



પરિપત્ર:

ભક્તકવિ નરસિંહ મહેતા યુનિવર્સિટીની આર્ટસ વિદ્યાશાખાનાં અભ્યાસક્રમ ચલાવતી તમામ સંલગ્ન કોલેજોનાં આચાર્યશ્રીઓને સવિનય જણાવવાનું કે આર્ટસ વિદ્યાશાખા હેઠળનો મનોવિજ્ઞાન વિષયનો એમ.એ પ્રોગ્રામનો સેમેસ્ટર- ૪નો અભ્યાસક્રમ આ સાથે સામેલ છે.

માનનીય કુલપતિશ્રીની મંજૂરી અનુસાર સદર અભ્યાસક્રમ શૈક્ષણિક વર્ષ જુન, ૨૦૨૪-૨૫ થી અમલવારી કરવાની રહે છે. આર્ટસ વિદ્યાશાખાનાં એમ.એ વિષયનાં પી.જી.નો અભ્યાસક્રમ ચલાવતી તમામ સંલગ્ન કોલેજોનાં પી.જી.સેન્ટર અને અનુસ્નાતક ભવનો દ્વારા તેની અમલવારી કરવા જણાવવામાં આવે છે.




ખાસ ફરજ પરના અધિકારી
(એકેડેમિક)

ક્રમાંક/બીકેએનએમયુ/એકેડેમિક/૪૦૬/૨૦૨૫
ભક્તકવિ નરસિંહ મહેતા યુનિવર્સિટી,
સરકારી પોલીટેકનિક કેમ્પસ,
ભક્તકવિ નરસિંહ મહેતા યુનિવર્સિટી રોડ,
ખડીયા, જૂનાગઢ-૩૬૨૨૬૩
તા.૧૦/૦૨/૨૦૨૫

પ્રતિ,

- ભક્તકવિ નરસિંહ મહેતા યુનિવર્સિટી સંલગ્ન આર્ટસ વિદ્યાશાખાનાં પી.જી.(મનોવિજ્ઞાન)નાં અભ્યાસક્રમો ચલાવતી તમામ કોલેજોના આચાર્યશ્રીઓ તેમજ સંલગ્ન ભવનનોનાં અધ્યક્ષશ્રીઓ તરફ....

નકલ સાદર રવાના:-

- માન.કુલપતિશ્રી/કુલસચિવશ્રીનાં અંગત સચિવશ્રી.
- પરીક્ષા નિયામકશ્રી, ભક્તકવિ નરસિંહ મહેતા યુનિવર્સિટી, જૂનાગઢ

નકલ રવાના જાણ તથા યોગ્ય કાર્યવાહી અર્થે:

- સીસ્ટમ મેનેજરશ્રી, આઇ.ટી.સેલ વિભાગ (વેબસાઇટ ઉપર પ્રસિદ્ધ થવા અર્થે.)



BHAKTA KAVI NARSINH MEHTA UNIVERSITY JUNAGADH



BOARD OF **PSYCHOLOGY** STUDIES
FACULTY OF **ARTS**
SYLLABUS FOR
M.A. (PSYCHOLOGY) PROGRAMME
(SEMESTER- IV)
EFFECTIVE FROM JUNE, 2024-25

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Faculty of Arts
Effective from June 2024-25

- Allocation of Hours for Practical/Dissertation
 - (I) Experimental Explanation 20 Hours
Practical Performance 40 Hours
 - (II) Personal Guidance 20 Hours
Fieldwork and Report Writing 40 Hours
- Marks to be assigned for each course:
For theory course there will be two types of examinations for each course
 - (I) External Examination- 70 Marks
 - (II) Internal Examination- 30 Marks
 - (II) The Internal examination will consist of theoretical examination
Carrying 10 marks and 20 marks to be assigned will be divided in to
Presentation (Seminar -10 marks and Assignment Writing 10 marks).
- Marking Scheme for Practical course: (100 Marks)
There will be two divisions in practical course each carrying 50 marks

Scheme for Experiment	Scheme for Testing
(i) Performance: 10 Marks	(i) Performance: 10 Marks
(ii) Report Writing: 15 Marks	(ii) Report Writing: 15 Marks
(iii) Viva Voice: 10 Marks	(iii) Viva Voice: 10 Marks
(iv) Journal Presentation: 15	(iv) Journal Presentation: 15 Marks
Total 50 Marks	Total 50 Marks

- Marking Scheme for Dissertation (100 Marks)
 - (I) Thesis Evaluation: 70 Marks
 - (II) Viva – Voice Examination: 30 Marks

Evaluation Pattern

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 70: 30 respectively. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the students.

Continuous Evaluation Pattern

- Attendance
- Assignment's / Practical
- Field Work

End of Semester University Exam 70% (Weightage) Project / Practical Work

BHAKTA KAVI NARSINH MEHTA UNIVERSITY**Syllabus of M.A. Psychology****Faculty of Arts****Effective from June 2024-25****Summary of the Syllabus**

No.	Core/ Elective/ ICT	Name of Course	Credits	IM	EM	TM	Course/ Paper Code
M.A Semester-IV							
1	Core	Behavioral and Neuro Psychology	04	30	70	100	CCT-10
2	Core	Method of Psychotherapy	04	30	70	100	CCT-11
3	Core	Advanced Psychopathology	04	30	70	100	CCT-12
4	Elective	Clinical Psychology OR Clinical Practices	04	30	70	100	ECT-06
5	Inter- Disciplinary	Stress and Coping	04	30	70	100	ICT-02
Total			20				

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Name of Course	Sem	Core/ Elective/ Allie/ Practical /Project	Course/ Paper code	Course/ Paper Title	Credit	IM	EM	Total	External Exam Time Duration
M.A.	IV	CORE	CCT-10	Behavioral and Neuro Psychology	04	30	70	100	2:30 Hour

Course Objectives:

- To acquaint the students with, this course is to cater to knowledge in the area of brain and behavior. The emphasis of this course lies on the study of patients with neurological disorders for assessment, diagnosis, intervention and rehabilitation.

Course Content

Unit	Contents
Unit-1	Introduction of Neuro psychology: Definition of Neuro psychology. - Topography of the brain- The cerebral hemispheres internal structures - Fibers & Function of cortex - Pineal gland in brain - Pituitary Gland in brain.
Unit-2	Neuro – Chemical and Vascular Systems: Neuro Chemical - Blood Vascular systems of brain — Spinal cord & its function – Peripheral Nervous system - Radiological Method - Neuro anatomical method - Brain tumor.
Unit-3	Frontal & Parietal lobe Syndromes: Frontal lobe syndrome - Neuropsychology of Motivation - Neuro physiological base of learning and memory and its disturbance - Parietal lobe syndrome - Coma and Altered consciousness Disturbance of psycho – somatic.
Unit-4	Occipital & Temporal lobe Syndromes: Occipital lobe syndromes - Visual Theory - Disturbance of Visual Perceptions - Temporal Lobe Syndromes - Hearing Theory - Disturbances of hearing and Vestibular functions - Disturbance of Reading & Writing

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REFERENCE BOOKS

1. Whitaker, H.A. (1988). Neuropsychological studies of confocal brain damage. New York: Springer Verlag.
2. Walsh K. (1994). Neuropsychological: A clinical approach. New Delhi: Churchill Livingstone. Heilman, K.M. & Valenstein, E. (1993). Clinical Neuropsychology. New York: Oxford University Press.
3. Kolb, B., & Whisaw, I.Q. (1990). Fundamentals of human Neuropsychology. New York: Freeman, W.H.
4. Boller, F., & Grafman, J. (1988). Handbook of Neuropsychology. New York: Elsevier.

Paper Style:

EXTERNAL ASSESSMENT BY UNIVERSITY			
Que. No.	Particulars	Unit	Marks
Que. 1	Essay type question One out of Two	Any One Unit	14
Que. 2	Essay type question One out of Two	Any One Unit	14
Que. 3	Essay type question One out of Two	Any One Unit	14
Que. 4	Essay type question One out of Two	Any One Unit	14
Que. 5	Short note: Two out of Four	Any One Unit/ All Unites	14
Total			70

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Name of Course	Sem	Core/ Elective/ Allie/ Practical /Project	Course/ Paper code	Course/ Paper Title	Credit	IM	EM	Total	External Exam Time Duration
M.A.	IV	CORE	CCT- 11	Method of Psychotherapy	04	30	70	100	2:30 Hour

Course Objectives: To acquaint the students with,

- Various Psychotherapies and its basic Procedure
- Effectiveness of specific psychotherapy in solution of particular problem.
- Different psychotherapeutic skills.

Course Content

Unit	Contents
Unit-1	Introduction to Psychotherapies & Psychoanalytic Therapy: Meaning of Psychotherapy - Goals of Psychotherapy - Types of Psychotherapy - The Therapist's values and the Therapeutic Process. Psychoanalytic Therapy: Key Concepts: Human - Structure of Personality - Consciousness and Unconsciousness - Ego-defense Mechanisms - Development of Personality. The Therapeutic Process: Goals - Therapist's Function and Role - Client's Experience - Relationship between Therapist and Client - Application: Therapeutic Techniques and Procedure - Free Association - Interpretation - Dream Analysis - Analysis and interpretation of Resistances.
Unit-2	Adlerian Therapy and Existential Therapy Adlerian Therapy - Important Theoretical Concept - Treatment using Individual Psychology - Application and Current use - Evaluation - Skill Development. Existential Psychotherapy - Important Theoretical Concept - Treatment using Individual Psychology - Application and Current use - Evaluation - Skill Development.
Unit-3	Person Centered Therapy and Family Therapy: Person Centered Therapy (Carl Roger's) - Important Theoretical Concepts - Treatment using Individual psychology - Application and Current use - Evaluation

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	and Skill. Family Therapy: Goals of Family Therapy - Types of Formation of Family Therapy -Application and Current use - Evaluation and Skill.
Unit-4	Cognitive Behavior Therapy: Gestalt Therapy - Important Theoretical Concepts - Treatment using Individual psychology - Application and Current use - Evaluation and Skill. Cognitive Behavior Therapy - A-B-C Theory of Personality - Important Theoretical Concepts - Treatment using Individual psychology - Application and Current use - Evaluation and Skill. The Development of Rational Emotive Behavior therapy - Important Theoretical Concepts - Format of sessions - Treatment - Application of REBT - Evaluation and Skill - Aaron Beck's Cognitive Therapy.

REFERENCE BOOKS

1. Beck, A. T. (1976). Cognitive therapy and Behavior disorder.
2. Bur E. Gilliland and Richard K. James. (1998). Theories and Strategies in Counseling and psychotherapy, London, Allyn and Bacon.
3. Capuzzi, D. & Gross, D. R. (2008). Counseling and psychotherapy: theories and interventions (4th Ed.).
4. Corey, G. (2008). Theory and practice of group counseling. Thomson Brooks/Cole Belmont CA. Gerald Corey. (2001). Theory and Practice of Counseling and Psychotherapy, 6 Edition, California. Wadsworth, Brooks/ Cole.
5. John C. Masters. Thomas G. Burish, Steven D. Hollon and David C. Rimm (1987). Behavior Therapy, 3 Edition. New York, Harcourt Brace Jovanovic College Publishers.
6. Prochaska, J. O. & Norcross, J. C. (2007). systems of psychotherapy; a transtheoretical analysis. 6th Edn. Thomson Brooks/Cole Belmont CA.
7. Lewis R. Wolberg, (1977). The Technique of Psychotherapy, 3 Edition, New York. Grune & Stratton.

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Que. 5	Short note: Two out of Four	Any One Unit/ All Unites	14
Total			70

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Name of Course	Sem	Core/ Elective/ Allie/ Practical /Project	Course/ Paper code	Course/ Paper Title	Credit	IM	EM	Total	External Exam Time Duration
M.A.	IV	CORE	CCT- 12	Advanced Psychopathology	04	30	70	100	2:30 Hour

Course Objectives: Upon successful completion of this course, the student should:

- Be familiar with and able to discuss several different theoretical perspectives in the general field of psychopathology as well as the empirical support for these theories.
- Be able to apply these theoretical perspectives in reviewing each of the psycho pathological conditions covered in the course.
- Be familiar with and able to discuss the DSM-IV multi-axial classification of mental disorders and the criteria for diagnosing these disorders.
- Be able to apply the DSM-IV classification system in determining the appropriate diagnosis of clinical cases.
- Have a substantial foundation of knowledge about psychopathology to apply in formulating appropriate and effective intervention strategies to treat a broad spectrum of psychopathological conditions.

Course Content

Unit	Contents
Unit-1	Introduction – The Comprehensive History of Abnormal Psychology – Nature and Criteria of Abnormal Behavior – Characteristics or Elements of Abnormal Behavior – Difference Between Normal Behavior and Abnormal Behavior – Definition of Abnormal Psychology – Research Methods of Abnormal Psychology – Mental Health Professionals, Classification of DSM-IV.
Unit-2	Diagnostic Classification of Abnormal Behaviors – Approaches to Classify Abnormal Behavior – Difference Clinical Assessment. Meaning of Model of Abnormality – Biological Theory of Model – Psychosocial Theory or Model – Psychodynamic Viewpoint – Behavioristic Viewpoints – Cognitive View Point – Humanistic Existential Viewpoints – Interpersonal viewpoints – Socio-cultural Theory or Model Diathesis Stress Model: An Integrative Approach.

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Unit-3	General Categories or Causes of Abnormal Behavior – Biological Causes – Psychosocial causes – Socio-cultural Causes. Freudian Psychoanalytic Viewpoints – Proof for Existence of unconscious – A Comparative Study of Conscious, Subconscious and Unconscious – Adler's and Jung's Viewpoints Regarding Unconscious – Comparison of Freud's and Jung's Theories of Unconscious – Psychopathologies of Everyday life – Mental Conflicts and Mental Mechanisms or Defense Mechanisms – Theory of Psychosexual Development.
Unit-4	Meaning of Dream – Characteristics of Dream – Types of Dream – Theories of Dream – Physiological Correlates of Dream. Meaning and Characteristics of Stress – Reactions to Stress – Measurement of Stress – categories of stressors – Strategies for Coping Stress – Management of Stress – Theories of Stress – Predisposing Factors to Stress – DE compensation under Excessive Stress – Adjustment Disorder – Posttraumatic Stress Disorder or PTSD.

REFERENCE BOOKS

1. Barlow, D.H. & Durand, V.M. (1998). Abnormal Psychology: An Integrative Approach, 2nd Ed. Pacific Grove, CA: Brooks/Cole.
2. American Psychiatric Association (1994). Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition. (DSM-IV). Washington: American Psychiatric Association.
3. Carson & Butcher: The Advance Abnormal Psychology & Modern life.
4. Diagnostic & Statistical Manual of Mental Disorders. 4th ed. (DSM-IV) Washington, D.C. APA Publication.
5. Jogsan, Y. A. (2005). Psycho-pathology, Akshar Publication, Ahmedabad.
6. Strauss, M.E., & Smith, G.T. (2009). Construct validity: Advances in theory and methodology. Annual Review of Clinical Psychology, 5, 1-25.

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Que. 5	Short note: Two out of Four	Any One Unit/ All Unites	14
Total			70

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Name of Course	Sem	Core/ Elective/ Allie/ Practical /Project	Course/ Paper code	Course/ Paper Title	Credit	IM	EM	Total	External Exam Time Duration
M.A.	IV	Elective	ECT- 06	Clinical Psychology	04	30	70	100	2:30 Hour

Course Content

Unit	Contents
Unit-1	Clinical Psychology – Historical perspective, Nature and Scope, Current status, Role of clinical Psychologists in Mental Hospitals, Educational Institutions, Vocational guidance. Mental Health: Concept, Components, Intervention Models – Clinical Model, Community Model, Social Action Model.
Unit-2	Clinical Assessment – Nature and Objectives. Clinical interview – Purpose, Types, Stages, Clinical Utility and Limitations. Case Study Method- Purpose, Sources, Clinical Utility, limitations. Observation Method: Objectives, Types, Clinical Utility and Limitations
Unit-3	Intellectual Deficit- definition, characteristics, Tests of Intellectual Deficit – Wechsler Adult Intelligence Test, Scatter Analysis. Raven’s Coloured, Standard and Advance Progressive Matrices. Clinical Assessment of Personality – Cattell’s 16 P.F., MMPI-II and Big Five.
Unit-4	Projective Techniques: Characteristics, Classification of Projective Techniques, Rorschach Test – Material, Interpretation, Reliability, Validity, Clinical Utility, Limitations. TAT- Interpretation of the Stories, Evaluation, Reliability, Validity, Clinical Utility and Theoretical Basis.

REFERENCE BOOKS

1. Korchin, S.J. (1976). Modern Clinical Psychology. CBS Publication, Delhi.
2. Weiner, I.B. (1974), Clinical Methods in Psychology.
3. Goldenbern. H. (1983). Contemporary Clinical Psychology (2nd Ed.) New York.
4. Wolman, B.B. (1978). Clinical Diagnosis of Mental Disorders: A Handbook. N.Y. Plenum.
5. Nietzel, M.T. Bernstein, D.A. & Misich, R (1998). Introduction of Clinical Psychology (5th Ed.) New Jersey: Prentice Hall

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Que. 5	Short note: Two out of Four	Any One Unit/ All Unites	14
Total			70

Name of Course	Sem	Core/ Elective/ Allie/ Practical /Project	Course/ Paper code	Course/ Paper Title	Credit	IM	EM	Total	External Exam Time Duration
M.A.	IV	Elective	ECT- 06 (Optional)	Clinical Practices	04	30	70	100	2:30 Hour

Course Objectives

- The course objective of Clinical Practices varies depending on the specific field or program in which it is offered. However, in general, the primary objective of Clinical Practices is to provide students with practical experience and skills necessary to work in a clinical setting. Some common objectives of Clinical Practices may include:
 1. Apply theoretical knowledge:
 2. Develop clinical skills
 3. Gain hands-on experience
 4. Foster professional behaviour

Course Outcomes

- Students should be able to apply and demonstrate proficiency in various clinical skills such as patient assessment, physical examination techniques, diagnostic procedures, treatment planning, and patient communication.
- Students should be able to analyze complex clinical scenarios, interpret clinical data, and make evidence-based decisions to provide optimal patient care. This includes the ability to identify and address potential complications or adverse events.
- Students should be able to effectively communicate with patients, their families, and other healthcare professionals in a compassionate, empathetic, and culturally sensitive manner. This includes the ability to gather and convey medical information accurately and clearly.
- Students should have a solid understanding of ethical and legal principles related to patient care, including confidentiality, informed consent, and patient autonomy. They should be able to navigate ethical dilemmas and make decisions that prioritize patient well-being.
- Students should be able to work collaboratively with other healthcare professionals, such as physicians, nurses, and technicians. This includes understanding and respecting the roles and responsibilities of different team members, and effectively communicating and coordinating patient care.
- Students should exhibit professionalism in their interactions with patients and colleagues, including demonstrating reliability, integrity, and accountability. They should also show a commitment to lifelong learning and self-improvement.

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- Students should understand the importance of integrating current research evidence into clinical decision-making. They should be able to critically appraise and apply relevant research findings to provide the best possible care to their patients.

Evaluation Pattern

- The mode of evaluation would be through a combination of external and internal assessment in the ratio of 70: 30 respectively. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the students.

Continuous Evaluation Internal 30% (Weightage)

- Attendance
- Assignment's / Practical
- Field Work

End of Semester University Exam 70% (Weightage) Practical Work

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Name of Course	Sem	Core/ Elective/ Allie/ Practical /Project	Course/ Paper code	Course/ Paper Title	Credit	IM	EM	Total	External Exam Time Duration
M.A.	IV	Inter Disciplinary	ICT- 02	Stress and Coping	04	30	70	100	2:30 Hour

Course Objectives:

- To Introduce students to the role of moderating variables in Stress-health/well-being linkage
- To identify and evaluate the relative efficacy of various cognitive and behavioral intervention for coping with stress in its various forms and manifestation
- To Practice a wide range of Stress Management Techniques and evaluate their effectiveness in dealing with own personal challenges.

Course Content

Unit	Contents
Unit-1	Situational and Social Moderators of Stress: Difference between Mediators and Moderators of Stress, Theories about Mediators of Stress Response- Psychoanalytic, Behavioral and Cognitive Theory; Categories of Moderator Variables in Stress Processes. Perceived Control Over the Environment as the Situational Moderators of Stress, Social Support as Social Moderator of Stress- Definition of Social Support- Types of Social Support - Sources of Social Support - Direct Effect and Buffering Effect Hypothesis - Benefits of a Social Support Network - Cultivating Support Network.
Unit-2	Personality Moderators of Stress: Definition of Personality; Some Personality Traits as Moderators of Stress - Well-Being Relationship – Hardiness – Optimism - Self –Esteem and Self-Efficacy - Locus of Control- Negative Affectivity - Type-A Behavior Pattern (TABP); Concept - TABP and Stress - TABP and Health - Bio Psycho-social Factors in Type-A behavior – modifying Type-A Behavior; Type C and Type D Personality Traits; Sensation Seeking Personality.
Unit-3	Stress and Coping; Concept of Coping as a Cause (an independent Variable) and Effect (a Dependent

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	Variable), Coping as Mediator and Moderator of Stress - Strain Relationship; Classification of Coping Strategies - Coping Strategies having Limited Value- Giving up, Striking Out at Others, Indulging Self, Blaming Self, Using Defensive Coping; Categories of Constructive Coping - Appraisal Focused Constructive Coping – Ellis’s Rational Thinking, Positive Reinterpretation; Problem Focused Constructive Coping – Using Systematic Problem Solving, Seeking Help, Using Time more Effectively, Improving Self-control; Emotion Focused Constructive Coping – Releasing Pent up Emotions, Distracting (putting Problem out of your mind), Managing Hostility and Forgiving Others, Meditating, Using Relaxation Procedure.
Unit-4	Other Strategies of Managing Stress: Yoga-Buddhist Vipasyana, Bio-Feed Back, Assertiveness Training, Autogenic Training, Nutrition, Exercise, and Sleep, Stress Inoculation Training (Meichenbaum’s Cognitive Restructuring), Stress Management by Music, Massage Therapy, Stress Management by Adopting Healthy Life Style, Guided Imagery, Achieving Behavioral Control, Preventing Stress at Work, Managing Executives Stress.

REFERENCE BOOKS

1. Atwater, E. (1995). Psychology for Living: Adjustment, Growth and Behavior today. New Delhi: Prentice Hall.
2. Coon, D. (2004). Introduction to psychology: Gateways to Minds and Behavior (10th Ed.), New York: Thompson Woodworth
3. Cooper, C & Pyne R. (1988). Causes and Consequences of Stress at Work. Chichester: Wiley. Greenberg, J.S. (2010). Comprehensive Stress Management (12th Ed.). Boston: McGraw-Hill.
4. Kottler, J.A. & Chen, D.D. (2011). Stress Management and Prevention: Applications to Daily Life (2nd Ed): London and New York: Routledge.
5. Lazarus, R. S. & Folkman, S. (1984). Stress. Appraisal and Coping. New York Springer. Patel, M.K (2008). Stress, Emotions, Coping and Health, Rajkot: Saurashtra University Press. Pestonjee, D.M (1992). Stress and Coping: The Indian Experience New Delhi: Sage Publication. Pestonjee, D.M, Pareek, U & Agrawal, R (1999) Studies In Stress and its Management. New Delhi: Oxford & IBH Publishing Co.
6. Rathus, S.A & Nevid, J.S (2002) Psychology and the Challenges of Life: Adjustment in the New Millennium (8th Eds.) New York: John Wiley & Sons.

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Que. 2	Essay type question One out of Two	Any One Unit	14
Que. 3	Essay type question One out of Two	Any One Unit	14
Que. 4	Essay type question One out of Two	Any One Unit	14
Que. 5	Short note: Two out of Four	Any One Unit/ All Unites	14
Total			70