li>• Hypothesis</li> <li>• Sources of Hypothesis</li> </ul>	10
Unit III	<b>Data Collection :</b> <ul style="list-style-type: none"> <li>• Primary sources of data</li> <li>• Secondary sources of data</li> <li>• Tools of Data Collection</li> <li>• Interview: Main Steps of Interview Techniques, Qualities of good interviewer.</li> </ul>	10
Unit IV	<b>Scaling Techniques :</b> <ul style="list-style-type: none"> <li>• The Bogardus social distance scale,</li> <li>• Stoichiometric Scale.</li> <li>• Validity in Social Research</li> <li>• Reliability in Social Research</li> </ul>	10
Unit V	<b>Problems of Study in Social Research :</b> <ul style="list-style-type: none"> <li>• Nature of social phenomena</li> <li>• Objectivity: meaning</li> <li>• Difficulties in objectivity</li> <li>• Significance of objectivity</li> </ul>	10
Unit VI	<b>Intellectual Property Rights:</b> <ul style="list-style-type: none"> <li>• Introduction to IPR :Nature of Property</li> <li>• Meaning of Intellectual Rights.</li> <li>• Patent Rights</li> <li>• Copy right</li> </ul>	10



## Reference Books:

- 1) Merton, Robert: Social Theory and Social Structure
- 2) Goode, W and Hatt P. Methods in Social Research
- 3) Jahoda, M. Deuteck and cook : Research Methods in Social Relation.
- 4) Festinger, L.D. and Katz, D (ed): Research Methods in behavioural Sciences.
- 5) Modge, J. Hie tools of Social Sciences
- 6) Young, P.V. Scientific Social Survey and Research.
- 7) Lazaras, Field P. (Ed): Language of social Research.
- 8) Wilkinson, T.S. and .P.L. Bhandarkar: Methodology and Techniques of social Research, Himalaya Publishing House, Bombay.
- 9) P. Qarrett: Statistics in Education and Psychology.
- 10) Mueller and Schuessler: Stastical Resioning in Sociology.
- 11) P. Saravanavel: Research Methodology.
- 12) Bose, Pradip Kumar : Research Methodology, New Delhi, ICCSR
- 13) D.A. Devaus, 1 986: Surveys in Social ResearchJ London
- 14) Punch, Keith 1 986: Introduction to Social Research.
- 15) Mukharjee P.N. 2000 Methodology in social Research.
- 16) पु.ल. भाडारकर :सामाजिक साशोधन पद्धती,महाराष्ट्र राज्य उद्योगजनजिम्मी माडळ, नागपूर.
- 17) वाळिंपेयी एस. आर. : सामाजिक अनुसांधान और सवेण
- 18) सतपाल हेला :सामाजिक सवेण और अनुसांधान के मुलतवे
- 19) खैरनार जदलीप, राऊतया. जकशोर :सामाजिक साशोधन पद्धती.
- 20) आगलावे डॉ. जदप, सामाजिक साशोधन पद्धतीशा व तये, साईनाथ प्रकाशन नागपूर.
- 21) कहाडे डॉ.बी. एम. शाहीय साशोधन पद्धती, जपापळापुरे अँड का . पिबलशिस नागपूर.
- 22) घाटोळे रा.ना. समाजशाहीय साशोधन पद्धती व तवे, आी. मागेश्य काशन नागपूर.
- 23) बौलदक सापदा हक: डॉ. जव.म. गोजवलकर, डायमाड पिबलके शन
- 24) बौलदक सापदा हक: वष आजण समया, डॉ. ियाी नेमाडे, प्रशात पिबलके शन
- 25) Intellectual Property Rights in India, V. K. Ahuja, Volume 1 & Volume 2.
- 26) Encyclopaedia of Social Science

## Advance Diploma in Counselling and Psychotherapy

### Semester: I

Sr. No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Learning Hours	Credit
2	DSC-II.1	PGDC 102	Th-Major	Fundamentals of Psychology	60	4

#### Cos:

- Students will understand key psychological approaches and research methods.
- Students will learn about the brain, nervous system, and biological bases of behavior.
- Students will explore major branches of psychology and their interdisciplinary connections.
- Students will grasp the fundamentals of motivation, emotion, and related theories.
- Students will study the concepts, types, and theories of intelligence and personality.
- Students will understand and apply different learning theories and conditioning methods.

Unit	Content	Hours
<b>Unit I</b>	<b>Introduction to Psychology</b> <ul style="list-style-type: none"> <li>• <b>Definition and goals of Psychology, schools of Psychology:</b> Psychodynamic, behaviorism, humanistic, Cognitive.</li> </ul> <b>Methods of Psychology-</b> <ul style="list-style-type: none"> <li>• Experimental,</li> <li>• Observation,</li> <li>• Survey,</li> <li>• Correlational and clinical method.</li> </ul>	<b>10</b>
<b>Unit II</b>	<b>Biological bases of behavior:</b> <ul style="list-style-type: none"> <li>• Function and structure of neuron,</li> <li>• Spinal cord and brain.</li> <li>• Autonomic nervous system</li> </ul>	<b>10</b>
<b>Unit III</b>	<b>Branches of Psychology</b> <ul style="list-style-type: none"> <li>• Relationship with other sciences</li> <li>• Social Psychology, Health, Educational, Industrial Psychology.</li> <li>• Nero Psychology</li> <li>• Developmental Psychology</li> <li>• Clinical Psychology</li> <li>• Francis Psychology</li> </ul>	<b>10</b>
<b>Unit IV</b>	<b>Motivation and Emotion</b> <ul style="list-style-type: none"> <li>• <b>Motivation:</b> Definition, Motivational cycle, types of motives: Physiological, Psychological, Social motives. Hierarchy of motives</li> <li>• <b>Emotions:</b> Definition, characteristics, physiological changes in emotion, role of limbic system. Theories of emotion- James-Lange, Cannon-Bard, Schechter Singer theory.</li> <li>• <b>Coping Mechanism</b></li> </ul>	<b>10</b>
<b>Unit V</b>	<b>Intelligence and Personality</b> <ul style="list-style-type: none"> <li>• <b>Intelligence:</b> Definition, types, the concept of IQ, distribution of IQ, types of intelligence, measurement, Theories of intelligence-Banet, Spearman, Thurston, and Guilford.</li> <li>• <b>Personality:</b> Nature, definition, Personality measurement, Trait and type approach. Determinants of personality: heredity and environment)</li> </ul>	<b>10</b>

<b>Unit VI</b>	<b>Learning and Memory</b> <ul style="list-style-type: none"> <li>• <b>Learning:</b> Definition, Types of learning, Methods of learning : imitation, Classical and instrumental conditioning, trial and error, insight learning</li> <li>• <b>Memory:</b> Definition, stages of memory, sensory memory, short-term memory and long-term memory. Methods to measure retention, techniques to improve memory</li> </ul>	<b>10</b>
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#### Reference Books:

- 1) Myers, D. G. (2013): Psychology, McMillan, New Delhi.
- 2) Ciccarelli, S. and Mayer (2008): Psychology, Pearson-Longman South Asia Edition.
- 3) Baron and Misra (2016): Psychology(5<sup>th</sup>ed.) Pearson, New Delhi.
- 4) Passer, M. W. and Smith, R. E. (2007): Psychology: The Science of Mind and Behaviour; Tata McGraw-Hill, New Delhi.
- 5) Thompson Wadsworth. Introduction to Psychology, Gateways to Mind and Behaviour. Singapore.
- 6) जससरे ली आजणमेयर (२००८) : अमृताओक, शोभना अह्यांकर आजण जशला गोळाजवलकर) मानसशास्त्र: जपयर्सन दजेण आजशया आवती.
- 7) जनशा मुधडा आजण शजशकात खलाने (२०१३) मानसशास्त्राची मुलतऱवे : अथिव जकाशन,
- 8) जहरवे आजण तडसरे (२००६) : सामाज्य मानसशास्त्र, फडके जकाशन, कोटहापरू.
- 9) ईनामदार, गाडेकर आजण पाटील (२००६) आधुजनक सामाज्य मानसशास्त्र, डायमाड जकाशन, पुणे.
- 10) पाजडत, कुळकणी आजण गोरे (१९९९) : सामाज्य मानसशास्त्र, जपापराळे जकाशन, नागपरू.
- 11) बडगुजर बांछाव आणि िशदे (२००६) सामाज्य मानसशास्त्र जवळा जकाशन, औरंगाबाद.
- 12) पांये ठी. एस. (२०१५): आधुजनक सामाज्य मानसशास्त्र, जवळा जकाशन, औरंगाबाद.
- 13) बोडे आर. आर. (२००२) बोधजनक मानसशास्त्र, छाया जकाशन, औरंगाबाद.
- 14) जनाबाळकर, के. पी. (२०१६): मानसशास्त्रीय जयोग आजण पररण, सायकोलॉकॅन,वधा.
- 15) देशमुख, एन. एच. (२००७) : अह्यास कौशलय, वेदमुळा जकाशन, अमरावती

## Advance Diploma in Counselling and Psychotherapy

### Semester: I

Sr. No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Learning Hours	Credit
3	DSC-III.1	PGDC 103	Th-Major	Fundamentals of counselling and fields of counselling	60	4

**Cos :**

**Student should be able to:**

- Gain the knowledge of concept and various fields of counselling.
- To understand the proper process of Counselling
- To apply family therapy to clients.
- To do basic counselling of needy people in education sectors
- To able to solve various types of problems faced by major health issues.
- To able to solve various types of problems faced by industrial workers.

Unit	Content	Hours
<b>Unit I</b>	<b>Introduction to Counselling and Family Therapy</b> <ul style="list-style-type: none"> <li>• Counselling: Meaning, Scope and Goals of Counseling.</li> <li>• Types of Counselling</li> <li>• Characteristics of Effective Counsellor</li> <li>• Ethics in Counselling</li> </ul>	<b>10</b>
<b>Unit II</b>	<b>Understanding Counselling as a Process</b> <ul style="list-style-type: none"> <li>• Essential factors in counselling process</li> <li>• Stages of the counselling process</li> <li>• Professional issues of Counsellor</li> </ul>	<b>10</b>
<b>Unit III</b>	<b>Schools of Family Therapy &amp; Modalities of Counselling</b> <ul style="list-style-type: none"> <li>• Solution Focused and Strategic Family Therapy</li> <li>• Cognitive Behavioral Family Therapy</li> <li>• Integrated Approach to Family Therapy</li> <li>• Family Interviewing</li> <li>• Crisis Intervention</li> <li>• Supportive Counselling</li> <li>• Psycho-education Unit</li> </ul>	<b>10</b>
<b>Unit IV</b>	<b>EDUCATIONAL COUNSELLING</b> Meaning, Scope and Types of Educational Counseling <ul style="list-style-type: none"> <li>• Emotional and Behavioral Problems</li> <li>• School Difficulties</li> <li>• Child/Adolescent with Disability</li> <li>• Parent Training</li> <li>• Dealing with victims of child sexual abuse</li> </ul>	<b>10</b>
<b>Unit V</b>	<b>HEALTH COUNSELLING</b> Meaning, Scope and of Health Counseling <ul style="list-style-type: none"> <li>• Working with Chronic Illness</li> <li>• Dealing with HIV/AIDS</li> <li>• Dealing with Cancer Patients</li> <li>• Dealing with Substance Abuse Unit</li> <li>• Dealing with Deliberate Self Harm</li> </ul>	<b>10</b>
	<b>INDUSTRIAL COUNSELLING</b> Meaning, Scope and of Industrial Counseling	

<b>Unit VI</b>	<ul style="list-style-type: none"> <li>• Organizational Behavior,</li> <li>• Role overload,</li> <li>• Occupational Stress,</li> <li>• Labor –Management crisis,</li> <li>• Psychological &amp; Mental health Problems,</li> <li>• Absenteeism,</li> <li>• Maladjustment</li> </ul>	<b>10</b>
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**Reference Books:**

1. Band, Tim (1997) Standards and Ethics for Counselling in Action, New Delhi: SAGE
2. Aggarwal, J. C., (1998) Career information & Career Guidance: Theory & Practice, Doaba House, New Delhi.
3. Cochran, Larry, D., and Crow, Alice (1962) An Introduction to Guidance: Basic Principal and Practice, Eurasia Publication House Ltd. New Delhi
4. Deshpande, Chandra shekhar :Samopadeshan Praksriya, Pune

## Advance Diploma in Counselling and Psychotherapy

### Semester: I

Sr. No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Learning Hours	Credit
4	DSC-IV.1	PGDC 104	Th-Major	Psycho-diagnostics	60	4

**Cos:**

**Student should be able to:**

- Know the History of Clinical Psychology and understand the detail concept of clinical psychology
- Understand the pillars of Clinical Psychology.
- Understand the detail concept of Interviewing an Observation, To develop the observation skills and know different of Interviewing & observation
- Understand the Assessing Intelligence and know the theories of Intelligence
- Familiarize with psychological test and access basic function. Of the mind & behavior
- Implement of psychological measurement and to implement & understand different types of assessment measure.

Unit	Content	Hours
<b>Unit I</b>	<b>The Evolution of clinical psychology and contemporary clinical Psychology:-</b> <ul style="list-style-type: none"> <li>• Defining the nature and scope of clinical psychology</li> <li>• Mental health professions</li> <li>• A brief History of clinical psychology</li> </ul>	<b>10</b>
<b>Unit II</b>	<b>Activities of clinical psychologists</b> <ul style="list-style-type: none"> <li>• Employment Settings</li> <li>• The two pillars of clinical psychology: Science and ethics</li> <li>• Training in clinical psychology</li> <li>• Licensure in clinical psychology</li> </ul>	<b>10</b>
<b>Unit III</b>	<b>Assessment: Interviewing and Observation</b> <ul style="list-style-type: none"> <li>• Ethical issues: Limits of confidentiality</li> <li>• Unstructured Assessment interviews</li> <li>• Structured Diagnostic Interviews</li> <li>• General Issues in Interviewing</li> <li>• Observations</li> </ul>	<b>10</b>
<b>Unit IV</b>	<b>Assessment: Intellectual and cognitive measures</b> <ul style="list-style-type: none"> <li>• Defining Intelligence</li> <li>• Theories of Intelligence</li> <li>• Assessing Intelligence: The Clinical context</li> </ul>	<b>10</b>
<b>Unit V</b>	<b>Assessment: Self – Report and Projective measures</b> <ul style="list-style-type: none"> <li>• Self-Presentation biases</li> <li>• Developing Culturally appropriate measures</li> <li>• Projective measures of Personality</li> </ul>	<b>10</b>
<b>Unit VI</b>	<b>Clinical Assessment</b> <ul style="list-style-type: none"> <li>• Introduction to Psychological Testing, Principles, Uses and Classification.</li> <li>• Relation and administration of Tests</li> <li>• Personality testing</li> <li>• Aptitude test</li> <li>• Diagnostic psychological testing</li> </ul>	<b>10</b>

**Reference Books:**

1. George R. J. (2000) Psychological Testing: History: Principal & Application, Boston: Allyn & Baeen.
2. Anastasi, A. & Vrbina, S. (1977) Psychological Testing , USA: Prentice Hal
3. Garret, H.E. (1962) Statistic in Psychology & Education, London, Longmans
4. Sarason, I.G. and Sarson, B. R.(2005) Abnormal psychology. N.D. :Dorling Kindersley
5. Caroson, R. C., Butcher, J. N. Mineka,S, and Hooley, J.M.(2007)Abnormal Psychology 13<sup>th</sup>
6. Edition. Pearson Education India
7. Taylor,S.(2006) 6<sup>th</sup> Edition: Health Psychology.N. D: Tata McGhraw- Hill Publication

## Advance Diploma in Counselling and Psychotherapy

### Semester: I

Sr. No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Learning Hours	Credit
5	DSE-IV.I A	PGDC 105 A	Th-Major Elective	Human development and family relationships	60	4

**Cos:**

**Student should be able to:**

- Know the history of Human development
- Know different stages of Human development
- To deal with different challenges.
- Understand the period of development the significance of age and discuss development issue.
- Understand the family theoretical perspective
- To get familiars with family life circle

Unit	Content	Hours
<b>Unit I</b>	<b>Introduction to Human Development</b> <ul style="list-style-type: none"> <li>• Concept of human development, Growth and Development, Biological Perspectives,</li> <li>• Psychoanalytic Theories: Cognitive, Learning and Intelligence Theories, Humanistic,</li> <li>• Ethological and Contextual Theories</li> <li>• Methods of Studying Development, role of nature and nurture in development</li> </ul>	<b>10</b>
<b>Unit II</b>	<b>Parental Development and Infancy</b> <ul style="list-style-type: none"> <li>• Prenatal Development: Genetics, stages, characteristics and hazards of prenatal development</li> <li>• Infancy: The birth process, Types of birth , Complication of childbirth</li> <li>• Infancy: Physical, emotional, major development and hazards in infancy</li> </ul>	<b>10</b>
<b>Unit III</b>	<b>Childhood &amp; Adolescence</b> <ul style="list-style-type: none"> <li>• Early and late childhood: characteristics, physical, social, cognitive and moral Development and hazards</li> <li>• Schooling and Development: Problems in Childhood, ADHD, Autism, learning</li> <li>• Disabilities.</li> <li>• Stages of adolescence: characteristics, physical and cognitive Changes, social, moral and self-development.</li> <li>• Challenges and issues in adolescent development, Role of Parenting</li> </ul>	<b>10</b>
<b>Unit IV</b>	<b>Adulthood and Aging</b> <ul style="list-style-type: none"> <li>• Early adulthood: characteristics and development, vocational adjustments, and family life</li> <li>• Cycle, problems in it.</li> <li>• Middle adulthood: characteristics and development, midlife crisis and adjustments.</li> <li>• Late adulthood: characteristics, physical changes, problems and adjustment Challenges and Issues in aging Process</li> </ul>	<b>10</b>



<b>Unit V</b>	<b>The Family: Theoretical Perspectives</b> <ul style="list-style-type: none"> <li>Diversity in Family Form,: Family Dynamics: Mapping Family Relationships: Family Theories-</li> </ul>	<b>10</b>
<b>Unit VI</b>	<b>Family Life Cycle Stages –</b> <ul style="list-style-type: none"> <li>Family Life Cycle</li> <li>Marriage and the Beginning</li> <li>Child Bearing Families</li> <li>Families with Elementary and Middle School Children</li> <li>Families with Teenagers</li> <li>Families with Middle-aged Parents and Ageing Family Members</li> </ul>	<b>10</b>

**Reference Books:-**

1. Berk L. C.: Child Development (1996) 5<sup>th</sup> edition prentice hall of India PVT. Ltd.
2. Hurlock E. B.: “Developmental Psychology (1999) 6<sup>th</sup> edition TMH, New Delhi
3. Lahey B. B. (1998) Psychology, 6<sup>th</sup> edition TMH, New Delhi
4. Mussen Conger: Child Development.
5. Papalia D. E.: Human Development (2004) 9<sup>th</sup> edition TMH, New Delhi

## Advance Diploma in Counselling and Psychotherapy

### Semester: I

Sr. No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Learning Hours	Credit
5	DSE-IV.I B	PGDC 105 B	Th-Major Elective	Cognitive Psychology	60	4

**Cos:**

**Student should be able to:**

- Students will learn about the foundational concepts, historical development, key theoretical approaches, and research methods in cognitive psychology, as well as its current status and paradigms.
- Students will learn about the different types of attention and perception, the major theories explaining these cognitive processes, and the factors influencing how we process and interpret sensory information.
- Students will learn about the cognitive processes underlying language development, speech perception, reading, speaking, and writing, as well as the factors that influence language comprehension and communication.
- Students will learn about the stages, types, and approaches to problem-solving, including the use of algorithms, heuristics, means-ends analysis, computer simulations, and analogies.
- Students will learn about the phases involved in the decision-making process, from setting goals to evaluating outcomes, as well as various models of decision-making, including Expected Utility Theory, Multi attribute Utility Theory, Image Theory, and Recognition-Primed Decision Making.
- Students will learn about the concept of creativity, how it is defined and measured, and the roles of attitude, cognitive dissonance, and attribution theory in the creative process.

Unit	Content	Hours
<b>Unit I</b>	<b>Introduction To Cognitive psychology</b> A) Origin and Brief History of Cognitive Psychology : i) Current status of cognitive psychology ii) Modern cognitive psychology B) Isms in Cognitive Psychology C) Research Methods of Cognitive Psychology D) Paradigms of Cognitive Psychology (i) Information Processing approach, (ii) Ecological approach	<b>10</b>
<b>Unit II</b>	<b>Attention and Perception</b> A) Attention: i) Divided attention ii) Selective attention B) Theories of Attention i) Filter theory ii) Attenuation theory iii) Late selection theory iv) Multimode theory C) Theories of Perception i) Gestalt ii) Bottom-up iii) Top-down iv) Feature analysis v) Subliminal perception vi) extra sensory perception vii) signal detection theory	<b>10</b>

<b>Unit III</b>	<b>Language</b> A) Language Learning i) Stages of language development ii) Apes and language  B) Understanding Spoken Language: ii) S Constituent structure iii) Transformation grammar iv) Factor Affecting comprehensive C) Reading i) Theories of word recognition ii) Reading and working memory D) Speaking i) Selecting the content of speech ii) Speech errors iii) Gesture iv) The social context of speech E) Writing i) Comparing speaking and writing ii) Cognitive task involved in writing	<b>10</b>
<b>Unit IV</b>	<b>Problem-solving</b> A) Define Problem i) Stages of problem solving ii) Types of problem iii) Problem solving approach iv) Algorithms v) Heuristic vi) Means ends analysis vii) Computer simulation and analogy.	<b>10</b>
<b>Unit V</b>	<b>Decision Making</b> <b>A) Phases of Decision Making</b> i) Setting Goals ii) Gathering Information iii) Structuring Decision iv) Making a Final Choice v) Evaluating B) Models of Decision Making i) Expected Utility Theory ii) Multi attribute Utility Theory iii) Image Theory iv) Recognition-Primed Decision Making	<b>10</b>
<b>Unit VI</b>	<b>Creativity</b> B) Creativity i) Define creativity ii) Measuring creativity iii) Attitude and Cognitive dissonance iv) Attribution theory.	<b>10</b>

**Reference Books :**

- 1) Matlin, M. (1994). Cognition. Prism India Books
- 2) Solso, R.L. (2004). Cognitive Psychology (6<sup>th</sup> ed). Delhi: Pearson Education.
- 3) Stenberg, R. J. (2007). Cognitive Psychology. Australia: Thompson Wadsowrth.
- 4) Galloti, K.M.(2004). Cognitive Psychology In and Out of Laboratory. USA: Thomson Wadesworth.
- 5) Kellogg, R. T. (2007). Fundamentals of Cognitive Psychology. N. D. Sage Publications. Wade, C. and Tavis, C. (2007). Psychology. Pearson Education.
- 7) 6.Best, J. B. (1999). Cognitive Psychology. USA: Wadsworth Publishing Co.
- 8) Gunther, R. K. (1998). Human Cognition. New Jersey: Prentice-Hall.
- 9) Kalpan, S. & Kalpan, R. (1982) Cognition & Environment. N.Y.:Praeger Publishers.
- 10) Flavell, J. H. (1985). Cognitive Development. (2<sup>nd</sup> ed). N.J.: Prentice-Hall.
- 11) Reed, S. K. (1998). Cognition: Theory and Application (3<sup>rd</sup> ed). California Books/Cole Pub. Company.
- 12) Borude, R.R. Bodhanik Manasashastra. Chhaya Prakashan.
- 13) Cohen, G. (1983). Psychology of Cognition (2<sup>nd</sup> ed). London: Academic Press.
- 14) Desai, B. & Abhyankar, S.C. (2007).
- 15) Prayogik Manasashastra and Sanshodhan Paddhati.Pune: Narendra Prakashan.

# Sant Gadge Baba Amravati University, Amravati.

Faculty: Inter-disciplinary Studies

Two Year- four Semester Post Graduate Diploma Programme-NEPv24

Advance Diploma in Counselling and Psychotherapy

Semester: II [Level 6.0]

Sr. No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Learning Hours	Credit
1	DSC-I.2	PGDC 201	Th-Major	Abnormal psychology I	60	4

Cos:

Student should be able to:

- Students will differentiate between normal and abnormal psychological patterns.
- Students will identify and apply DSM and ICD classification systems in clinical settings.
- Students will diagnose and analyze various mental disorders based on clinical features.
- Enhance academic interest about psychological illness and mental health.
- To develop the skills so as to become a good psychology practitioner.
- Awareness of mental illness and mental health in the surrounding area.

Unit	Content	Hours
Unit I	Definitions of abnormal behavior, Difference between normal and abnormal behavior, The DSM-5 and ICD 10 classification of abnormal behavior,	10
Unit II	Biological, psychological and sociocultural perspectives of abnormal behavior. Relationship between abnormal Psychology Counselling.	10
Unit III	Causes and risk factors in abnormal behavior: Necessary, sufficient and contributory factors. Biological, psychosocial and sociocultural factors of abnormal behavior	10
Unit IV	Health problems and behavior. Psychological factors in health and disease. Stress and the stress response, biological cost of stress, stress and the immune system. The link between the brain and the immune system.	10
Unit V	Lifestyle factors in health and illness. Psychosomatic disorders and somatic Form disorder	10
Unit VI	Anxiety based disorders: Generalized anxiety disorder, phobic disorders, obsessive compulsive disorder, and panic disorder with and without agoraphobia. Stress and adjustment disorders, Post-Traumatic Stress Disorder.	10

## Reference Books :

- 1) Alloy, L. B.; Riskind, J. H. and Manos, M. J. (2006). Abnormal Psychology: Current Perspectives, 9<sup>th</sup> ed. Tata McGraw Hill, New Delhi.
- 2) Barlow, D. H. and Durand, V. M. (2007). Abnormal Psychology: An Integrative Approach, 4<sup>th</sup> ed. Thompson (India Edition).
- 3) Carson, C. C. ; Butcher, J. N. and Mineka, S. (2004). Abnormal Psychology and Modern Life, 11<sup>th</sup> ed. Pearson, New Delhi.
- 4) Carson, C. C. ; Butcher, J. N.; Mineka, S. and Hooley, J. M. (2011). Abnormal Psychology, 13<sup>th</sup> ed. Pearson, New Delhi.
- 5) Sarason, I. G. and Sarason B. R. (2002). Abnormal Psychology, 10<sup>th</sup> ed. Prentice Hall, New Delhi.
- 6) Sarason, I. G. and Sarason B. R. (2006). Abnormal Psychology: The Problem of Maladaptive Behavior, 11<sup>th</sup> ed. Prentice Hall, New Delhi.
- 7) Susan Nulen-Hoeksema (2005). Abnormal Psychology, 3<sup>rd</sup> ed. Tata McGraw Hill, New Delhi.

## Advance Diploma in Counselling and Psychotherapy

### Semester: II

Sr. No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Learning Hours	Credit
2	DSC-II.2	PGDC 202	Th-Major	Psychotherapy-1	60	4

**Cos:**

**Student should be able to:**

- Gain the knowledge of various psychotherapy and its basic procedure.
- Understand effectiveness of specific psychotherapy in solution of particular problem.
- Gain the knowledge of different psychotherapeutic skills.
- Completion of supervised clinical hours where trainees apply their knowledge in real-world settings under the guidance of experienced psychotherapists.
- Ability to integrate theoretical knowledge and clinical data to develop comprehensive case formulations.
- Intervention Strategies. Experience in implementing intervention strategies and adapting them based on client progress.

Unit	Content	Hours
<b>Unit I</b>	<b>Introduction to psychotherapy:</b> <ul style="list-style-type: none"> <li>• Nature and definition of Psychotherapies</li> <li>• The counsellor as a therapeutic person ( Personal characteristics of effective counsellor)</li> <li>• The counsellors values and therapeutic process</li> <li>• Ethical issues and counselling practices.</li> </ul>	<b>10</b>
<b>Unit II</b>	<b>Psychoanalytic Therapies: Classical and Modern</b> <ul style="list-style-type: none"> <li>• Introduction of Psychoanalysis</li> <li>• Key concepts: Structure of personality The Dynamics of Personalize and Development of Personality</li> </ul>	<b>10</b>
<b>Unit III</b>	<b>Psychoanalytic Therapies: Modern</b> <ul style="list-style-type: none"> <li>• Erikson's Psychological perspective</li> <li>• Jung's perspective on the</li> <li>• Development of Personality</li> </ul>	<b>10</b>
<b>Unit IV</b>	<b>Behavior Therapies:</b> <ul style="list-style-type: none"> <li>• Historical background and four areas of development</li> <li>• Key concepts: View of human nature, basic characteristics and assumptions</li> <li>• The therapeutic process: therapeutic goals, therapist's function and role</li> <li>• Introduction to operant conditioning therapy techniques</li> </ul>	<b>10</b>

<b>Unit V</b>	<b>Cognitive, Humanistic and Existential Therapies</b> <ul style="list-style-type: none"> <li>• Cognitive Therapies: Key concepts of REBT, Mindfulness and REBT, Beck's Cognitive Therapy.</li> <li>• Rogers client entered therapy</li> <li>• Gestalt therapy</li> <li>• Logo therapy and Reality therapy</li> </ul>	<b>10</b>
<b>Unit VI</b>	<b>Multimodal and Eastern Therapies, T.A</b> <ul style="list-style-type: none"> <li>• Lazarus Multimodal Therapy: BASICL.D</li> <li>• Eastern Therapies: Vipassana and Zen Buddhism</li> <li>• Islam and Sufism</li> <li>• Yoga Therapy</li> </ul>	<b>10</b>

### Reference Books :

- 1) Capuzzi, D., & Gross, D.R. (2008). Counselling and Psychotherapy: theories and interventions 4th Edn. Pearson Education: India.
- 2) Corey, G. (2008). Theory and practice of group Counselling. Thomson Brooks/Cole: Belmont CA: USA.
- 3) Prochaska, J.O., & Norcross, J.C. (2007). Systems of psychotherapy: a transtheoretical analysis. 6th Edn. Thomson Brooks/Cole: Belmont, CA : USA.
- 4) Corsini, R.J. & Wedding, D. (Eds.) (1995). Current psychotherapies. Itasca, Ill.: F.E. Peacock.
- 5) Gelso, C. J. & Fretz, B.R. (1995). Counselling psychology Bangalore: Prism books.
- 6) Woolfe, R. & Dryden, W. (Eds.) (1996). Handbook of Counselling psychology. New Delhi: Sage.
- 7) Stewart, I. (2000). Transactional analysis Counselling in action. London: Sage.
- 8) Beck, A.T. (1976). Cognitive therapy and behavior disorders.
- 9) Rimm, D.C. & Masters, J.C. (1987). Behavior therapy: Techniques and empirical findings. New York: Harcourt, Brace, Jovanich.
- 10) Ajay, S.(1989). Psychotherapy: East and West. Hinsdale, Penn.: Himalayan International Inst.Ellis, A. & Harper, A. (1975).
- 11) A new guide to rational living. Englewood Cliffs, N.J.: Prentice-Hall.

## Advance Diploma in Counselling and Psychotherapy

### Semester: II

Sr. No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Learning Hours	Credit
3	DSC-III.2	PGDC 203	Th-Major	Counselling skills and practices	60	4

**Cos:**

**Student should be able to:**

- Students will learn the stages of the counseling process, including building rapport, assessment, goal setting, intervention, and termination.
- Students will understand and articulate the major counseling skills.
- Role-Playing: Engage in role-playing scenarios to practice counseling skills in a controlled environment.
- Learn to use and interpret various psychological assessment tools and techniques.
- Ability to adapt counseling techniques to fit the cultural and individual needs of diverse clients.
- Crisis Intervention: Understand and apply crisis intervention strategies.

Unit	Content	Hours
<b>Unit I</b>	<b>Counselling –Introduction</b> <ul style="list-style-type: none"> <li>• Definition of Counselling</li> <li>• Difference between Guidance &amp; Counselling &amp; Therapy</li> <li>• Phases of Counselling</li> <li>• Confidentiality &amp; Record Keeping</li> <li>• Legal Responsibilities in Counseling</li> </ul>	<b>10</b>
<b>Unit II</b>	<b>Fundamental Counselling Skills</b> <ul style="list-style-type: none"> <li>• Attending and Interacting skills</li> <li>• Observational Skills</li> <li>• Reflective Listening</li> </ul>	<b>10</b>
<b>Unit III</b>	<b>Specific Counselling Skills</b> <ul style="list-style-type: none"> <li>• Paraphrasing and reflecting feelings</li> <li>• Asking questions</li> <li>• Self- Disclosing,</li> <li>• Facilitating problem solving</li> </ul>	<b>20</b>
<b>Unit IV</b>	<b>Application of core Counselling skill</b> <ul style="list-style-type: none"> <li>• Self-Disclosure Skills</li> <li>• Skills for Electing and Assessing Feelings and Physical Reactions</li> <li>• Skills for Electing and Assessing Thinking</li> <li>• Skills for Electing and Assessing Communication and Actions</li> <li>• Skills for Working with Clients and Negotiating Home Work</li> </ul>	<b>10</b>
<b>Unit V</b>	<b>Crisis Counselling</b> <ul style="list-style-type: none"> <li>• Meaning and Definition of crisis counselling</li> <li>• Relaxation techniques</li> <li>• Behavioral activities</li> <li>• Cognitive restructuring</li> </ul>	<b>10</b>
<b>Unit VI</b>	<b>Life coping skills</b> <ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Decision Making</li> <li>• Creative thinking</li> <li>• Critical Thinking,</li> <li>• Interpersonal relationship</li> <li>• Goal Setting,</li> <li>• Coping with Stress,</li> <li>• Coping with emotions</li> </ul>	<b>10</b>



**Reference Books:**

- 1) Feltham, C. & Horton, I.E. (ed) (2006). The Sage handbook of Counselling and Psychotherapy (2nd ed.). London: Sage Publication.
- 2) Gibson, R.L., Mitchell, M.H. (2005). Introduction to counselling and guidance (6th ed.). Delhi: Pearson education Pte. Ltd.
- 3) Gelso, C.J., Fretz, B.R. (1995) Counselling psychology. Banglore: Prism booksPvt.Ltd
- 4) Gregory, R.J. (2005). Psychological Testing (4<sup>th</sup> ed.), Delhi: Pearson education Pte. Ltd.
- 5) Nelson R. Jones (2000). Introduction to counselling skills, text and activities. London: Sage Publication.
- 6) Cohen, R.J., Swerdlik, M.E. (2005). Psychological testing and assessment (6th ed.). Delhi: Tata McGraw-Hill.
- 7) Dalai Lama, His Holiness the & Cutler, S.C. (1998). The art of happiness: The handbook for living. Sidney: Hodder.

## Advance Diploma in Counselling and Psychotherapy

### Semester: II

Sr. No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Learning Hours	Credit
4	DSE-I,II	PGDC 204 A	Th-Major Elective	Vocational guidance and counselling	60	4

**Cos:**

**Student should be able to:**

- Identify educational problems of students at different stages.
- Administer and interpret different types of tests.
- Help students with learning difficulties and social/emotional problems.
- Prepare for the world of work.
- To help students to compete with a winning attitude
- To develop soft skills

Unit	Content	Hours
Unit I	<b>Managing The Guidance Service</b> <ul style="list-style-type: none"> <li>• Setting up of an Educational Cell/Unit</li> <li>• Monitoring and Evaluation of a comprehensive Guidance Programme in Educational Settings.</li> <li>• Networking with Community Agencies.</li> </ul>	10
Unit II	<b>Vocational Guidance and Counselling</b> <ul style="list-style-type: none"> <li>• The nature of Vocational Guidance</li> <li>• Vocational Guidance meaning, need and Importance</li> <li>• The need for Vocational Guidance                             <ul style="list-style-type: none"> <li>➤ The Socio-economic and Cultural Context</li> </ul> </li> </ul>	10
Unit III	<b>The Concept of Vocational Development</b> <ul style="list-style-type: none"> <li>• The Concept of Vocational Development and factor contributing to                             <ul style="list-style-type: none"> <li>➤ Vocational Development.</li> </ul> </li> <li>• Theories of Vocational Development                             <ul style="list-style-type: none"> <li>➤ Donald Super's Self-actualization</li> <li>➤ Ginsberg's Occupational Choice.</li> </ul> </li> </ul>	10
Unit IV	<b>The Purpose of Vocational Counselling</b> <ul style="list-style-type: none"> <li>• Job analysis</li> <li>• Job satisfaction</li> <li>• Occupational Information</li> <li>• Sources of occupational Information</li> </ul>	10
Unit V	<b>Preparation For The World of Work</b> <ul style="list-style-type: none"> <li>• Studying Job Requirements</li> <li>• Training for interviews</li> <li>• The Psychology of Entrepreneurship</li> <li>• Counselling employees</li> </ul>	10

Unit VI	<b>Human Resources</b> <ul style="list-style-type: none"> <li>• Hiring people</li> <li>• Motivating &amp; maintaining People</li> <li>• Recruitment &amp; Selection, Job analysis.</li> <li>• Counselling employee.</li> </ul>	<b>10</b>
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**Reference Books :**

1. Gelso, C.J., Fretz, B.R. (1995). Counselling psychology. Bangalore: Prism Books Pvt. Ltd
2. Gibson, R.L., Mitchell, M.H. (2003). Introduction to counselling and guidance (6th ed.). Delhi: Pearson Education.
3. Arulmani, G, Arulmani, S. (2004). Career counselling: A handbook. New Delhi: Tata McGraw-Hill Publishing Co. Ltd.

## Advance Diploma in Counselling and Psychotherapy

### Semester: II

Sr. No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Learning Hours	Credit
4	DSE-II.II	PGDC 204 B	Th-Major Elective	Personality Theories	60	4

**Cos:**

**Student should be able to:**

- Understand the details concept of personality psychology
- Understand the behavior approach of personality
- Gain the knowledge of psychoanalytic theory
- Understand the detail concept of cognitive behavior approach
- Determine the humanistic and existential approach of personality.
- Evaluate the Indian approaches of personality.

Unit	Content	Hours
<b>Unit I</b>	<b>Personality Psychology</b> <ul style="list-style-type: none"> <li>• The concept of personality: nature, Definition and heterogeneity.</li> <li>• Theory of personality: Characteristics, major components, evaluation of personality theory, important issues in personality theory.</li> </ul>	<b>10</b>
<b>Unit II</b>	<b>Behavioral And Social Approach</b> <ul style="list-style-type: none"> <li>• Behavioral view of the person</li> <li>• Pavlov, B. F. Skinner A. Bandura, J. Rotter, Dollard and Miller</li> </ul>	<b>10</b>
<b>Unit III</b>	<b>Psychoanalytic approach</b> <ul style="list-style-type: none"> <li>• Sigmund Freud Theory</li> <li>• Erik H Erikson</li> </ul>	<b>10</b>
<b>Unit IV</b>	<b>Cognitive Behavioral Approach</b> <ul style="list-style-type: none"> <li>• G. Kelly,</li> <li>• Michell,</li> <li>• Ellis,</li> <li>• Beck</li> </ul>	<b>10</b>
<b>Unit V</b>	<b>Humanistic And Existential Approach</b> <ul style="list-style-type: none"> <li>• C. Rogers,</li> <li>• Maslow</li> <li>• R. May,</li> <li>• V. Frankl</li> </ul>	<b>10</b>
<b>Unit VI</b>	<b>The Indian Approaches To Personality</b> <ul style="list-style-type: none"> <li>• Guna theory-Srimad bhagvatgeeta</li> <li>• View point of Shri. Aurobindo Gautam Budha- Abhidhama.</li> </ul>	<b>10</b>

**Reference Books:**

- 1) Barabara, E (2006). Personality Theories (7 thed). New York: Houghton mifflin Company
- 2) Boeree, C. G. (2006) Personality Theories  
[<http://www.ship.edu/%7Ecgboree/perscontents.html>]
- 3) Hall, C. s. & amp; Linzey, G. (1991) Theories of Personality, 3rd edn.. John Wiley & Sons, Inc.U.S.A.
- 4) Nithiyanandan, V. (2008) Buddhist and western psychology comparative study.  
Global vision publishing house.
- 5) Pandey, J. (ed.) (2001) Personality and Health Psychology In Psychology in India  
Revisited. Developments in the discipline, sage Publication India Pvt ltd. New Delhi.  
India.
- 6) Pervin, L (2003). The Science of Personality. 2nd edn. Oxford University Press. New York
- 7) Samuel W (1981): Personality McGraw Hill International Book Company.
- 8) Schultz D.P. & Schultz S.F. (2001) Theories of Personality 7 th edition Wadsworth  
Thomson Learning, USA.
- 9) Sri Aurobindo, The synthesis of Yoga (1970 - 73) Sri Aurobindo Birth Centenary  
Library, Sri Aurobindo Ashram Press, Pondicherry, India
- 10) Tilak B. G. (1986) Geeta Rahasya or Karma Yoga Rahasya, B. s. Sukhtankar  
(Eng. Tra.) 6 the dn Geeta printers, Pune, India.

Sant Gadge Baba Amravati University, Amravati

FACULTY: Interdisciplinary Studies

Scheme of Teaching, Learning, Examination & Evaluation leading to One Year Advance Diploma of Counselling and Psychotherapy following Two Year- Four Semesters Programme of 2024-2025 (Two Year- Four Semesters Diploma Programme- NEPv24 with Exit and Entry Option

Advance Diploma in Counselling and Psychotherapy Semester- I

S.r No .	Subject	Name of Subject	Type of Course	Subject Code	Teaching & Learning Scheme							Duration Of Exam Hours	Examination & Evaluation Scheme							
													Maximum Marks					Minimum Passing		
					Learning Hours Per Week				Credits				Theory		Practical		Total Marks			
					L	T	P	Total	L/T	Practical	Total		Theory Internal	Theory +MCQ External	Internal	External		Marks Internal	Marks External	Grade
1	RM & IPR	Research Methodology and IPR	Th-Major	PGDC-101	4			4	4		4	3	40	60			100	16	24	P
2	DSC-I.1	Fundamentals of Psychology	Th-Major	PGDC-102	4			4	4		4	3	40	60			100	16	24	P
3	DSC-II.1	Fundamentals of Counselling & Fields of Counselling	Th-Major	PGDC-103	4			4	4		4	3	40	60			100	16	24	P
4	DSC-III.1	Psycho-diagnostics	Th-Major	PGDC-104	4			4	4		4	3	40	60			100	16	24	P
5	DSE-I	Human Development & Family Relationship OR Cognitive Psychology	Th-Major Elective	PGDC-105 A PGDC-105 B	4			4	4		4	3	40	60			100	16	24	P
																		Minimum Passing Marks		Grade
5	DSC-I.1 Lab	Practical	Pr-Major	PGDC-106			4	4		2	2	3			50	50	100	50		P
6	# On Job Training, Internship/ Apprentice ship, Fields projects Related to Major @ during vacations cumulatively.		Related to DSC		120 Hours Cumulatively during vacations of Semester I and Semester II							4*								
7.	Co-curricular Courses: Health and wellness ,Yoga Education , Sports and Fitness ,Cultural Activities, NSS/ NCC,Fine/Applied/Visual/Performing Arts During Semester I,II,III and IV		Generic Optional		Exit Option with Advance Diploma with 4 Credits on job training/internship in the respective major subject • Student has to earn Total minimum 4 Credits cumulatively during Vacations of Semester I and Semester II from internship in order to exit after First year with PG Diploma (42-44) after Three Year UG Degree															
	TOTAL				24+(11) Self learning / Evaluation / assessment / Examination hours = minimum 35 learning hours						22						600			

L: Lecture, T: Tutorial, P: Practical/Practicum

Pre-requisite Course mandatory if applicable: **Prq**, Theory :**Th**, Practical/Practicum: **Pr**, Faculty Specific Core: **FSC**, Discipline Specific Core: **DSC**, Discipline Specific Elective: **DSE**, Laboratory: **Lab**, **OJT**: On Job Training: Internship/ Apprenticeship; Field projects: **FP**; **RM**: Research Methodology; Research Project: **RP**, **Co-curricular Courses**: **CC**

**Note:** # On Job Training, Internship/ Apprenticeship; Field projects **Related to Major (During vacations of Semester I and Semester II)** for duration of 120 hours mandatory to all the students, to be completed during vacations of Semester I and/or II. This will carry 4 Credits for learning of 120 hours. Its credits and grades will be reflected in Semester II credit grade report.

**Note: Co-curricular Courses:** In addition to the above, CC also include but not limited to Academic activities like paper presentations in conferences, Aavishkar, start-ups, Hackathon, Quiz competitions, Article published, Participation in Summer school/ Winter School / Short term course, Scientific Surveys, Societal Surveys, Field Visits, Study tours, Industrial Visits, online/offline Courses on Yoga (Yoga for IQ development, Yoga for Ego development, Yoga for Anger Management, Yoga for Eyesight Improvement, Yoga for Physical Stamina, Yoga for Stress Management, etc.). These can be completed cumulatively during **Semester I, II, III and IV**. Its credits and grades will be reflected in semester IV credit grade report.

**Special Note:** Any Student who had not opted for Psychology as subject of degree of as Major or Minor in three years of his/her undergraduate programme but has taken admission in this course will have to earn minimum 24 credits from ' Additional Course Work / Pre-Requisite Course prescribed in the curriculum. Unless these additional 24 credits are earned by the students, the result of Advance Diploma will not be announced / declared.

Sant Gadge Baba Amravati University, Amravati  
FACULTY: Interdisciplinary Studies  
Scheme of Teaching, Learning, Examination & Evaluation leading to One Year Advance Diploma of Counselling and Psychotherapy  
following Two Year- Four Semesters Programme of 2024-2025 (Two Year- Four Semesters Diploma Programme- NEPv24 with Exit and  
Entry Option  
Advance Diploma in Counselling and Psychotherapy Semester- II [Level 6.0]

S. N.	Subject	Name of Subject	Type of Course	Subject Code	Teaching & Learning Scheme							Duration Of Exam Hours	Examination & Evaluation Scheme							
					Learning Hours Per Week				Credits				Maximum Marks				Minimum Passing			
					L	T	P	Total	L/T	Practical	Total		Theory		Practical					Total Marks
					L	T	P	Total	L/T	Practical	Total		Theory Internal	Theory +MCQ External	Internal	External	Total Marks	Marks Internal	Marks External	Grade
1	DSC-I.2	Abnormal Psychology-I	Th-Major	PGDC-201	4			4	4		4	3	40	60			100	16	24	P
2	DSC-II.2	Psychotherapy-I	Th-Major	PGDC-202	4			4	4		4	3	40	60			100	16	24	P
	DSC-III.2	Counselling skills and practices	Th-Major								4	3	4u	6u						
4	DSE II	Vocational Guidance Counselling OR Personality Theory	Th-Major Elective	PGDC-204 A PGDC-204 B	4			4	4		4	3	40	60			100	16	24	P
																		Minimum Passing Marks		Grade
5	DSC-I.2 Lab.	Practical	Pr-Major				4	4		2	2	3			50	50	100	50		P
6	# On Job Training, Internship/ Apprentice ship, Fields projects Related to Major @ during vacations cumulatively.		Related to DSC		120 Hours Cumulatively during vacations of Semester I and Semester II						4*									P
7.	Co-curricular Courses: Health and wellness ,Yoga Education , Sports and Fitness ,Cultural Activities, NSS/ NCC, Fine /Applied /Visual / Performing Arts During Semester I,II,III and IV		Generic Optiona l		Exit Option with a Advance Diploma with 4 Credits on job training/internship in the respective major subject • Student has to earn Total minimum 4 Credits cumulatively during Vacations of Semester I and Semester II from internship in order to exit after First year with PG Diploma (42-44) after Three Year UG Degree															
	TOTAL				20 + (15) Self learning / Evaluation / assessment / Examination hours = minimum 35 learning hours						18+4*						500			

**L: Lecture, T: Tutorial, P: Practical/Practicum**

Pre-requisite Course mandatory if applicable: **Prq**, Theory :**Th**, Practical/Practicum: **Pr**, Faculty Specific Core: **FSC**, Discipline Specific Core: **DSC**, Discipline Specific Elective: **DSE**, Laboratory: **Lab**, **OJT**: On Job Training: Internship/ Apprenticeship; Field projects: **FP**; **RM**: Research Methodology; Research Project: **RP**, **Co-curricular Courses**: **CC**

**Note :** # On Job Training, Internship/ Apprenticeship; Field projects **Related to Major (During vacations of Semester I and Semester II)** for duration of 120 hours mandatory to all the students, to be completed during vacations of Semester I and/or II. This will carry 4 Credits for learning of 120 hours. Its credits and grades will be reflected in Semester II credit grade report.

**Note: Co-curricular Courses:** In addition to the above, CC also include but not limited to Academic activities like paper presentations in conferences, Aavishkar, start-ups, Hackathon, Quiz competitions, Article published, Participation in Summer school/ Winter School / Short term course, Scientific Surveys, Societal Surveys, Field Visits, Study tours, Industrial Visits, online/offline Courses on Yoga (Yoga for IQ development, Yoga for Ego development, Yoga for Anger Management, Yoga for Eyesight Improvement, Yoga for Physical Stamina, Yoga for Stress Management, etc.). These can be completed cumulatively during Semester I, II, III and IV. Its credits and grades will be reflected in semester IV credit grade report.

**Special Note:** Any Student who had not opted for Psychology as subject of degree of as Major or Minor in three years of his/her undergraduate programme but has taken admission in this course will have to earn minimum 24 credits from ' Additional Course Work / Pre-Requisite Course prescribed in the curriculum. Unless these additional 24 credits are earned by the students, the result of Advance Diploma will not be announced / declared.