SCHOOL OF BEHAVIOURAL SCIENCES
MAHATMA GANDHI UNIVERSITY
KOTTAYAM

M. Sc. PSYCHOLOGY
PROGRAMME

REGULATIONS, SCHEME, AND SYLLABUS
UNDER CREDIT AND SEMESTER SYSTEM
(With effect from 2016 admission)

MAHATMA GANDHI UNIVERSITY
SCHOOL OF BEHAVIOURAL SCIENCES
REGULATIONS FOR M.Sc. PSYCHOLOGY
PROGRAMME UNDER CREDIT AND SEMESTER SYSTEM

1.   Title

These regulations shall be called **"Regulations for M. Sc. Psychology Programme"** under Credit and Semester System, 2016.

2.   Scope

2.1   Applicable to M. Sc. Psychology Programme conducted by the University with effect from 2016 admission.

3.   Aim

Aim of the Masters programme in Psychology is to inculcate students an in-depth knowledge, understanding and competencies on theoretical foundations of science of human behavior, able to analyze human behavior and identify gaps in perspective of human behavior and conduct research.

- To develop research competencies in exploring and analyzing human behavior.
- To develop sound knowledge and understanding in basic psychological process and apply the same in the mental health issues.
- The programme helps the students to develop greater understanding in the neuro psychological foundations of behavior.
- The programme helps the students to develop strong foundation in the principles and practices in clinical psychology.
- To gain training in administering and evaluating intelligence tests, personality tests (both quantitative and qualitative assessment practices), ability testing, neuro psychological evaluation with tests, and develop skills in administering and interpreting tests required in applied settings.

4.   Nomenclature

The nomenclature of this programme will be **M.Sc. Psychology.**

5.   Eligibility for admission and reservation of seats

5.1   Eligibility for admission, Norms for admission and Reservation of seats for   the programme in general shall be in accordance with the CSS Regulations of this University.

5.2   Candidates who have passed graduate level Degree examination in Psychology with not less than 50% marks or equivalent grade, which is

recognized by Mahatma Gandhi University, are eligible for admission to the M. Sc. Psychology Programme.

6. Preliminaries

The Credit and Semester System

The M. Sc. Psychology Programme follows the Revised Credit and Semester System (CSS) Regulations (2016) of Mahatma Gandhi University. The CSS aims at flexibility in curriculum development, objectivity and critical approach in examination patterns, use of continuous evaluation for assessment. This is to ensure a de-stressed learning environment for students in their overall academic development. The CSS is also meant to provide meaningful common criteria as per the national pattern to transfer credits when students move from one institution to another within or outside the country.

CSS ensures functional autonomy to the School, which implies academic flexibility in matters like curriculum development, course designing, course teaching, conduct of examinations, planning and organization of research activities as well as administrative and financial powers to the extent the University Statute/Act/Regulations/Orders permit towards providing maximum benefits in terms of academic growth and development.

Functional autonomy envisaged in the CSS is also meant to provide teachers and students with a clear understanding of the principles to be followed in the framing of curriculum/teaching/learning/evaluation, preparation of mark lists/certificates, and in the transfer of credits towards achieving maximum academic benefits out of the system of the post graduate programme.

Three essential components are there in the curriculum: Core courses, Elective courses and Open course. The major focuses in the curriculum is on mental health of individuals. The students should learn basic psychological process such as personality, cognitive process, learning process, child development, behavioural genetics, physiological psychology, neuropsychology, clinical psychology, behavior modification, psychotherapy, research method, statistics for behavior sciences and practicals in their programme.

The transaction of the curriculum can be effectively done through lectures, power point presentations, seminars, symposia, assignments, activities, field visits, internships, etc.

7. Definitions

7.1 **Semester** means a term consisting of a minimum of 90 working days including examination days distributed over a minimum of 18 weeks with 5 working days in each week.

7.2 **Programme** means a two year course of study and examinations spread over four semesters, the successful completion of which would lead to the award of Master of Science Degree in Psychology.

7.3 **Course** means the curricular content for teaching and learning or seminar in a specific area of theme of knowledge.

7.4 **Core course** means a course which is compulsory for all students undergoing the M. Sc. Programme.

7.5 **Elective courses** mean the three courses to be studied during the third and fourth semesters by each student as per the elective subject selected by him/her from the list of electives offered by the School.

7.6 **Open course** means a course conducted by a School/Centre of this University, other than the School of Behavioural Sciences. Every student of the M. Sc. Programme is required to choose an open course of 4 credits in the third semester.

7.7 **Credit** is the unit by which a course is measured. It is the measure of total number of hours of training received in a course during a semester; the credit number indicates the total curricular content in terms of number of hours of teaching/learning in a course during a semester.

7.8 **Grade** indicates the student's performance level – the level of achievement of a student in terms of the score obtained in evaluations and examinations in a course.

7.9 **Grade letter** is an index of performance of a student in a particular course. It is the transformation of actual marks secured by a student in a course to percentage and then to grade; Grade letters are: O, A plus, A only, B plus, B only, C, P, F and Ab.

7.10 **Grade Point** is the weightage allotted to grade letter.

7.11 **Credit Point** refers to the product of number of credits of a course and grade point obtained by a student for a given course.

7.12 Semester Grade Point Average (SGPA) refers to the performance of the student in a given semester. SGPA is a weighted average based on the total credit points earned by a student in all the courses in the semester divided by the total number of credits offered in the semester. SGPA will be computed as and when a student completes all the required courses of a semester with a minimum required grade as per the respective curriculum.

7.13 Cumulative Grade Point Average (CGPA) refers to the performance of the student for all semesters of the programme. CGPA is a weighted average based on the SGPA earned by a student in all semesters of the programme and the total number of credits required in the programme.

7.14 Course Code: Each course shall have a unique code number with five abbreviated components – 1. School (SBE); 2. Programme (M – for all Master Programmes); 3. Semester number in Roman letter and course type (C - for core course; E - for elective course; O - for open course; no separate designation may be required for practical, project and viva voce as these courses also come under the head of core or elective); 4. Year of formulation/revision of syllabus; and 5. Course number in Arabic numerals – two digit number.

7.15 Project work/dissertation work is a special course involving application of knowledge in solving/analyzing/exploring a real life situation/problem. The compulsory project/dissertation to be completed in the 4th semester shall be prepared by the student under the guidance of a member of the faculty or, in the case of subjects, which so demand, an external guide, to be decided by the School's Faculty Council.

7.16 Faculty Advisor: There shall be a Faculty Advisor for each batch of students admitted to the programme. Apart from the general student support activities, the faculty advisor shall help students in selecting electives that are relevant to the programme for which they are admitted.

7.17 Teaching-Learning Process: A course offered may have different components associated with the teaching – learning process of the course, namely Lecture, Tutorial, and practicals. It consists of participatory discussion/self study/desk work/extension activities in the community/debates/brief seminar presentations by students and such other novel methods that help a student to accommodate and assimilate the lessons more effectively. Practical session consists of hands on

experience/laboratory experiments/field studies/case studies that equip students to acquire the much required skill component.

7.18 Credit Requirements: Every student has to acquire 80 credits for the successful completion of this M. Sc programme. This includes 58 credits of Core courses, 12 credits of Elective courses, 4 credits of Open course, 4 credits of Dissertation and 2 credits of Viva voce.

7.19 Add on Courses: In excess to the minimum credits, a candidate can opt to complete during off hours 4 to 10 extra credits from courses conducted by Schools/Departments/ Institutes/ Centres of this University to acquire **add on proficiency diploma** in that particular discipline/subject besides their Masters degree; the diploma shall be awarded by the University as per the recommendation of the Director, subject to the approval by the Faculty Council and ratification of the Vice Chancellor.

7.20 Registration: A student must register for the required number of courses as per curriculum at the beginning of each semester.

8. Programme/Course design: The broad frame work of the programme and the courses shall be designed by the Board of Studies of the School based on the regulations as well as on the specific recommendations of the Faculty Council. The number of courses to be taught in the programme and the course titles shall be decided by the Board of Studies. The Faculty Council shall decide the content of each course, the text books to be prescribed and the like; periodic, even semester-wise, updating of the courses can thus be ensured.

9. Admission: Admission for the M Sc programme will be made by a Common Admission Procedure (CAP) by the University on the basis of a Common Admission Test (CAT) or a special mechanism adopted by the University from time to time.

10. Faculty Council: The Faculty Council shall consist of all the regular and permanent teachers of the School. The head of the School shall be the Chairman of the Faculty Council. He/she shall preside over all the meetings of the council, and in his/her absence; the next senior teacher shall preside over the meetings. The Faculty Council shall have a Secretary, elected from among the teachers of the School. The teachers shall as a matter of duty attend the meetings of the council. The council shall meet at least once in every month.

11. **Course Teaching:** Courses shall generally be taught by the faculty who designed the course, though it is possible for the Faculty Council to assign the teaching of a course to more than one faculty member.

12. **Attendance:** Students who secure the minimum attendance of 75% and above in a semester, and who pass the internal examinations of all the courses of the semester, alone, will be allowed to appear for the end semester examination and continue in the programme in the next higher semester.

    However, failed students can approach the grievance redressal committee (The Faculty Council) in case of failure in internal examinations, and the decision of the Faculty Council in this regard will be final. Faculty Council may permit students to repeat the course in appropriate cases, but only once in a programme.

13. **Question paper setting**: The Faculty Council of the School shall prepare the panel of question paper setters for each programme and get it approved by the Vice Chancellor. The Head of the School will make arrangements for getting the question papers set by external experts who shall be selected from the panel approved by the Vice Chancellor. The Faculty Council shall as far as possible recommend teachers of other Universities as external examiners. Only in emergencies, senior Associate professors of colleges may be recommended as external examiners.

14. **Evaluation**

14.1 **External and Internal Evaluation:** Evaluation of the M Sc courses (except in the second and the fourth semester examinations) shall be done by the faculty themselves on the basis of continuous internal assessment and end semester examinations. Evaluation for all the courses of the second and the fourth semester examinations, except for practical examinations, shall be conducted both externally and internally. The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade points.

14.2 **Process of Evaluation**: The evaluation of answer scripts in the second and the fourth semester courses shall be done by external examiners and the faculty who taught the course. The Head of the School will make arrangements for the evaluation of the answer scripts.

14.3 The project/dissertation shall be evaluated by two examiners, one of them to be decided by the Head from a panel approved by the Vice Chancellor.

14.4 **Viva Voce:** A comprehensive viva voce will be carried out along with project evaluation in the fourth semester, which accounts for 2 credits. It shall be conducted by a Board of Examiners consisting of the faculty who supervised the project, the external examiner who evaluated the dissertation and the Head of the School. The grading by the Board shall be by consensus.

14.5 **The evaluation of the project will be done at two stages:**

- Continuous Assessment (CA) (supervising teacher/s will assess the project and award internal marks).

- External evaluation (by external examiner).

- Marks secured for the project will be awarded to candidates, combining the internal and external marks.

- The internal to external component is to be taken in the ratio 1:1.

- Internal assessment of project work shall be completed within 2 weeks before the last working day of a semester. Internal Assessment marks should be published in the department notice board.

14.6 **Internal Assessment:** The student's attendance and classroom performance as well as the feedback received from tests, tutorials, assignments and term papers shall form the basis for internal assessment. The internal assessment will be a continuous assessment (CA) that accounts for 50% of the evaluation in both theory and practical.

14.7 **Continuous Assessment (CA):** This assessment shall be based on a predetermined transparent system involving periodic written tests, assignments and seminars in respect of theory courses and based on tests, lab skills, records/viva and attendance in respect of practical courses.

14.8 The percentage of marks assigned to various components for internal evaluation is as follows:

(a) Theory

Sl. No.	Components	Marks in %
1	Two test papers	60
2	Assignments/Book review/debates	20
3	Seminars/Presentation of case study	20
Total		**100**

(b) Practicals

Sl. No.	Components	Marks in %
1	Two test papers	40
2	Lab skill	25
3	Records/viva	25
4	Attendance	10
Total		**100**

Tests: For each course there shall be at least two class tests during a semester. Best of the marks obtained in the two tests will be counted as the internal test component. The probable dates of the tests shall be announced at the beginning of each semester. Marks should be displayed on the notice board. Valued answer scripts shall be made available to the students for perusal within 10 working days from the date of the tests.

Assignments: Each student shall be required to do 2 assignments/book reviews for each course. Assignments/book review after valuation must be returned to the students. The teacher shall define the expected quality of the above in terms of structure, content, presentation and the like, and inform the same to the students. Punctuality in submission of assignments/records is to be given a weightage in the internal evaluation.

Seminar: Every student shall deliver one seminar as an internal component of every course and must be evaluated by the respective course teacher in terms of

structure, content, presentation and interaction. The soft and hard copies of the seminar report are to be submitted to the teacher in charge.

Practical Records: All the records of continuous assessment (CA) must be kept in the School and that must be made available for verification.

Results of Internal Assessment: The results of CA shall be displayed on the notice board within 5 working days from the last day of a semester. It should be countersigned by the candidates. The marks awarded for various components of the CA shall not be rounded off, if it has a decimal part. The total marks of the CA shall be rounded off to the nearest whole number.

Once the Score Sheet for CA duly attested by the Head is forwarded to the CSS office for issue of mark lists, no further change in the grades entered will be entertained. Improvement in the internal assessment grade will not be possible in any circumstance for a student after the completion of a semester programme.

15.   **End Semester Examination:** The end semester examination will account for the remaining 50% of the evaluation which will be done by the School in accordance with the provisions in Section 14.

    The evaluation of the end semester examination of the first and third semesters shall generally be done by the faculty who taught the course, though the School can opt to have the examiner from outside the university, if the faculty council so decides. Evaluation of the 2nd and 4th semester courses based on questions set by external question paper setters shall be done by two examiners; one, the external (as far as possible the question paper setter shall evaluate the examination paper as well) and the other, internal examiners.

15.1 **Project Work:** There shall be a project/dissertation to be undertaken by all students. The dissertation entails field work/lab work, quantitative and/or qualitative analysis of data, report writing, presentation and viva voce. Project/dissertation shall be submitted to the Head two weeks before the commencement of the end semester examination of the final semester.

15.2 **External Evaluation of Theory Answer Scripts:** The external evaluation shall be done after the examination at the earliest, preferably in a centralized evaluation. As far as possible bar coded Answer Books shall be used to ensure confidentiality. The evaluation of the answer scripts shall be done by examiners based on a well defined scheme of valuation. There shall be double valuation system of answer books in the 2nd and 4th semester evaluations. The final marks awarded will be the average of two. If there is a variation of more than 10% of

the maximum marks, the answer books shall be valued by a third examiner appointed by the Head. The final marks to be awarded shall be the **average of the nearest two** out of three awarded by the examiners.

15.3 **External Evaluation of Practical Courses:** End semester examination in **practical courses** shall be conducted and evaluated by two examiners; one internal and one external or both internal as may be decided by the Faculty Council. Duration of practical external examinations shall also be decided by the Faculty Council.

15.4 **Evaluation of the project work** shall be carried out at the end of the programme. The title and the credit with marks awarded for the project work should be entered in the grade/mark sheet approved by the university.

Process of Evaluation of Project work:

1. The end semester evaluation of the project/dissertation shall be done both internally and externally; external evaluation shall be conducted by external examiner as per clause 14.3.

2. Evaluation of the project report shall also be done under numerical mark system.

The Evaluation of the project will be done at two stages:

1. Continuous Assessment (CA): Supervising teacher will assess the project and award internal marks.

2. External evaluation by external examiner.

   Marks awarded for the project will be awarded to candidates, combining the internal and external marks. The internal to external component is to be taken in the ratio 1:1.

   Internal assessment of project work shall be completed 2 weeks before the last working day of a semester. Internal assessment marks should be published in the School notice board.

Conditions of Pass in the Project:

1. Submission of the project/dissertation and viva are compulsory for internal evaluation.

2. A student shall be declared to have passed in the project/dissertation only if she/he secures minimum P grade (40% marks of the aggregate and 40% separately for external).

15.5 Grading System:

The grading system followed is that of relative grading on a ten point scale. The following table indicates the performance range and the relative value of the grades (grade points) on the scale.

Letter Grade	Performance	Grade Point
O	Outstanding	10
A plus	Excellent	9
A only	Very Good	8
B plus	Good	7
B only	Above Average	6
C	Average	5
P	Pass	4
F	Fail	0
Ab	Absent	0

15.6 Minimum grade for pass in a course or programme: 'P' grade is required for a minimum pass in a course. The minimum CGPA required for a pass in the MSc programme is 4.

15.7 Minimum Credit Point requirement for the M Sc Psychology programme is 80.

15.8 The Director shall ensure the regular student feedback of courses, teachers and programme in the prescribed format towards the end of all semesters and the same shall be made available to teachers concerned.

15.9 Publication of Results: The results of the End Semester Examination (ESE) shall be published within 30 days from the date of the last examination.

15.10 Revaluation: The answer scripts of examinations under CSS shall have provisions for revaluation. The application for scrutiny and revaluation of

answer scripts shall be submitted to the Head of the School within 15 days from the date of publication of the results.

15.11 However, there is no provision for revaluation or scrutiny of answer scripts in the end semester examinations of 2nd and 4th semesters as these have already been valued twice.

16. Reappearance and Improvement Examinations

16.1 Candidates in the 1st and 2nd semesters, who have secured the SGPA letter grade of 'C' or 'P' in the end-semester examination can improve their grade by reappearing for all the semester courses together along with the next immediate batch provided the candidate has applied for the same and paid the required fee; in such cases a candidate will be awarded a new grade only if there is an improvement in grade in the new examination; otherwise, the candidate is eligible to retain the grade obtained in the previous examination before improvement.

16.2 Candidates in the 1st or 2nd semesters who have secured a letter grade of 'P', 'F' or 'Ab' in any of the courses can reappear for exams course-wise along with the next immediate batch provided the candidate has applied for the same and paid the required fee.

16.3 Candidates in the 3rd semester, who have secured the SGPA letter grade of 'C' or 'P' in the end-semester examination can improve their grade by reappearing for all the semester courses together, along with the next immediate batch provided the candidate has applied for the same and paid the required fee; in such cases a candidate will be awarded a new grade only if there is an improvement in grade in the new examination; otherwise, the candidate is eligible to retain the grade obtained in the previous examination before improvement.

16.4 Candidates in the 3rd semester who has obtained letter grade of 'P', 'F' or 'Ab' in any of the courses can reappear for exams course-wise in a supplementary examination along with the 4th semester examinations provided the candidate has applied for the same and paid the required fee (fee for supplementary examination of any course shall be full semester examination fee irrespective of number of courses involved).

16.5 After completing a semester programme (all courses with 'P' or above grade) students will not have the facility of course-wise improvement and they will now have to reappear for all the courses constituting the entire semester. 1st and 2nd semester SGPA cannot be improved after the completion of the 4th semester. Only 3rd and 4th semester SGPA can be improved after the completion of a programme. The marks/grades awarded for internal assessment and that for the project/dissertation cannot be improved

16.6 Improvement of the 3rd or 4th semester must be done within a period of one year, that is, by reappearing for the third semester examinations at the following semester and the fourth semester examinations along with the immediate lower batch. If the improvement is meant to obtain minimum CGPA requirement, a candidate has the option to decide which semester (3rd or 4th) is to be improved; however, the grade given to the candidate shall be that obtained for the entire semester improvement examination.

16.7 Candidates who could secure the grade of only 'F' or 'Ab' in a course in the 3rd /4th semester examinations will be given two additional chances for course-wise reappearance even after the completion of the programme; but it has to be done within a period of two years after the completion. In such cases a candidate has to apply for the same as a supplementary exam and pay the required fee (Fee for supplementary examination of any course shall be full semester examination fee irrespective of number of courses involved).

16.8 In the case of students who discontinued studies during a semester or on completion of a semester of the programme for genuine reasons, with the prior permission of the Head of the School, he/she can be permitted to complete the programme by taking the required number of courses within a maximum period of eight continuous semesters including the period of his/her programme, provided an amount equivalent to the semester fees for all the intervening semesters have been regularly paid and provided he/she has not been removed from the rolls by issuing a Transfer Certificate.

16.9 In all cases of discontinuation and readmissions, candidates must submit applications countersigned by the HOD to the CSS section and obtain the required statutory order for the same. Candidates who are readmitted to repeat a course must follow the then existing syllabus for the said programme and will have no assurance to do the repeat course in the same syllabus which he/she had attempted initially for the course. They need to attend classes along with new

batch of students and should obtain the required percentage of attendance as usual.

16.10   Issue of Grade Card: Grade card will be given to the student at the end of each semester that will indicate the grades he/she has obtained as well as the Semester Grade Point Average (SGPA) which is the weighted average of the numerical value (grade point) obtained by him/her in the semester. Weighted average is calculated by dividing the sum of the product of the grade point or numerical value obtained for each course and the credits that it carries by the total number of credits earned. The Cumulative Grade Point Average (CGPA) for the whole programme will be calculated in the same way, which will also be indicated in the Grade Card.

16.11   Percentage Equivalence of Grade:

Range of % of Marks	Grade Letter	Performance	Grade Point
$95 - \leq 100$	O	Outstanding	10
$85 - < 95$	A plus	Excellent	9
$75 - < 85$	A only	Very Good	8
$65 - < 75$	B plus	Good	7
$55 - < 65$	B only	Above Average	6
$45 - < 55$	C	Average	5
$40 - < 45$	P	Pass	4
< 40	F	Fail	0
Absent	Ab	Absent	0

16.12 Calculation of Semester Grade Point Average (SGPA) :

Credit Points for the Course = (No. of Credits assigned for the course **x** Grade Point secured for that course).

SGPA indicates the performance of a student in a given Semester. SGPA is based on the total **credit points** earned by a student in all the courses divided by the total number of credits assigned to the courses required in a Semester.

Note: SGPA is computed only if the candidate passes in all the required courses (gets a minimum required grade for a pass in all the required courses as per the curriculum). Securing of SGPA in all semesters may not enable students to have minimum required CGPA for a pass in the programme.

$$\text{SGPA} = \frac{\text{Total credit points earned by the student from all the required courses of a Semester}}{\text{Total credits of all courses required in a semester}}$$

16.13 Calculation of Cumulative Grade Point Average (CGPA)

CGPA refers to the Cumulative Grade Point Average weighted across all the semesters (4 Semesters). CGPA is obtained by dividing the total number of credit points earned by the student in all the semesters by the total number of required credits of all the Semesters as per curriculum.

$$\text{CGPA} = \frac{\textbf{Total Credit Points of Semester- S1 + S2 + S3 + S4}}{\textbf{Total Credits of Semester- S1 + S2 + S3 + S4}}$$

OR

$$\frac{[\text{SGPA of I Semester x Total Credits of I Sem}] + [\text{SGPA of II Semester x Total Credits of II Sem}] + [\text{SGPA of III Semester x Total Credits of III Sem}] + [\text{SGPA of IV Semester x Total Credits of IV Sem}]}{\text{Total Credits of I Semester + Total credits of II Semester + Total credits of III Semester + Total credits of IV Semester}}$$

This formula shall be printed on the Grade Card issued to the student with a note that it could be used to convert the grades into mark-percentages. (The details of the grading system as indicated in section 16.1, 16.2 & 16.3 above shall also be printed on the Grade Card).

Conversion of SGPA/CGPA to Grade

SGPA/CGPA	Grade
10	O
9.0 - < 10	A plus
8.0 - < 9	A only
7.0 - < 8	B plus
6.0 - < 7	B only
5.0 - < 6	C

4.0 - < 5	P
< 4	F
Absent	Ab

Conversion of CGPA to percentage

Equivalent Percentage = (CGPA obtained) X 10

17. **Position Certificate**: The position certificate shall be given for the 1st five positions. Students who have completed the course by availing of the improvement examinations for a course or reappearance for a course will not be eligible for position certificate. If Rank certificate in a prescribed format is demanded by institutions for awarding a specific fellowship/scholarship such as for DST Inspire Fellowship etc, the rank certificate may be given for such students as a special case in the prescribed format.

18. **Registration of student enrolment with the CSS**: The list of students registered for each semester programme should be forwarded to the CSS along with original certificates (Degree Certificate + SSLC) immediately after closing the admission of first semester programme.

19. **Consolidation and Declaration of Results:**

All work pertaining to the examinations shall be held in the School under the direct control and supervision of the Head of the School. The Head of the School will, in consultation with the Faculty Council directly control the internal/external examinations and evaluations or nominate a teacher as the chief examiner who will assist him/her in the matter. The marks awarded for internal assessment will be displayed in the School's notice board at the end of each semester.

If a student has any complaint regarding the marks received in internal assessment, he/she should report it to the concerned faculty member within 3 working days from the date of publication of the same on the notice board. Thereafter, complaints against internal marks will not be entertained under any circumstance. The pass board of the School will consist of selected teachers/ the entire faculty of the School and will be constituted by the Head in consultation with the Faculty Council.

The tabulated grade sheets will be forwarded after each end-semester examination to the office of the Controller of Examinations. The CSS section in the Controller's office will check the Grade card forwarded from the School and

notify the results after consolidating them and issue statement of credits. On completion of the final semester a consolidated Grade Card showing the details of all the courses taken will be prepared. The consolidated Grade Card containing the details of all the courses with their titles, credits, grades obtained, the total credits earned, the SGPA and the CGPA will be issued to students.

Note: The Revised CSS Regulations of this University, 2016 will be applicable to any case which is not mentioned in this Regulation.

20. Structure and Framework of the Programme

SEMESTER I

Sl No	Course Code	Title	Time (Hrs)	Credit	Internal	External	Total
1	SBEMIC1631	Behaviour Genetics	90	4	50	50	100
2	SBEMIC1632	Child Development	90	4	50	50	100
3	SBEMIC1633	Personality	90	4	50	50	100
4	SBEMIC1634	Practicals	90	4	50	50	100
5	SBEMIC1635	Research Methodology	90	4	50	50	100
		Total	**450**	**20**	**250**	**250**	**500**

SEMESTER II

Sl No	Course Code	Title	Time (Hrs)	Credit	Internal	External	Total
1	SBEMIIC1636	Cognitive Process	90	4	50	50	100
2	SBEMIIC1637	Physiological Psychology	90	4	50	50	100

3	SBEMIIC1638	Learning Process	90	4	50	50	100
4	SBEMIIC1639	Practicals	90	4	50	50	100
5	SBEMIIC1640	Statistics in Behavioural Sciences	90	4	50	50	100
		Total	**450**	**20**	**250**	**250**	**500**

SEMESTER III

Sl No	Course Code	Title	Time (Hrs)	Credit	Marks Internal	Marks External	Marks Total
1	SBEMIIIC1641	Clinical Psychology	90	4	50	50	100
2	SBEMIIIC1642	Practicals	90	4	50	50	100
3	SBEMIIIC1643	Psycho diagnostics	90	4	50	50	100
	ELECTIVES (Any one)						
4	SBEMIIIE1661	Identification and Assessment (Intellectual Disability)	90	4	50	50	100
	SBEMIIIE1664	Identification and Assessment (Speech and Hearing Disabilities)	90	4	50	50	100
	SBEMIIIE1667	Identification and Assessment (Visual Impairment)	90	4	50	50	100
	SBEMIIIE1670	Identification and Assessment (Learning Disabilities)	90	4	50	50	100

	SBEMIIIE1673	Introduction to Sign Language (Sign Language)	90	4	50	50	100
	SBEMIIIE1676	Guidance and Counselling: Principles and practices (Guidance and Counselling)	90	4	50	50	100
	SBEMIIIE1679	Behaviour Modification (Clinical Psychology)	90	4	50	50	100
	SBEMIIIE1682	Introduction to Autism Spectrum Disorders (Autism Spectrum Disorders)	90	4	50	50	100
5		Open course	90	4	50	50	100
Total			**450**	**20**	**250**	**250**	**500**

SEMESTER IV

Sl No	Course Code	Title	Time (Hrs)	Credit	Marks		
					Internal	External	Total
1	SBEMIVC1644	Neuropsychology	90	3	50	50	100
2	SBEMIVC1645	Counselling	90	3	50	50	100
3	SBEMIVC1646	Dissertation	-	4	50	50	100
4	SBEMIVC1647	Viva – voce	-	2	Viva Board		50
	ELECTIVES (Two courses from the respective elective)						
5	SBEMIVE1662	Rehabilitation (Intellectual	90	4	50	50	100

		Disability)					
6	SBEMIVE1663	Special Education and Management (Intellectual Disability)	90	4	50	50	100
5	SBEMIVE1665	Rehabilitation (Speech and Hearing Disabilities)	90	4	50	50	100
6	SBEMIVE1666	Special education and Management (Speech and Hearing Disabilities)	90	4	50	50	100
5	SBEMIVE1668	Rehabilitation (Visual Impairment)	90	4	50	50	100
6	SBEMIVE1669	Special education and Management (Visual Impairment)	90	4	50	50	100
5	SBEMIVE1671	Rehabilitation (Learning Disabilities)	90	4	50	50	100
6	SBEMIVE1672	Special education and Management (Learning Disabilities)	90	4	50	50	100
5	SBEMIVE1674	Sign Language Skills I (Sign Language)	90	4	50	50	100
6	SBEMIVE1675	Sign Language Skills II (Sign Language)	90	4	50	50	100
5	SBEMIVE1677	Counselling Skills (Guidance and Counselling)	90	4	50	50	100
6	SBEMIVE1678	Guidance and Counselling Services (Guidance and Counselling)	90	4	50	50	100

5	SBEMIVE1680	Psychotherapy (Clinical Psychology)	90	4	50	50	100
6	SBEMIVE1681	Practicals (Clinical Psychology)	90	4	50	50	100
5	SBEMIVE1683	Assessment and Management of Children with ASD (Autism Spectrum Disorders)	90	4	50	50	100
6	SBEMIVE1684	Intervention and Rehabilitation in ASD (Autism Spectrum Disorders)	90	4	50	50	100
Total			**450**	**20**	**250**	**250**	**500**
Grand Total			**1800**	**80**	**1000**	**1000**	**2000**

Open Courses offered by the School

Sl No	Course Code	Title	Time (Hrs)	Credit	Marks		
					Internal	External	Total
1	SBEMIIIO1690	Counselling	90	4	50	50	100
2	SBEMIIIO1691	Disabilities	90	4	50	50	100

Open Courses offered by other Schools of the University

Sl No	Course Code	Title	Time (Hrs)	Credit	Marks		
					Internal	External	Total
1	CEL101	English Language and Communication	90	4	50	50	100
2	SBS418	Environmental Lead Auditor Course	90	4	50	50	100

3	SGT503	Fundamentals of Gandhian Thought	90	4	50	50	100
4	SBS518E	Ecology for Sustainable Development	90	4	50	50	100
5	SPP540	Introduction to Mathematical Sciences	90	4	50	50	100
6	SPP545	Introduction to Nano Sciences and Nano Technology	90	4	50	50	100
7	KNRC 551 (E)	Indian Economy	90	4	50	50	100
8	SCS561	The Art and Science of the Process of Science	90	4	50	50	100
9	SES 597	Sanitation, Health and Environment	90	4	50	50	100
10	SES 598	Environment and Sustainable Development	90	4	50	50	100
11	SIR601	Issues in Contemporary International Relations	90	4	50	50	100
12	SIR602	Science, Technology and International Relations	90	4	50	50	100
13	SIR603	Introduction to Intellectual Property Rights	90	4	50	50	100
14	SIR604	Critical Issues in Human Rights	90	4	50	50	100
15	SPP612	Physics of Nanomaterials	90	4	50	50	100
16	SLL701	Cinema and Literature	90	4	50	50	100

17	SLL702	Literature and Colonialism	90	4	50	50	100

List of Elective Subjects

1. Intellectual Disability
2. Speech and Hearing Disabilities
3. Visual Impairment
4. Learning Disabilities
5. Sign Language
6. Guidance and Counselling
7. Clinical Psychology
8. Autism Spectrum Disorders

Summary of Courses

Type of Course	Total Hours	Total Credit	Total Internal	Total External	Total Marks
Total Core Courses	1305	58	725	725	1450
Total Elective Courses	120	12	150	150	300
Open Course	90	4	50	50	100
Dissertation	Semester IV	4	50	50	100
Viva voce	Semester IV	2	Viva Board		50*
Grand Total		**80**	**975**	**975**	**2000**

*The marks of viva-voce will be decided by the Viva Board by consensus.

M. Sc. PSYCHOLOGY
PROGRAMME

SYLLABUS
(With effect from 2016 admission)

SCHOOL OF BEHAVIOURAL SCIENCES
MAHATMA GANDHI UNIVERSITY
PRIYADARSINI HILLS
KOTTAYAM

SEMESTER I

Core Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMIC1631: Behaviour Genetics

Objectives: On completion of the course, the students develop:

1. Mastery over the biological foundations of human behaviour.

2. Understanding on the principles of inheritance in various psychological processes and Psychopathology.

3. Awareness of the role of genetics in human behaviour.

Syllabus

Unit I. Introduction

Origin and development of science of genetics. Methods in human Behavioural genetics.

Unit II. Principles and Mechanisms of Heredity

Physical and chemical structures of genes and chromosomes. Mendel's law of inheritance. Post – Mendel development in the mechanism of inheritance. Causes and effects of mutation. Inheritance of acquired a character.

Unit III. Inheritance of Intelligence and Abilities

Inheritance of the normal and above normal IQs. Genetic involvement special talents and aptitudes.

Unit IV. Inheritance of temperament and personality traits

Extraversion – Introversion. Experimental and genetic studies. Inheritance of dominance, Sociability and other traits.

Unit V. Genetics of Psychopathology

Inheritance of neurotic psychotic and personality disorders.

Reference:

1. Jobling,M. Hollox,E. Hules,M. (2014). Human Evolutionary Genetics. Gardard. New York,

2. Behavioural Genetics (1960) J.C. Faller and W.T. Thompson. McGraw Hill International. New York.

3. Behavioural Genetics Methods and Research (1969) M.G. Manosevitz, g Lindesy and p.D. Thiersen. McGraw Hill International New York.

4. C. Stern (1973) Principles of Human Genetics 3rd edition Freeman Publications. McGraw Hill International New York.

5. Genetics of psychopathology (1973) P. Rosenthal McGraw Hill International. New York.

6. Your heredity and Environment (1966) A. Shientield. Chattu & Windus, London.

7. A Short History of Genetics (1965) L.C. Dunn McGraw Hill International. New York.

8. DeFries, John C; McClearn, Gerald E; McGuffin, Peter; Plomin, Robert. (2001) Behavioral Genetics. New York, Palgrave Macmillan.

9. Byron C Jones. (1999) Neuro Behavioral Genetics; methods and applications: M9 : New York CRC Press

10. Ganong,W.F.(1995). Review of Medical Physiology. Sanfransisco: Appleton and Lange Publishers

11. Hartl, D. L., & Ionis, E. W. (2006). Essential Genetics – A Genomic Perspective. USA: Jones & Bartlet Publishers.

SEMESTER I
Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIC1632: Child Development

Objectives: On completion of the course, the students develop:

1.	Mastery over the nature and principles of child development.

2.	Understanding on the various stages of child development.

3.	Understanding on the various developmental processes.

Syllabus

Unit I – Growth and Development

Meaning of growth and development. Significant facts about development. Developmental hazards associated with foetal development. The life span.

Unit II – Milestones in Development

Developmental stages – Prenatal period, Infancy, Babyhood, Childhood, Adolescence, Adulthood. Middle age and old age, Characteristics of each stage, developmental task, developmental needs, Developmental hazards at each stage.

Unit III – Physical, Sensory and Motor Developments

Childhood and adolescence- Infancy, Babyhood, Adolescence, Adulthood, Middle age and Old age, physical, Sensory and motor changes, factor contributing physical development, sensory and motor development.

1. Physical development of prenatal, infancy, babyhood, childhood, adolescence

2. Sensory development of child, & Motor development during prenatal, infancy, babyhood, childhood, adolescence

Unit IV – Language and Cognitive Development at Various Stages

1. Language development during infancy, babyhood, childhood, adolescence

2. Cognitive development during infancy, babyhood, childhood, adolescence

3. Emotional development and moral development. Factors contributing to language and cognitive development.

Unit V – Personality Development

Introduction to the concept of personality- Psycho analytic view, Learning perspective, Cognitive perspective. Parenting and socialization- emotional attachment, achievement motivation, intellectual development. Family environment & Home environment – child behavior, aggression. social cognition, factor contributing to personality development.

Reference:

1.   Berk,L.E (2013) Child Development.PHI P.Ltd.Delhi,2013.

2.   Sejwal,P& Arora,M(2012) Child Psychology. Crescent, New Delhi.

3.   Feldman,R.S(2011)Development across the life span. Pretice Hall.NewYork.

4.   Feldman,R.S(2010).Discovering the life span.Pearson India.

5.   Keenan& Evans (2009) An Introduction to Child development. London,Sage Pub.

6.   Bearison&Zimiles (1986) Thought and Emption developmental perspective, New York, Psychological Press.

7.   Elizabeth. B. Hurlok (2011) Developmental Psychology A Life Spans Approach. Tata McGraw Hill Publishing, New Delhi.

8.   Shulman (2010)Language Development: Foundations,Process and clinical applications. Boston, Jones and Bartlett publishers

9.   Harris, &Butterworth (2010) Developmental psychology A student Hand Book. New York, Psychology Press.

10.   Juhelder.B,Piaget.J,(2007). The Growth of Logical thinking from childhood to Adolscence: An essay on the construction of formal operational structures.

11.   Buhler,K.(2007) The Mental Development of the Child: A summary of Modern psychology theory. Roulledge,Oxon.

12.   Child Growth and Development, (1993) 5th Edn. Elizabeth. B. Hurlok. Tata McGraw Hill Publishing, New Delhi.

13.   Introduction to Child Development, 4th Edn., john.P. Dworetzky, west Publishing Co. New York.

14.   Human Development A Life Span Approach. 2nd Edn. F. Philip Rico Prentice Hall of India Pvt. Ltd. New Delhi.

15.   Development of the Child 3rd Elkind & Weiner, John Wiley & sons inc. New York.

Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIC1633: Personality

Objectives: On completion of the course, the students develop:

1. An understanding on the concept of personality

2. Mastery of knowledge of the personality in the psychosocial issues

3. Practical knowledge of assessment of personality.

Syllabus

Unit I – Introduction to Personality

- Definition and Nature

- Factors influencing personality development

- Personality theory and its components

- Criteria for evaluating personality theories

- Research and Assessment

Unit II – Psychodynamic Perspective

- Freudian Theory

- An outline: Neo – Freudian theories – Carl Jung. Erich Fromm. Erik, Erick son, Harry Stack Sullivan, Alfred Adler.

Unit III – Learning and Behavioural Perspective

- B.F. Skinner, Skinner's operant conditioning, Dollard's & Miller's S.R.Theory,

Unit IV – Social and Cognitive Perspectives

- Julian Rotter. Albert Bandura. George Kelly.

Unit V – Humanistic Phenomenological and Existential Perspectives

- Abraham Maslow. Carl Rogers. Victor Franklin Federick (Fritz) Perls

Unit VI – Dispositional Perspective

- Gordon Allort . Raymond B Cattell . Hans J Eysenck

Unit VII – Other Theories

- Eric Berne   Henry A. Murray

- An outline of Eastern concepts

Unit VIII – Current Perspectives in Personality Theory

References

1. Fadiman, J. and Grager, R. Personality and Personal Growth. Harper & Row.
2. Hall and Lindsey, G.(1985) Theories of Personality. (4th ed.). John Wiley and Sons.
3. Spielberger,C. D,Butcher,J.N.(2009). Advances in Personality Assessment. Routledge,oxon.
4. Jacobi,J,(2009) Psychology of C.G Jung. Routledge,Oxon.
5. Kise,J.A.G.(2007). Differenciation through Personality types: A Framework for instruction assessment, and Classroom Management.Corwin Press, California.
6. Gordon R.G.(2006). Personality; Routledge.Oxon.
7. Mischel,W. Shoda,Y. Smith,R.E.(2008) Introduction to Personality:Toward an Integration.
8. Caprara,G.V. Cervone,D.(2000) Personality Determinents, Dynamics & potentials. Cambridge University press.
9. Lamberth. J. Rappaport, H. & Rappaport, M. (   ) Personality – An introduction. New York: Alfred A. Knoj.
10. Hjelle.L.A. and Ziegler, D.J. (   ) Personality Theories. New York: Mc Graw Hill.
11. Bugental, J.F.T.(   ) Challenges of Humanistic Psychology. New York: Mc Grew-Hill
12. Ornstein, R.E.(   ) The Psychology of consciousness. New York: Harcount Brace & Jovanovich.

Core Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMIC1634: Practicals

Objectives: On completion of the course, the student will develop:

1.   The ability to identify cases of genetic loading.

2.   Familiarity with the initial stages of child development.

3.   The skills in the administration of various psychological tests, interpretation of results and in preparing the reports.

Syllabus

1. Identification and case work up of two cases with genetic loading (one case of mental retardation and one case of mental illness.)

2. Observation visit to a child day care center to observe the normal development of early childhood.

3. Administration and Interpretation. (One case each)

    i.   Vineland Social Maturity scale.

    ii.   Developmental screening test

    iii.   Seguin Form Board

4. Administration and interpretation of Personality tests. Students has to prepare at least 5 report each of the following-

    EPQ

    MMPI

    16PF

    SCT

    EMS

    NEO PI

    SOCIAL INTELLIGENCE SCALE

    ADJUSTMENT INVENTORY

    PORTEUS MAZE TEST

SEMESTER I
Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIC1635: Research Methodology

Objectives: After completing the course student will be able to:
1. Develop understanding about the objectives and methods of research in Behavioural Sciences.
2. Develop awareness about the different steps of the research process
3. Develop the skills to develop and apply tools of data collection
4. Develop understanding about the different methods of sampling
5. Develop the skill to prepare research proposal and research reports.

Syllabus

1. Introduction to Research

1.1. Meaning, Nature, Scope and Functions of Research in Behavioural sciences

1.2. Scientific thinking and nature of Educational research

1.3. Research process: research problem, design and hypothesis

1.4. Qualitative and Quantitative research, Types and modalities of research: Fundamental, Applied and Action. Historical, Descriptive, Experimental and Clinical research.

1.5. Ethical considerations involved in conducting and reporting behavioural science research.

2. Epidemiological Method

2.1. Definition and Purpose of Epidemiological Studies

2.2. Characteristics of Epidemiological Methods

2.3. Types of Epidemiological Methods

2.4. Cohort Studies

2.5. Case Studies

3. Descriptive Designs

3.1. Definition, Characteristics, Purpose and Types

3.2. Survey Research

3.3. Developmental, Case-studies and Ex-post facto studies

3.4. Causal-Comparative and Correlational studies

3.5. Observational Research

4. Experimental Designs

4.1. Definition, Characteristics, Purpose, Principles and Types

4.2. Pre-experimental, True-experimental and Quasi-experimental designs

4.3. Factorial Designs

4.4. Single Subject Designs

4.5. The Variables of Experimental Research

5. Sampling, Tools and Preparation of Report

5.1. Population, sample, sampling techniques, large and small samples, common errors in sampling

5.2. Tools and Techniques of data collection

    5.2.1 Tools: Questionnaire, Rating scale, check list, Attitude Scales and Inventories.

    5.2.2 Techniques: Interview: Uses, purpose, types and requisites of a good Interview.

    5.2.3 Observation: Uses, types and requisites of good observation.

5.3. Test standardization procedures, objectivity, validity and reliability of tests, Methods of establishing reliability and validity.

5.4. Preparation of a Research proposal and Research Report: Types and steps, APA format, composition, References, Bibliography, and Appendices.

5.5. Evaluation of a Research Report: Criteria for evaluation.

Activities

1. Organize a group discussion on scientific thinking and nature of research.

2. Prepare a chart depicting the various steps in the process of research.

3. Prepare a chart depicting the characteristic features of different types of research.

4. Organize a seminar on epidemiological methods of research.

5. Conduct a seminar on descriptive research designs.

6. Conduct a seminar on experimental research designs.

7. Collect the list of various tools and techniques used in behavioural research.

References

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2. Best, J.W., and Kahn, J.V, (1992). Research in Education. Prentice – Hall of india Pvt. Ltd., New Delhi.

3. Bhatnagar, R.P., and Bhatnagar, P.R. (1989). Experimental Designs of research in Behavioural Sciences. Rajhans Agencies, Meerut.

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8. Rosnow R.L., Rosenthal R. (2002) Beginning Behavioursl Research – A conceptual Primer (4th edn) Prentice hll U.S.A.

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10. Kaul, L. (1996). Methods in Educational Research. Vikas Publishing House, New Delhi.

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25. Singh, A. K. (2004).Tests Measurement and Research Methods in Behavioural Science. Tata McGraw-Hill Publishing, New Delhi.

Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIIC1636: Cognitive Process

Objectives: After completing the course the student will be able to develop:
1. Mastery over various cognitive process
2. Mastery over motivation
3. Understanding various theories of cognition and motivation

Syllabus

Unit I - Introduction (10hrs)

Introduction to cognition, definition and nature, Information processing model, cognitive development; Vygotsky's and Piaget's perspectives, cognitive neuroscience.

Unit II - Attention & Perception (15 hrs)

Attention:- Neurocognition of attention, theories of attention. Perception – perceptual organization. psychological and biological approaches to perception, perceptual learning, Perceptual style. Psychophysics-Signal Detection theory. Extrasensory perception.

Unit III - Language (10 hrs)

Language: - Structure, Chomsky's theory, Acquisition and comprehension, Language and thought. Thinking, Decision making, Reasoning, Problem Solving.

Unit IV- Intelligence (10 hrs)

Theories of intelligence, classification of IQ, Intelligence testing- WAIS, WISC, Binet tests, KABC and other tests and its revisions. Emotional intelligence. Creativity.

Unit V -Motivation (10 hrs)

Definition and nature of motivation, types of motivation, physiological and psychological roots of motivational theories.

Unit VI - Biological approaches to motivation (15 hrs)

Physiological mechanisms of regulation, Homeostatic regulation, regulation of hunger, regulation of thirst.

Unit VII - Theories of motivation (20 hrs)

Instinct theories, Arousal theories, Drive theories, Hedonistic and Activation theories, cognitive motivation - Expectancy value theories, Applications of motivational theories.

Reference

1.   Feldman, L.Russel,J.A,(2015) The Psychological Construction of emotion, Guliford Press, New York,.

2.   Gross,J.J,(2015), Handbook of Emotion Regulation. The Guildford Press. New York.

3.   Galotti,K.M, (2014), Cognitive Psychology In and Out of the laboratory. Sage, London.

4.   Kringelbach, M.L, Phillips,H;(2014), Emotion: Pleasure and Pain in the Brain; Oxford, NewYork.

5.   Sander,D. Scherer,K.R;(2014); The Oxford Companion of Emotion and the Affective Sciences.

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9.   Goldstein,E.B.(2002) Sensation and Perception. Wadsworth. USA

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22. Eysenck, Michael.W.(2007). Fundamentals of cognition. New York: Psychology Press.

23. Eysenck, Michael.W.(2010). Cognitive psychology: a students handbook(6th Ed). New York: Psychology Press.

24. Bornstein, Mark .H.(2011). Cognitive development: an advanced textbook. New York: Psychology Press.

25. Ward, Antony(2004). Attention: a neuropsychological approach. New York: Psychology Press.

26. Gruska, .A., Matthews, .G., Szymuja, .B.(2010). Handbook of individual differences in cognition: attention, memory and executive control. New York: Springer.

27. Styles, Elizabeth.A.(2007). Attention, perception and memory: an integrated introduction. New York: Psychology Press.

28. Nobre, Anna.C.(2014). The oxford handbook of attention. Oxford: Oxford University Press.

29. Blake, Randolph(1990). Perception(2nd Ed). New York: Mcgraw Hill.

30. Mather, G(2011). Foundations of sensation and perception(2nd Ed). New York: Psychology Press.

31. Harris, John(2014). Sensation and perception. London: Sage publications ltd.

32. Brian.B. Shulman(2010). Language development: foundations, processes and clinical applications. Sudbury: Jones and Bartlett Publishers.

33. Khalfa, Jean(1994). What is intelligence. Cambridge: University of Cambridge.

34. Mackintosh, N.J.(1998). IQ and human intelligence. Oxford: Oxford University Press.

35. Deary, Jean(2001). Intelligence: a short introduction. New Delhi: Oxford University Press.

36. Fletcher, Richard.B.(2011). Intelligence and intelligence testing. London: Routledge.

37. Heckhausen, Heinz(2008). Motivation and action. Cambridge: Cambridge University Press.

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39. M. Asch(2004). Motivation and learning(1st Ed). New Delhi: IVY Publication.

40. Goleman, Daniel(1996). Emotional intelligence. New York: Bantam books.

Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIIC1637: Physiological Psychology

Objectives: After completing the course the students will be able to develop understanding of:

1. Nervous system and neural basis of behaviour

2. Psychophysiology of various cognitive process

3. Physiological correlates of emotion

4. Stress and role of endocrine system in stress

Syllabus

UNIT - I

Physiological Psychology of Nervous System: Central and peripheral nervous system- Hierarchy of brain structures-brain stem and cerebellum-Diencephalons-Cerebral hemispheres-Neural bases of behaviour. (20 hours)

UNIT - II

Functional systems: Limbic system — hypothalamus: vegetative and endocrine control, amygdala, reward and punishment centers, olfactory system, Hippocampal formation, limbic cortex. Higher cortical functions: functions of neocortex. (10 hours)

UNIT - III

Psychophysiology of learning and memory- classical, and operant and cognitive learning. Psychophysiology of attention, perception -Visual, Auditory, somatosensory, gustatory, vestibular and olfaction perception (15 hours)

UNIT - IV

Physiological correlates of Emotion: Feeling of emotion: theories. Central, peripheral and intermediate mechanisms, skeletal - muscular and autonomic response in emotional states.   (15 hours)

UNIT - V

Stress and endocrine system- different viewpoints. Categories of stress and coping strategies - Biofeedback studies - stress and immune system. Psychoneuro immunology   (15 hours)

UNIT - VI

Brain and Consciousness: sleep and wakefulness - split-brain model- anatomical and behavioural asymmetry of hemispheres.   (15 hours)

References:

1. Bijilani, R.L. (1997). *Understanding Medical Physiology* Jaypee Brothers, Medical Publications (Pvt. Ltd.), Bangalore.

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13. Evans, Dylan(2003). Emotion: a very short introduction. New Delhi: Oxford University Press.

14. Kristjansson(2010). The self and its emotions. Cambridge: Cambridge University Press.

15. Schirmer, Annett(2015). Emotion. Los Angeles: Sage.

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17. Carlson, Neil.R.(2005). Foundations in physiological psychology(6th Ed). Boston: Allyn and Bacon.

18. Cooper, Cary.L.(1990). Understanding stress: a psychological perspective for health professionals.

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20. Rath, Hariharan(2008). Coping with life stress: the Indian experience(1st Ed). New Delhi.

SEMESTER II
Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIIC1638: Learning Process

Objectives: After completing the course the students will be able to develop:

1.   Mastery over concept of Learning Process

2.   Mastery over concept and application of Memory

3.   Understanding of theories of Learning and Memory

Syllabus

I.   Learning (50 hrs)

Unit I

> Nature of Learning – Factors influencing learning – Neural Basis of learning.

U nit II

> Classical Conditioning and its applications – Ivan Pavlov, Rescola – Wagner.

> Operant Conditioning and its applications – Thorndike, B.F. Skinner.

> Interactions between Classical and Operant Conditioning – Cognitive Processes in Classical and Operant Conditioning.

Unit III

> Theories of Learning – Hull, Mowrer, Spence, Guthrie, Tolman, William Esters

Unit IV

> Cognitive learning – Latent learning, Insight learning, Imitation.

> Transfer of learning ,Constraints on learning ,Information processing approach

II.   Memory (40 hrs)

Unit V

Models of memory – Atkinson and Shiffrin, Craik and Lockhart, Tulving

Transient Memories: Sensory Memory – Visual Sensory memory & Auditory Sensory Memory, Short Term Memory, Working Memory- Rehearsal Systems – Phonological Loop – The Visuospatial sketch pad.

Unit VI

Long Term Memory:- classification, Retrieval cues, Flashbulb Memory, Constructive Processes in Memory, Eye witness testimony, Autobiographical Memory. Biological Basis of Memory, Mnemonics

Unit VII

Theories of Forgetting, Causes, memory curve.

Reference

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2.   Hergenhahn, B.R. (1998). An Introduction to theories of Learning (Third Edition). Prentice – hall International, Inc.

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SEMESTER II
Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIIC1639: Practicals

Objectives: On completion of the course, the students will develop:

1. Skills in the administration of various psychological tests.

2. Skills in the interpretation of results

3. Skills in preparing the reports.

Syllabus

(Administration and report preparation of at least five of the following)

I.   Tests of mental abilities

- Wechsler Adult Performance Intelligence Scale (WAPIS –PR)

- Standard Progressive Matrices (SPM)

- Wechsler Adult intelligence scale

- Wechsler Adult intelligence scale

- Wechsler intelligence scale for Children

- Binet - Kamath Test (BKT)

- Malin's Intelligence Scale for Indian Children

- Motivation analysis test

- Language Test of creativity, verbal test of creativity, Frustration Tolerance test.

II.   Test of Memory

- P.G.I Memory Scale

- Wechsler Memory Scale

III.   Test of value pattern

- Value conflict scale

IV.   Tests of Motivation

- Achievement Motive Test (Ac MT)

- Effect of Co-operation and Competition on the Performance of a Task (ECCPT)

Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIIC1640: Statistics in Behavioural Sciences

Objectives: After completing the course the student will be able to develop:

1. Understanding about the role of statistics in Behavioural Science research.
2. Greater awareness on methods of data processing.
3. The ability to apply various methods of descriptive statistics.
4. The ability to apply various methods of inferential statistics.
5. Understanding about the use of computer for data analysis.

Syllabus

1. Introduction to Statistics
1.1. Concept, Definition and Functions of Statistics in research.
1.2. Scales of measurement: Nominal, Ordinal, Interval and Ratio.
1.3. Processing of data.
1.4. Presentation of data: frequency distribution, percentiles and percentile rank, tables and graphs.
1.5. Use of computer in Statistics – statistical packages.

2. Descriptive Statistics

2.1. Concept and functions of Descriptive statistics

2.2. Measures of central tendency – Mean, median and mode

2.3. Importance and applications of measures of central tendency

2.4. Measures of dispersion – Range, Quartile deviation, mean deviation, standard deviation Variance and coefficient of variation.

2.5. Importance and applications of measures of dispersion.

3. Normal Distribution and Normal Curve
3.1. Concept and properties of normal curve.

3.2. Applications of normal curve.

3.3. Use of standard scores in finding areas under the normal curve.

3.4. Coefficient of skewness – concept, types and interpretation.

3.5. Coefficient of Kurtosis – concept, types and interpretation.

4. Measures of Relationship

4.1. Concept, types and applications of correlation.

4.2. Product moment coefficient of correlation and Rank coefficient of correlation.

4.3. Biserial, Point biserial, Tetrachoric and Phi – coefficient.

4.4. Partial and Multiple correlations. Interpretation of coefficient of correlation.

4.5. Regression – concept and uses – regression equations and regression lines - concept of multiple regressions.

5. Inferential Statistics

5.1. Concept and functions of inferential statistics. Concepts of: statistical significance, level of significance, estimation, confidence intervals, sampling error, standard error, one-tailed and two-tailed tests, type I and type II errors and degrees of freedom.

5.2. Parametric tests – concept, assumptions and uses.

5.3. Z-tests, t-tests and Analysis of Variance – logic, assumptions, types and applications, concept of Analysis of covariance and Post hoc tests.

5.4. Non – parametric tests – concept, assumptions and uses.

5.5. Chi-square test, Mann – Whitney U- test, and Kruskal – Wallis test - logic, assumptions and applications, computer application for analysis, Tabulation and graphic representation.

Activities

1. Organize a group discussion on the role of statistics in the research related to health and disabilities.
2. Prepare a chart depicting the characteristics and applications of different types of scales of measurements.
3. Conduct a seminar on the relative merits and demerits of various measures of central tendency and dispersion.
4. Prepare a power point presentation on the applications of normal curve.
5. Conduct a seminar on the applications of various measures of relationship.
6. Conduct a group discussion on the applications of various parametric and non parametric statistical techniques.

References

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Core Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMIIIC1641: Clinical Psychology

Objectives: On completion of the course, the students will develop:

1. Mastery over the etiology and clear understanding of mental disorders.

2. Understanding of mental retardation, personality disorders and organic disorders.

3. Understanding of stress.

4. Understanding psycho physiological disorders.

5. Understanding of principles of mental hygiene.

Syllabus

Unit I (5 hrs)

Abnormal behaviour: History, Definition, concept of normality and abnormality, models of illnesses, misconceptions, classifications, contribution from vaoius disciplines in the concept of psychopathology. Case history taking-adult and child, signs and symptoms oi psychiatry.

Unit II (10)

Disorders of perception, disorders of thinking, disorders of memory and orientation, disorders of motor behavior and consciousness.

Unit II (15 hrs)

Affective and mood disorders, etiology, clinical features and prognosis.

Unit III (15 hrs)

Psychotic disorders: Schizophrenia, schizo affective and delusional disorders – etiology, clinical features and prognosis.

Unit IV (5 hrs) Substance related and addictive disorders

Unit V (5 hrs)

Anxiety Disorders, Psycho somatic disorders. Stress and adjustment related disorders.

Unit VI (5 hrs)

Personality Disorders

Unit VII (10 hrs)

Neuro developmental disorders- Mental Retardation: Types, Dynamics and treatment. Pervasive developmental disorders, learning and motor skill disorders, ADHD, Emotional and Behavioural disorders in children.

Unit VIII (10 hrs)

Neuro cognitive Disorders – Dementia, delirium, difference between functional and organic brain pathology, organic mood disorders, organic psychotic illnesses, Epilepsy.

Unit IX (10 hrs)

Critical Issues in Clinical Psychology-Professional Regulation and Ethico-legal issues, Cultural issues, Current scenario and future prospect: Problems and promise.

References:

1.   Carson Robert C, Butcher James & Nineka. Abnormal Psychology and Modern life. 10th edition.

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Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIIIC1642: Practicals

Objectives: On completion of the course, the students will develop skills in the:

1.   Administration of Relaxation technique.

2.   Administration of Rating scales and projective tests.

3.   Interpretation of the test scores.

4.   Report writing.

Syllabus

I.   Relaxation Technique

1. Progressive Muscular Relaxation

II.   Rating Scales

1. Hamilton Anxiety Rating Scale (HAM – A)

2. Hamilton Depression Rating Scale (HAM – D)

3. Beck depression inventory

III.   Projective Techniques

1. Thematic Apperception Test (TAT)

2. Rorschach Inkblot Test.

3. Word Association Test

4. Rotter's Incomplete sentence Blank

5.   Benton Visual Motor Gestalt Test,

One month posting in psychiatric settings

Gain skill in identifying psychiatric cases. Conduct case studies. Prepare at least 10 case study report

SEMESTER III
Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIIIC1643: Psycho diagnostics

Objectives: On completion of the course, the students will develop:

1. The need and significance of behavioural assessment.

2. Awareness of the role of psychological and statistical principles in the assessment of human behaviour.

3. Knowledge of suitability of tools in various clinical conditions.

Syllabus

Unit I (14 hr)

Introduction to behaviour assessment: Over view Psychological test Report for referral, outline of sections, Behavioural observations and Behavioural rating scale. Case study – Case History taking-adult and child, Mental status Examination signs and symptoms in psychiatry.

Unit II (16 hr)

General procedures of assessment: Meeting the patient and Samples of Behaviour, the referral and clinical interview, diagnostic formulations.

Unit III (16 hr)

Assessment of cognitive functions; reality testing and cognitive functioning – Sub test and scatter analysis.

Unit IV (16 hr)

Assessment of affective process, Impulses vs. Control, the vicissitudes of impulse. Impulses vs. Control – the nature of control mechanisms, defensive structure.

Unit V (16 hr)

Assessment of personality: logical and content – test construction, factorial Analytic test construction, test construction by empirical criterion keying – Theoretical approach to test construction, clinical prediction and projective tests.

Unit VI (12 hr)

Nature of Anxiety, Defensive structure, Assessment of social and personal behaviour: Inter – personal behaviour – identity, and Character diagnosis.

References:

1. J.P. Guilford, Psychometric Methods – McGrew Hill Publications, New Delhi.

2. Nanully Psychometric Theory McGrew Hill Publications, New Delhi.

3. E.L. Edwards, Techniques of Attitude Scale Constructions, Appleton Century Crafts.

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5. A. Anastasi Psychological Testing – 4th Edition, Mc,illan Publications.

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Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIIIE1661: Identification and Assessment (Intellectual Disability)

Objectives: After completing the course students will develop:

1. Greater understanding with reference to screening, identification, assessment and diagnosis.

2. Competence in selecting and adapting appropriate assessment tools.

3. Ability to prepare assessment reports.

4. Ability to utilize assessment information for educational programming, referral services and placement.

Syllabus

1. Screening, Identification, Assessment and Diagnosis

1.1. Screening: Concept, Meaning, Definition, Scope and Purpose

1.2. Identification: Concept, Meaning, Definition, Scope and Purpose

1.3. Assessment: Concept, Meaning, Definition, Scope and Purpose

1.4. Diagnosis: Concept, Meaning, Definition, Scope and Purpose

1.5. Documentation: Concept, Meaning, Definition, Scope and Purpose

2. Assessment

2.1. Assessment techniques and trends in the field of intellectual disability

2.2. Areas of Assessment - Medical, Psychological, Educational, Behavioural and Ecological

2.3. Methods of Assessment - Observation, Interview and Rating Scale

2.4. Types and Approaches - NRT, CRT, CBA and Teacher Made Tests

2.5. Importance and Implications of Assessment

3. Methods and Tools of Assessment

3.1. Screening Methods: Prenatal, Natal and Post Natal Screening:- Amniocentesis, Foetoscopy, MRI, Ultrasonography, APGAR, CT, Blood Tests, Chorionic Villous Sampling

3.2. Early identification tools and methods: NIMH Screening tools.

3.3. Developmental Assessment tools: DST, Gesell Developmental Schedule, Bailey Scales of Infant Development.

3.4. Intellectual assessment tools: WISC, SFB, Raven's Progressive Matrices, MISIC, BKT, Bhatia's Battery

3.5. Social, Behavioral, Language and Speech Assessment Tools: AAMR-ABS, VSMS, NIMH-LAT

4. Educational and Vocational Assessment

4.1. Assessment Tools at Pre-School level – Upanayan, NIMH –Aarambh, Portage Guide, MDPS, FACP

4.2. Assessment Tools at School Ages – MDPS, BASIC-MR, GLAD, Support Intensity Scale

4.3. Assessment for Transition from School to Work

4.4. Assessment Tools for Independent Living –BASAL-MR, VAPS

4.5. Assessment tools for parental and family needs- NIMH-FAMNS, NIMH-FSS, NIMH-FES

5. Documentation, Report Writing and Evaluation

5.1. Documentation of Assessment Result and Record Maintenance

5.2. Result interpretation and Report writing

5.3. Writing of assessment report for administrative purpose, for educational programming, for referral and alternative placement

5.4. Interpreting assessment information to develop training goals

5.5. Evaluation: Concept, Meaning, Definition, Scope, Purpose and Types

Activities

1. Survey the locality for early identification of children with disabilities
2. Visit to special, integrated and inclusive classrooms. Reflective journal writing.
3. Conduct orientation and sensitization program on disability issues for teachers, parents, and community members and present a report.
4. Presentation of Case Study on Behavioural Problems among children with intellectual disability.
5. Presentation of Clinical Observation, Anecdotal analysis & Book/ Journal Reviews related to disability
6. Conduct seminar on various tools of screening, identification and diagnosis of intellectual disability.

References

1. Henley, M. Ramsey, R.S., and Algozzine, R. (1993). Characteristics of and Strategies for teaching students with mild Disabilities. USA : Allyn & Bacon.

2. Salvia, J. & Ysseldyke, J.E. (1988). Assessment In Special and Remedial Education (4th ed), Boston: Houghton Mifflin Company.

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Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIIIE1664: Identification and Assessment (Speech and Hearing Disabilities)

Objectives: After completing the course students will develop:

1. Greater understanding in procedure with reference to screening, identification, assessment and diagnosis

2. Greater understanding in early identification of hearing loss in children.

3. Greater understanding in the area of audiological assessment and its relevance in education.

4. Competence in identify different components of educational assessment and analyze educational needs of individuals with hearing impairment.

Syllabus

1. Screening, Identification, Assessment and Diagnosis.

1.1.   Screening: concept, meaning, definition, scope and purpose
1.2.   Identification: concept, meaning, definition, scope and purpose
1.3.   Assessment: concept, meaning, definition, scope and purpose
1.4.   Diagnosis: concept, meaning, definition, scope and purpose
1.5.   Documentation : concept, meaning, definition, scope and purpose

2. Assessment

2.1.   Behavioural and objective screening:
2.2.   Checklists and behavioural observation: Role of school teachers, congenital and acquired hearing loss.
2.3.   Audiological assessment: Orientation, sound, physical and psychological parameters or attributes, dBHL/dBSPL
2.4.   Subjective and objective tests: Orientation to these tests and their importance, BOA, VRA and close field, pure tone audiometry
2.5.   Importance and implication of assessment.

3. Methods and Tools of Assessment of Language and Communication

3.1.   Screening methods: Prenatal, Natal and Post Natal screening
3.2.   Communication, Linguistic VS non linguistic, receptive and expressive language.

3.3. Impact of deafness on communication and language, clinical and environmental language.

3.4. Assessing communication and language- Developmental checklists, scales, standardized tools, assessing language.

3.5. Identification of communication and language

4. Assessment of speech

4.1. Respiration and phonation- process, types and important of speech assessment.

4.2. Articulation and phonology – types of articulation, vowels and consonants.

4.3. Various aspects of speech and its assessment

4.4. Stages in the development of language and the important milestones.

4.5. Speech intelligibility – factors and assessment.

5. Educational Assessment

5.1. Educational assessment – Definition, concept and scope.

5.2. Types of Assessment and evaluation, Norms referenced and criterion referenced test, summative and formative assessment, performance and curriculum based assessment.

5.3. Tools and techniques – Observations, Interviews, Developmental scales, Teacher made text.

5.4. Current trends and challenges in educational assessment.

5.5. Evaluation- concept, meaning, definition, scope, purpose and types.

Activities

- ❖ Develop a checklist for screening of
- ❖ Children with hearing impairment
- ❖ Visit ENT clinic in a hospital settings for understanding identification, assessment and diagnosis
- ❖ Observation, videos and interactions with students with speech and hearing impairment.
- ❖ Using the audiograms of children identify the audiological needs of at least 3 children.
- ❖ Compile various tools used for educational assessment of children.

References

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Elective Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMIIIE1667: Identification and Assessment (Visual Impairment)

Objectives: On completion of the course the student develops:

1. Greater Understanding about the Learning Characteristics of Visually Impaired.
2. Ability to identify the needs of Visually Impaired Children.
3. Competence in the Procedure with reference to Identification, Assessment and Diagnosis.
4. Understanding about the Assessment Procedures of Children with Visual Impairment and Multiple Disabilities
5. Ability to describe the role of Various Professionals Involved with Visual Impairment.

Syllabus

1 Learning Characteristics of Visually Impaired

1.1 Nature of Intelligence

1.2 Memory

1.3 Concept development

1.4 Motor development

1.5 Personality Traits & Academic Achievement

2 Needs of Persons with Visual Impairment

2.1 Infancy and early childhood: early stimulation and early intervention

2.2 School age: placement alternatives, collaboration of special and regular teacher

2.3 Transition Period: self-identity, self-esteem, and self-image

2.4 Vocational Development: emerging job opportunities

2.5 Adulthood issues: sexuality and marriage, recreation and leisure; geriatric groups: disintegrating family system, social security, CBR and community support

3 Identification and Assessment Procedures of Children with Blindness and Low Vision

3.1 Methods and tools for assessment of children with blindness: Functional Skills Inventory for the Blind, Oregon project for visually impaired and Pre- schoolers, A short Scale IQ measure for the visually impaired based on WISC-R, Adapted EPQ, Adapted Blind Learning Aptitude Test, Concept development for blind Children, Reading Preference Test, Cornell Medical Index on Visually Handicapped children

3.2 Identification of children with low vision and psychosocial implications of low vision

3.3 Functional vision assessment: selection of methods and tools for functional vision assessment of persons with low vision: low vision assessment by Jill Keeffe, Lea Tests

3.4 Concept and methods of visual efficiency training

3.5 Preparation of teacher made tools for functional assessment of vision and skills

4 Identification and Assessment Procedures of Children with Visual Impairment and Multiple Disabilities

4.1 Concept of VIMD

4.2 Role of multidisciplinary team of professionals in assessment of children with VIMD

4.3 Functional assessment methods and tools for VIMD: physical, vision, hearing, tactual, and communication skills assessment

4.4 Implications of vision loss in adapting available tools of assessment for persons with Visual impairment

4.5 Preparation of teacher made tools for functional assessment of VIMD

5 Professionals in the Field of Visual Impairment

5.1 Role of Ophthalmologist
5.2 Role of Optometrist
5.3 Role of Special Educator
5.4 Role of Social Worker
5.5 Role of Educational Psychologist & Rehabilitation Psychologist

Activities

1. Survey the locality for early identification of children with visual impairment.

2. Visit to special, integrated and inclusive classrooms for identifying the characteristics of children with visual impairment.

3. Conduct orientation and sensitization program on disability issues for teachers, parents, and community members and present a report

4. Presentation of Case Study on visual impairment.

5. Presentation of Clinical Observation, Anecdotal analysis & Book/ Journal Reviews related to visual impairment.

6. Organize seminar on tools of screening, identification and diagnosis of visual impairment.

References

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2. Barraga, N.C. (1976). Visual handicaps and learning: A developmental approach. Belmont, CA: Wadsworth.

3. Bhan, S., & Swarup, S. (2010). Functional skills inventory for the blind. Mumbai, India: National Association for the Blind.

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18. National Institute for the Visually Handicapped (1990). Handbook for teachers of the blind. Dehradun: NIVH.

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20. Singh, T.B. (1986). A short scale I.Q measure for the visually handicapped. Dehradun: NIVH.

21. Singh, T.B. (1986). Eyssenck personality questionnaire (EPQ) for the visually handicapped. Dehradun: NIVH.

22. Singh, T.B. (1986). Standardisation of cornell medical index on visually handicapped children. Dehradun: NIVH.

23. Singh, T.B., & Sati, G. (1992). Use of blind learning aptitude test as a performance measure for the assessment of visually handicapped children in India. Dehradun: NIVH.

24. Warren, D.H. (1983). Blindness and early childhood development. New York, NY: AFB Press.

Elective Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMIIIE1670: Identification and Assessment (Learning Disabilities)

Objectives: After completing the course the student will be able to:

1. Comprehend the concept, the history, causes and manifestations of Learning Disability.
2. Describe and differentiate among different types of Learning Disability.
3. Understand the assessment and the assessment procedures for Learning Disability diagnosis.
4. Explain the domains and tools for assessment.

Syllabus

1. Introduction to Learning Disability (LD)

1.1.   LD: Definition and concept

1.2.   History of LD

1.3.   Etiology of LD- medical and social

1.4.   Co-morbidity with LD – ADHD

1.5.   LD across the life span

2. Types of LD

2.1   Specific LD in Reading

2.2   Specific LD in Writing

2.3   Specific LD in Mathematics

2.4   Dyspraxia

2.5   Non-verbal LD

3. Assessment of LD

3.1   Concept of screening and identification

3.2   Identification criteria – DSM 5

3.3   Differential diagnosis

3.4   Assessment tools – standardized (WISC, SPM, CPM, DTLD, DTRD, BCSLD, GLAD, Aston Index), CRTs and NRTs, TMTs

3.5   Portfolios, checklists, rating scales, anecdotal records, observation schedules

4. Domains of Assessment

4.1   Motor

4.2   Perceptual

4.3   Cognitive

4.4   Social-Emotional

4.5   Language

5. Assessment of Curricular Areas

5.1   Readiness skills

5.2   Reading

5.3   Spelling

5.4   Writing

5.5   Mathematics

Activities

- Conduct screening camps in primary schools for early identification of children with specific learning disabilities.

- Visit to special, integrated and inclusive classrooms for identifying the characteristics of children with specific learning disabilities.

- Conduct orientation and sensitization program on disability issues for teachers, parents, and community members and present a report.

- Presentation of Case Study on specific learning disabilities.

- Presentation of Clinical Observation, Anecdotal analysis & Book/ Journal Reviews related to specific learning disabilities.

- Organize seminar on tools of screening, identification and diagnosis of specific learning disabilities

References

1. Bender, W. N. (1995) Identification and Teaching Strategies Learning Disabilities, characteristics, identification and coaching categories New York: Allyn and Bacon.

2. Lerner, J W. (2000). Learning Disabilities: Houghton Mifflin

3. Jena, S.P.K. (2013). Specific Learning Disabilities: Theory to Practice New Delhi: Sage Publications

4. Kapur, M., John, A., Rozario, J, & Oommen, A. NIMHANS index of specific learning disabilities, Bangalore: NIMHANS

5. Karanth, P., & Rozario, J. (2003). Learning disabilities in India- willing the mind to learn. New Delhi: Sage.

6. Lee, S. H., Harris Karen R., Graham Steve. (2003). Handbook of Learning Disabilities. (Ist Edition). The Guilford Press.

7. Raj, F. (2010). Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Secunderabad: Vifa Pub.

8. Reddy, L. G., Ramaa, R., and Kusuma, A. (2000): Learning Disabilities: a practical Guide to Practitioners. New Delhi: Discovery Publishers

9. Venkateshwarlu, D. (2005). Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications.

Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIIIE1673: Introduction to Sign Language
(Sign Language)

Objectives: On completion of the course student will develop:

- Greater understanding of the nature of sign language.

- Awareness on different sign languages.

- Basic communicative competence in sign language

- Perspectives on usage of sign languages.

Syllabus

1. The Nature of sign language

1.1   Concept of Sign Language.

1.2   Sign language is NOT the same all over the world.

1.3   Sign language does NOT lack grammar.

1.4   Sign language is NOT dependent on spoken language

1.5   Sign Language is NOT a "language of the hands" only.

2. Different sign languages

2.1   Sign language has not been invited by hearing people to help deaf people.

2.2   No sign language is better than any other sign language

2.3   Sign codes for spoken languages (Signed English, Signed Hindi etc.) are NOT better than Indian Sign Language

3. Perspectives on sign language usage

3.1   Effective communication with deaf people: Becoming a good signer

3.2   Deafness and society: Using language for inclusion in society

3.3   Communication for mainstreaming in Indian sign language

4. Person with hearing impairment and culture

4.1   Understanding the culture: Aspects of hearing impaired, culture and communication

4.2   History of hearing impairment

4.3   History of sign language in India

4.4   Characteristics of good interpreters

Activities

1. Prepare a term paper on need and importance Sign Language.
2. Conduct group discussions on the relative applications of different sign languages.
3. Prepare a chart depicting the alphabets of Indian Sign language.
4. Organize a debate on the topic 'Importance of Sign Language in the context of Inclusion'.
5. Organize a seminar on the various roles of interpreters.

References

1. Panda, K. C. (1997). Education of Exceptional Children. Vikas Publishing House, New Delhi.

2. Smith, D. D., & Luckasan, R. (1992). Introduction to Special education. Allyn & Bacon, Boston.

3. Alan, H., & Ravic, R. (1998). Best and promising practices in Developmental Disabilities. PRO-ED, Inc., Texas.

4. Hegarty, S. (2002). Education of Children with Special Needs in India. Sage Publications India Pvt. Ltd., New Delhi.

5. Vicki, L., S., Saklofske, D. H. (1999). Handbook of Psychosocial Characteristics of Exceptional Children.

6. Chauhan, S. S. (2002). Education of Exceptional Children.

7. Desai, A. N. ( ). Helping the Handicapped

8. Pandey, R. S., & Advani, l. ( ). Perspectives in Disability and Rehabilitation.

9. Ling, D. ( ). Aural Habilitation.

10. Shea, T. M., & Bauer, A. M. ( ). Parents and Teachers of Exceptional Children.

11. Powell, F. ( ). Education of Hearing Impaired Child.

12. Hull, R. H., & Dilka, K. L. ( ). The Hearing Impaired Child.

13. Nolon, M., & Tucker, I. ( ). The Hearing Impaired Child and Family.

SEMESTER III
Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIIIE1676: Guidance and Counseling: Principles and Practices
(Guidance and Counseling)

Objectives: On completion of the course the student will be able to:

1. Understand the evolution and historical perspective of guidance and counseling.
2. Understand the nature, need and functions of counselling.
3. Understand the use of psychometric evaluation in counselling.
4. Understand the approaches in counselling.
5. Understand the steps in counselling.

Syllabus

1 Evolution of Guidance and Counselling

1.1   Historical perspective - Factors contributing to the emergence of guidance and counselling

1.2   Moral and philosophical issues

1.3   Economic issues

1.4   Educational challenges

1.5   Mental hygiene

2 Nature need and Functions of Counselling

2.1   Facts and fallacies of counselling needs

2.2   Needs for shared approach

2.3   Functions of counselling

2.4   Achievement of positive mental health and improving personal effectiveness

2.5   Resolution of problems and behaviour modification.

3 Counselling Theories

3.1   Definition and purpose of counselling theories

3.2   Developing a personal counselling theory

3.3   Psychoanalysis and Psychodynamic theories

3.4   Behavioural, Cognitive and Developmental theories

3.5   Humanistic theories

4 Psychometry

4.1   Orientation to Psychometry

4.2   Qualities of good tests

4.3   Classification of tests- intelligence tests, personality tests, aptitude tests, achievement motivation tests, memory tests, memory tests, attention and interest inventories

4.4   Rating scales – anecdotal records, cumulative records, and socio-metric techniques

4.5   Case studies

5. Current trends in Counselling

5.1   Counselling in Indian context

5.2   Psychotherapy: Trends and issues

5.3   Multi cultural counseling

5.4   Accreditation and licensing of counseling

5.5   Ethical and legal aspects of counseling

6. Characteristics of a Helping Relationship

6.1   The helping relationship – an overview

6.2   Therapeutic climate and characteristics of an effective counseling relationship

6.3   Individual and group counseling

6.4   Counselling skills – Macro and micro skills – Listening skills

6.5   Role of the counselor – Changing roles of the counselor – Counselor as consultant.

Activities

1. Prepare a term paper on need, importance and functions of counseling.

2. Conduct group discussions on the relative applications of different theories of counseling.

3. Prepare a chart depicting the classification of psychometric tools.

4. Organize a debate on the topic 'Counselling in Indian context'.

5. Organize a seminar on the various roles of counselor.

References

1. George, R.L., & Stride, C. T. (1981). Theory, Methods and processes of Counselling and Psychotherapy. Prentice Hall, New York.

2. Rao, N. S. (1987). Counselling Psychology. Tata McGraw Hill, New Delhi.

3. Ivey, A. E., Gluckstein, N., & Ivery, M. B. (1983). Basic Attending Skill (3rd edn.). Micro Training Associates, North Amherst.

4. Okun, B. F. (1987). Effective Helping Interviewing and Counselling Techniques (3rd edn). Brooks Cole Publishing Co., California.

5. Goldenberg, I., & Goldenberg, H. (1990). Family Therapy: An Overview. Brooks Cole Publishing Co., California.

6. Henstein, J. M. (1980). Marriage and Family in a changing Society. The P Press, New York.

7. Frank, A. N. (1990). An Introduction to the Profession of Counselling. Merrill Publishing Co., USA.

8. Ivery, A. E., Mary, B. I. V., & Simela, H. (1980). Counselling and Psychotherapy – Integrating Skills, Theory and Practice. Prentice Hall of India Pvt. Ltd., New Delhi.

9. Brannmer, L. M., Abrago, P. J., & Shoestrom, E.L. (1994). Therapeutic Counselling and Psychotherapy.

10. Moursunt, I.P. (1993). The Process of Counselling and Therapy (3rd edn). Prentice Hall of India pvt. Ltd., New Delhi.

Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIIIE1679: Behaviour Modification
(Clinical Psychology)

Objectives: On completion of the course, the student will be able to develop:

1. Comprehensive view of behaviour therapy.

2. Knowledge about various behaviour modification techniques.

3. Skill in behaviour modification.

Syllabus

Unit I (4hr)

The nature of Behaviour Therapy : Theoretical foundation of Behaviour Therapy, The origin of Behaviour Therapy, The basic assumptions and principles of Behaviour Therapy, Behavioral model (ABC) ,Behaviour Therapy and the Scientific Method.

Unit II (4 hr)

Relaxation and Systematic Desensitization: The Theory of Desensitization. Progressive (Deep) Muscle Relaxation, Guided Somato Psychic Relaxation**. Meditation:** Foundations of meditation practice, preparing for meditation, categories of meditation: concentrative, movement and expressive, Transcendental Meditation.

Unit III (3 hr)

Assertive Training: Definition, Theory of Assertive Training. Purpose, precautions, preparation, after care and risk, Methods of Assertive Training, techniques of assertive training, Implementing Assertive Training.

Unit IV (4 hr)

Modeling Procedures, Theoretical foundations, principles, Vicarious modeling Acquisition and Facilitation of new behaviour, Steps involved in

modeling process, Extinction of Fear and Anxiety by Modeling, Additional Modeling Procedures. Application of modeling

Unit V (8 hr)

Behaviour modification techniques: Basic Procedures and techniques, the use of Reinforcement, primary and secondary, positive and negative reinforcement, schedules of reinforcement, Positive and negative Punishment, side effects and alternatives of punishment, systematic desensitization, aversion therapy, Extinction, Shaping and chaining, prompting and fading ,Behaviour contracting, Token economy, Time out, overcorrection , stimulus satiation, Covariant Control: Covert Positive and Negative Reinforcement ,assertive training and Bio feedback.

Unit VI (4 hr)

Response Elimination and Extinction Procedures, Contingency Management, Graduated Extinction, Covert Extinction, Contingency management and contingency Contracting, Institutional use of Contingency management Procedures. Anxiety Induction Therapies. Exposure therapy ,Flooding ,invio and invitro

Unit VII (8 hr)

Aversion procedures, Aversion Control Technique, Punishment: Procedures of Contingent Aversive Control, Aversive Counter conditioning, the Use of Drug – Induced Aversive States in Aversive Conditioning, the Counter conditioning, Alternatives to Electrical and Drug – induced Aversive States in Overt Sensitization Procedures, Counter anxiety – Relief Procedures, The use of Cognitive Stimuli in Aversive Counter conditioning.

Unit VIII (5 hr)

Cognitive Learning Methods, Rational Emotive Therapy, Thought stopping, Exposure and response prevention, Cognitive bio-behavioral self-

treatment. Cognitive Learning Methods in Self-Control, Applying Operant Procedures to problems of Self-Control, Self-Control and Obesity, Self-Control and Study Behaviour, Biofeedback, Stress Inoculation.

Unit IX (5 hr)

Functional behavioral assessment (FBA), Applied Behaviour Analysis (ABA), SORC model, Behavioural interview, observation methods, Behavioural intervention methods.

References

1. David C.Rimm & John C masters, Behaviour Therapy: Techniques and Empirical Findings (2 edition) Academic Press, New York.

2. Pollak Otto (1976) Human Behaviour and the helping profession, spectrum publicstion, Inc., New York.

3. Wolp (1973) The practice of behaviour therapy, Pergamon, New York.

4. WolmanBanjamin (1965) Hand Book of Clinical Psychology, McGraw Hill.

5.   Anastasi,A. Psychological Testing- 4th Edition, McMillan Publications.

6. Agras, W.Stewart, Kazdin, Alan & Wilson, Terrence(1979). Behaviour therapy: towards an applied clinical science. San Francisco: W.H.Freeman and Company.

7. Dryden, Windy(2009). Skills in rational emotive behaviour: counselling and psychotherapy. New Delhi: Sage Publications India Pvt Ltd.

8. Caballo, V.E.(1998). International handbook of cognitive and behavioural treatments for psychological disorders. New York: Pergamon.

Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIIIE1682: Introduction to Autism Spectrum Disorders (Autism Spectrum Disorders)

Objectives: On completion of the course, students will be able to
1. Define pervasive developmental disorders
2. Define autism spectrum disorders, epidemiology, prevalence, incidence and characteristics of autism
3. Differentiate the autism spectrum disorders and associated conditions
4. Explain the causes of autism spectrum disorders

Syllabus

1. Introduction to ASD

1.1   Concept and definition of ASD

1.2   Pervasive developmental disorders: Concept and definition.

1.3   Historical perspective and timeline of autism research

1.4   Pioneers in ASD

1.5   Prevalence and incidence in Global perspective

2. Autism

2.1   Concept and Definition.

2.2   Issues in the classification of autism and related conditions

2.3   Characteristics and presentation of symptoms

2.4   Diagnostic criteria: DSM V, ICD-10, Problems of classification

2.5   High functioning autism (HFA)

3. Types of Autistic Spectrum Disorders: Concept, definition and characteristics

3.1   Asperger's Syndrome

3.2   Rett's Syndrome

3.3   Childhood Disintegrative Disorder

3.4   Pervasive Developmental Disorders- Not Otherwise Specified

3.5   Other ASD: Hyperlexia, Semantic-Pragmatic Disorders

4. ASD: Co-morbid and associated conditions: Medical and psychiatric Disorders and Conditions

4.1   Intellectual Disabilities

4.2   Attention Deficit Hyperactivity Disorder

4.3   Tourette Syndrome

4.4   Tuberous Sclerosis

4.5   Seizures and emotional disturbances

5. Etiology of ASD

5.1   Genetic causes of ASD : prenatal, perinatal and postnatal complications

5.2   Neurobiological, Neurophysiological and Neurochemical studies

5.3   Neuroimaging and Postmortem studies

5.4   Environmental factors of ASD

5.5   Other etiological factors and recent research in casual factors of ASD

6. ASD - Related Neuro-developmental Disorders

6.1   Communication Disorders - Language disorder, Speech-Sound disorder

6.2   Childhood-Onset-Fluency disorder, Social Communication Disorder

6.3   Motor Disorder, Stereotypic Movement Disorders, Tic Disorder

6.4   Impulse-Control Disorders:- Oppositional Defiant Disorder, Intermittent Explosive Disorder

6.5   Conduct Disorders, Pyromania and Kleptomania.

Activities

1.   Visit to early identification and intervention centers for developmental disabilities.

2.   Conducting screening and identification surveys for ASD.

3.   Organizing seminar on ASD.

4.   Visit to national institutes of importance.

5.   Conducting awareness campaign programmes.

References

1. Siegel, B. (1996): The World of Autistic Child – Oxford University Press, New York

2. Miles,B.R. & Simpson,R.L. (2003): Asperger Syndrome, A Guide for Educators and Parents – Pro ed, Texas

3. National Research Council (2002): Educating Children with Autism – National Academy Press, Washington

4. Accardo, P.J., Magnusen,C., Capute, A.J. (2000): Autism. Clinical & Research Issues - York Press, Baltimore

5. Autistic Spectrum Disorders (Lawrence Erlbaum Associates, 2005). Deborah Golden Alecson.

6. Alternative Treatments for Children Within (NTC Publishing Group, 1999). Anne Alvarez.

7. Sensory Motor Issues in Autism (Psychological Corp, 1999). Margaret Anderson

8. Archives of Pediatric & Adolescent Medicine (2003). Dipping deeper into the reservoir of   autistic spectrum disorder. Editorial Comment. 157(7), 619-621.

Open Course

Core Course, Credit: 03, Contact Hours: 90, Marks: 100
SBEMIVC1644: Neuropsychology

Objectives: On completion of the course the students develop:

1.   Understanding on the neural basis of behavior and motivation.

2.   Mastery over various functional organization of brain.

3.   Greater understanding over common neurological disorders.

4.   Knowledge over neuro anatomy and pathways

Syllabus

Unit I

Basic Neuroanatomy and Neuropsychology, Historical background of Neuropsychology, Cellular organization of the nervous system, Structure and functions of neurons, neural impulse, Types of neurons, The neurons electrical activity neurotransmitters, The brain electrical activity (EEG, Evoked potential) The topography of the brain: internal structures, blood supply, the brain stem.

Neurotransmitters, Gross anatomy of the nervous system. Organization of the nervous system: CNS, Peripheral nervous system, the CSF, and the ventricles.

Unit II

Organization of the sensory and motor systems: Visual pathway, Auditory pathway, and Somatosensory pathway, Pathway for taste and smell, Pain pathways, Motor pathways: Pyramidal and extra pyramidal systems, Papez circuit.

Unit III

Neural bases of motivation and emotion: The ARAS, The limbic system: principles, Structures of the limbic system, Hypothalamus, Amygdale,

Hippocampus Kluvar Bacy syndrome. The Hypothalamus: Role in Hunger, Thirst and Sex. The Hippocampus: Role in memory and learning, the amygdale and emotional expression.

Unit IV

Common Neurological Disorders: Cerebral trauma, Intracranial tumors, Cerebro vascular disorders and degenerative disorders. Disruption of higher cerebral functions – Aphasia, Agnosia, apraxia, Agraphia, Alexia, Amnesia, Epilepsy.

Unit V

Anatomy, functional organization and connections of the cortex, Frontal lobe, Parietal lobe, Temporal lobe, Occipital lobe.

Unit VI

Asymmetry of cortical functions: Concepts of cerebral dominance, unilateral lesion studies, Hemispherectomy, commisurctomy, Agenecis of the corpus collosum.

References

1. Horton, Arthur & Wedding, Danny(1984). Clinical and behavioural neuropsychology: an introduction.
2. Kolb, Bryan & Whishaw, Ian(2003). Fundamentals of human neuropsychology(5th Ed). New York: Worth Publishers.
3. Andrewes, David.G.(2002). Neuropsychology: from theory to practice. New York: Psychology Press.
4. Stirling, John(2002). Introducing neuropsychology. New York: Psychology Press.
5. Anderson, Hendy, Northam & Wrennall(2006). Developmental neuropsychology: a clinical approach. New York: Psychology Press.
6. Allen, Nicholas.B., Pantelis & Wood, Stephen(2009). The neuropsychology of mental illness. New Delhi: Cambridge University Press.
7. Gurd, Jennifer.M., Kischka, Udo & Marshall, John.C.(2012). Handbook of clincal neuropsychology. Oxford: Oxford University Press.

Core Course, Credit: 03, Contact Hours: 90, Marks: 100
SBEMIVC 1645: Counselling

Objectives: On completion of the course students will develop:

1.   Understanding of the essentialities of effective counseling.

2.   Skills in providing counseling.

3.   Understanding different areas of counseling.

Syllabus

Unit I

An overview of Counseling: Definitions, Distinction between counseling and psychotherapy, goals of counseling, Historical developments of counseling profession, the helping professions, and Professional organizations.

Unit II

Approaches to Counseling: Client Centered therapy, Gestalt, Existential, Adlerian, psychoanalytic Counseling. Solution focused therapy, TA, Behavioural Approach, REBT, CBT, Group counseling – therapeutic group, stages of therapeutic groups. Encounter group, psycho drama.

Unit III

Counseling skills: Client Counselor interaction, Qualities of effective Counselor, Attending, Influencing, Integrating, Interview skills, Positive skills, Structuring, Communication skills, Verbal skills and Non verbal skills, Helping skills – Micro skills in counseling, Listening, Leading, Reflecting, Summarizing, Confronting, Interpreting Informing.

Unit IV

Counseling Process: Preparation for Counseling, Initial Interview, history taking, Exploration and identification of goals, Ice breaking, Winning

Confidence, Value orientation, Steps in Counseling – Interview, Diagnosis, Analysis, Implementation, Follow – up, Termination.

Unit V

Different areas of Counseling: Family Counseling, Genetic Counseling, Pre-Marital Counseling, Marital Counseling, Child and Adolescent Counseling, Parental Counseling, Student Counseling, Crisis Counseling.

Unit VI

Guidance- Objectives of guidance, Basic principles of guidance, Need for guidance, areas and types.

References

1. Dryden, Windy & Woolfe, Ray(1996). Handbook of counselling psychology. London: Sage Publications Inc.

2. Sharma, Tara(2002). Modern methods of guidance & counselling. New Delhi: Sarup & sons.

3. Feltham & Horton(2000). Handbook of counselling and psychotherapy. New Delhi: Sage Publications India Pvt Ltd.

4. Nelson-Jones, Richard(2002). Essential counselling and therapy skills: the skilled client model. New Delhi: Sage Publications India Pvt Ltd.

5. Lapworth & Sills(2010). Integration in counselling and psychotherapy. New Delhi: Sage Publications India Pvt Ltd.

6. Chandra, Ramesh(2011). Psychology, counselling and therapeutic practices. New Delhi: Isha books.

7. Jacobs, Michael(2010). Psychodynamic counselling in action(4th Ed). New Delhi: Sage Publications India Pvt Ltd.

8. Kottler, Jeffrey.A. & Shephard, David.S.(2008). Counselling: Theories and practices. New Delhi: Cengage Learning India Pvt Ltd.

Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIVC1646: Dissertation

Objectives: On completion of the course students will develop:

1. The ability to develop a research proposal.

2. The ability to prepare tools of data collection.

3. The skills of sampling.

4. The skills in the administration of research tools.

5. The skills in analyzing data by using statistical packages.

6. The skills in the analysis and interpretation of results.

7. The skills in the testing of hypotheses and drawing conclusions.

8. The ability to derive implications of research findings.

9. The ability to organize the references as per APA format.

Dissertation will be compulsory for all students. The students will work under the guidance of a supervisor to be allotted by the Faculty Council, preferably the faculty member who handles the elective that opted by the student. Students are expected to complete the dissertation work in four phases in fourth semester.

Phase 1: Synopsis Submission

In the first phase the students have to develop the Research proposal (Synopsis) and present the same in the Seminar at the beginning of the final semester.

Phase 2: Review of Literature and Development of Tools

During the course of semester the students have to conduct review of literature and develop/select relevant tools for their research project. Students have to present a seminar on collected review of literature and tools developed

in the research seminar and seek feedback and incorporate suggestions given by the faculty.

Phase 3: Data collection

In phase three, students must complete data collection and data analysis.

Phase 4: Data analysis, Results Discussion and Thesis Submission

In phase four students must complete data analysis, results and discussion and report writing and submit the final report at the end of fourth semester. In this stage students are supposed to make a pre submission seminar also. The students have to submit three typed copies of Dissertation and a soft copy to the School by the end of IVth Semester. The viva-voce will be held on a date to be fixed by the Faculty Council. Dissertation will be evaluated by the external and internal examiners. The Viva voce will be conducted by the Board appointed for the same.

SEMESTER IV
Core Course, Credit: 02, Marks: 50
SBEMIVC1647: Viva-Voce

A comprehensive Viva-voce will be conducted after the valuation of dissertation. Each student is expected to present the summary of their research work before the Viva Board duly constituted by the University. Viva-voce will be based on the presentation of the synopsis, justification of the methodology, justification of the method employed for analyzing the data, presentation of conclusions, implications and suggestions.

Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIVE1662: Rehabilitation
(Intellectual Disability)

Objectives: On completion of the course the student develops:

1. Greater awareness on principles of rehabilitation.
2. Greater understanding on the various types of rehabilitation.
3. Acquaintance with the different agencies of rehabilitation.
4. Greater understanding regarding the trends and issues.
5. The skills to alleviate misconceptions and counsel Parents and society.
6. Awareness on the vocational prospects for the individuals with intellectual disability.
7. Familiarity with current trends and issues in the field of intellectual disability.

Syllabus

1. Rehabilitation: Basic Concepts

1.1. Concepts and definitions of Impairment, Disability, Handicapped

1.2. Habilitation and Rehabilitation: Concepts and Definitions

1.3. Principles of Rehabilitation - Levels of Intervention

1.4. Types of Rehabilitation – Institution Based, Home Based, Community Based: Concept, Purpose, Merits and Demerits

1.5. Agencies of Rehabilitation – Home, Schools, Community and Mass Media

2. Recent trends in Rehabilitation

2.1. Institutionalization and Deinstitutionalization: Meaning, Concept, Definition, Objectives, Scope and Principles

2.2. Integration: Meaning, Concept, Definition, Objectives, Scope and Principles

2.3. Mainstreaming: Meaning, Concept, Definition, Objectives, Scope and Principles

2.4. Normalization: Meaning, Concept, Definition, Objectives, Scope and Principles

2.5. Inclusion: Meaning, Concept, Definition, Objectives, Scope and Principles

3. Vocational Rehabilitation

3.1. Vocational Rehabilitation – Concept, Definition and Need.

3.2. Aims and objectives of Vocational rehabilitation

3.3. Principles of Vocational rehabilitation

3.4. Approaches and Agencies of Vocational rehabilitation

3.5. Types of vocational placement sheltered, open – competitive, self, home based and cooperative employment.

4. Social Rehabilitation of Intellectual Disability

4.1. Misconceptions, myths and facts relating to Intellectual Disability

4.2. Creating awareness and sensitisation of public

4.3. Counselling of parents, significant others

4.4. Advocacy and Self Advocacy

4.5. Community support: Importance and need, Methods and Advantages.

5. Community Based Rehabilitation

5.1. CBR: Meaning, Concept, Definition and Objectives

5.2. Principles of CBR

5.3. Need and Scope of CBR

5.4. Advantages and disadvantages

5.5. Multidisciplinary team and its collaboration in CBR

Activities

1. Organising awareness programmes/workshops/seminars related to disability.
2. Availing welfare schemes - Identity card, Concessions
3. Planning and implementation of remedial programmes for children with intellectual disability.
4. Screening camps and assessment
5. Conducting awareness programmes
6. Visit to special schools, Integrated Educational programmes
7. Conducting group teaching exercises with children with intellectual disability.
8. Developing a group programme to educate the Family / Society on any aspect such as, awareness, alleviating misconceptions, etc..

Reference

1. Zigler G. and Hodapp, R.M. (1991). Understanding Mental Retardation. Cambridge University Press, Cambridge.

2. Patton J.R., Smith M.B. and Payne J.S. (1990) (Edn). Mental Retardation (3rd Edn). Maxwell Macmillan International Publishing Group, New York.

3. Clark A.M., Clark A.D.B. and Berg, J.M. (1985). (Edn). Mental Deficiency (4th Edn.) The Free Press, New York.

4. Reynolds C.R. and Mann L. (Eds) (1987). Encyclopedia of Special Education, Vol. I, II, III, Johnwiley and Sons, New York.

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Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIVE1663: Special Education and Management (Intellectual Disability)

Objectives: On completion of the course the students develop:

1. Understanding of the aims and objectives of education of the mentally retarded.

1. Understanding of the historical development of special education of the mentally retarded.

2. The ability to formulate individualized education programmes.

3. The ability to use standard teaching procedures.

4. The ability to organize parent education programmes.

5. Understanding of various therapeutic interventions, their objectives, scope, modalities, and require intervention.

Syllabus

1. Special Education: Historical Development

1.1. Historical Development of special education globally

1.2. Development of special education in India

1.3. Pioneers in the Field

1.4. Aims , Objectives and Principles of special education

1.5. Service delivery system - concept of institutionalization and de-institutionalization.-least restrictive environment.

2. Special Education Programming

2.1. Programme planning in special education: Nature and Importance. Individualized Instruction – Concept, Types and Approaches

2.2. Need, Importance and Historical Perspective of IEP

2.3. Steps and Components of IEP

2.4. Developing, Implementation and Evaluation of IEP for PwID and its associated conditions, Group education programme

2.5. IFSP – Planning and writing

3. Curriculum Development

3.1.   Meaning, Definition, Concept, Types and Principles of Curriculum

3.2.   Approaches to curriculum development– Developmental, Functional, Ecological, SOME approach, Systems, and Task Analytic Approach

3.3.   Curriculum for pre-primary, primary, secondary, and pre-vocational levels. Curriculum for severely and profoundly mentally retarded, multiple disabilities Curriculum Domains - Personal, Social, Academics, Recreational and Community living

3.4.   Steps in developing curriculum, challenges of developing curriculum

3.5.   Curricular Adaptation, Accommodation and Modification

4. Teaching Strategies and methods

4.1.   Stages of Learning, Principles of Teaching and Steps in teaching concepts

4.2.   Teaching Strategies – Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement, Role Play, Play Way method, Project method

4.3.   Multi-sensory Approaches – Montessori Methods, VAKT Method, Orton – Gillingham Method, Diagnostic Prescriptive Teaching, Augmentative and Alternative Communication, Applied Behaviour Analysis (ABA), Discrete Trail Training

4.4.   Collaborative Methods - Peer Tutoring, Co-operative Learning & Team teaching

4.5.   Development and Use of TLM for ID. Universal design of Learning – Definition, Principles, Approaches & Strategies

5. Therapeutic Intervention

5.1.   Occupational Therapy – Definition, Objective, Scope, Modalities and Intervention

5.2.   Physiotherapy – Definition, Objective, Scope, Modalities and Intervention

5.3.   Speech Therapy – Definition, Objective, Scope and Types of Speech, Language and Hearing Disorders and Intervention

5.4.   Yoga and Play therapy – Definition, Objective, Scope and Intervention

5.5.   Therapeutic intervention: Visual and Performing Arts (eg: Music, Drama, Dance movement, Sports, etc.)

Activities

1. To deliver Modular/ Thematic lecture on relevant topic

2. To organise competitions for co-curricular activities at Local, District and State level

3. To organize exhibition on products prepared by PwIDs and to raise funds through auction/sale for training livelihood and talent enhancement

Reference

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SEMESTER IV
Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIVE1665: Rehabilitation
(Speech and Hearing Disabilities)

Objectives: On completion of the course the students develop:

1. Greater awareness on principles of rehabilitation.
2. Greater Understanding on principles on the various types of rehabilitation
3. Acquaintance with the different agencies of rehabilitation
4. Greater understanding regarding the trends and issues
5. The skills to alleviate misconceptions and counsel parents and society.
6. Familiarity with current trends and issues faced in the field of auditory impairment.

Syllabus

1. Rehabilitation: Basic Concepts

1.1 Concepts and definitions of impairment, Disability, Handicapped.

1.2 Habilitation and Rehabilitation : Concepts and Definitions

1.3 Principles of Rehabilitation – Levels of Intervention

1.4 Types of Rehabilitation – Institution Based, Home Based, and community based: concept, purpose, Merits and demerits.

1.5 Agencies of Rehabilitation – Home, schools, LSG, NGOs and mass media

2 Recent trends in Rehabilitation

2.1 Institutionalization and de- institutionalization, meaning, concept, definition, objectives, scope and principles.

2.2 Integration: Meaning, concept, definition, objectives, scope and principles.

2.3 Mainstreaming, meaning, concept, definition, objectives, scope and principles.

2.4 Normalization: Meaning, concept, Definition, objectives, scope and principles.

2.5 Inclusion: Meaning, concept, Definition, objectives, scope and principles.

3 Vocational Rehabilitation

3.1   Vocational Rehabilitation – concept, Definition and Need.

3.2   Aims and objectives of vocational rehabilitation

3.3   Principles of vocational rehabilitation

3.4   Approaches and agencies of Vocational

3.5   Types of Vocational Placement. Sheltered, open- competitive supported self, home based and co operative employment.

4 Social Rehabilitation of Speech and Hearing

4.1   Attitudes and beliefs towards auditory handicapped.

4.2   Creating awareness and sensitization of the people

4.3   Counseling of parents, significant others

4.4   Advocacy and self advocacy

4.5   Community support, Importance and need, methods and advantages.

5 Community Based Rehabilitation

5.1   CBR: Meaning, concept, Definition and objectives

5.2   Principles of CBR

5.3   Need and scope of CBR

5.4   Advantages and disadvantages

5.5   Multidisciplinary team and its collaboration in CBR

Activities

1.   Organizing awareness programmes/ workshops /seminars related to disability rehabilitation
2.   Availing welfare schemes – Identity card, concessions, management planning and implementation of remedial programmes for children with speech and learning disability.
3.   Conducting awareness programmes
4.   Screening camps and assessment
5.   Visit to hearing impaired schools, integrated education programmes
6.   Developing a group programme to educate the family/ society in any aspect. Eg., awareness, attitudinal and changes.

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Elective Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMIVE1666: Special Education and Management (Speech and Hearing Disabilities)

Objectives: On completion of the course the students will develop:

1. Understanding the aims and objectives of education of the speech and hearing impaired.
2. Understanding of the historical development of special education of the speech and hearing impaired.
3. Understanding in explain the process of management.
4. The ability to use standard teaching procedure.
5. The ability to enumerate the management system with reference to the special education
6. Develop understanding of various therapeutic interventions, their objectives, scope, modalities and require intervention.

Syllabus

1. Special Education: Historical Development

1.1 Historical development of special education globally.

1.2 Development of special education in India

1.3 Evolutionary process in attitude change towards persons with special needs.

1.4 Philosophical approach to special education

1.5 Psychological and sociological perspective of Special education.

2. Special Education Programming

2.1 Programme planning in special education: Nature and importance.

2.2 Individualized instruction, concept, types and approaches.

2.3 Need, importance and historical perspective of IEP, Various steps and components of IEP

2.4 Developing, implementation and evaluation of IEP for PWD, group education programme

2.5 IFSP – Planning and writing – ITP- Planning and writing.

3. Curriculum Development

3.1   Learning, definition, concept, types and Principal Curriculum.

3.2   Steps in developing, curriculum, challenges of developing curriculum, Philosophical, sociological and Psychological bases of curriculum development.

3.3   Curriculum Evaluation- Scientific Vs humanistic, approach to evaluation intrinsic Vs pay- off evaluation, Formative Vs Summative evaluation

3.4   Curriculum planning and the future

3.5   Curricular adaptation, accommodation and modification.

4. Teaching strategies and methods

4.1   **S**tages of Learning, principles of teaching and steps in teaching concepts.

4.2   Teaching strategies- Task analysis, Chaining, Shaping, modeling, prompting, fading and reinforcement, role play, play way method, project method.

4.3   Multisensory approaches- Montessori methods, VAKT method, Orton Dillingham method, diagnostic perspective teaching, augmentative and alternative communication, Applied behavior analysis (ABA), discrete trial training

4.4   Collaborative methods- peer tutoring, co- operative learning and team teaching.

4.5   Development and use of TLM for ID, Universal design of Learning – definition, principles, approaches and strategies.

5. Therapeutic Intervention

5.1   Occupational therapy – definition, objective, scope, modalities and intervention

5.2   Physiotherapy – definition, objective, scope, modalities and intervention.

5.3   Speech therapy- definition, objective, scope and types of speech, Language and communication problems, hearing disorders and intervention.

5.4   Yoga and play therapy- definition, objective, scope and intervention.

5.5   Therapeutic intervention: Visual and performing arts, music, drama, dance, sports.

Activities

- To deliver Modular/ Thematic lecture on relevant topic
- To organize competitions at Local/District/State Level
- To organize exhibition on products prepared by PWIDs for training livelihood and talent enhancement.

References

1. Repp, A.C (1983) Teaching the Menatally Retarded, Prentice Hall, Inc.. New Inc.New Jersey

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SEMESTER IV
Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIVE1668: Rehabilitation
(Visual Impairment)

Objectives: On completion of the course the students develop:

1. Understanding Trends and Issues.

2. Awareness on Principles of Rehabilitation

3. Awareness on the Various Types of Rehabilitation

4. Acquaintance with Different Agencies of Rehabilitation

Syllabus

1. Definition and Concept of Rehabilitation and Related Terminologies

1.1   Impairment , Disability and Handicapped

1.2   Habilitation and Rehabilitation

1.3   Integration

1.4   Mainstreaming and Normalization

1.5   Inclusion

2 Principles, Intervention & Activities of Rehabilitation

2.1   Principles of Rehabilitation

2.2   Levels of Intervention

2.3   Rehabilitation Activities

2.4   Institution Based

2.5   Community Based

3 Stages in Rehabilitation Process

3.1   Case Finding and Case Study

3.2   Counseling and Medical Services

3.3   Education

3.4   Vocational Training and Employment

3.5   Social Integration

4 Role of Agencies, Family and Technology in Rehabilitation

4.1   Agencies of Rehabilitation

    4.1.1   Home

    4.1.2   Schools

    4.1.3   Community and Mass Media

4.2   Role of Family in Rehabilitation of the Visually Impaired

    4.2.1   Role of Father

    4.2.2   Role of Mother

    4.2.3   Role of Siblings

4.3   Government and Non-Government Organizations

4.4   National and International Agencies and Funding Agencies

4.5   Role of Technology in Rehabilitation of the Visually Impaired

    4.5.1   Architectural Barriers

    4.5.2   Accessibility of Services

5 Provisions for Visually Impaired

5.1   International Policies
5.2   Constitutional Rights
5.3   Acts & Legislations related to Visually Impaired
5.4   Schemes
5.5   Concession

Activities

1. Organizing awareness programmes/workshops/seminars related to disability rehabilitation
2. Availing welfare schemes – Identity card, concessions, management planning and implementation of remedial programmes for children with visual disability.
3. Conducting awareness programmes
4. Screening camps and assessment
5. Visit to schools for the visually impaired, integrated education programmes

References

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Elective Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMIVE1669: Special Education and Management (Visual Impairment)

Objectives: On completion of the course the students develop:

1. Understanding on educational systems and service delivery systems.
2. Understanding on the expanded core curriculum for children with visual impairment.
3. Greater understanding on the principles of curriculum adaptation in different curricular skill areas.
4. Understanding of the appropriate strategy in teaching children with visual impairment.
5. Understanding regarding management of partially sighted.

Syllabus

1. Educational Systems and Service Delivery Systems

1.1 Service Delivery Systems

1.2 Cascade Model of Educational Services

1.3 Educational Systems- Special Education, Integrated Education & Inclusive Education

1.4 Pre-school Education- Braille System, Special Aids and Equipments & Low Vision Aids

1.5 Introduction and Orientation to Unified English Braille

2. Introduction to Expanded Core Curriculum

2.1 Conceptual shift from plus curriculum to expanded core curriculum

2.2 Philosophical, Psychological, Sociological basis and Ethical considerations

2.3 Approaches to Curriculum Development for VIAD-Ecological, Multisensory, Thematic, Functional and Experiential.

2.4 Domain related curricular skills & types of curriculum with focus on Core curriculum, collateral curriculum, and support curriculum

2.5 Curriculum adaptation: Need and principles

3. Steps in Expanded Core Curriculum Development

3.1　Assessment of needs with reference to accessing school curriculum

3.2　Designing a need based curriculum: situational analysis for selection of skills and method of teaching

3.3　Developing a collaborative curriculum

3.4　Implementation of the curriculum

3.5　Critical evaluation of the curriculum

4. Strategies for Teaching

4.1　Specific teaching strategies: task analysis, co-activity, pre teaching, self verbalization, direction giving, generalization, feature enhancement, and use of kinesthetic movement

4.2　Teaching reading to students with visual impairment: Reading aloud, peer reading, organic reading and whole language approach

4.3　Strategies for writing skills: guided and independent writing

4.4　Strategies for teaching math: concrete, experiential, role play, and origami

4.5　Strategies for teaching use of ICT: demonstration, verbal instruction, and peer tutoring

5. Managing Partially Sighted

5.1　Characteristics and Special Needs of Partially Sighted

5.2　Programmes for Education

5.3　Objectives of Educational Programmes

5.4　Managing Needs of Partially Sighted

5.5　Curriculum for Partially Sighted

Activities

1.　Debate on deficiency of educational systems and service delivery systems.
2.　Term paper on the expanded core curriculum for children with visual impairment.
3.　Workshop on the principles of curriculum adaptation in different curricular skill areas.
4.　Awareness programme on the appropriate strategy in teaching children with visual impairment.

References

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SEMESTER IV
Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIVE1671: Rehabilitation
(Learning Disabilities)

Objectives: On completion of the course the students will be able to:
1. Explain the concept, principles and scope of rehabilitation.
2. Learn the strategies for promoting public participation in CBR.
3. Apply suitable methods for preparing persons with learning disability for rehabilitation within the community.
4. Provide need-based training to persons with learning disabilities.
5. Develop an understanding of the role of government and global agencies in the rehabilitation of person with learning disabilities.

Syllabus

1. Introduction to Rehabilitation

1.1. Concept and Definition of rehabilitation

1.2. Principles of rehabilitation

1.3. Difference between CBR and Institutional Living

1.4. Socio-cultural and Economic Contexts of rehabilitation

1.5. Scope and Inclusion of CBR in Government Policies and Programs

2. Preparing Community for rehabilitation

2.1. Awareness Program-Types and Methods

2.2. Advocacy - Citizen and Self

2.3. Focus Group Discussion

2.4. Family Counseling and Family Support Groups

2.5. CBR and Corporate Social Responsibility

3. Preparing Persons with Learning Disability for rehabilitation

3.1. School Education: Person Centered Planning, and Peer Group Support

3.2. Transition: Individual Transition Plan, Development of Self Determination and Self Management Skills

3.3. Community Related Vocational Training

3.4. Skill Training for Living within Community

3.5. Community Based Employment and Higher Education

4. Educational Rehabilitation

4.1. Pre-schooling

4.2. Parental interventions

4.3. Integration – general schools

4.4. Peer tutoring, Participatory Learning

4.5. Inclusive classrooms and Inclusive Education

5. Vocational Rehabilitation

5.1. Concept and definition of vocational rehabilitation

5.2. Classification and characteristics of vocational rehabilitation

5.3. Identification and selection of suitable employments for person with Learning Disabilities

5.4. Training program for rehabilitation workers

5.5. Community intervention for vocational rehabilitation

Activities

1. Visit an ongoing CBR program and write a report on its efficacy

2. Organize a community awareness program

3. Conduct a focus group discussion on a selected disability issue with school/college students.

References

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Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIVE1672: Special Education and Management (Learning Disabilities)

Objectives: After completing the course the student will be able to

1. Explain the purpose and define the principles of educational intervention.
2. Discuss the various Teaching Strategies across the curricular hierarchies.
3. Link the teaching Strategies to the curricular areas.
4. Provide specific strategies for core and collateral curriculum.
5. Plan Programme for skill, process and curricular deficits.

Syllabus

1. Conceptual Framework of Educational Interventions

1.1 Definition, purpose, scope and principles of educational intervention

1.2 Curriculum intervention: gap analysis and linkages with demands of school curriculum (Diagnostic Prescriptive Teaching)

1.3 Steps of intervention

1.4 Cascade of services and Response to Intervention

1.5 Issues and ethics in educational intervention

2. Educational Interventions for Processing Deficit

2.1 Attention

2.2 Perception

2.3 Memory

2.4 Thinking

2.5 Meta-cognition

3. Reading and Writing Interventions

3.1 Principles of intervention in reading and writing

3.2 Strategies for developing word recognition skills, fluency and comprehension

3.3 Strategies for developing handwriting, spelling and written expression

3.4 Strategies for Reading and writing across the curriculum

3.5 Strategies for differentiation and inclusion in the classroom

4. Interventions for Mathematics

4.1   Principles for interventions in mathematics

4.2   Strategies for developing mathematical concepts

4.3   Strategies for developing computation, automaticity [timed tasks] and application

4.4   Strategies for problem solving

4.5   Accommodations [Calculators, Computers] in the mainstream classroom

5. Intervention in Life Skills

5.1   Strategies for developing of Social skills

5.2   Strategies for developing Study skills

5.3   Strategies for self-assessment and advocacy

5.4   Strategies for soft skills [presenting self, time management, decision making]

5.5   Preparation for Independent Living; Career Planning, leisure and recreation

References

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Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIVE1674: Sign Language Skills I
(Sign language)

Objectives: After completing the course the student will be able to

1. Explain the grammatical aspects of Sign Language.
2. Discuss the various Sign Language Strategies across the curricular hierarchies.
3. Apply sign language in daily life.
4. Plan Programme for skill, process and curricular deficits.

Syllabus

Unit 1:	**15 hours**
Grammar	**Topics**
Special statements	Greetings
	Describing people and objects (Adjectival
	Predicates)
	Pronouns
Unit 2:	**15 hours**
Grammar	**Topics**
Simple with question words	Family and relations
	Common objects (clothing, household, etc.)
Unit 3:	**15 hours**
Grammar	**Topics**
question with question words	Interrogatives

	Places
	People and profession
	Actions

Unit 4:	**15 hours**
Grammar	**Topics**
Revision	taking about the timer
Communicative expressions	

Unit 5:	**15 hours**
Grammar	**Topics**
Negative Sentences	Food (vegetables, Fruits, beverages, etc.)
finger spelling (alphabet)	Opposites

Unit 6:	**15 hours**
Grammar	**Topics**
Negative commands	Calendar (week/month/year)
Negative response to offers/ suggestions	Colours
Finger spelling (use)	Place names

References

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2. Smith, D. D., & Luckasan, R. (1992). Introduction to Special education. Allyn & Bacon, Boston.
3. Alan, H., & Ravic, R. (1998). Best and promising practices in Developmental Disabilities. PRO-ED, Inc., Texas.
4. Hegarty, S. (2002). Education of Children with Special Needs in India. Sage Publications India Pvt. Ltd., New Delhi.
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9. Ling, D. ( ). Aural Habilitation.
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12. Hull, R. H., & Dilka, K. L. ( ). The Hearing Impaired Child.
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SEMESTER IV
Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIVE1675: Sign Language Skills II
(Sign language)

Objectives: After completing the course the student will be able to

1. Explain the grammatical aspects of Sign Language.
2. Discuss the various Sign Language Strategies across the curricular hierarchies.
3. Apply sign language in daily life.
4. Plan Programme for skill, process and curricular deficits.

Syllabus

Unit 1:   **20 hours**

Grammar   **Topics**

Numbers   Measures

Talking about money

Animals

Unit 2:   **20 hours**

Grammar   **Topics**

Revision   Body & Health

Use of space, perspective and role play Deafness and Disability

                                         Abstract concepts

Unit 3:   **25 hours**

Grammar   **Topics**

Relations in actions   verbs

                                         Expressing movement

                                         Talking about language

Unit 4:   **25 hours**

Grammar   **Topics**

Possession   Geometrical shapes

                                         Talking about the work place

                                         Environment (earth and sky)

References

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2. Smith, D. D., & Luckasan, R. (1992). Introduction to Special education. Allyn & Bacon, Boston.

3. Alan, H., & Ravic, R. (1998). Best and promising practices in Developmental Disabilities. PRO-ED, Inc., Texas.

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SEMESTER IV
Elective Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMIVE1677: Counseling Skills
(Guidance and Counseling)

SEMESTER IV
Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIVE1678: Guidance and Counselling Services
(Guidance and Counselling)

SEMESTER IV
Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIVE1680: Psychotherapy
(Clinical Psychology)

Objectives: On completion of the course the students will develop

1. Understanding of important psychotherapies

2. Awareness of theoretical background of psychotherapeutic Techniques.

3. Knowledge and skill in providing psychotherapy.

Syllabus

Unit I (6 hr)

Introduction: Objectives and principles of psychotherapy, evolution of psychotherapy, types of psychotherapies, characteristics of psychotherapy, research and evaluation in psychotherapy.

Unit II (4 hr)

Psychoanalytic Psychotherapy: Freudian psychoanalysis, free association Analysis of Transference, interpersonal therapy.

Unit III

Behaviour therapy: Reciprocal inhibition, Desensitization, Aversive therapy, Operant conditioning and counter conditioning techniques, modeling, Biofeedback, Guided exposure, Systematic desensitization, in vivo exposure, behaviour contracting. Cognitive therapy: Cognitive behaviour therapy, Rational Emotive Therapy, Beck's Cognitive Therapy, Evaluating Cognitive Behaviour Therapy.

Unit IV (5 hr)

Humanistic and existential psychotherapies: Carl Roger, Abraham Maslow, Existential psychotherapies: Basic assumptions, view of human nature : Rollo May, Victor Franklin, Gestalt Psychotherapy : Fritz Perls.

Unit V (5 hr) Psychotherapy in special population: Children, Adolescents, Old age, HIV AIDS and terminal illness, Rape and trauma, Grief, Suicidal and violent patients, Alcoholics.

Unit VI (5 hr) Group therapies and New age psychotherapies: Group therapy, Basic principles in organizing group, advantages, application in different fields, family therapy, marital therapy, couple therapy and sex therapy, New age psychotherapies: Brief psychodynamic psychotherapy, Solution focused therapy, Cognitive analytical therapy (CAT) and Acceptance and commitment therapy (ACT)

Unit VII: (7 hr)

Psychometry: Importance of psychometry in psychotherapy, Need for testing-Aptitude, Attitude, Need, Interest, Personality, Intelligence, Anecdotal records, rating Scales, Cumulative techniques, Socio metric techniques.

REFERENCES

1. Wilkins, Paul(2009). Person-centered therapy. New York: Routledge.

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SEMESTER IV
Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIVE1681: Practicals
(Clinical Psychology)

Objectives: On completion of the course the students will develop:

1. Skills in administration and interpretation of neuropsychological tests.

2. Skills in using psychotherapeutic techniques

3. Skills in implementing counseling skills

4. Skills in administrating and interpreting tests for counseling needs

Syllabus

I.

    A.   Neuro Psychological Assessment (NIMHANS Battery)

    B.   Bender Gestalt Test

    C.   Dyslexia Screening Test (DST-S/DST-J)

    D.   PGI Battery of brain dysfunction

    E.   WAIS

II. Psychological assessment for counseling needs.

- Interest

- Attitude

- Aptitude

- Adjustment

- Need inventory

III. Counseling sessions

- Individual counseling – Each students three times as counselor

IV. Group counseling

- 1. Organizing – Counseling sessions – Three sessions per students.

V. Identification

- Behavioural problems, Emotional problems, Learning backwardness, Learning disability – One case each.

VI. Counseling sessions on the above conditions (one session for each conditions)

- For students

- For parents

- For teachers

VII. Placement in a counseling centre – 2 weeks.

Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIVE1683: Assessment and Management of Children with ASD
(Autism Spectrum Disorders)

Objectives: On completion of the course, students will be able to:

1. Conduct screening and assessment of children with ASD

2. Familiarize with diagnostic instruments of ASD

3. Apply methods of management of ASD.

Syllabus

1. Screening, Diagnosis & Assessment: Tools & Methods

1.1 Psychological/communication behavioural and sensory motor assessment of ASD

1.2 Screening, diagnosis & assessment: concept and definition

1.3 Screening tools: CHAT, M-CHAT, Screening Test for Autism

1.4 Diagnostic tools: CARS, Autism Behavior Checklist, ADOS, Asperger's Syndrome Diagnostic Scale

1.5 Observation: PEP-R, Emotional and Behavior Problem Scale

2. Functional Assessment

2.1. Routine Developmental Monitoring

2.2. Additional Investigation: Formal Audiological Assessment, Lead Screening

2.3. Specifically Screen for Autism:. PDDST 11-Stage 1,ASAS, CSBS/DP,

2.4. Formal Diagnostic Procedures - Interview Instruments: Observation instruments, Clinical Diagnosis

2.5. Expanded Assessment, if indicated for: Metabolic and Genetic conditions and seizure disorders

3. Specialized Medical and Neurological Evaluation

3.1. Specific Evaluations to Determine Developmental Profile

3.2. Assessment of Speech-Language Communication, Cognitive and Adaptive Behavior, Sensory Motor, Assessment of Family Resources. Neuropsychological, Behavioral, and Academic Assessment

3.3. Language: - Components: Semantics, Syntax, Pragmatics - Disorders: Echolalia, perseverance, neologism

3.4. Communication: Process, types , Speech Disorders , Intervention of language and communication

3.5. Assessment: Sensory Motor Aspects: -Sensory processes: underlying concepts, Sensory processes in ASD -Executive function deficits, Sensory integration therapy - Sensory integration aids and devices.

4. Management of ASD

4.1. Behavioural Approach:

- Applied Behavioral Analysis: Principles, Techniques (shaping, modeling, Prompting, enhancing, reinforcement, timeout, extraction, differential reinforcements, punishment)

- Discrete Trial Teaching

- Verbal Behavior Analysis

4.2. Developmental approaches: developmental/social-pragmatic interventions

- DIR (Developmental-Individual-Relationships, Greenspan and Wieder),

- SCERTS (Prizant and Wetherby), and the Denver Model (Rogers).

4.3. Combined Approaches:

- Gentle teaching.

- Structured Teaching (TEACCH)

- Positive behavioral supports (pbs).

- The SCERTS model.

4.4. Multidisciplinary Approach:

- Structure of multidisciplinary team

- Role of speech and language therapist & occupational therapist

- Role of psychologist and counselor

4.5. Role of parents and family

Activities

1. Visit to special schools and intervention centers for familiarizing with the Management of ASD.

2. Visit to families having children with ASD to identify the problems and issues of family members of individuals with ASD.

3. Organizing group discussion on the issues in the assessment and management of ASD.

References

1. Jordan,R..& Powell, S.(2000): Understanding & Teaching Children with Autism – John Wiley & Sons, Chichester

2. Partington,J.W. &Sundberg,M.L.(1998): The Assessment of Basic Language & Learning Skills – Behavior Analysts Inc. CA

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Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIVE1684: Intervention and Rehabilitation in ASD (Autism Spectrum Disorders)

Objectives: On completion of this paper, students will be able to:

1.   Develop awareness on historical background of ASD

2.   Understand goals of treatment and intervention

3.   Familiarize with components of treatment programme

4.   Familiarize with methods of treatment and intervention

5.   Understand newer type of treatment and intervention

6.   Understand on prognosis and outcome of treatment and intervention

7.   Identify the need for medical intervention in ASD

8.   Use the techniques for development of language and communication in children with ASD

9.   Use the methods for sensory integration and occupational therapy for children with ASD

10.   Evaluate the alternative intervention methods for ASD

Syllabus

1. Medical Intervention

1.1.   Treatment of medical conditions

1.2.   Correction of visual and hearing and other deficits - Role of Medical Professionals

1.3.   Medication: Symptomatic approach for hyperactivity aggression SIB, Preservation, Anxiety seizures, Sleep disorders Genetic counseling

1.4.   Challenges & limitations of medication

1.5.   Role of teachers in Medication.

2. Communication Focused Interventions

Advantages and Concerns in:-

2.1.   Auditory Integration Therapy (AIT)

2.2.   Augmentative and Alternative Communication (AAC)

2.3. Facilitated communication (FC)

2.4. Speech and Language Therapy

   - Speech, language and communication: Implications for ASD

   - Development of Language: receptive and expressive

   - Development of communication in verbal children: management of echolalia, development of conversation skills.

   - Alternative Communication aids & devices: Scope & limitations

2.5. Role of speech & language therapist: early childhood to school years

3. Sensory motor modalities and Therapies

3.1. Sensory dysfunction in ASD

3.2. Development of perceptual skills

3.3. Development of motor skills & activities of daily living (ADL)

3.4. Advantages and Concerns in :

- Cranio-Sacral Therapy (CST)- Principles & method
- Sensory Integration Therapy: principles & method.
- Sensory integration equipment

3.5. Role of occupational therapist: early childhood to school years

4. Alternative Approaches

4.1. Alternative biomedical or Nutritional Approaches

- HEMI-SYNC, Holding, Therapy, Option Program (Son Rise Program), Vision Therapy

4.2. Traditional Therapies: -

- Diet therapy,
- Megavitamin therapy,
- Auditory Integration Therapy,
- Music & Movement Therapy,
- Ayurveda, Yoga & Adaptive Physical Education,
- Animal Therapy,
- Art Therapy,
- Hippotherapy,

- Play Therapy,

4.3. Occupational Therapy,

4.4. Psychotherapy,

4.5. Cognitive Behavioral Management.

5. Rehabilitation & Treatment Aids/Tools

5.1. Role of Psychologist

5.2. Role of Counselor

5.3. Family Counseling

5.4. Role of Parents

5.5. Aids & Tools :-

Aerobics, Fast Forward, Floor Time (DIR), Joint Action Routines, Visually Cued Instruction –Techniques.

Activities

1. Placement in clinics and hospital settings for getting practical experience in various therapeutic techniques.

2. Conducting case studies and preparing reports.

References

1. Shaw, W.(2002): Biological Treatments for Autism & PDD – The Great Plains , Inc. Lenexa

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