



SANT GADGE BABA AMRAVATI UNIVERSITY, AMRAVATI

संत गाडगे बाबा अमरावती विद्यापीठ, अमरावती

(FACULTY OF INTER-DISCIPLINARY STUDIES)

आंतर-विभागात्मक अभ्यास विभागात

**M.A. Part I & II (Counselling and Psychotherapy)
Semester – I to IV**

Syllabus

(NEP -v24)

Session – 2024-25

Sant Gadge Baba Amravati University, Amravati
Faculty: Interdisciplinary Studies
Two Years – Four Semester Master’s Degree Programme – NEP v24 Programme
M.A. 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 skills development programme in higher education. As a part of this initiative, Sant Gadge Baba Amravati University propose to launch Two years M.A. Counselling and Psychotherapy programme from the academic year 2017 - 2018 through Department of Lifelong Learning & Extension under the Faculty of Interdisciplinary. Master of Arts in Counselling and Psychotherapy is an innovative programme which provides the set up for bringing the real world of work in to classroom and gives the opportunities to learners directly involved in development process in community. It would help learners 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 provide the suitable learning culture to the capabilities enhancement for lifetime and generating social capital.

OBJECTIVES OF THE PROGRAMME: (POs):

The M. A. In Counselling and Psychotherapy at Department of Lifelong Learning and Extension in Sant Gadge Baba Amravati University, Amravati started in 2017, 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 trained to select administer score and 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 family problems and marital counselling.
- Students will be able to gain fundamental knowledge of health problems and counselling.
- Students will be able to understand various facets of workplace counselling and evaluation of Workplace counselling.

ADMISSION ELIGIBILITY:

(A) Eligibility for M.A Counselling and Psychotherapy First Year (Level 6.0)

- 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.

(B) Eligibility for M. A. Counselling and Psychotherapy direct second year (lateral entry) [Level 6.5]

- i. Any Student who had not opted for Psychology 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. In the first year of two years P. G. programme. Such students will not be eligible to enter in third semester (second year) unless these 24 credits are earned.
- ii. Post graduate Diploma holders [level 6.5] in M.A. Counseling and Psychotherapy or relevant subject or equivalent subject will be eligible for direct admission (lateral entry) in second year of this programme.

INTAKE CAPACITY:

- The intake capacity is limited for 40 seats only for first year admission. (Level 6.0)
- Provision for the entry of 4 years U G or P G Diploma students into direct second year.
- Additionally the intake capacity of 20 seats for 4 years U G / One year P. G. Diploma for direct admission to second year (total 60 seats capacity of second year) (Level 6.5)

EXIT OPTION:

Exit Option with a P G Diploma in Counselling and Psychotherapy with 4 Credits On-the-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 in Counselling and Psychotherapy with 44 Credits after Three Year U G Degree.

DURATION:

The M.A. (Counselling and Psychotherapy) Programme of full time Two years (Four Semesters).

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 P. G. Diploma in counselling and psychotherapy at Department of Lifelong Learning and Extension in Sant Gadge Baba Amravati University, Amravati started in 2017 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 Post-Graduate 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	<p>The graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> • Advanced knowledge about a specialized field of enquiry, with depth in one or more fields of learning within a broad multidisciplinary/ interdisciplinary context. • A coherent understanding of the established methods and techniques of research and enquiry applicable to the chosen fields of learning. • an awareness and knowledge of the emerging developments and issues in the chosen fields of learning, • Procedural knowledge required for performing and accomplishing professional tasks associated with the chosen fields of learning.
General, technical and professional skills required to perform and accomplish tasks	<p>The graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> • a range of cognitive and technical skills required for performing and accomplishing complex tasks relating to the chosen fields of learning, • cognitive and technical skills relating to the established research methods and techniques, • cognitive and technical skills required to evaluate complex ideas and undertake research and investigations to generate solutions to real-life problems, • 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
Application of knowledge and skills	<p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • 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, • Apply advanced knowledge relating to research methods to carry out research and investigations to formulate evidence-based solutions to complex and unpredictable problems.
Generic learning outcomes	<p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • listen carefully, read texts and research papers analytically, and present complex information in a clear and concise manner to different groups/ audiences, • communicate technical information and explanations, and the findings/ results of the research studies relating to specialized fields of learning, • 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. • meet own learning needs relating to the chosen fields of learning, • 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: • 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, • 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,

	<ul style="list-style-type: none"> • the capacity to develop appropriate tools for data collection, • the ability to plan, execute and report the results of an experiment or investigation, • 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, • Examine and assess the implications and consequences of emerging developments and issues relating to the chosen fields of study based on empirical evidence. • make judgment in a range of situations by critically reviewing and consolidating evidence, • 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.
<p>Constitutional, humanistic, ethical, and moral values</p>	<p>The graduates should be able to demonstrate the willingness and ability to:</p> <ul style="list-style-type: none"> • Embrace and practice constitutional, humanistic, ethical, and moral values in life. • Adopt objective, unbiased, and truthful actions in all aspects of work related to the chosen field(s) of learning and professional practice. • Present coherent arguments in support of relevant ethical and moral issues. • Participate in actions to address environmental and sustainable development issues. • 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.
<p>Employability and job-ready skills, and entrepreneurship skills and capabilities/ qualities and mind set</p>	<p>The graduates should be able to demonstrate the acquisition of knowledge and skills required for:</p> <ul style="list-style-type: none"> • 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. • 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. • Exercising supervision in the context of work having unpredictable changes.

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 M.A. Counselling and Psychotherapy Post Graduate Degree Programme.

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

Cos:

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

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 पन्नी, जपापळापुरे अँड का . पि&लशिस नागपरु.

Sr. No.	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Learning Hours	Credit
2		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
Unit I Fundamentals of Psychology	Introduction to Psychology <ul style="list-style-type: none"> • Definition and goals of Psychology • Schools of Psychology: Psychodynamic, • Behaviorism • Humanistic • Cognitive. 	10
Unit II Health Counselling	Introduction to Health Counselling : Definition, Nature, Scope Bio psychosocial Model of Health.	10
Unit III Stress and Coping	Stress & Coping: <ul style="list-style-type: none"> • Nature Definition of stress Types of Stress, • Causes Consequences, Coping: <ul style="list-style-type: none"> • Meditation, • Yoga, • Diaphragmatic Breathing, Progressive muscular relaxation, • Biofeedback, • Music therapy 	10
Unit IV Human Development	Concept of human Development, Growth and Development Biological Perspectives	10
Unit V Cognitive Psychology	Introduction To Cognitive psychology Origin and Brief History of Cognitive Psychology : <ul style="list-style-type: none"> • Current status of cognitive psychology • Modern cognitive psychology 	10
Unit VI Parental Counselling	Nature and Definition of Parental Counselling <ul style="list-style-type: none"> • Characteristics of Good Parenting • Challenges of Parenting 	10

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		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
• Memory Span (Experiment)
• Depth Perception (Experiment)
• Death Anxiety (Psychological Test)
• Social Phobia Scale (Psychological Test)

Credit Distribution of Additional Course Work / Pre -Requisite Course

Sr. No.	Subject Name	Credit
1.	Basic Concept of Counselling and Psychotherapy I	4
2.	Basic Concept of Counselling and Psychotherapy II	4
3.	Practical	4
4.	Seminar on Above Paper	4
5.	Assessment/ Life Skills including Employment Skills/ Social/ Community Work	4
6.	Digital learning / Filed visit / Filed project	2
7.	Case Study / Home Assignment	2
	Total	24

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 student who do not required 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
Two Years - Four Semester Master's Degree Programme-NEP v24
M.A. Counselling and Psychotherapy (Part I)
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	CPT 101	Research Methodology- I	60	04
2.	DSC I.1	CPT 102	Fundamentals of Psychology	60	04
3.	DSC II.1	CPT 103	Fundamentals of Counselling and Fields of Counselling	60	04
4.	DSC III.1	CPT 104	Psycho-Diagnostics	60	04
5.	DSE I	CPT 105 A	Human Development and Family Relationship OR	60	04
		CPT 105 B	Cognitive Psychology		
6.	DSC I.1 LAB	CPT 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 paper 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.

M.A. Counselling and Psychotherapy (Part I)
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	CPT 201	Abnormal Psychology I	60	04
2.	DSC II.2	CPT 202	Psychotherapy I	60	04
3.	DSC III.2	CPT 203	Counselling Skills and Practices	60	04
4.	DSE II	CPT 204 A OR CPT 204 B	Vocational Guidance and Counselling OR Personality Theories	60	04
5.	DSC I.2 LAB	CPT 205	Practical	60	02
	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 Years - Four Semester Master's Degree Programme-NEPv24
Programme: M.A. Counselling and Psychotherapy (Part I)
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	CPT 101	Th-Major	Research Methodology and Intellectual Property Right	60	4

Cos:

- Through this paper, 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	Social Research: <ul style="list-style-type: none"> • Objectives • Characteristics • Importance • utility of Social Research 	10
Unit II	Major steps in Scientific Research: <ul style="list-style-type: none"> • Formulation of Research Problems: • Selection of the Problems • Hypothesis • Sources of Hypothesis 	10
Unit III	Data Collection : <ul style="list-style-type: none"> • Primary sources of data • Secondary sources of data • Tools of Data Collection • Interview: Main Steps of Interview Techniques, Qualities of good interviewer. 	10
Unit IV	Scaling Techniques : <ul style="list-style-type: none"> • The Bogardus social distance scale, • Stoichiometric Scale. • Validity in Social Research • Reliability in Social Research 	10
Unit V	Problems of Study in Social Research : <ul style="list-style-type: none"> • Nature of social phenomena • Objectivity: meaning • Difficulties in objectivity • Significance of objectivity 	10
Unit VI	Intellectual Property Rights: <ul style="list-style-type: none"> • Introduction to IPR :Nature of Property • Meaning of Intellectual Rights. • Patent Rights • Copy right 	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 पढती,महाराष्ट्र राज्य ँथजनजिमती माडळ, नागपूर.
- 17) वांिपेयी एस. आर. : सामाजिक अनुसांधान और सवेण
- 18) सतपाल हेला :सामाजिक सवेण और अनुसांधान के मुलतवे
- 19) खैरनार जदलीप, राऊत या. जकशोर :सामाजिक साशोधन पढती.
- 20) आगलावे डॉ. यजदप, सामाजिक साशोधन पढतीशा व तये, साईनाथ यकाशन नागपूर.
- 21) कहाडे डॉ.बी. एम. शाीय साशोधन पढती, जपापळापुरे अँड का . पि&लशिस नागपूर.
- 22) घाटोळे रा.ना. समांशाीय साशोधन पढती व तवे, आी. मागेशय काशन नागपूर.
- 23) बौ&लदक सापदा हक: डॉ. जव.म. गोजवलकर, डायमाड पि&लके शन
- 24) बौ&लदक सापदा हक: वषप आजण समया, डॉ. ियाी नेमाडे, यशात पि&लके शन
- 25) Intellectual Property Rights in India, V. K. Ahuja, Volume 1 & Volume 2.
- 26) Encyclopaedia of Social Science

M.A Counselling and Psychotherapy (Part I)

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

Unit VI	<p>Learning and Memory</p> <ul style="list-style-type: none"> • Learning: Definition, Types of learning, Methods of learning : imitation, Classical and instrumental conditioning, trial and error, insight learning • Memory: Definition, stages of memory, sensory memory, short-term memory and long-term memory. Methods to measure retention, techniques to improve memory 	10
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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(5thed.) 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 अहंयांकर आजण जशला गोळाजवलकर) मानसशास्त्राः जपयसन दजेण आजशया आवती.
- 7) जनशा मुधडा आजण शजशकात खलाने (२०१३) मानसशास्त्राची मुलतः अथिव ज्यकाशन,
- 8) जहरवे आजण तडसरे (२००६) : सामाज्य मानसशास्त्र, फडके ज्यकाशन, कोणहापरू.
- 9) ईनामदार, गाडेकर आजण पाटील (२००६) अधुजनक सामाज्य मानसशास्त्र, डायमाड ज्यकाशन, पुणे.
- 10) पाजडत, कु लकणी आजण गोरे (१९९९) : सामाज्य मानसशास्त्र, जपापराळे ज्यकाशन, नागपरू.
- 11) बडगुंर बाछावआजण जशादे (२००६) सामाज्य मानसशास्त्र जवा ज्यकाशन, औरा गाबाद.
- 12) पांये ठी. एस.(२०१५): अधुजनक सामाज्य मानसशास्त्र, जवा ज्यकाशन, औरा गाबाद.
- 13) बोडे आर. आर. (२००२) बोधजनक मानसशास्त्र, छाया ज्यकाशन, औरा गाबाद.
- 14) जनाबाळकर, के. पी. (२०१६): मानसशास्त्रीय ज्योग आजण पररेण, सायकोलॉक न,वधां.
- 15) देशमुख, एन. एच. (२००७) : अहंयास कौशडय, वेदमुभा ज्यकाशन, अमरावती

M. A. Counselling and Psychotherapy (Part –I)

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

Unit VI	<p style="text-align: center;">INDUSTRIAL COUNSELLING</p> <p>Meaning, Scope and of Industrial Counseling</p> <ul style="list-style-type: none"> • Organizational Behavior, • Role overload, • Occupational Stress, • Labor –Management crisis, • Psychological & Mental health Problems, • Absenteeism, • Maladjustment 	10
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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

M. A. Counselling and Psychotherapy (Part I)

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

Reference Books:

1. George R. J. (2000) Psychological Testing: History: Principal & Application, Boston: Allyn & Baeen.
2. Anastasi, A. & Urbina, 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 13th
6. Edition. Pearson Education India
7. Taylor,S.(2006) 6th Edition: Health Psychology.N. D: Tata McGhraw- Hill Publication

M. A. Counselling and Psychotherapy (Part – I)

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

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

Reference Books:-

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

M.A Counselling and Psychotherapy (Part – I)

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	CPT 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
Unit I	<p>Introduction To Cognitive psychology 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</p>	10
Unit II	<p>Attention and Perception 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</p>	10

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

Reference Books :

- 1) Matlin, M. (1994). Cognition. Prism India Books
- 2) Solso, R.L. (2004). Cognitive Psychology (6th 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.
- 6) Wade, C. and Tavris, C. (2007). Psychology. Pearson Education.
- 7) 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. (2nd ed). N.J.: Prentice-Hall.
- 11) Reed, S. K. (1998). Cognition: Theory and Application (3rd ed). California Books/Cole Pub. Company.
- 12) Borude, R.R. Bodhanik Manasashastra. Chhaya Prakashan.
- 13) Cohen, G. (1983). Psychology of Cognition (2nd 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 Years- Four Semesters Post Master's Degree Programme-NEPv24

M. A. Counselling and Psychotherapy (Part – I)

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	CPT 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, 9th ed. Tata McGraw Hill, New Delhi.
- 2) Barlow, D. H. and Durand, V. M. (2007). Abnormal Psychology: An Integrative Approach, 4th ed. Thompson (India Edition).
- 3) Carson, C. C. ; Butcher, J. N. and Mineka, S. (2004). Abnormal Psychology and Modern Life, 11th ed. Pearson, New Delhi.
- 4) Carson, C. C. ; Butcher, J. N.; Mineka, S. and Hooley, J. M. (2011). Abnormal Psychology, 13th ed. Pearson, New Delhi.
- 5) Sarason, I. G. and Sarason B. R. (2002). Abnormal Psychology, 10th ed. Prentice Hall, New Delhi.
- 6) Sarason, I. G. and Sarason B. R. (2006). Abnormal Psychology: The Problem of Maladaptive Behavior, 11th ed. Prentice Hall, New Delhi.

M. A. Counselling and Psychotherapy (Part – I)

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

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

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.

M. A. Counselling and Psychotherapy ((Part – I)

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

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 books Pvt. Ltd
- 4) Gregory, R.J. (2005). Psychological Testing (4th 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.

M. A. Counselling and Psychotherapy (Part – I)

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

Unit VI	Human Recourses <ul style="list-style-type: none"> • Hiring people • Motivating & maintaining People • Recruitment & Selection, Job analysis. • Counselling employee. 	10
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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.

M. A. Counselling and Psychotherapy (Part – I)

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

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

Two Years - Four Semester Master's Degree Programme-NEP v24

M.A. Counselling and Psychotherapy Part II

Learning outcomes descriptors for a higher education qualification at level 6.5 on the NHEQF

The Master's degree (e.g. M.A., M.Com. M.Sc., etc.) is awarded to students who have demonstrated the achievement of the outcomes located at level 6.5 on the NHEQF.

Descriptors for qualifications at levels 6.5 on the NHEQF

Element of the descriptor	NHEQF level descriptors
Knowledge and understanding	<p>The graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> • advanced knowledge about a specialized field of enquiry with a critical understanding of the emerging developments and issues relating to one or more fields of learning, • advanced knowledge and understanding of the research principles, methods, and techniques applicable to the chosen field(s) of learning or professional practice, • Procedural knowledge required for performing and accomplishing complex and specialized and professional tasks relating to teaching, and research and development.
General, technical and professional skills required to perform and accomplish tasks	<p>The graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> • Advanced cognitive and technical skills required for performing and accomplishing complex tasks related to the chosen fields of learning. • Advanced cognitive and technical skills required for evaluating research findings and designing and conducting relevant research that contributes to the generation of new knowledge. • Specialized cognitive and technical skills relating to a body of knowledge and practice to analyze and synthesize complex information and problems.
Application of knowledge and skills	<p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • Apply the acquired advanced theoretical and/or technical knowledge about a specialized field of enquiry or professional practice and a range of cognitive and practical skills to identify and analyze problems and issues, including real-life problems, associated with the chosen fields of learning. • Apply advanced knowledge relating to research methods to carry out research and investigations to formulate evidence-based solutions to complex and unpredictable problems.
Generic learning outcomes	<p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences, • communicate, in a well-structured manner, technical information and explanations, and the findings/results of the research studies undertaken in the chosen field of study, • Present in a concise manner view on the relevance and applications of the findings of recent research and evaluation studies in the context of emerging developments and issues. • Evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints. • meet one's own learning needs relating to the chosen fields of learning, work/vocation, and an area of professional practice, • Pursue self-paced and self-directed learning to upgrade knowledge and skills, including research-related skills, required to pursue a higher level of education and research. • problematize, synthesize, and articulate issues and design research proposals,

	<ul style="list-style-type: none"> • 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, • develop appropriate tools for data collection for research, • the ability to use appropriate statistical and other analytical tools and techniques for the analysis of data collected for research and evaluation studies, • plan, execute, and report the results of an investigation, • Follow basic research ethics and skills in practicing/doing ethics in the field/ in one’s own research work. • Make judgments and take decisions regarding the adoption of approaches to solving problems, including real-life problems, based on the analysis and evaluation of information and empirical evidence collected. Make judgment across a range of functions requiring the exercise of full responsibility and accountability for personal and/or group actions to generate solutions to specific problems associated with the chosen fields/subfields of study, work, or professional practice.
Constitutional, humanistic, ethical, and moral values	<p>The graduates should be able to demonstrate the willingness and ability to: embrace and practice constitutional, humanistic, ethical, and moral values in one’s life,</p> <ul style="list-style-type: none"> • adopt objective and unbiased actions in all aspects of work related to the chosen fields/subfields of study and professional practice, • participate in actions to address environmental protection and sustainable development issues, • support relevant ethical and moral issues by formulating and presenting coherent arguments, • Follow ethical principles and practices in all aspects of research and development, including inducements for enrolling participants, avoiding unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.
Employability and job-ready skills, and entrepreneurship skills and capabilities/qualities and mind set	<p>The graduates should be able to demonstrate the acquisition of knowledge and skill sets required for:</p> <ul style="list-style-type: none"> • adapting to the future of work and responding to the demands of the fast pace of technological developments and innovations that drive the 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. • exercising full personal responsibility for the output of own work as well as for group/team outputs and for managing work that is complex and unpredictable requiring new strategic approaches.

Part – C

Sant Gadge Baba Amravati University, Amravati.

Faculty: Interdisciplinary

Two Years - Four Semester Master's Degree Programme-NEP v24

M.A. Counselling and Psychotherapy Part II

Semester III

Sr. No	Code of the Course	Code of the subject	Title of the Course/Subject	(Total Learning Hours)	Credit
1.	Discipline Specific Core I.3	CPT 301	Social Research, Statistics and Computer Application	60	4
2.	Discipline Specific Core II.3	CPT 302	Abnormal Psychology II	60	4
3.	Discipline Specific Core III.3	CPT 303	Psychotherapy II	60	4
4.	Discipline Specific Elective III	CPT 304 A OR CPT 304 B	A) Child, Adolescent and Parental Counselling OR B) Stress Management-I	60	4
5.	Discipline Specific Core I.3 Lab	CPT 305	Practical	60	2
6.	Research Proposal Phase I	CPT 306	Synopsis	90	4
5.		Experiential learning/ life skills, self-study, field visits, Digital learning, Assessment, Evaluation, Examination, etc.		210	Included Above
		Total		Minimum 600 Learning Hours	22

Objectives:**This would enable students to have a hand on experience in:**

- Presentation Skills
- Creating Performance Reports

Mark Distribution:

Practical 100 Marks		
1	Record Book	20 Marks
2	Conduct of Experiment during Practical Exam	30 Marks
3	Viva Vice	30 Marks
4	Attendance	10 Marks
5	Performance	10 Marks
Total		100 Marks

Research Proposal 50 Marks		
1	Presentation	20 Marks
2	Paper Report	20 Marks
3	Attendance	10 Marks
Total		50 Marks

M.A. Counselling and Psychotherapy Part - II

Semester IV

Sr. No.	Code of the Course	Code of the subject	Title of the Course/Subject	Total Learning Hours	Credit
1.	Discipline Specific Core I.4	CPT 401	Family and Marital Counselling	60	4
2.	Discipline Specific Core II.4	CPT 402	Health Counselling	60	4
3.	Discipline Specific Core III.4	CPT 403	Workplace counselling	60	4
4.	Discipline Specific Elective IV	CPT 404 A OR CPT 404 B	Social Psychology OR Stress Management II	60	4
5.	Discipline Specific Core I.4 Lab	CPT 405	Practical	60	2
6.	Research Project Phase II	CPT 406	Research Project Phase II	150	6
7.	Experiential learning / life skills / self-study / field visits / Digital learning etc.			150	Included Above
Total				Minimum 600 Learning Hours	24

Objectives: Acquaint the students with –

- Research Methodology
- Research project report writing.

Scheme of Examination

- Research project any topic based on the syllabus

Mark Distribution:

Practical 50 Marks		
1	Two Case Study Report	20 Marks
2	Viva	20Marks
3	Attendance	10Marks
Total		50 Marks

Research Project 100 Marks		
1	Project Report	50 Marks
2	Open Viva	50 Marks
Total		100 Marks

Sant Gadge Baba Amravati University, Amravati
Faculty: Interdisciplinary
Two Years - Four Semester Master's Degree Programme-NEP v23

M. A. Counselling and Psychotherapy Part II

Semester III

Sr. No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Learning Hours	Credit
1	DSC-I.III	CPT 301	Th- Major	Social Research, Statistics and Computer Application	60	4

Cos:

Student should be able to:

- To knowing the students some commonly used research designs
- To acquaint the student's basic concepts in research and enable them to analyses the data of practical and project work.
- APA style of preparing research proposals and writing research reports and to develop the computational skills in Students.
- To enable them to analyses the data of practical and project work.
- To acquaint the student and to understand different statistical methods with their use and interpretation.

Unit	Content	Hours
Unit I	Fundamentals of Scientific methods & Research Scientific <ul style="list-style-type: none"> • Social Research- definition meaning & scope. • Types of Research Design – Exploratory Descriptive Experimental Evaluation • Quantitative & Qualitative Methods of Research 	10
Unit II	Basic Concepts in Research <ul style="list-style-type: none"> • Problem- Sources, Types • Hypothesis – Sources, Types, Characteristics, • Variables- Independent & dependent variables 	10
Unit III	Sampling & Methods of Data Collection <ul style="list-style-type: none"> • Sampling- Meaning, Characteristics, • Types Sources of data, • Difference between primary and Secondary Data • Tools of data collection- Interview schedule, Interview guide, Case Studies Questionnaire, Observation Schedule 	10

Unit IV	Data Processing & Research Report Application of Computers – <ul style="list-style-type: none"> • Data entry, • Data Processing, • Excel use in research • Introduction to SPSS • Research Report- Contents, Style and Types of Research Report Foot notes, Reference, Bibliography, Preparation of Research Abstract & Publication of Report, Ethical issues in Research 	10
Unit V	Introduction to Statistics Definition & Meaning of statistics, <ul style="list-style-type: none"> • Definition & Meaning of statistics, • Function of Statistics, • Role and Importance of Statistics in Research 	10
Unit VI	Statistics for research, techniques & its application <ul style="list-style-type: none"> • Deference between Percentage and Percentile , • Measures of Central Tendencies- Mean, median, Mode • Measures of dispersion – Standard deviation, Quarter deviation • Inferential Statistics – T- Test, Chi- Square Test, Correlation. 	10

Reference Books:

- 1) Kerlinger, F. N., & Lee, H.W. (2000). Foundations of behavioral research, 4thEdn. Fortworth: Harcourt College Publishers.
- 2) Fortworth: Harcourt College Publishers.
- 3) Robinson, P.W. (1981). Fundamentals of experimental psychology. New Jersey:
- 4) Mc Burney, D. H. (2001). Research methods. London: Thomson Wadsworth.
- 5) Broota, K.D. (1989). Experimental design in behavioural research. New Delhi: Wiley Eastern Ltd.
- 6) Eastern Ltd.
- 7) Singh, A.K. (2002). Tests, measurements and research methods in behavioral sciences. Patna: Bharati Bhawan Publisherps.
- 8) 8. Smith, J. A. (2007). Qualitative psychology: A practical guide to research methods. New Delhi: Sage Publications.
- 9) Silverman, D. (2006). Interpreting qualitative data: Methods for analyzing talk, text and interaction. New Delhi: Sage Publications.
- 10) Flick, U. (2006). An introduction to qualitative research. New Delhi: Sage

M. A. Counselling and Psychotherapy (Part II)

Semester: III

Sr. No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Learning Hours	Credit
2	DSC-II.III	CPT 302	Th-Major	Abnormal Psychology – II	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.
- Students will understand and apply diverse treatment approaches for mental disorders.
- Students will examine legal, ethical, and contemporary issues in Indian mental health.
- Students will explore and apply culturally relevant strategies for mental health prevention and promotion.

Unit	Content	Hours
Unit I	Personality and developmental disorders: <ul style="list-style-type: none"> • Personality disorders: Types • Developmental disorders: Mental retardation, learning disorders, ADD and ADHD 	10
Unit II	Psychosis, psychoneurosis, psychosomatic schizophrenia spectrum disorders:- Clinical description, symptoms ,subtypes and causes treatment	10
Unit III	Mood disorders: Clinical description, subtypes, causes and treatment, suicide	10
Unit IV	Eating & sexual dysfunctions: <ul style="list-style-type: none"> • Eating disorders: Bulimia nervosa, anorexia nervosa, binge eating disorder and obesity. • Sexual dysfunctions 	10
Unit V	Sleep disorders: Primary insomnia, primary hypersomnia, narcolepsy, breathing related sleep disorders, circadian rhythm sleep disorder.	10
Unit VI	Contemporary issues related to psychopathology: <ul style="list-style-type: none"> • Mental health services: • Legal and ethical issues, • Status of mental health in India, • Perspectives on prevention, • Indian perspective to mental health 	10

Reference Books:

- 1) Alloy, L. B.; Riskind, J. H. and Manos, M. J. (2006). *Abnormal Psychology: Current Perspectives*, 9th ed. Tata McGraw Hill, New Delhi.
- 2) Barlow, D. H. and Durand, V. M. (2007). *Abnormal Psychology: An Integrative Approach*, 4th ed. Thompson (India Edition).
- 3) Carson, C. C. ; Butcher, J. N. and Mineka, S. (2004). *Abnormal Psychology and Modern Life*, 11th ed. Pearson, New Delhi.
- 4) Carson, C. C. ; Butcher, J. N.; Mineka, S. and Hooley, J. M. (2011). *Abnormal Psychology*, 13th ed. Pearson, New Delhi.
- 5) Sarason, I. G. and Sarason B. R. (2002). *Abnormal Psychology*, 10th ed. Prentice Hall, New Delhi.
- 6) Sarason, I. G. and Sarason B. R. (2006). *Abnormal Psychology: The Problem of Maladaptive Behavior*, 11th ed. Prentice Hall, New Delhi.
- 7) Susan Nulen-Hoeksema (2005). *Abnormal Psychology*, 3rd ed. Tata McGraw Hill, New Delhi.
- 8) 8.Rajhansa, Manasi; Patil, Anagha and Surve, Sushil (2004). *Apsamanayche Manasshastra*, Unmesh Prakashan, Pune.
- 9) Akolkar, V. V. (1995). *Manovikruti Vidnyan*, Nirali Prakashan.
- 10) Gadgil, Kalyani (2008). *Schizophrenia: EkNavi Janiv*, 2nd ed. Continental prakashan, Pune.

M. A. Counselling and Psychotherapy (Part II)

Semester: III

Sr. No.	Subject	Code of the Subject/Course	Type of Course	Title of the Course/Subject	Total Learning Hours	Credit
3	DSC-III.III	CPT 303	Th-Major	Psychotherapy II	60	4

Cos:

Student should be able to:

- Students will be able to learn about different biological approaches to treat mental disorder.
- Student's will be able to learn directive and non-directive approaches to psychotherapy
- Effectiveness of specific psychotherapy in solution of particular problem
- To acquaint students with various approaches and therapies of psychotherapy
- Students will be learn about family therapy group therapy various supportive therapies
- Students will be able to learn different psychotherapies, Students will be able to learn special areas of therapies.

Unit	Content	Hours
Unit I	Hospitalization <ul style="list-style-type: none"> • Biological therapy: • E.C.T. Brain Wave Therapy • Biofeedback, • Psycho pharmacotherapy 	10
Unit II	Milieu therapy <ul style="list-style-type: none"> • Progressive relaxation, • Flooding, • Hypnosis Therapy 	10
Unit III	Crisis intervention <ul style="list-style-type: none"> • Solution Focused Behaviour therapy • Integrative and multimodal therapies. 	10
Unit IV	Psychoanalytic therapy: <ul style="list-style-type: none"> • Freudian & Neo-Freudian, • Insight Psychotherapy, • Interpersonal Psychotherapy, • Brief Psychotherapies 	10
Unit V	Other Therapies for Psychological Interventions. Family and Group Psychotherapy <ul style="list-style-type: none"> • Psychodynamic Couple therapy • Psychodrama therapy • Psychotherapy integration 	10
Unit VI	Psychotherapy across life cycle <ul style="list-style-type: none"> • Psychotherapy with children and adolescents • Psychotherapy with adults and middle-aged persons • Psychotherapy with older adults Psychotherapy in terminal illness (AIDS, Cancer) 	10

Reference Books:

- 1) Agars, W.S., Kazadin, A.E., Wilson, G.T. (1979). Behavior Therapy. San Fransisco: Freeman & Co.
- 2) Lanyon, R.I., Layon, B.P. (1978) BehaviorTherapy : A Clinical Introduction . Philippines:
- 3) Wesley Korchin,S.J.(1976) Modern Clinical Psychology. Principles of Intervention in the Clinic and Community. New York: Basic Books
- 4) Plante, T.G. (2005) . Contemporary Clinical Psychology (2nd Ed.) New Jersey: John Wiley & Sons Bellack, A.S., Hersen, M., Johnston, D.W., & Johnston, M (Eds.) (1998) . Comprehensive
- 5) Clinical Psychology (Vol.8) New York: Pergamon
- 6) Wolberg, L.S., Aronson.M.L.(1991) Group and Family Therapy N.Y.,Brunner/Mazal Davis, M., Eshelman , E.R., McKay, M. (1996). The Relaxation & Stress Reduction Workbook.
- 7) Mumbai :Jaico Publishing House 8. Pandit, M.P. (1990)Dhyana. Pondicherry: Dipti Publication
- 8) Corey, G. (1991) : Theory and Practice of Counseling and Psychotherapy, 4th Ed. California: Brooks
- 9) Feltham C, Horton I (Ed),(2006) The Sage Handbook of Counseling and Psychotherapy, 2nd Ed Sage Publication ; New Delhi.
- 10) RECOURSE PERSONS AND MEDIA (eBooks, printed materials)

M.A. Counselling and Psychotherapy (Part II)

Semester: III

Sr. No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Learning Hours	Credit
4	DSE-IV.III	CPT 304 A	Th-Major Elective	Child, Adolescent and Parental Counselling	60	4

Cos:

Student should be able to:

- Introducing Students to Parental Counselling
- Introducing Students to Adolescent Counselling and Teaching Learning Process
- Students will understand the process of Educational Counselling
- To impart knowledge regarding child's mental state
- To make students able to design and implement modules in Counselling
- To impart the required Counselling techniques to guide parents

Unit	Content	Hours
Unit I	<p>Parental Counselling:</p> <ul style="list-style-type: none"> • Nature and Definition of Parental Counselling • Characteristics of Good Parenting • Challenges of Parenting • Types of Parenting. • Influence and Limitations of Parents. • Co Parenting Counselling 	10
Unit II	<p>Introduction to Child and Adolescent Counselling:</p> <ul style="list-style-type: none"> • Counselling Needs of Children, • Needs of Adolescent. • Location of Needs: Family, School, Residential Care. • Nature of Issues: Emotional 	10
Unit III	<p>Process and Techniques of child and Adolescent Counselling:</p> <ul style="list-style-type: none"> • Characteristics of Child and Adolescent Counsellors. • Therapeutic Relation in Child and Adolescent Counselling. • Child Counselling Skills. 	10
Unit IV	<p>Counselling in Educational Concept:</p> <ul style="list-style-type: none"> • Specific Issues in Educational Setting. • Children with Learning Disabilities. • Children With behavioural Problems. • Learning and Teaching Gardner's Multiple Intelligence 	10
Unit V	<p>Teaching and Learning process:</p> <ul style="list-style-type: none"> • Model Study Skills: Note Making Skills • Time Management • Class Problems. • Peer pressure • Family pressure 	10
Unit VI	<p>Child Abuse: Types of Child Abuse.</p> <ul style="list-style-type: none"> • Orphan and Street Children: Psychosocial Problems and intervention. • Addiction: Alcohol and Drug Addiction, Control Over • Use of Substance. 	10

Reference Books:

- 1) Guide to child care- Dr. R.K. Anand
- 2) Positive Parenting-Rebecca Eanes
- 3) Counseling Children, Adolescents and Families-J. Sherry, Sage Publications, New Delhi
- 4) Counseling Children with Psychological Problems - Pearson
- 5) Enhancing the quality of life of the people with intellectual Disabilities, Theory and Practice, New york- Springer
- 6) Handbook of Emotional and Behavioral Difficulties- Clough, Pradeck, Yuen New Delhi Sage Publication.

M.A. Counselling and Psychotherapy (Part II)

Semester: III

Sr. No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Learning Hours	Credit
5	DSE-V.III	CPT 304 B	Th-Major Elective	Stress Management I	60	4

Cos

- students will acquaint with Stress concept, theories and coping skill
- discuss in brief the nature consequence and management of emotional vital science of health and well being
- students learn how to analyse Stress triggers and to manage them
- Students develop personal strength for preventing stress.
- students will acquaint with Stress Management skill
- students will apply learning principles in day to day life.

Unit	Content	Hours
Unit I	What Is Stress? Definition of Stress-Its Nature and Meaning Common Sense Understanding of Stress Understanding Stress <ul style="list-style-type: none"> • Stressors • Stress and Illness • Regulation of Stress • The Pursuit of Happiness • Early Research in Stress 	10
Unit II	Theories of Stress <ul style="list-style-type: none"> • Fight or Flight Response • General Adaptation Syndrome • Cognitive Appraisal Theory • Person-Environment Fit Theory • Psychodynamic Theory • Genetic Constitutional Theory • Holistic Health Theory 	10
Unit III	Role of Physiology in Stress <ul style="list-style-type: none"> • Nervous System • The Brain: Its Role in Stress • The Autonomic Nervous System • Endocrine System and Its Role in Stress • The Cardiovascular System 	10
Unit IV	Sources of Stress <ul style="list-style-type: none"> • Daily Hassle • Stressful Life Events • Academic Stress • Family and Relationship • Occupational Stress • Social Stressors • After-effects of Stress • Effects of Early Stressful Life Experiences 	10

Unit V	Personality and Stress <ul style="list-style-type: none"> • Type A Behavior Pattern and Health • Type A Behavior Pattern and Stress • Health and Type A Behavior • Type C Personality and Stress • Locus of Control • Hypersensitivity Personality • Cancer-Prone Personality • Depression-Prone Personality • Attribute Style 	10
Unit VI	Tress management techniques <ul style="list-style-type: none"> • Relaxation techniques deep breathing progressive muscle relaxation etc. • Mindfulness and meditation • Physical activity and exercise • Creating a personal trace management plan. 	10

References:

- 1) Manika Gosh (2015). Health Psychology-concepts in Health and Well-Being. Pearson Publication Delhi.
- 2) . Madhukar K. Tajne (2017). Health Psychology-Basic Issues and Process. Ishika Publication House, Delhi, Jaipur.
- 3) Aboud, F.E. (1998). Health Psychology in Global Perspectives. Thousand Oaks, CA: Sage.

M.A. Counselling and Psychotherapy (Part II)
Semester: IV [Level 6.5]

Sr. No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Learning Hours	Credit
1	DSC-I.IV	CPT 401	Th-Major	Family and Marital Counselling	60	4

Cos:

Student should be able to:

- Students will be able to understand key concepts concerning marriage and families and analyse the research of the changes in socio-cultural milieu and its impact on the family and marital system.
- Students will be able to discuss the theoretical perspectives on families.
- Students will be able to decipher the nature and dynamics of intimate relationships.
- Students will be able to examine the challenges of intimate relationships.
- Students will be able to gain awareness about the key movements and influences of Family therapy.
- Students will be able to evaluate the process of assessment in family therapy

Unit	Content	Hours
Unit I	Introduction to Family Counselling <ul style="list-style-type: none"> • The family in a postmodern world • Significant changes in society • Exploring family values • The five love languages • Understanding family rules 	10
Unit II	Marriage <ul style="list-style-type: none"> • Marriage and Family • Marriage: oneness and inseparability • Marriage: friendship and procreation of children • Marriage: self-surrender and mutual understanding • Marriage promises • Ability of both men and women to analyze and • Take decisions, Swiftness in expressing emotions. 	10
Unit III	Marriage and related issues: <ul style="list-style-type: none"> • Valid and Invalid marriage • AIDS awareness • Psychology of men and women in different ages • during marriage, when becomes a parent, • significance of mid- age and the psychology of the aged 	10
Unit IV	Areas of conflict: <ul style="list-style-type: none"> • Marital divorce Separation of spouses dismissal of marriage • Affairs : Premarital affairs Extra marital affairs • Areas of conflict in relationships Separation and divorce An emotional response to separation and divorce 	10

Unit V	Single Parent and Blended Families <ul style="list-style-type: none"> • Single parent families • Children in single parent families • Blended families • Children in blended families • The successful step parents • Co parenting 	10
Unit VI	Qualities to acquire <ul style="list-style-type: none"> • Caring for the others • respect for others • Effective listening skills • Effective Communication skills • Ability to forgive and forget 	10

Reference Books:

- 1) Brock, G.W., & Barnard, C.P. (1999). Procedures in marriage and family therapy. (3rd edition). Boston: Allyn& Bacon.
- 2) Freedman, J. & Combs, G. (1996). Narrative therapy: The social construction of preferred realities. NY: Norton. Madsen, B. (2007).
- 3) Collaborative therapy with multistressed families, 2nd ed. NY: Guilford. ISBN 9781593854348
- 4) Nichols, M.P., & Schwartz, R.C. (2006). Family therapy: Concepts and method. Boston: Allyn& Bacon
- 5) Odell, M., & Campbell, C. (1998). The practical practice of marriage and family therapy: Things my training supervisor never told me. New York: Haworth Press.
- 6) Patterson, J., Williams, L., Edwards, T.M., Chamow, L., & GraufGrounds, C. (2009). Essential skills in family therapy: From the first interview to termination. 2nd. Ed. New York: Guilford.

M. A. Counselling and Psychotherapy (Part II)

Semester: IV

Sr. No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Learning Hours	Credit
2	DSC-II.IV	CPT 402	Th-Major	Health Counselling	60	4

Cos:

Student should be able to:

- Unit I: Understand Medical Treatment for Medical disorder.
- Unit II: Understand nature and meaning of health counselling
- Unit III: Understanding assessment process of Health Counselling.
- Unit IV: Student will learn assessment of cancer patient
- Unit V: Student will understand various problems of geriatric patient
- Unit VI: Focus on the behavioural factors in the fields of health counselling

Unit	Content	Hours
Unit I	<p>An Introduction to Health Psychology</p> <ul style="list-style-type: none"> • Health psychology-Definitions, Nature, Aims. • Biopsychosocial Model of Health. • Psychology's Role in Health. • How the role of Psychology Emerged. 	10
Unit II	<p>Chronic Health Problems and Its Management.</p> <ul style="list-style-type: none"> • Personal Matters related to chronic health conditions. • Emotional reactions to chronic health disorders. • Major chronic health problem. 	10
Unit III	<p>Assessment of Hypertension :</p> <ul style="list-style-type: none"> • Assessing the hypertensive Reactions to Stressful Stimuli • psychosocial assessment of hypertensive • Therapeutic options in the management of obesity :Risk factors for obesity <p>Cancer Patient</p> <ul style="list-style-type: none"> • Issues & approaches to the psychosocial assessment of the cancer patient. 	10
Unit IV	<p>The psychosocial assessment of the chronically ill geriatric patient</p> <ul style="list-style-type: none"> • The geriatric patient • assessment of the geriatric patient from an organismic perspective • analysis of the geriatric patient from an ecological perspective • the function of the psychologist in the geriatric health care delivery system 	10

Unit V	Primary Prevention and Health Promotion. <ul style="list-style-type: none"> • Quality of Life and Health Behaviour • Developmental Gender and Socio-Cultural Factors in Health • Health promoting Behaviours-Diet, Exercise, Sleep, Rest. 	10
Unit VI	<ul style="list-style-type: none"> • Health Care System: Indian Scenario •Attitude of Health Professionals •Burnout in health professionals •Designing health care work environment •Future challenges for health care. 	10

Reference Books:

- 1) Asken, M, and Medical Psychology: Toward definition Classification and Organization, Professional Psychology (1979)
- 2) Millar, N, F, Introduction: Current issues and key Problem, Chicago (1973)
- 3) Alexander, f, Emotional factors in essential hypertension psymatric medicine (1989)
- 4) Medical Psychology – “Contributions to Behavioural Medicine” Edited Proklop & Bradley.

M.A. Counselling and Psychotherapy (Part II)

Semester: IV

Sr. No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Learning Hours	Credit
3	DSC-III.IV	CPT 403	Th-Major Elective	Workplace Counselling	60	4

Cos;

Students will acquaint with

- Students will learn about the concept, history, importance, various approaches, and criticisms of workplace counselling, as well as its role and evolution in the modern workplace.
- Students will learn about the different models of workplace counselling, including various approaches and orientations, and how they are applied within organizational settings to address employee well-being and organizational change.
- Students will learn about the current trends, roles, ethical considerations, and challenges in workplace counselling, including its impact on organizational dynamics and its potential as a tool for organizational change.
- Students will learn about the integrative process of individual employee counselling, from initial preparation and assessment to engaging in the counselling sessions and effectively terminating the counselling relationship.
- Students will learn about the importance and methods of evaluating workplace counselling, including record-keeping practices and the application of both formative and summative evaluation techniques.
- Students will learn about the ethical considerations and responsibilities in workplace counselling, including decision-making, obligations to clients and organizations, and the ethical duties of both counsellors and organizations.

Unit	Content	Hours
Unit I	<p>Understanding Workplace Counselling</p> <ul style="list-style-type: none"> • The workplace today • Why workplace counselling? • The history of workplace counselling • The many faces of workplace counselling • What is workplace counselling? 	10
Unit II	<p>Workplace Counselling Today: Trends and Debates</p> <ul style="list-style-type: none"> • The multiple roles of workplace counsellors • The values of counselling versus those of business • Training for workplace counsellors • Ethical issues in workplace counselling • Stress and workplace counselling • Workplace counselling • The impact of the organization on workplace counselling • Counselling as a means of organizational change 	10
Unit III	<p>Ethical Issues in Workplace Counselling</p> <ul style="list-style-type: none"> • Training in ethical decision-making • Ethical issues • Making ethical decisions in the workplace • Ethical responsibilities for and to clients • Ethical responsibilities for and to the organization • Employee counsellors' ethical responsibilities for and to themselves • The organization's ethical responsibilities for counselling provision 	10

Unit IV	Models of Workplace Counselling <ul style="list-style-type: none"> • Counselling-orientation models • Brief-therapy models • Problem-focused models • Work-orientated models • Manager-based models • Externally based models • Internally based models • Welfare-based models • Organizational-change models 	10
Unit V	An Integrative Model of Individual Employee Counselling <ul style="list-style-type: none"> • Preparation for workplace counselling • Assessment • Contracting/referring • Engaging in workplace counselling • Terminating workplace counselling • Ethical Responsibility of the Employee Counsellor 	10
Unit VI	Evaluating Workplace Counselling <ul style="list-style-type: none"> • The usefulness of evaluation • Record keeping • Evaluation • Formative and summative evaluation • Methods of evaluation 	10

Reference Books:

- 1) Workplace Counselling: A Systematic Approach to Employee Care by Michael Care.
- 2) Career Works and Mental Health By Vernor Zunfer
- 3) Career Counselling: Applying the Systems Theory frameworks of Career Development by McMahan Mary 2005
- 4) Hand Book of Vocational Psychology Theory, Research and Practice.

M.A. Counselling and Psychotherapy (Part II)

Semester: IV

Sr. No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Learning Hours	Credit
4	DSE-IV.IV	CPT 404 A	Th-Major Elective	Advanced Social Psychology	60	4

Cos:

- The students will be able to understand concepts of social psychology
- The students will be able to understand the various factors of interpersonal attraction.
- The students will be able to understand what prosaically behaviour is.
- The students will be able to understand how the group behaves.
- The students will be able to understand how our behaviour changes by social influence.
- The students will be able to understand the meaning, causes and sources of aggression.

Unit	Content	Hours
Unit I	Introduction to Social Psychology <ul style="list-style-type: none"> • Definition and Nature of Social Psychology • Scope and Goals of Social Psychology • Social Psychology in the new Millennium: Cognitive perspective Multicultural perspective Biological perspective Evolutionary perspectives. 	10
Unit II	The Self <ul style="list-style-type: none"> • Self-presentation • Self-knowledge • Personal identity V/s Social identity • Social comparison • The self as a target of prejudice 	10
Unit III	Attitude and Behaviour <ul style="list-style-type: none"> • Attitude and Behavior: Formation of attitudes How attitude influences behavior Attitude change • Persuasion : Path and elements of persuasion Resistance to persuasion Cognitive Dissonance. 	10
Unit IV	Group Behaviour <ul style="list-style-type: none"> • Groups Definition and key components • Social facilitation and social loafing. • Group Interactions Determinations of competition Vs. Co operation • Culture and competition • Social dilemmas • Group decision making 	10

Unit V	Social Influence <ul style="list-style-type: none"> • Conformity: Ash's research, on conformity, Ascherifs research on the autogenetic phenomenon. • Factors affective, social foundations and the downside of conformity. • Compliance: Bases of social power, mood and compliance, specific compliance technique. • Obedience to authority destructive obedience, the Milgram experiments. 	10
Unit VI	Aggression <ul style="list-style-type: none"> • Origin and definition of aggression. • Causes of human aggression. • Sources of anger. • Reduction of aggressive behaviour. 	10

References:

- 1) Baron, R. A., & Branscombe, N.R., (2012) Social Psychology (13th Ed).
New Delhi: Pearson.
- 2) Baumeister, R. F., & Bushman, B. J., (2011). Social Psychology and Human Nature (2nd Ed). USA: Cengage Learning.
- 3) Taylor, S. E., Peplau, L. A., & Sears, D. O., (2006). Social Psychology (11th ed). New Delhi: Pearson.

M. A. Counselling and Psychotherapy (Part II)

Semester: IV

Sr. No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Learning Hours	Credit
5	DSE-IV.IV	CPT 404 B	Th-Major Elective	Stress Management II	60	4

Cos:

Students will be able to

- Students will acquaint with trace management skills
- Students no how to cope with Stress
- Student should be able to do research in Stress related subjects.
- Students will develop the skill of dealing with Stress events.
- Students apply learning principles in day To day life.
- Students learn how to identify Stress and its Symptoms and triggers.

Unit	Content	Hours
Unit I	<p>Psycho-Physiological Consequences of Stress</p> <ul style="list-style-type: none"> • The Cardiovascular Disorders • Allergies • The Digestive System Disorders • Stress and Ageing • Stress and Cancer • Stress and Acquired Immune Deficiency Syndrome (AIDS) 	10
Unit II	<p>Meaning and Definition of Coping</p> <ul style="list-style-type: none"> • Styles of Coping • Goals of Coping <p>Measurement of Stress</p> <ul style="list-style-type: none"> • Measurement in Laboratory • Physiological Measure • Major Life Events • Daily Hassles • Perceived Stress 	10
Unit III	<p>Individual Differences in Coping with Stress</p> <ul style="list-style-type: none"> • Personality • Psychological Hardiness • Tolerance for Stimulation • Attritional Style • Learned Helplessness 	10

Unit IV	<p>Health Promotion</p> <ul style="list-style-type: none"> • Methods Used in Health Promotion • Dissemination of Information • Behavior Change Methods • Incentives • Social Engineering <p>Levels of Preventive Health Behavior</p> <ul style="list-style-type: none"> • Primary Prevention • Secondary Prevention • Tertiary Prevention 	10
Unit V	<p>Health Enhancement Thorough Primary Prevention</p> <ul style="list-style-type: none"> • Immunization • Safety Measures • Diet and Nutrition 	10
Unit VI	<p>Tress management techniques</p> <ul style="list-style-type: none"> • Relaxation techniques deep breathing progressive muscle relaxation etc • Mindfulness and meditation • Physical activity and exercise • Creating a personal trace management plan. 	10

References:

- 1) Manika Gosh (2015). Health Psychology-concepts in Health and Well-Being. Pearson Publication Delhi.
- 2) Madhukar K. Tajne (2017). Health Psychology-Basic Issues and Process. Ishika Publication House, Delhi, Jaipur.
- 3) Aboud, F.E. (1998). Health Psychology in Global Perspectives. Thousand Oaks, CA: Sage.

Semester-IV

Research Project Phase-II

Minor Research project and Oral Examination -Total Marks: 100

Minor Research project (Writing work) - 50 marks

- Minor Research project should be based on the research plan presented in session
- While submitting the Minor Research project it should be as follows.
- M. S. word 10 should be used.
- Times New Roman, Font size - 12, spacing should be 1.5 for English language.
- Unicode, Font size 14, spacing 1.5 for Marathi/Hindi language.
- Minor Research project should be of 75-100 pages.
- Pages should be printed on both sides.
- Minor Research project should be bound on both sides
- Reference bibliography should be given at the end of thesis.
- Prevailing scientific research method should be used for research.

1. Oral exam - 50 marks

Oral examination will be conducted on the submitted Minor Research project.

**Table: Comprehensive Credits distribution amongst the type of Courses over Two Years (Four Semesters)
PG Programme and Minimum Credits to be earned for PG Degree [Master in Faculty----- Major]**

Sr. No	Type of Course	Total Credits Offered	Minimum Credits Required
1.	MAJOR		
	i. DSC	56	56
	ii. DSE	16	16
	TOTAL	72	72
2.	Research Methodology and IPR (FSC/DSC : Major)	04	04
	On Job training, Internship / Apprenticeship., Field Projects Related To Major	04	04 for 120 Hours OJT/FPcum 02 (Minimum60 Hours OJT/FPis mandatory)
3.	Research Project	10	10
	OPTIONAL		
4.	Co-Curricular Courses (offline and/or online as applicable): Co-curricular Courses: Health and wellness, Yoga Education, Sports and Fitness, Cultural Activities, NSS/NCC, Fine/Applied/Visual/Performing Arts, 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 Egodevelopment, Yoga for Anger Management, Yoga for Eyesight Improvement, Yoga for Physical Stamina, Yoga for Stress Management, etc.).		Limited to Maximum 03 only (For 90 Hours of CC cumulatively) 00
	TOTAL	93	88

Table A : Comprehensive Credit Distribution for C C

S. N.	Activities(offline/online as applicable)	Credits at Levels						Letter Grade
		College	University	State	Zone If exist	National	International if exist	
1	Health and wellness, Yoga*Competitions *If a Course(online/offline) on Yoga is completed for 60Hours,2creditswillbeawardedtothestudent (1Credit=30Hours)	1	2	3	4	5	6	P (Pass)
2.	Unnat Bharat Abhiyan [UBA]	1	2	3	4	5	6	P (Pass)
3.	Sports and fitness activities(see separate Table B)	1	1/2	2/3	3/4	4/5	5/6	P (Pass)
4.	Cultural activities, Fine / Applied/Visual/Performing Arts	1	2	3	4	5	6	P (Pass)
5.	N.S.S. activities Camps	1	2	3	4	5	6	P (Pass)
6.	Academic activities like Research Paper / Article / Poster presentations, Aavishkar, start-up, Hackathon, Quiz competitions, other curricular, co-curricular activities, students exchange programme Research Paper/Article published	1 -	2 1	3 2	4 -	5 4	6 6	P (Pass)
7.	Participation in Summer school/Winter School/Short-term course (not less than 30 hours 1 or 2 weeks duration)(not less than 60 hours 2 or 3 weeks duration) Scientific Surveys, Societal Surveys Field Visits, Study tours, Industrial Visits,	2Credits 4Credits 2 Credits 1Credit						P P (Pass) P (Pass) P (Pass)
8.	NCC Activities	As given in Table C						

Table B : Credit Distribution for Sports and Fitness

Sr. No.	Particulars of Sports Status (Individual/Team)	Credits	Letter Grade
1.	College Level Participation	1	P (Pass)
2.	University Level Participation	1	P (Pass)
3.	University Level Rank 1,2,3	2	P (Pass)
4	State Level Participation	2	P (Pass)
5.	State Level Rank 1,2,3	3	P (Pass)
6.	Zonal Level Participation	3	P (Pass)
7	Zonal Level Rank 1,2,3	4	P (Pass)
8.	National Level Participation	4	P (Pass)
9.	National Level Rank 1,2,3	5	P (Pass)
10	International Level Participation	5	P (Pass)
11	InternationalLevel1,2,3	6	P (Pass)

Table C: Credit Distribution for NCC activities

Sr. No	Particulars of NCC Activities	Credits	Letter Grade
1	Participation in NCC activities	1	P(Pass)
2	B' Certificate obtained	2	P(Pass)
3	C' Certificate obtained	3	P(Pass)
4	State Level Participation	4	P(Pass)
5	National Level Participation	5	P(Pass)
6	International Level Participation	6	P(Pass)
