

DEPARTMENT OF PSYCHOLOGY

1-Year P.G. Program (From batches 2026-27 onwards)

First Semester

Course category	Semester-I	Credits
Discipline Specific Core (DSC)	DSC-7 Personality	5
	DSC-8 Social Psychology-I	5
	DSC-9 Test Construction	5
	DSC-10 PRACTICAL	5
Discipline Specific Elective (DSE)	DSE-3 a(iii) Behavioural Medicine Or b(iii) Guidance and Career Counselling	4
	Or	
Multidisciplinary Elective (M.D.E)	M.D.E-3 a (iii) SWAYAM Course Or b (iii) Community Mental Health-I	4
<i>A student may opt for either one Discipline Specific Elective (DSE) or one Multidisciplinary Elective (MDE) as an elective course.</i>		
SEC (Non-CGPA Course)	Academic Library Systems and Services	1
	or	
SEC (Non-CGPA Course)	Entrepreneurship & Startup Awareness	1
Total Credits		24

Note:

1. In lieu of DSE/MDE the departments may offer any one course i.e. dissertation/project/Field work/Swayam Course work of 4 credits. Departments are suggested to offer Swayam courses under DSE/MDE.
2. In cases where an elective course includes both theory and practical components, the concerned Department may bifurcate the total of four (4) credits appropriately between the theory and practical components, as per the course requirements and approved curriculum structure.
3. If a department intends to introduce any DSC without a practical component or solely with a practical component, it may do so; in such cases, the entire course shall carry 5 credits.
4. The Departments may revise the credit allocation between theory and practical components in accordance with the requirements of the respective courses.
5. In the third semester of two-year P.G. program, if a department wishes to offer one more Discipline Specific Elective course, it may do so by replacing one of the Discipline-Specific Core courses. The credit value of the additional elective must be equal to that of the core course it replaces. This provision/flexibility is limited to only one additional elective course.
6. Research based courses such as Research methodology, Research writing and ethics, etc may be offered in the P.G. programme as core courses.
7. The University shall provide a common syllabus for the course titled "Academic Library Systems and Services"
8. Entrepreneurship & Startup Awareness- Departments may develop and offer an 'Entrepreneurship & Startup Awareness' course or, alternatively, adopt the 'Entrepreneurship & Startup Awareness' course prescribed by the University. Departments shall offer this course to familiarize students with entrepreneurial mindset, startup ecosystem, innovation, and self-employment opportunities. The course may include basic business planning, case studies, interaction with entrepreneurs, and awareness of government startup schemes, with assessment based on participation and practical exercises. The course aims to promote creativity, leadership, and employment generation in alignment with NEP 2020.

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Second Semester

Course category	Semester-II	Credits
Discipline Specific Core (DSC)	DSC-11 Social Psychology-II	5
	DSC-12 Psychological Testing: Applications	5
	DSC-13 & DSC-14 Major Dissertation	10
Discipline Specific Elective (DSE)	DSE-4 a(iv) Psychotherapies Or b(iv) Areas of Counselling	4
Multidisciplinary Elective (M.D.E)	or	
	M.D.E-4	4
	(a) iv SWAYAM Course Or (b) iv Community Mental Health-II	
<i>A student may opt for either one Discipline Specific Elective (DSE) or one Multidisciplinary Elective (MDE) as an elective course.</i>		
SEC (Non-CGPA Course)	Community outreach activities	1
Total Credits		24
NHEQF Level- 6.5	<i>Student on successfully completing two-year PG programme (i.e., securing minimum required 96 credits will be awarded "Postgraduate Degree", in related field/discipline/subject.</i>	
NHEQF Level 7	<i>In Case of Engineering programmes, Student on exit after successfully completing second year of 2-year P.G. programme (i.e., securing minimum 96 credits will be awarded "Postgraduate Degree" (M.Tech/M.E etc) of Two years, in related field/discipline/subject</i>	

Note:

1. In lieu of DSE/MDE the departments may offer any one course i.e. dissertation/project/Field work/Swayam Course work of 4 credits. Departments are suggested to offer Swayam courses under DSE/MDE.
2. In cases where an elective course includes both theory and practical components, the concerned Department may bifurcate the total of four (4) credits appropriately between the theory and practical components, as per the course requirements and approved curriculum structure.
3. If a department intends to introduce any DSC without a practical component or solely with a practical component, it may do so; in such cases, the entire course shall carry 5 credits.
4. The Departments may revise the credit allocation between theory and practical components in accordance with the requirements of the respective courses.
5. In the fourth semester of two-year P.G. program, if a department wishes to offer one more Discipline Specific Elective course, it may do so by replacing one of the Discipline-Specific Core courses. The credit value of the additional elective must be equal to that of the core course it replaces. This provision/flexibility is limited to only one additional elective course.
6. Research based courses such as Research methodology, Research writing and ethics, etc may be offered in the P.G. programme as core courses.
7. Community outreach activities- Departments will offer a community outreach-based non-CGPA course focusing on societal engagement, local needs, and institutional social responsibility. The course may include activities such as field visits, awareness programmes, surveys, or collaboration with local bodies/NGOs, with evaluation based on participation, field reports, and reflective learning. This course aims to inculcate social sensitivity, ethical values, and experiential learning in alignment with NEP 2020.

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1-Year P.G. Program

First Semester

DSC-7: PERSONALITY

(Credits: 5)

Course Outcomes:

CO1: Define personality, its basic issues, and determinants including biological, psychological, and socio-cultural factors in Personality Psychology.

CO2: Explain major trait theories of personality including Allport, Cattell, and Eysenck.

CO3: Describe psychodynamic theories of personality including Freud, Adler, Jung, and neo-Freudian theorists.

CO4: Explain humanistic theories of personality including Murray, Maslow, and Rogers.

CO5: Describe methods of personality assessment including subjective, projective, self-report techniques, and personality inventories.

UNITS:

1. Introduction:

- i. Concept and Basic issues of Personality (Genes and Personality).
- ii. Determinants of Personality-Biological, Psychological and Sociocultural factors.

2. Trait Theories of Personality:

- i. Allport's theory ii. Cattell's Factor theory
- iii. Eysenck's dimensional theory of personality

3. Psychodynamic Theories of Personality:

- i. Freud ii. Adler iii. Jung
- iv. Neo Freudian Theories: Karen Horney, Harry Stack Sullivan, Erich Fromm, Eric Erikson, and others.

4. Humanistic Theories of Personality:

- i. Murray's theory ii. Maslow's theory iii. Roger's self theory

5. Personality Assessment: Subjective and Projective Techniques, Self Report, Personality Inventories.

References:

- 1. Hall, C.S.Lindzey, G & Compbell.J.B.(2004). Theories of Personality (4th ed). New York, Jihn wiley & son's, Inc.

2. Barger, E. (2006). Personality theories (7th ed). New York: Houghton Mifflin Company
3. Barger, J.M. (2004). Personality (6th ed). USA: Wadsworth/ Thompson Learning.
4. Hjelte, L.A. & Ziggler, D.J. (1992). Personality theories (3rd ed). New York: McGraw-Hill, Inc.
5. Mischel, W. (1976). Introduction to Personality. USA: Holt, Rinehart & Winston.

DSC-8: SOCIAL PSYCHOLOGY-I

(Credits: 5)

Course Outcomes:

- CO1: Define and explain in detail the nature, scope, history, and research methods of Social Psychology with appropriate examples.
- CO2: Explain and analyze social perception processes and social cognition processes.
- CO3: Evaluate attitudes including their formation, measurement, and major theories of attitude.
- CO4: Analyze the nature, causes, and consequences of stereotypes, prejudice, and discrimination, and evaluate effective techniques for their reduction.
- CO5: Apply and critically assess principles of interpersonal attraction and close relationships.

UNITS:

1. Introduction to Social Psychology:

- i. Nature, scope and history of Social Psychology.
- ii. Special methods of Social Psychology:
 - a) Experimental Method
 - b) Participant Observation
 - c) Sociometry

2. Social Perception:

- i. Nonverbal Communication- Attribution Theories, Sources of Error; Impression Formation and Management.
- ii. Social Cognition: Conformity, Persuasion, Compliance and Obedience.

3. Attitude:

- i. Concept formation and change
- ii. Measurement
- iii. Theories of Attitude Change –Balance Theory, Exchange theory Cognitive Dissonance Theory

4. Stereotypes, Prejudice, and Discrimination:

- i. Nature and Origin of Stereotyping
- ii. Origin of Prejudice Techniques for Countering Prejudice
- iii. Nature of Discrimination

5. Interpersonal Attraction:

i. Determinants of Attraction- Internal and External

ii. Close Relationships

References:

1. Berkowitz, L. and Walster, E. (EDS). Advances in Experimental Social Psychology.
2. G. Lindzey and E. Aronson. The Handbook of Social Psychology (3rd ed.)
3. Cook, Kretch and Crano. Bullock. Sulman- Higher Social Psychology Motilal Banarashidhas.
4. Branscombe, N. R., Baron R. A. & Kapur, P. (2015). Social Psychology

DSC-9: TEST CONSTRUCTION

(Credits: 5)

Course Outcomes:

CO1: Define and explain principles of test construction, reliability, and validity in Psychometrics with clarity.

CO2: Explain and apply item writing and item analysis, including item difficulty and discrimination index, with interpretation.

CO3: Differentiate and analyze types of reliability such as test-retest, internal consistency, and alternate forms along with influencing factors.

CO4: Compare and critically evaluate types of validity (content, criterion, construct) and explain their relationship with reliability.

CO5: Apply and interpret norms including age, grade, percentile, and standard scores in psychological testing contexts.

UNITS:

1. Principles of Test construction, Reliability and Validity.
2. Item Writing and Item Analysis: Types of Items and Guidelines for Item Writing; Purpose of Item Analysis; Item Difficulty and Discrimination Index
3. Reliability: Types- Test-Retest, Internal Consistency and Alternate Form; Factors influencing Reliability.
4. Validity: Types: Content, Criterion Related and Construct; Factors influencing Validity; Relationship between Reliability and Validity.
5. Norms: Steps in developing Norms, Types- Age Equivalent, Grade Equivalent, Percentile Norms and Standard Score Norms, Norms and their uses.

References:

1. Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.

2. Anastasi, A & Urbina, S. (1997). Psychological Testing. N.D.Pearson Education,
3. Gregory.R.J.(2005).psychological testing: History. Principles and applications. New Delhi: Pearson Education.
4. Freeman,F.S. 3rd ed. (1965).psychological testing .New Delhi oxford & IBH Publishing Co Pvt.Led.
5. Cronbach,L,J5th ed. (1990). Essential of psychological testing New york: Harper Collins Publishers.
6. Anastasi A. (1988). Psychological Testing: New York:McMilla

DSC -10: PRACTICAL: 5 Experiments/Test

(Credits: 5)

DSE-3: a (iii) BEHAVIOURAL MEDICINE

(Credits: 4)

Course Outcomes:

CO1: Define behavioural medicine, psychoneuroimmunology, stress, and major health-related theoretical models.

CO2: Explain the psychological and physiological processes involved in pain and grief, including assessment and management techniques.

CO3: Analyze psychosocial issues associated with terminal illness, bereavement, and death anxiety from behavioural medicine perspectives.

CO4: Apply and analyze psychological interventions for terminally ill patients, including grief counseling, stress management, and supportive therapies.

CO5: Evaluate contemporary interventions and lifestyle modification approaches in health psychology contexts.

UNITS:

1. Introduction to Behavioural Medicine: Psychological and social influences on health and illness, psychoneuroimmunology, behavioural coping styles, psycho-physiological models of disease, application of psychological principles to health.

2. Understanding Pain and Grief: Psychological and physiological processes involved in pain, assessment of pain, pain-management through psychological techniques, narratives of grief and bereavement, working through death anxiety, grief counseling

Stress and Health:

- i. Physiological effects of stress
- ii. Stress and immune functioning

- iii. Stress-related disorders
- iv. Theories and Models of Stress-
 - a. Hans Selye's General Adaptation Syndrome
 - b. Diathesis-Stress Model
 - c. Lazarus and Folkman's Cognitive Appraisal Theory
 - d. Psycho-Physiological Model
- 4. Lifestyle Modification and Health Enhancement:
 - i. Lifestyle assessment and intervention planning
 - ii. Sleep management and sleep hygiene
 - iii. Exercise and behavioral fitness programs
 - iv. Healthy eating behavior and weight management
 - iv. Smoking and substance-use reduction programs
 - v. Relapse prevention strategies

References:

1. Weinman, J., Johnston, M. & Molloy, G. (2006). Health Psychology (Vols. 1-4). London: Sage Publications.
2. Dimatteo, M.R., & Martin, L.R. (2002). Health Psychology. New Delhi: Pearson.
3. Lambert, M.J (2004). Handbook of Psychotherapy and behaviour change (5th ed.). New York: John Wiley and Sons.
4. Rimm D.C. & Masters J.C. (1979). Behavior therapy: Techniques and empirical findings. New York: Academic Press.

OR

b (iii) GUIDANCE AND CAREER COUNSELLING (Credits: 4)

Course Outcomes:

- CO1: Define nature, trends, and stages of guidance and career counselling in Career Psychology.
- CO2: Explain major career development theories including Holland, Super, and Bandura with implications for counsellors.
- CO3: Describe career counselling across lifespan including elementary, secondary, individual, and group counselling.
- CO4: Analyze factors, ethical issues, and challenges in guidance and career counselling including special needs contexts.
- CO5: Apply career counselling theories and processes to support career decision-making and human development.

UNITS:

1. Nature, Present Trends and Future Direction in Guidance and Career Counselling:

i. Stages in career counselling: Self-discovery, understanding the nature of work, career alternatives.

ii. Career counselling and process of human development.

iii. Present trends in career counselling.

iv. Guidance in career counselling.

2. Theories of Career Development:

i. Holland's Theory of vocational personality and work environment.

ii. Super's development-self concept approach.

iii. Bandura's social learning approach.

iv. Implications of career theories for counsellors.

3. Career Counselling: Life Span Approach:

i. Career counselling at elementary school level.

ii. Career counselling at secondary school level.

iii. Individual and group counselling.

4. Issues Related to Guidance and Counselling:

Factors Affecting Guidance and Career Counselling, Ethical Issues and Challenges in Guidance and Career Counselling, Guidance and Career Counselling with special needs.

References:

1. Berk, L.E. (2003). Child development (6th ed). Delhi: Prentice Hall of India.
2. Mash, E.J., Wolfe, D.A. (1999). Abnormal Child psychology. Belmont: Brooks/Cole. Wadsworth.
3. Papalia, D.E., Olds, S.W., Feldman, R.D. (2004). Human development (9th ed). Delhi: Tata McGraw-Hill.
2. Gels, C.J., Fretz, B.R. (1995). Counseling Psychology. Bangalore: Prism Books Pvt. Ltd.
3. Gibson, R.L., Mitchell, M.H. (2003). Introduction to counseling and guidance (6th ed). Delhi: Pearson Education.
4. Alumni, G., Arulmani, S. (2004). Career counseling: A handbook. New Delhi: Tata McGraw-Hill Publishing Co. Ltd.

MDE-3: a (iii) SWAYAM Course

(Credits: 4)

OR

b (iii) COMMUNITY MENTAL HEALTH-I

(Credits: 4)

Course Outcomes:

CO1: Define community mental health, prevention levels, and Indian mental health programs in Community Psychology.

CO2: Explain health and illness models including biopsychosocial, biomedical, health belief model, and theory of planned behaviour.

CO3: Describe health behaviour change theories and promotion strategies including transtheoretical model and social learning influences.

CO4: Analyze stress types, models (GAS, transactional), and coping strategies in relation to health outcomes.

CO5: Apply concepts of community mental health, health behaviour, and stress management to real-life and public health contexts.

UNITS:

1. Community Mental Health:

- i. Goals: Promote mental health, prevent illness, early intervention.
- ii. Prevention Levels: Primary (awareness), Secondary (screening), Tertiary (rehab).
- iii. Indian Programs: NMHP (1982), DMHP (1996), Tele-MANAS (2022).

Community Workers: ASHAs, NGOs, volunteers.

2. Health and Illness:

- i. Illness Behaviour & Sick Role: Parsons' theory.
- ii. Models: Biopsychosocial model (holistic), Biomedical (disease-only).
- iii. Health Belief Model. Theory of Planned Behaviour: Focus on motivation, beliefs, intention.

3. Health Behavior and Promotion:

- i. Behavior Change Models: Transtheoretical Model, Theory of Reasoned Action.
- ii. Influences: Cultural norms, gender roles, social learning.
- iii. Promotion Strategies: Psychoeducation, media, social support.

4. Stress and Health:

- i. Types of Stress: Eustress vs. Distress.
- ii. Models: General Adaptation Syndrome (Alarm, Resistance, Exhaustion), Transactional Model.
- iii. Coping: Problem-focused, Emotion-focused.
- iv. Stress Disorders: Burnout, Psychosomatic issues.

References:

1. Bloom, B. L. (1977). Community Mental Health: A GENERAL INTRODUCTION. Brooks/Cole.
2. Chavan, B. S., Gupta, N., Arun, P., Sidana, A., & Jadhav, S. (2012). Community Mental Health in India. Jaypee Brothers Medical Publishers (P) Limited.
3. de Jong, J. (Ed.). (2006). Trauma, war, and violence: Public mental health in socio-cultural context. Springer Science & Business Media.
4. Jacob, K. (2013). Community Mental Health in India. Indian Journal of Psychiatry, 55(2), 209-209.

Second Semester

DSC-11: SOCIAL PSYCHOLOGY-II

(Credits: 5)

Course Outcomes:

CO1: Define group behavior, structure, and group processes in Social Psychology.

CO2: Explain group influence processes including social facilitation, groupthink, polarization, and minority influence.

CO3: Describe theories of intergroup relations including social identity, realistic conflict, and relative deprivation theories.

CO4: Analyze pro-social behavior, aggression, and their social, cultural, and psychological determinants.

CO5: Apply Social Psychology concepts to health, environment, law, and spatial behavior issues.

UNITS:

1. Group Behavior:

- i. Formation, structure and types of Groups
- ii. Group Influence: Social Facilitation, Social Loafing, Deindividuation, Group Polarization, Groupthink and Influence of Minorities.
- iii. Theories of Intergroup Relations: Minimal Group Experiment, Social Identity Theory, Relative Deprivation Theory, Realistic Conflict Theory and Equity Theory.

2. Social Influence: Conformity and Obedience

3. Pro-Social Behavior: Meaning & Nature; Determinants of Helping Behavior

4. Aggression: Causes of Human Aggression (Social, Cultural, Personal and Situational), Theories, and Prevention & Control of Aggression.

5. Applied Social Psychology: Health, Environment and Law; Personal space, crowding, and territoriality.

References:

- 1. Berkowitz, L. and Walster, E. (Eds). Advances in Experimental Social Psychology.
- 2. G. Lindzey and E. Aronson. The Handbook of Social Psychology (3rd ed).
- 3. Cook, M. (Ed.) Issues in Person Perception.
- 4. Suleman. Social Psychology Motilal Banarsidas.

DSC-12: PSYCHOLOGICAL TESTING: APPLICATIONS (Credits: 5)

Course Outcomes:

CO1: Define intelligence and ability tests including major tools like Binet, Raven, WISC, and Cattell's Culture-Fair Test in Psychological Testing.

CO2: Explain major personality tests including MMPI, 16PF, EPPS, and NEO-PI with their basic uses.

CO3: Describe career, achievement, and vocational interest tests including SVIB and anxiety/adjustment measures.

CO4: Explain aptitude tests such as DAT, GATB, and multiple aptitude batteries.

CO5: Summarize neuropsychological and behavioral assessment tools including LNNB and projective techniques.

UNITS:

1. Intelligence and Ability Tests:

i. General mental ability tests: Cattell's Culture-fair Test of Intelligence.

ii. Binet test, Raven, WISC

2. Personality Tests:

i. MMPI.

ii. 16PF

iii. EPPS

iv. NEO-PI

3. Career and Achievement Tests:

i. General ability testing: Individual tests, group tests

ii. Strong Vocational Interest Blank (SVIB).

iii. Anxiety and adjustment test

4. Aptitude Tests:

i. Differential Aptitude Test (DAT).

ii. Multiple aptitude tests, GATB.

5. Neuropsychological Tests: Behavioral assessment

i. Luria-Nebraska Neuropsychological Battery (LNNB)

Projective and Neuropsychological Testing.

References:

1.Kaplan, R.M.& Saccuzzo,D.P. (2007).Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.

2.Anastasi, A & Urbina, S. (1997). Psychological Testing. N.D.Pearson Education.

3.Gregory.R.J.(2005). Psychological Testing: History. Principles and Applications. New Delhi: Pearson Education.

4. Freeman,F.S. 3rd ed. (1965).psychological testing .New Delhi oxford & IBH Publishing Co Pvt.Led.

5. Cronbach, L.J. 5th ed. (1990). *Essential of Psychological Testing* New York: Harper Collins Publishers.
6. A.K Singh, *Test Measurement and Research Methods in Behavioral Sciences*, Bharti Bhawan.

DSC 13 & DSC 14: MAJOR DISSERTATION

(Credits: 10)

DSE-4 a (iv) PSYCHOTHERAPIES

(Credits: 4)

Course Outcomes:

- CO1: Define the nature, scope, and basic skills of psychotherapy in Clinical Psychology.
- CO2: Explain behavior therapy techniques including systematic desensitization, flooding, modeling, biofeedback, and contingency management.
- CO3: Describe cognitive, humanistic, and existential therapies including CBT, REBT, client-centered therapy, and logotherapy.
- CO4: Analyze group, marital, and family therapies including psychodrama and their applications.
- CO5: Evaluate multimodal, multicultural, and Eastern therapies including yoga, meditation, mindfulness, and interventions for special populations.

UNITS:

1. Introduction to Psychotherapies:

- i. Definition and nature of Psychotherapy
- ii. Psychotherapeutic Procedures: Basic skills
- iii. Psychoanalytic Therapies: Classical and modern
- iv. Transactional Analysis

2. Behavior Therapy:

- i. Overview of Behavior Therapy
- ii. Systematic Desensitization and its variants
- iii. Assertiveness procedures and Contingency Management.
- iv. Flooding, Modeling and Biofeedback

3. Cognitive Humanistic and Existential Therapies

- i. Cognitive Therapies: CBT & REBT
- ii. Humanistic Therapies: Client Centered
- iii. Existential Therapies: Logotherapy
- iv. Group Therapies: Marital & Family Therapies and Psychodrama.

4. Multimodal, Eastern and special population Yoga therapy

- i. Multimodal Therapies
- ii. Multicultural Therapies

- iii. Eastern Therapies: Yoga, Meditation and Mindfulness based interventions.
- iv. Therapies for mentally challenged

References:

1. Capuzzi,D.& Gross, D.R. (2008). Counseling and Psychology theories and intervention 4th ed. Pearson education: India
2. Corey,G.(2008). Theory and practice of group counseling Thomson Brooks/Cole:Belmont CA:USA.
3. Prochaska J.O. & Norcross, J.C. (2007). Systems of psychotherapy: a transtheoretical analysis 6th ed. Thomson Books/cole Belmont, C.A. USA.
4. Corsini R.J. & Fretz B.R. Eds. (1995). Current psychotherapies. Itasca, III F.E.Peacock.
5. Gelso,C.J. & Fretz B.R. (1995). Counseling psychology Bangalore: Prism books.

OR

b (iv) AREAS OF COUNSELING

(Credits: 4)

Course Outcomes:

CO1: Define issues in counselling troubled children and adolescents including ADHD, learning disabilities, emotional disturbance, and academic underachievement in Counseling Psychology.

CO2: Explain family counselling concepts including family structures, premarital and marital counselling, and multicultural influences on family systems.

CO3: Describe counselling approaches for physically and mentally challenged individuals including types of disabilities and treatment needs.

CO4: Analyze psychological issues in elderly people including cognitive, behavioral changes, and mental health concerns.

CO5: Apply Counselling strategies for children, families, disabled individuals, and elderly populations to improve wellbeing and adjustment.

UNITS:

1. Helping Troubled Children and Adolescents:

- i. Emotionally disturbed children and adolescents.
- ii. ADHD.
- iii. Learning disabled.
- iv. Academic underachiever.

2. Family Counselling:

- i. Types of Family Structure
- ii. Premarital and Marital Counselling.
- iii. Specialized Family issues
- iv. Multicultural Impact of Family

3. Counselling For Physically and Mentally Challenged:

- i. Types of Physically Handicapped and Treatment.
- ii. Types of Mentally Challenged and Treatment.

4. Gerontological Counselling:

Psychological Problems of Elderly People, Counselling for Elderly People, Mental Health & Well Being in old Age, retirement Counselling, Cognitive and Behavioral Changes in Elderly People.

References:

1. Felham,C.& Horton,I.E.ed.2006.The Sage Handbook of Counseling 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.Counseling Psychology. Banglore:Prism books Pvt. Ltd.
4. Gregory,R.J.2005. Psychological Testing 4th ed. Delhi:Pearson education Pvt. Ltd
5. Rao,S.N.2006. Counseling and guidance 2nd ed. New Delhi: Tata McGraw-Hill Publishing Co. Ltd.

MDE-4: a (iv) SWAYAM Course

(Credits: 4)

OR

b (iv) COMMUNITY MENTAL HEALTH-II

(Credits: 4)

Course Outcomes:

- CO1: Define social dimensions of community mental health including family, stigma, gender, disability, and homelessness in Community Mental Health.
- CO2: Explain emergent issues in CMH such as suicide, crisis intervention, violence, and disaster mental health management.
- CO3: Describe models and strategies in CMH including integration of services, prevention, mental health literacy, and community-based approaches.
- CO4: Analyze the role of organizations, NGOs, self-help groups, psychiatry, and psychosocial rehabilitation in CMH delivery.
- CO5: Apply community mental health interventions including CBR, targeted programs, and inclusive support for vulnerable groups.

UNITS:

1. Social Dimensions of Community Mental Health:

- i. Family and mental health in India ii. Stigma and mental illness
- iii. Disability and functioning iv. Gender and CMH v. Homelessness

2. Emergent Issues and CMH:

- i. Farmers' suicidal behavior and suicide prevention ii. Crisis and violence intervention
- iii. Disaster Management from mental health perspective

3. Models and Strategies:

- i. Integrating mental health services in general health care - issues and challenges
- ii. Preventive approach iii. Mental health literacy and education
- iv. Addressing Social Stigma and Social Inclusion.
- v. Community Based Intervention,
- vi. Role of Governmental and Non-Governmental Organizations, Self-Help Groups,
- vii. Role of Psychiatry and Counseling, Psychosocial Rehabilitation

4. Community Mental Health Interventions:

- i. Approach: Localized, affordable, stigma-free, Focus Groups: Women, children, elderly, LGBTQ+.
- ii. Rehabilitation: Community-Based Rehabilitation, skill-building.
- iii. Programs: Manodarpan, Mental Healthcare Act 2017.

References:

1. Chavan, B. S., Gupta, N., Arun, P., Sidana, A., & Jadhav, S. Eds.. 2013. *Community mental health in India*. Jaypee Brothers Medical Publishers.
2. Anand, M. Ed.. 2020. *Gender and mental health: Combining theory and practice*. Springer.
3. Bhattacharya, P. 2024. *Homelessness and mental illness: Exploring the lived experience in India*. Routledge.
4. Corrigan, P. W. 2016. *Principles and practice of psychiatric rehabilitation: An empirical approach*. Guilford Press.
5. Thornicroft, G. 2006. *Shunned: Discrimination against people with mental illness*. Oxford University