THE TAMIL NADU Dr. M.G.R. MEDICAL UNIVERSITY

69, ANNA SALAI, GUINDY, CHENNAI - 600 032.

SYLLABUS

FOR

BACHELOR IN CLINICAL PSYCHOLOGY (B.CLIN.PSY.)

2026-2027

THE TAMIL NADU Dr. M.G.R. MEDICAL UNIVERSITY, CHENNAI

SYLLABUS – BACHELOR IN CLINICAL PSYCHOLOGY (B.CLIN.PSY.)

Rehabilitation Council of India

Course Name: B.Sc. Clinical Psychology (Hons.)
Duration of Course: 4 years

1.0 Preamble

To a large extent, mental illnesses are preventable. This is possible, if there is adequate sensitization in the community. Lack of promotive as well as preventive measures have significant impact on the burden of mental illness on the society. For instance, in the formative years of life, if children undergo life-skills training, it can safeguard them from mental health issues. Similar is the case of families with psychopathology. Given this, there is an urgent need for manpower development, particularly those who would work as frontline mental health professionals, to conduct mental health promotional activities, help in the early identification, and conduct first level psycho educational activities for people with mental illnesses. In this background, the present B.Sc. Clinical Psychology (Hons.) course has been envisaged. As this is an undergraduate course requiring the student to have exposure to the field of psychology first, followed by an understanding of the field of clinical psychology, the roles and responsibilities of these professionals have been accordingly (with the limited exposure to the field of Clinical Psychology, they cannot be assigned deeper assessment and intervention works).

It is crucial to keep in mind that the field of Clinical Psychology deals with sensitive mental health issues and caters to a vulnerable population. Dealing with this population at a deeper level, without having enough exposure, runs the risk ofcausing them harm. For example, these professionals can effectively impart awareness in society about steps to prevent suicide, how to talk to a person having suicidal ideations, and where to refer such individuals for appropriate intervention. However, if they are allowed to conduct deeper level counseling and psychotherapies with such individuals, they may do more harm than good. Likewise, they can do basic assessments; however, they cannot be allowed to do an intricate psychological assessment with patients or do an assessment for certification purposes independently as they may not have adequate exposure, running the risk of wrong certification. It can have severe repercussions. For example, an individual wrongly certified as having an intellectual disability can take the plea of not understanding the consequences of their behavior in case they are implicated in any criminal case.

Thus, this course can be treated as preparing a professional under a tier system for clinical psychology in which they are the first level who work under the supervision of Masters level trained Clinical Psychologists. Such a system ensures the availability of human resources for preventive and early identification (of mental illness) activities and, simultaneously, ensures that they engage in only those services for which they have been adequately trained (see table 1 for roles and responsibilities of these professionals. It enumerates what they are supposed to do and what they are not supposed to do).

Since these professionals will be at the first level of the tier system of the clinical psychology services, the regulatory body (the Rehabilitation Council of India) will ensure that there is no infringement of activities at different levels.

Also, since the students will get an academic degree, it is the responsibility of the regulatory body (the Rehabilitation Council of India) to ensure that the course is recognized by bodies such as the University Grants Commission so that the progression of the students is ensured. For example, the course must be recognizedin a manner that the students can pursue higher studies after completion of B.Sc. Clinical Psychology (Hons.) and their choices for higher education is open as any other student pursuing an undergraduate degree. Their option to pursue higher education MUST not be limited to Clinical Psychology only; rather they should have the option to pursue masters in other branches of psychology as well.

1.1 Nomenclature and Nature of the Programme

The nomenclature of the program will be B.Sc. Clinical Psychology (Hons.). It will be a regular four-year program without any midway entry and exit owing to professional nature of the course and an indispensable requirement for holistic training. This course will not be, in any case, run in virtual/online/distance mode. After four years of course completion, they will get the licensure under RCI as **"Clinical Assistant (Clinical Psychology)".** They will have a separate category of CRR, which will distinguish a Clinical Psychologist from a **"Clinical Assistant (Clinical Psychology)".**

1.2 Requirements

The program has to be conducted in a Medical College/Mental Health Institution/University in an independent Department of Clinical Psychology Department, which is headed by a duly qualified Clinical Psychology faculty at the level of eitherProfessor or Associate Professor, duly registered with Rehabilitation Council of India (RCI).For an intake of 20 seats following requirements must be met.

1.2.1 Faculty

Minimum three full-time Clinical Psychology faculty members, having valid CRR numbers registered as Clinical Psychologists, out of which, atleast one should be at the Professor/Associate Professor level. Out of these three faculty members, at least two MUST be working on a regular basis (not Ad-hoc/Contract). Apart from the above mentioned faculty members (from Clinical Psychology background), there MUST be three more faculty members who can be from any other branch of psychology relevant to the course content. The above faculty should be exclusively dedicated to this course.

1.2.2 Infrastructure

The institute conducting this program MUST have either its own clinical set-up or have MoU with a clinical set-up with a minimum of 250 patients with mental illness consulting for services every month. Out of these 250, a total of 100 patients MUST be newly registered. The department MUST be adequately equipped with tools/tests/equipments to provide training according to their responsibilities (at least, five sets of tools/tests/equipments). Other requirements will be as per RCI norms for for the same such asICT-enabled classroom, Departmental Library, Psychological Testing Cubicles, Psycho education Rooms, Barrier-free environment as specified in the RCI

Assessment Report Format for Inspection. It is to be mentioned that an institute can be allowed to start the program by having an MoU with a clinical facility; however, this arrangement can be only for the initial three years. Later, they MUST have their own clinical set-up.

1.2.3 Clinical Training

The clinical training of the students MUST be supervised by Clinical Psychology faculty members, both, in the clinical and community setting. The students should have varied exposures in settings like schools, juvenile homes/forensic settings, organizational settings, and rehabilitation and disability-related institutions and community settings such as slums, urban housing settlements, village, outreach communities, and disaster affected areas. This may include experiential learning though educational trips.

1.2.4 Eligibility

Students who have completed 12^{th} class with science stream of equivalent will be eligible to apply for this programme. The selection will be based on their performance in the Entrance Test and selection will determined by the basis of marks obtained in entrance test conducted by the respective university/affiliating university/ institution.

1.2.5 Increase in seats

If the department running the course intends to increase the number of seats, the faculty: student ratio, and clinical infrastructure and services must be in proportion to the requirements stated for 20 seats as stated above. Any increase in the number of intake (of students) MUST be proportionate to the student-faculty ratio and number of clinical population.

1.0 Roles and responsibilities

These professionals will primarily work as frontline mental health workers. Their roles and responsibilities, after the successful completion of the program and after having obtained the CRR number of the RCI, will be as following:

What they can do	**What they cannot do**
Conduct awareness/ information/ education/communication program related to mental health and illnesses in the community.	Work in an independent capacity in clinical settings such as hospitals, and clinics, or engage in independent practice.
Basic screening using rating scales and interviews for anearly identification of people with mental illness in the community and making appropriate referral	SLD assessment, conducting projective tests, neuropsychological assessment, structured clinical interviews in clinical settings,and submitting reports for clinical use.
Psychological First Aid in a crisis situation	Intensive and deeper rehabilitation activities, such as, neuropsychological Rehabilitation.
Psychoeducation (one-to-oneand group) related to mental health promotive life-skills activities, disease awareness,and preventive activities.	Psychological therapies and counselling for diagnosable psychiatric disorders.
IQ assessment and simple behavioural and community interventions for children and adults with intellectual disability	Any therapy and counselling approaches (for example, Cognitive Behaviour Therapy, Family therapy, couple therapy, or long- term therapies requiring specialized clinical training, or specific approaches within psychotherapy, such as interventions for personality disorders, psychosis etc.).
Caregiver support and psychoeducation	Conduct clinical supervision of others.
Simple psychosocial rehabilitative activities	Independently certify any disability.

1.0:Yearwise Course Structure

Year 1

Courses	Semester I	Credit	SemesterII	Credit
Foundation course	Foundations of Psychology-I	6	Foundations of Psychology-II	6
Core courses	Systems & theory of Psychology-I	6	Systems & theory of Psychology-II	6
Discipline-specific elective course	Social Psychology	4	Community Psychology	4
Skill enhancement courses	Behavioural & Communication Skills-I	2	Behavioural & Communication Skills-II	2
Clinical Placement	Psychology Practical-I (Lab Based)	4	Psychology Practical- II (Lab Based)	4
	Total	22	Total	22

Year2

Courses	SemesterIII	Credit	SemesterIV	Credit
Corecourses	Theories of Personality	6	Health Psychology	6
	Lifespan Development-I	6	Lifespan Development-II	6
Discipline-specific elective course	Educational Psychology	4	Positive Psychology	4
Skill enhancement courses	Applied Psychometric Test/Scale Development	2	Community Survey: How	2
Clinical Placement	Psychological Assessment-I	4	Community Survey: Practical	4
	Total	22	Total	22

Year3

Courses	SemesterV	Credit	Semester VI	Credit
Corecourses	Research Methodology	6	Statistics	6
	Psychopathology I	6	Psychopathology II	6
Discipline-specific elective course	Psychological Testing-I	4	Psychological Testing-II	4
Skill enhancement courses	Computer Application in Psychological Research	2	Psychological First Aid	2
Clinical Placement	Clinical Training : Community Based	4	Clinical Training : Clinical Based	4
	Total	22	Total	22

Year4

Courses	SemesterVII	Credit	Semester VIII	Credit
Corecourses	Clinical Assessment: Interviewing, MSE, Case History	4	Diagnostic Systems	4
Discipline-specific elective course	Clinical Psychology-I	4	Clinical Psychology-II	4
	Rehabilitation Psychology	4		
Skill enhancement courses	Ethical Practices in Mental Health	2		
Clinical Placement	Internship3-6months (Non-credit)	4	Case Submissions and Viva-voce	6
Research Dissertation	Dissertation: Synopsis preparation and presentation	4	Dissertation: Submission and Viva- Voce	8
	Total	22	Total	22

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Rehabilitation Council of India, New Delhi

Name of the Program : B.Sc Clinical Psychology (Hons)

											Theory			Theory (Internal)					Practical				Practical (Internal)							
Semester/Year	Council Code (If any)	Nomenclature	Theory/ Practical/	Foundation course/Core course/Discipline Specific course/Skill Enhancement course/Clinical Orientation/Research	Theory/Practical (Result Combined or Separate)	L	T	P	Credits	Contact Hours	Max	Pass	Attendance	Mid Term	Assignment	Seminar and Book Review	Max	Pass	Demonstration/Presentation	Viva-voce	Max	Pass	Attendance	Mid Term	Project/Lab Work	Conduct/Demonstration	Max	Pass	Overall Pass Marks	Scheme of Examinations [Theory+Internal or Practical+Internal]
I	--	Fundamentals of Psychology-I	Theory	Foundation course	Separate	6			6	6	75	35		35	20	20	75	35											70	Theory+ Internal
I	--	Systems & theories of Psychology-I	Theory	CORE	Separate	6			6	6	75	35		35	20	20	75	35											70	Theory+ Internal
I	--	Social Psychology	Theory	Discipilne specific course	Separate	4			4	4	50	25		20	10	20	50	25											50	Theory+ Internal
I	--	Behavioural & Communication Skills-I	Theory	CORE	Separate	2			2	2	50	25																	25	Theory + Internal
I	--	Psychology Practical-I	Practical	Clinical Orientation	Separate			4		8									25	25	50	25			25	25	50	25	50	Practical + Internal
		Total Credits for the Semester 1				**18**		**4**	**22**	**26**																				
II	--	Fundamentals of Psychology-II	Theory	CORE	Separate	6			6	6	75	35		35	20	20	75	35											70	Theory+ Internal
II	--	Systems & theories of Psychology-II	Theory	CORE	Separate	6			6	6	75	35		35	20	20	75	35											70	Theory+ Internal
II	--	Community Psychology	Theory	CORE	Separate	4			4	4	50	25		20	10	20	50	25											50	Theory+ Internal
II	--	Behavioural & Communication Skills-II	Theory	CORE	Separate	2			2	2	50	25																	25	Theory + Internal
II	--	Psychology Practical-II	Practical	Clinical Orientation	Separate			4		8									25	25	50	25			25	25	50	25	50	Practical + Internal
		Total Credits for the Semester 2				**18**		**4**	**22**	**26**																				
III	--	Theories of Personality	Theory	CORE	Separate	6			6	6	75	35		35	20	20	75	35											70	Theory+ Internal
III	--	Lifespan Development-I	Theory	CORE	Separate	6			6	6	75	35		35	20	20	75	35											70	Theory+ Internal
III	--	Educational Psychology	Theory	Discipilne specific course	Separate	4			4	4	50	25		20	10	20	50	25											50	Theory+ Internal
III	--	Applied Psychometric Test Development	Theory	Skill Enhancement course	Separate	2			2	2	50	25																	25	Theory + Internal
III	--	Psychological Assessment-I	Practical	Clinical Orientation	Separate			4		8									25	25	50	25			25	25	50	25	50	Practical + Internal
		Total Credits for the Semester 3				**18**		**8**	**22**	**26**																				
IV	--	Health Psychology	Theory	CORE	Separate	6			6	6	75	35		35	20	20	75	35											70	Theory+ Internal
IV	--	Lifespan Development-II	Theory	CORE	Separate	6			6	6	75	35		35	20	20	75	35											70	Theory+ Internal
IV	--	Positive Psychology	Theory	Discipilne specific course	Separate	4			4	4	50	25		20	10	20	50	25											50	Theory+ Internal
IV	--	Community Survey Methods	Theory	Skill Enhancement course	Separate	2			2	2	50	25																	25	Theory + Internal
IV	--	Community Survey Report	Practical	Clinical Orientation	Separate			4		8									25	25	50	25			25	25	50	25	50	Practical + Internal
		Total Credits for the Semester 4				**18**		**4**	**22**	**26**																				
V	--	Research Methodology	Theory	CORE	Separate	6			6	6	75	35		35	20	20	75	35											70	Theory+ Internal
V	--	Psychopathology I	Theory	CORE	Separate	6			6	6	75	35		35	20	20	75	35											70	Theory+ Internal
V	--	Psychological Testing-I	Theory	Discipilne specific course	Separate	4			4	4	50	25		20	10	20	50	25											50	Theory+ Internal
V	--	Computer Applications in	Theory	Skill Enhancement course	Separate	2			2	2	50	25																	25	Theory + Internal

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Name of the Program : B.Sc Clinical Psychology (Hons)

											Theory			Theory (Internal)					Practical					Practical (Internal)							
Semester/Year	Council Code (If any)	Nomenclature	Theory/ Practical/	Foundation course/Core course/Discipiline Specific course/Skill Enhancement course/Clinical Orientation/Research	Theory/Practical (Result Combined or Separate)	L	T	P	Credits	Contact Hours	Max	Pass	Attendance	Mid Term	Assignment	Seminar and Book Review	Max	Pass	Demonstration/Presentation	Viva-voce	Max	Pass	Attendance	Mid Term	Project/Lab Work	Conduct/Demonstration	Max	Pass	Overall Pass Marks	Scheme of Examinations [Theory+Internal or Practical+Internal]
V	--	Clinical Training : Community Based	Practical	Clinical Orientation	Separate			4		8									25	25	50	25			25	25	50	25	50	Practical + Internal
		Total Credits for the Semester 5				**18**		**4**	**22**	**26**																				
VI	--	Statistics	Theory	CORE	Separate	6			6	6	75	35		35	20	20	75	35											70	Theory+ Internal
VI	--	Psychopathology II	Theory	CORE	Separate	6			6	6	75	35		35	20	20	75	35											70	Theory+ Internal
VI	--	Psychological Testing-II	Theory	Discipilne specific course	Separate	4			4	4	50	25		20	10	20	50	25											50	Theory+ Internal
VI	--	Psychological First Aid	Theory	Skill Enhancement course	Separate	2			2	2	50	25																	25	Theory + Internal
VI	--	Clinical Training : Clinic Based	Practical	Clinical Orientation	Separate			4		8									25	25	50	25			25	25	50	25	50	Practical + Internal
		Total Credits for the Semester 6				**18**		**4**	**22**	**26**																				
VII	--	Clinical Assessment	Theory	CORE	Separate	4			4	4	50	25		20	10	20	50	25											50	Theory+ Internal
VII	--	Clinical Psychology-I	Theory	Discipilne specific course	Separate	4			4	4	50	25		20	10	20	50	25											50	Theory+ Internal
VII		Rehabilitation Psychology	Theory	Discipilne specific course		4			4	4	50	25		20	10	20	50	25											50	
VII	--	Ethical Practices in Mental	Theory	Skill Enhancement course	Separate	2			4	4	50	25		20	10	20	50	25											50	Theory+ Internal
VII	--	Internship 3-6 months	Theory	Clinical Orientation	Separate	4			4	4	50	25		20	10	20	50	25											50	Practical + Internal
VII	--	Dissertation: Synopsis preparation and presentation	Practical	Research	Separate			4	4	8	50	25		20	10	20	50	25											50	Practical + Internal
		Total Credits for the Semester 7				**22**		**4**	**18**	**28**																				
VIII	--	Diagnostic Systems	Practical	CORE	Separate	4			4	4	50	25		20	10	20	50	25											50	Practical+ Internal
VIII		Clinical Psychology-II				4			4	4	50	25		20	10	20	50	25											50	
VIII	--	Case Submissions and Viva-voce	Practical	Clinical Orientation	Separate			6	6	6	75	35		35	20	20	75	35											70	Practical+ Internal
VIII	--	Dissertation: Submission and Viva-Voce	Practical	Research	Separate			8	8	16									50	50	100	50			50	50	100	50	100	Practical+ Internal
		Total Credits for the Semester 8				**8**		**6**	**22**	**30**																				

Semester I

Fundamentals of Psychology–I

Course Objectives:

Fundamentals of Psychology build the foundations about the important areas of Psychology. The course objectives are as follow:

1. To enable the students to understand the psychology as a science, its relevance and applications.

2. To provide students with an understanding of fundamental psychological concepts, theories, and principles, covering areas like perception, cognition, emotion, motivation, and development.

3. To give an insight to explain behaviour on the various psychological processes.

Course Outcomes: Upon successful completion of the course, students will be able to:

1. Demonstrate an understanding of the basic principles, concepts, and theoretical frameworks that define psychology as a discipline.

2. Application of psychological theories and concepts to real-world situations

3. Explain and evaluate the scientific methods used in psychological research, including data collection, analysis, and interpretation of findings.

UNIT 1

Introduction to Psychology: Concept, Definition, Scope, Methods of Psychology: Observation, Correlation and Experiment; Brief history, Fields and Branches of Psychology.

Sensation and Perception: Concept, Definition, Types of Sensation, Sensory Receptors: Sensory Thresholds and Sensory Adaptation; Meaning of Attention and Perception, Perceptual Organization and Perceptual Constancies.

UNIT 2

Learning: Definition and nature of learning; Theories of learning- Classical Conditioning; Operant Conditioning, Social learning theory.

UNIT 3

Motivation: Concept of Motivation, Sources of Motivation- Instincts and Drives, Types of Motivation, Theories of Motivation.

Emotion: Nature, Concept and Theories.

UNIT 4

Memory: Definition, Types, Models of Memory, level of processing, episodic, semantic and procedural memory.

Forgetting: interference, repression, and amnesia.

UNIT 5

Intelligence: Definition and concept, Theories of Intelligence- Spearman's two factor theory, Gardner's multiple intelligence, Sternberg's tri-archic theory.

UNIT 6

Creativity and Problem Solving: Creativity; Nature, Dimensions of creativity, Convergent and Divergent thinking. Problem Solving; methods of solution, steps in problem solving barriers to problem solving.

Suggestive Readings

Deckers, L.(2018). Motivation: Biological, psychological, and environmental (5th ed.). Routledge.

Feldman, R.S. (2004). Understanding Psychology (6th Edition), New Delhi, Tata-McGraw Hill.

Galotti, K. M. (2013). *Cognitive psychology in and out of the laboratory*. Sage.

Goldstein, E. B. (2014). Sensation and perception (9th ed.). Cengage Learning.

Kalat, J. W. (2020). Introduction to psychology (11th ed.). Cengage Learning.

King, L. A. (2019). The science of psychology: An appreciative view (5th ed.). McGraw-Hill Education.

Morgan, C.T., King, R.A., Weisz, J.R., &Schopler, J. (2008). Introduction to psychology (7th edition) Bombay: Tata-McGraw Hill.

Myers, D. G. (2018). Psychology (12th ed.). Worth Publishers.

Weiten, W. (2017). Psychology: Themes and variations (10th ed.). Cengage Learning.

Systems & theories of Psychology-I

Course Objectives

1. Understand the key developments and growth of psychology both in India and the West.
2. Analyze the major milestones and contributions of significant thinkers in shaping modern psychology.
3. Study the core principles of associationism and purposivism, including the theories of thinkers like William McDougall, John Locke, and Edward Thorndike.
4. Discuss structuralism and functionalism, focusing on how these schools of thought influenced early psychological research.
5. Investigate the Gestalt approach to perception and how laws of perceptual organization apply to human cognition.
6. Explore indigenous approaches to psychology, including concepts of consciousness and self from Indian philosophical traditions such as the Upanishads.

Course Outcomes

By the end of this course, students should be able to:

1. Describe the evolution of psychology in both the Western and Indian contexts, including major figures, events, and milestones.
2. Evaluate the contributions of thinkers like John Locke, David Hume, and Edward Thorndike in the development of associative learning theories.
3. Explain William McDougall's purposivism and its relevance to cognitive and behavioral psychology.
4. Differentiate between the aims and methods of structuralism and functionalism, and identify the contributions of key figures such as Wilhelm Wundt and William James.
5. Demonstrate an understanding of Gestalt principles of perception and Lewin's field theory in analyzing personality and group dynamics.
6. Articulate the Indian perspectives on consciousness, self, and emotions, and compare them with Western approaches.

Unit 1

History of Psychology: Developments and growth in India and in the West, major milestones, key contributors.

Unit 2

Associationism & Purposivism: William McDougall, Cognitive maps, Associationism; John Locke, David Hume, William James, Edward Thorndike, Associative learning.

Unit 3

Structuralism & Functionalism: Structuralism: system of structuralism, major thinkers associated with structuralism, method of introspection, Functionalism; major proponents associated with functionalism, methods of functionalism study.

Unit 4

Gestaltism: Meaning, Methodological basis, laws of perceptual organization, Field theory; Lewin's personality theory, studies of group dynamics.

Unit 5

Indian Psychological Thought: Consciousness, Vedic and Upanishadic view.

Unit 6

Self in Indian thought: Evolution of self. Emotions and their transformation in Indian Psychology, Meaning in life.

Suggestive Readings

Wolman B.B., 'Contemporary Theories and Systems in Psychology', New York, Harper, 1960.

Marx M.H. &Hillix W.H., "System and theory of Psychology", NewYork , McGrow Hill (1963)

Marx M.H., "Theories in Contemporary Psychology" New Macmillan (1964)

Benjamin Jr. (2009). A History of Psychology: Original Sources & Contemporary Research 3rd Edn. Blackwell Publishing.

Leahey, T. H. (1994). *A history of modern psychology*. Prentice-Hall, Inc.

Paranjpe, A. C. (1984). Theoretical psychology: The meeting of East and West. New York: Plenum Press.

Rao, K. R., & Paranjpe, A. C. (2016). *Psychology in the Indian tradition*. New Delhi: Springer India.

Schultz, D. P., & Schultz, S. E. (2011). *A history of modern psychology*. Wadsworth, Cengage Learning.

Wolman, B.B. (1979). Contemporary theories & systems in psychology. London: Freeman Book Co.

Social Psychology

Course Objectives

1. Introduce students to the fundamental concepts, principles, and theories of social psychology.

2. Provide students with an understanding of the historical development of social psychology in India.

3. Explore how social influences, such as group dynamics, conformity, persuasion, and social norms, shape human behavior and decision-making.

4. Equip students to apply social psychological theories to real-world situations, such as understanding prejudice, discrimination, and social change.

Course Outcomes:

1. Demonstrate a foundational understanding of key theories, principles, and concepts in social psychology, such as social cognition, group behavior, and social influence.

2. Demonstrate knowledge of the historical milestones in the development of social psychology in India.

3. Analyze and explain real-world social phenomena using social psychological theories, such as explaining conformity, aggression, or altruism.

Unit 1

Introduction: Nature and scope of social psychology, overview of the history of social psychology, development and history of social psychology in India, understanding causes of social behavior and thought.

Unit 2

Social cognition: Models of social thoughts, errors in social cognition, affect and social cognition. Social Perception; Models of Social Perception, Attribution & application of attribution theories.

Unit 3

Social interaction: Interpersonal attraction, impression and impression formation, cognitive aspects of impression formation.

Attitudes, attitude formation and development, strategies for attitude change. Social influence, persuasion and cognitive dissonance

Unit 4

Group dynamics and intergroup relations: Nature of groups, consequences of belonging, nature of intergroup relations, conformity prejudice and discrimination.

Suggestive Readings:

Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed.). New Delhi: Pearson.

Baumeister, R.F. & Bushman, B.J. (2018). Social Psychology and Human Nature. New Delhi: Cengage Learning.

Franzoi, S.L. (2009). Social Psychology (5th Ed.). New York: McGraw-Hill.

Hewstone, M., Stroebe, W., & Jonas, K. (Eds.). (2016). *An introduction to social psychology*. John Wiley & Sons.

Newcomb, T. M., Turner, R. H., & Converse, P. E. (2015). *Social psychology: The study of human interaction*. Psychology Press.

Behavioral & Communication Skills-I

Course Objectives

1. To introduce students to the fundamental concepts and types of behavioral skills essential for personal and professional development.
2. To enhance students' awareness of self-grooming, dressing, and appropriate behavior in various social contexts.
3. To develop students' ability to understand social cues, build healthy relationships, and navigate different social contexts with confidence and empathy.

Course Outcomes:

Upon successful completion of this course students will be able to:

1. Demonstrate a clear understanding of different types of behavioral skills, including self-regulation and social behavior, and apply them in personal and professional settings.
2. Exhibit appropriate self-grooming, dressing, and behavior in various social and professional contexts, creating positive impressions.
3. Build and maintain effective interpersonal relationships, showing empathy, understanding, and respect for social norms and cultural differences.

Unit 1

Behavioral skills: Meaning & types, Relationship skills, social awareness, self-grooming and dressing sense, behavior in various social context, behavioral self-regulation, developing positive attitude and gratitude; responsible decision-making.

Unit 2

Communication skills: speaking in peer group, listening skills, speaking skills, reading skills: skimming and scanning, reading comprehension, writing skills, developing contextual vocabulary, professional and analytical writing: Letters, email etiquette, note making, presentations skills, note taking, summarizing of test and review.

Suggestive Readings:

Goleman, D. (2007). *Social intelligence*. Random house.

McKay, M., Davis, M., & Fanning, P. (2009). *Messages: The communication skills book*. New Harbinger Publications.

Zimbardo, P. G., &Gerrig, R. J. (1995). Psychology and life (14th edition). New York: Harper Collins College Publications.

Psychology Practical – I (Lab Based)

Objectives:

1. To gain a foundational understanding of key psychological measurement.

2. To enable the students to develop skills in designing experiments in basic psychological concepts.

3. To inculcate critical thinking among the students.

4. To apply basic psychology knowledge in day-to-day life.

Course Outcome: Students will develop the ability to design and conduct experiments related to basic psychological concepts.

Sl. No.	Content	Time (Hours)
1	Serial position curve-verbal learning	**8**
2	Short term memory	**8**
3	Making a forgetting curve	**8**
4	Measurement of creativity (Verbal)	**8**
5	Non-verbal test of creativity	**8**
6	Wechsler Adult Intelligence Scale (WAIS)	**8**
7	Raven's Progressive Matrices (Any Form)	**8**
8	Sensory adaptation: Tactual/Cold pressure	**8**
9	Level of Aspiration	**8**

Note: Any four to be reported

Suggestive Readings:

Atkinson, R. L., Hilgard, E. R., Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Lutz, C. (2014). Introduction to psychology. Cengage Learning.

Baron, R. A. (2002). Psychology (5th ed.). New Delhi: Pearson Education.

Gerrig, R. J., & Zimbardo, P. G. (2005). Psychology and life. Allyn & Bacon/New Delhi: Pearson Education.

Levine, G., & Parkinson, S. (1994). Experimental methods in psychology. Lawrence Erlbaum Associates.

Meyer, G., & Ciccarelli, S. (2005). Psychology (Paperback). Prentice Hall.

Reed, K. S. (2010). Cognition: Theories and applications. Belmont: Wadsworth.

Semester II

Fundamentals of Psychology–II

Course Objectives:

1. To provide a comprehensive understanding of the history of psychology with a focus on its evolution in India, including significant contributions from Indian psychologists.

2. To explore recent trends and advancements in the field of psychology, including emerging areas of research and application.

3. To familiarize students with various career avenues in psychology and the diverse fields where psychological principles can be applied.

4. To examine the biological foundations of behavior, emphasizing the structure and functions of the nervous system and how they relate to human behavior.

5. To develop critical thinking skills in analyzing human behavior.

Course Outcomes

Students should be able to:

1. Discuss the historical development of psychology, particularly in India, and recognize key figures and milestones in the field.
2. Analyze recent developments in psychology and understand their implications for research and practice.
3. Identify and evaluate various career paths within psychology and understand the skills required for each.
4. Explain the structure and functions of neurons and the central nervous system and their roles in regulating behavior.

UNIT 1

History of Psychology with reference to India: Past and Present, Recent Developments in Psychology, Career in Psychology; Case studies of successful Indian psychologists and their career paths.

UNIT 2

Brain and Behavior: Structure and Functions of the Neuron and CNS, Biological Basis of Behavior; Hunger, Thirst, Sex, Sleep and Arousal.

UNIT 3

Thinking: Theories of thinking, concept formation, thinking styles, set in thinking.

UNIT 4

Reasoning: Types, Pattern and Approaches, Decision Making; Concept and Biases in Decision Making.

UNIT 5

Language: Structure of language; Phonology, Syntax, Semantics, Pragmatics, theories of language, Whorf Hypothesis and Modularity Hypothesis.

UNIT 6

Psychology in daily life: Cause and Consequences of Social Problems from Psychological Perspective, Applications- Technology, Media and Psychology, Artificial Intelligence, Human Environment Relationship.

Suggestive Readings:

Feldman, R.S. (2004). Understanding Psychology (6th Edition), New Delhi, Tata-McGraw Hill.

Galotti, K. M. (2013). *Cognitive psychology in and out of the laboratory*. Sage.

Kalat, J. W. (2020). Introduction to psychology (11th ed.). Cengage Learning.

King, L. A. (2019). The science of psychology: An appreciative view (5th ed.). McGraw-Hill Education.

Morgan, C.T., King, R.A., Weisz, J.R., &Schopler, J. (2008). Introduction to psychology (7th edition) Bombay: Tata-McGraw Hill.

Myers, D. G. (2018). Psychology (12th ed.). Worth Publishers.

Systems & theories of Psychology-II

Course Objectives

1. Explore major psychological perspectives including psychoanalytic, behavioristic, humanistic, and cognitive approaches, understanding their theoretical foundations.
2. Study classical psychoanalysis by Sigmund Freud, and delve into the developments by Neo-Freudians, ego psychology, and object relations theory.
3. Understand the principles of classical and operant conditioning and examine social learning approaches.
4. Study the humanistic approach, focusing on self-actualization, free will, and existential psychology.
5. Examine cognitive theories of learning and how information processing influences behaviour.
6. Understand how culture shapes psychological processes, with a focus on cross-cultural and indigenous psychological perspectives.
7. Study contemporary perspectives such as cognitive neuroscience and positive psychology, exploring their integration with other disciplines.

Course Outcomes

By the end of this course, students should be able to:

1. Discuss classical psychoanalysis, including Freud's theory of personality development, and evaluate the contributions of Neo-Freudians like Carl Jung and Erik Erikson.
2. Explain the evolution of ego psychology and object relations theory, and their influence on modern psychodynamic thought.
3. Identify the mechanisms of classical conditioning (Pavlov), operant conditioning (Skinner), and social learning (Bandura).
4. Understand the humanistic focus on self, free will, and self-actualization, analyzing the theories of Carl Rogers and Abraham Maslow.
5. Explore existential psychology, particularly Viktor Frankl's focus on the search for meaning, and its relevance to contemporary psychological practice.
6. Articulate cognitive theories of learning and memory, focusing on information processing models and their application in understanding human behavior.
7. Discuss the influence of culture on psychological processes, including the principles of cultural and cross-cultural psychology, and recognize the importance of indigenous perspectives.
8. Analyze how contemporary fields like cognitive neuroscience and positive psychology have transformed psychological thought.

UNIT 1

Psychoanalytic Perspective: Classical Psychoanalysis, Neo-Freudians, Ego Psychology, Object relations school.

UNIT 2

Behaviouristic Perspective: Pavlovian, Skinnerian and approach of Bandura.

UNIT 3

Humanistic Approach: Carl Rogers and Abraham Maslow, self, freewill, self- actualization, Existential Psychology; Viktor Frankl, Rollo May, Search for meaning.

UNIT 4

Cognitive Approach: Information processing model, cognitive theories of behaviour.

UNIT 5

Cross-Cultural and Indian Perspectives on Psychology, Cultural Psychology.

UNIT 6

Contemporary and Interdisciplinary Thought in Psychology: cognitive neuroscience, positive psychology.

Suggestive Readings:

Adler, A. (1917). Study of organ inferiority and its psychical compensation. New York: Nervous & Mental Disease Publishing Co.

Erikson, E. H. (1963). *Childhood and society* (Vol. 2). New York: Norton.

Freud, S. (1900). The interpretation of dreams (Standard Edition, Vol. 4).

Freud, S. (1901). The psychopathology of everyday life (Standard Edition, Vol. 6).

Freud, S. (1923). The ego and the id (Standard Edition, Vol. 19).

Goodwin, C. J. (2015). *A History of Modern Psychology*. Wiley.

Jung, C. G. (1963). Memories, dreams, reflections. New York: Pantheon Books.Klein, M. (1957). Envy and gratitude. New York: Basic Books.

Community Psychology

Course Objectives:

1. Understand the role of community psychology in promoting mental health and wellbeing
2. Demonstrate an understanding of the values and methods of community psychology and how they differ from other subfields of psychology
3. Explore the relationship between people and their environments and consider ways of improving this relationship
4. Link theories to practices through exemplary research and interventions
5. Develop research skills for studying communities and understanding community issues
6. Critically analyze the role of psychologists within social settings.

Course Outcomes:

Upon completion of the course, students will be able to

1. Explain how community-level interventions contribute to improved mental health and overall well-being.
2. Demonstrate the ability to evaluate how physical, social, and cultural environments influence individual and collective behavior.
3. Students will be capable of linking relevant psychological theories to the design and implementation of community-based interventions

Unit 1

Introduction to Community Psychology: Overview of the fields of community psychology, prevention and health promotion, role of prevention in community theoretical foundations of community psychology, history of community psychology.

Unit 2

Community Research: Research methods used in community psychology, conducting community-based research, ethical and legal considerations of community research

Unit 3

Prevention and Health and Mental Health Promotion: The role of prevention in community psychology, understanding mental health in the community, community based mental health intervention, developing and implementing prevention programs, access to mental health services (mental health for all)

Unit 4

Social and Community based Interventions: Understanding communities and social change, community intervention, types of social and community interventions, developing and implementing interventions, evaluating the effectiveness of interventions, advocacy and community organizing.

Suggestive Readings:

Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). Communitypsychology. Belmont, CA: Cengage Learning.

Levine, M., & Perkins, D. V. (1987). Principles of community psychology: perspectives and applications. Oxford University Press.

Orford, J. (1992). Community psychology: Theory and practice. John Wiley & Sons.

Rappaport, J., & Seidman, E. (Eds.). (2000). Handbook of community psychology. Springer Science & Business Media.

Seedat, M., Duncan, N., & Lazarus, S. (2001). Community psychology theory, method and practice. New York: Oxford.

Behavioral & Communication Skills-II

Objectives:

This course focuses on understanding of self-behavior, study of others' behaviors in the given context and managing daily living activities for better communication skills for work-life balance skill among students.

1. To develop understating about the self and the others behavior in context.
2. To develop better understanding of emotions.
3. To develop sense of time and psychological preparedness.

Course Outcome:

Upon successful completion of this course students will be able to:

1. Develop understanding of self and others.
2. Develop a sense of inclusivity and regard.
3. Develop effective social skills.

UNIT-1

Study of self: Johari window, body image, body language, gender sensitization, tolerance and inclusiveness, personnel regard, mutual regard, characteristics of people with high and low self-esteem, empathetic understanding, developing and maintaining relationships.

UNIT-2

Balanced time perspective and psychological preparedness: Emotional intelligence; SWOT Analysis- Strength, Weakness, Opportunity and Threat. Effective leadership skills.

Suggestive Readings:

Cash, T. F., & Smolak, L. (Eds.). (2011). *Body image: A handbook of science, practice, and prevention*. Guilford press.

Luft, J., & Ingham, H. (1955). The Johari window, a graphic model of interpersonal awareness. *Proceedings of the western training laboratory in group development*.

Peterson, R. J. (2000). The Assertiveness Workbook: How to Express Your Ideas and Stand Up for Yourself at Work and in Relationships. New Harbinger Publications Inc. Oakland.

Rogers, C. R. (2013). A theory of therapy and personality change: As developed in the client-centered framework. *Perspectives in abnormal behavior: Pergamon General psychology Series, 341*.

Zimbardo, P. G., &Gerrig, R. J. (1995). Psychology and life (14th edition). New York: HarperCollins College Publications.

Psychology Practical – II (Lab Based)

Objectives:

1. To gain a foundational understanding of measurement of psychological concepts.

2. To enable the students to develop skills in designing experiments in basic psychological concepts.

3. To study and apply various psychological tools to assess basic psychological concepts.

4. To apply basic psychology knowledge in day-to-day life.

Course Outcome: Students will gain proficiency in using various psychological tools and assessments to evaluate and measure basic psychological concepts, applying these tools effectively in both academic and practical settings.

Sl. No.	Content	Time (Hours)
1	Case study of B.F. Skinner or Ivan P. Pavlov	**8**
2	Dynamic Model of Nervous System (use AI technology)	**8**
3	Neuro-feedback or measurement of GSR	**8**
4	Measurement of Muller Lyer Illusion or measurement of differential limen with weights	**8**
5	Experiments in problem solving- Nine dots problem or Candle problem for functional fixedness or Water Jug experiment by Luchin or String Problem	**8**
6	Mirror drawing learning for bilateral transfer	**8**
7	Lexical Decision Task	**8**
8	Stroop Test or Tower of London/Hanoi	**8**

Note: Any four to be reported

Suggestive Readings:

Atkinson, R. L., Hilgard, E. R., Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Lutz, C. (2014). Introduction to psychology. Cengage Learning.

Baron, R. A. (2002). Psychology (5th ed.). New Delhi: Pearson Education.

Brown, C. D. (2017). Methods for measuring visual illusions. Journal of Experimental Psychology, 55(1), 112-134.

Forster, K. I., & Davis, C. (1984). *The lexical decision task*. Language and Cognitive Processes, 1(4), 373-400.

Goldstein, E. B. (2007). *Cognitive Psychology: Connecting Mind, Research and Everyday Experience.* Wadsworth Cengage Learning.

Johnson, L. B. (2019). *Neurofeedback and galvanic skin response (GSR): Techniques and applications.* Biofeedback Journal, 28(3), 234-256.

Stroop, J. R. (1935). Studies of interference in serial verbal reactions. Journal of Experimental Psychology, 18(6), 643-662.

Year 2

Courses	Semester III	Credit	Semester IV	Credit
Core courses	Theories of Personality	6	Health Psychology	6
	Lifespan Development-I	6	Lifespan Development-II	6
Discipline-specific course	Educational Psychology	4	Positive Psychology	4
Skill enhancement courses	Applied Psychometric Test Development	2	Community Survey Methods	2
Clinical Placement	Psychological Assessment-I	4	Community Survey Report	4
	Total	22	Total	22

Year-2

Semester-3

Theories of Personality

Course Objectives:

1. The course will provide an overview of Personality psychology with historical perspective.
2. The students will be exposed to the construct of personality into different psychological perspectives.
3. The students will develop understanding among type and trait approaches to personality.
4. The student will develop an insight to explain the variability in behaviour.

Course Outcomes

On completion the students will be able to:

1. Explain the variability of behavior
2. Discuss the ideographic and nomothetic approach
3. Describe the profile of people to predict their behavior

Unit - I

Personality: Meaning and functions of the construct; Approaches to personality, Theories and assessment.

Unit - II

Psychoanalytic Approach: Freud; Jung and Adler.

Lifespan approach: Erikson's identity theory.

Unit - III

Type Approach: Temperament, humoral theories. Hippocrates,Sheldon Kretchmer;

Trait Approach: Allport, Cattell's factorial approach.

Unit-IV

Biological Trait theory: Eysenck's three dimensional theory, Big Five contemporary Trait theory.

Social learning theory :Bandura, Rotter's theories.

Unit V

Cognitive Theories: Kelly's Personal Construct theory, Mischel's cognitive-affective theory.

Humanistic theories: Abraham Maslow, Carl Rogers theories.

Unit –VI

Indian Perspective: Charak's*Tri-dosha* theory, *Tri-guna* theory.

Issues in Personality studies: Heritability, Development of Positive personality traits; Development of Maladaptive personality traits.

Suggested Readings:

Carver C. S. and Scheier, M.F. (1996) *Perspectives on Personality*. Boston: Allyn and Bacon.

Ellis A., Abrams, M., Abrams L.D. (2009) *Personality theories: Critical Perspective*. New Delhi: SAGE

Hall, C. S., Lindzey, G. and Campbell, C. (2007). *Theories of Personality* (4th Edition).New York: John Wiley

Schultz, D.P. and Schultz, S.E. (2013). *Theories of Personality* (10th Edition), Wadsworth: Cengage Learning.

Year-2

Semester-3

Lifespan Development-1

Objectives:

1. To understand the meaning, principles and issues related to the process of development.
2. To identify various factors affecting development during infancy, childhood & adolescent period.
3. To understand the theoretical approaches of adaptive behaviour and holistic development

Outcomes

On completion the students will be able to:

1. Chart out the pace of development in the initial years
2. compare various stages of life
3. focus upon normative development and handling the challenges at different ages

UNIT-1

Development- concept, nature and issues: Background of Developmental Psychology, Concept and definition of Development. Life Span Developmental Perspective, Issues in Development : Nature vs Nurture: Hereditary Factors, Hereditary-Environment Correlation and Controversies, Activity vs Passivity, Continuity vs Discontinuity, Universality vs context specificity, Critical stage in Development

UNIT-2

Research methods in developmental psychology: Scientific Research: Concept, Definition & Meaning, Experimental and co relational method, Longitudinal and cross-sectional study, Observational and case study method

UNIT-3

Biological beginnings and prenatal development: The Evolutionary Perspective, Genetic Foundation and Heredity and Environment (The Nature and Nurture debate), Prenatal Development, Birth and The Postpartum Period

UNIT-4

Theories of human development: Freud Psychoanalytic Theory, Erikson Psychosocial Theory, Watson, Skinner and Bandura learning Theory, Piaget's Cognitive Development Theory

UNIT- 5

Stages of development-infancy and childhood:Perception, Cognition, Memory and Information processing, Intelligence and Creativity, Language, Self and Personality, Attachment and Social Relation

UNIT –6

Development tasks and disorders: Infancy and childhood: Developmental Tasks, Tenets of Developmental Tasks, Issues in Developmental Tasks across Lifespan, Infancy: Autism, Mental retardation and Depression. Childhood: ADHD

References:

- Atkinson &Hilgard (2010). *Psychology An Introduction*. Cengage Learning
- Carol K.Sigelman; Elizabeth A RIder.(2003). *Human Development*. Wads Worth Cengage Learning

- Daine E Papalia Sally WendkosOlds ;RuthDuskin Feldman. (2003). Human Development Tata McGraw-Hill.
- Elizabeth B Hurlock(2010). *Developmental Psychology: A Life-Span Approach*TataMcGraw-Hill
- Laura E Berk. (2011). *Child Development*. PHI learning
- Robert S Feldman Nandita. Basu Discovering the life span. Pearson, India.
- Fingerman L. K.;Berg, A. C.; Smith, J.andAntonucci, C. T. (2011).*Handbook of Life Span –Development*. Springer Publishing Company. New York.

Year-2

Semester-3

EDUCATIONAL PSYCHOLOGY

Course Objectives:

1. Student will understand the main features of education psychology
2. Will know about educational and psychological need of school children
3. Will describe the factors relevant in educational achievement
4. Enumerate the concept of exceptional children, mental health and adjustment

Course Outcomes:

On completion the students will be able to:

1. Review the basic concepts of educational psychology
2. Discuss theoretical perspectives of education psychology
3. To analyze the different learning disorders and health problems in students and provide interventions.
4. To compare the factors that cognitive, behavioural, Creative and constructivist theorists believe influence the learning process.

Unit 1

Foundations of Educational Psychology: Definition, nature and scope of educational psychology, Methods of educational psychology; introspection, observation, experimental method.

Unit 2

Understanding Students Development: Defining development, The Brain and Cognitive Development, Piaget's theory of Cognitive Development, Vygotsky's Socio-cultural Perspective, Bronfenbrenner's theory and the social context of development, Identity and Self Concept, Kohlberg's theory of Moral development.

Unit 3

Learner Needs and Difference: Intelligence and differences in Intellectual capacities, Differences in Learning and Thinking styles, Understanding students with Learning Challenges-Learning Disabilities, Hyperactivity and Attention disorders, Communication Disorders, Emotional or Behavioral Difficulties, Students with Intellectual Disabilities, Understanding Students who are Gifted or Talented. Linguistic and Cultural diversities-Differences in Language, Economic, Social, Ethnic and Racial differences in the classroom, Gender in teaching and learning, Creating culturally compatible classrooms

Unit 4

Individual Differences; concept of individual difference, determinants of individual difference-intelligence, personality, role of heredity and environment in generating individual difference.

Suggestive reading

Alexander, P. A., & Winne, P. H. (2012). *Handbook of educational psychology*. Routledge.

Mangal, S. K. (2002). *Advanced educational psychology*. PHI Learning Pvt. Ltd..Woolfolk, A. (2016). *Educational psychology*. Pearson.

O'Donnell, A. M., Dobozy, E., Nagel, M. C., Bartlett, B., Smala, S., Wormald, C., ... & Smith, J. K. (2024). *Educational psychology*. John Wiley & Sons.

Santrock, J. W. (2011). *Educational psychology*. McGraw-Hill.

Year-2

Semester-3

Applied Psychometric Test Development

Course Objectives:

1. To introduce students to key principles of psychological assessment and psychophysical methods
2. To develop skills in test construction and evaluation
3. To measure perceptual and cognitive processes
4. To assess intelligence and special abilities

Course Outcomes:

By the end of the course, students will be able to:

1. Apply psychophysical methods and psychological scaling in assessments
2. Construct and validate psychological tests
3. Explain perceptual and cognitive processes
4. Measure and interpret intelligence and special abilities

Unit 1.

Psychological Assessment: Parameters of Assessment; Psychophysical Methods; Psychological Scaling: Test Construction: Item Writing; Item Analysis; Reliability; Validity; Norm Development. Psychophysical techniques – Reaction Time; Embedded Figures; Geometric Illusions; Thresholds, Signal Detection

Unit 2.

Perception: Nature; Perceptual Constancy; Illusions; Perception of Movement; Role of Motivation and Learning in Perception; Perceptual Abnormalities. Learning and Memory; Stroop Effect; Short-term Memory. Intelligence: Nature; Measuring Intelligence; Mental Retardation; Emotional Intelligence. Abilities: Assessment of General Abilities –Intelligence, Aptitudes; Assessment of Special Abilities: Standard Progressive Matrices; Emotional Quotient; David's Battery of Differential Abilities.

Suggested Readings:

Anastasi, A. & Urbana, S. (2016). Psychological testing. (7thed.). Delhi: Pearson Education Pvt. Ltd.

Chadha, N.K. (2009). Applied psychometry. New Delhi: Sage Publications India Pvt.Ltd.

Cohen, J.R., Swerdlik, M. E. &Kumthekar, M.M. (2017). Psychological testing andassessment: An introduction to tests and measurement. (7th ed.). New York.McGraw-Hill International edition

Gregory, R. J. (2017). Psychological Testing: History, principles and applications.(7th ed.). New Delhi: Pearson Education

Kaplan, R. M.,&Saccuzzo, D. P. (2013). Psychological assessment and theory creating and using psychological tests. (8thed.).Delhi: Wadsworth Thomson Learning,

Kline, T.J.B. (2005). Psychological testing: A practical approach to design and evaluation. New Delhi: Vistaar Publications.

Murphy, R.K. &Davidshofer, O.C. (2013). Psychological testing: Principles & applications. (6thed.). New Jersey: Prentice Hall.

Rust, J. &Golombok. (2009). Modern psychometrics: The science of psychological assessment, (3rded.). New York: Psychology press.

Year-2

Semester-3

Psychological assessment-1

Course Objectives:

1. The course will provide an opportunity to assess patients in clinical setting.

2. The students will learn to handle clinical patients in dyadic situations

3. The students will develop understanding of psychological functioning of the patients

4. The student will develop an insight to diagnose the underlying causes of their malfunctions

Course Outcomes

On completion the students will be able to:

4. Will be able to explain the causes of various disorders
5. Handle assessment material in clinical setting
6. Prepare the profile of patients

Unit – I

Intelligence tests: VSMS, DST, SFBT, PGI battery for brain dysfunction PGI-BBD (at least 2 tests administration on clinical patients under supervision)

Unit – II

Personality Tests: DAPT, EPQ, 16 PF (at least 2 tests administration on clinical patients under supervision)

Unit – III

Conflict and Interpersonal Assessment: SSCT, Rosenweig picture frustration test (at least 2 tests administration on clinical patients under supervision)

Unit-IV

Beck Depression Inventory, HDRS, Beck anxiety inventory, POSITIVE AND NEGATIVE SYNDROME SCALE (PANSS), , Brief psychiatric rating scale, Depression and stress scale, Alcohol Use Disorders Identification Test (AUDIT), , The Alcohol, Smoking and Substance Involvement Screening Test (ASSIST) (at least 2 tests administration on clinical patients under supervision)

Suggested Readings:

*Respective manuals of all the relevant tests and scales

Miller, L. A., McIntire, S. A., &Lovler, R. L. (Eds.). (2011). *Foundations of psychological testing: A practical approach*. Sage.

Groth-Marnat, G. (2009). *Handbook of psychological assessment*. John Wiley & Sons.

Kline, P. (2013). *Handbook of psychological testing*. Routledge.

Year-2

Semester-4

Health Psychology

Course Objectives

1. Understanding the foundations of health psychology

2. To explore theoretical models of health behavior change, such as the Health Belief Model, Theory of Planned Behavior, and Cognitive Behavioral Approaches, and their application in modifying unhealthy habits and promoting wellness.

3. To study the definition, sources, and impacts of stress on physical and mental health and examine various coping strategies and stress management techniques.

4. To understand the psychological and social challenges associated with chronic illnesses like heart disease, cancer, and AIDS, and to analyze different approaches to pain management and psychosocial care.

5. To study the evolution of health services, with a focus on the Indian healthcare system, and discuss patient compliance, emotional adjustment in healthcare settings, and legal aspects such as the Mental Healthcare Act (2017).

Course Outcomes

1. Students will be able to explain the core concepts of health psychology, including the biopsychosocial model and how it influences the patient-practitioner relationship and overall health outcomes.

2. Students will be able to apply various theoretical models to understand health behaviors and effectively design interventions for promoting healthy habits and changing unhealthy behaviors.

3. Students will demonstrate the ability to identify sources of stress, understand its impact on health, and evaluate various stress management and coping strategies.

4. Students will be able to analyze the psychosocial factors involved in coping with chronic illnesses and pain, and apply appropriate management and pain control techniques.

5. Students will be able to critically analyze the structure of health services, particularly in the Indian context, and evaluate the significance of the Mental Healthcare Act (2017) in promoting mental health and well-being.

Unit 1

Health psychology definition: overview of psychology and health, need for biopsychosocial model, patient- practitioner relationship, introduction to health behaviour, factors influencing the practice of health behaviour

Unit 2

Health related behaviour and health promotion: Models of health behaviour, changing health habits using theoretical models: health belief model, theory of planned behaviour, cognitive behavioural approaches to change health behaviour, theoretical model of behaviour change, avenues for health habit modification

Unit 3

Stress and coping: Stress, definition, dimensions of stress- sources of chronic stress- Theoretical contributions and different models of stress, Sources of stress, impact of stress, stress and illness, stress management, Coping

Unit 4

Chronic illness and Pain: Chronic illnesses, serious and disabling chronic illnesses (heart disease, stroke, cancer, and AIDS), Illness Factors: Onset, Progression, Types of Symptoms, Quality of Life, coping with chronic illness, psychosocial management of management of chronic illness, Pain: definition, types of pain, chronic pain, Pain control techniques, Pain management

Unit 5

Substance use and abuse: substance abuse disorders, management of abuse, obesity and weight management, nutrition and role of life style, physical exercise and yoga, role of yoga and yoga therapy in health and well being

Unit 6

Health services and types of health services: evolution of health services, Indian perspective of health services, using and misusing health services, compliance to medical and mental health advices, emotional adjustment in hospital, mental healthcare act (2017), facilities and benefits in healthcare and mental health care services

Suggestive readings

Boyer, B., &Paharia, I. (2008). Comprehensive handbook of clinical health psychology. Edison, NJ: John Wiley & Sons.

Sarafino, E. (1994). Health psychology. Edison, NJ: John Wiley & Sons.

Taylor, S. (1995). Health psychology (6th ed.). Toronto, Canada: McGraw-HillRyerson.

Marks, D., Murray, M., Evans, B., Willig, C., Woodall, C., & Sykes, C.M. (2008).

Health psychology: Theory, research and practice (2nd ed.). New Delhi, India: SagePublications.

Branmon, L., & Frist, J. (2010). Introduction to health psychology; New Delhi, India:Cengage Learning India Pvt Ltd.

Zoller, H.M. and Dutta,M.J., (2008). Emerging Perspectives in Health Communication, NewYork, Routledge

Gordon, T and Edwards, W.S., (1995). Making the Patient your Partner. London, Auburn House.

Berry, D., (2007). Health Psychology Mc Graw- Hill Education

Hariharan, M., Padmaja, G., &Padhy, M. (Eds.) (2010). Trauma & Pain: Biopsychosocial approach.Delhi: Global Vision

Sarafino, E. P & Smith, T. W, (2011). Health Psychology: Biopsychosocial interactions (7^{th} Ed.). John-Wiley & sons.

Year-2

Semester-4

Lifespan Development-2

Course Objectives:

1. To understand the meaning, principles and issues related to the process of development.
2. To identify various factors affecting development during infancy, childhood, adolescence, adulthood and old age.
3. To understand the theoretical approaches of adaptive behaviour and holistic development

Course Outcomes

On completion the students will be able to:

4. Chart out the pace of development in the maturing years
5. compare various stages of adult life
6. focus upon normative development and handling the challenges at different ages

Unit-1

Socio-emotional development across life span: Adolescence; Development of emotion, Temperament, Attachment and Love. Development of the Esteem and Self-concept, Self-Regulation, Development of Identity, Moral Development, Contexts of Moral Development, Development of Values.

UNIT-2

Cognitive processes and development: Adolescence and adulthood; Cognitive processes across life span; Attention, Memory, Thinking, Intelligence, Creativity, Language.

UNIT-3

Ageing: Definition, Personality and Lifestyle, challenges in assessment of psychological status in older people, quality of life in elderly.

UNIT 4

Problems across adolescence, adulthood and old age: Emotional &Behavioural Problems and high risk behaviour, Aging & Dementia.

Unit-5

Life narrative: Meaning, Storytelling and Narrative Identity, Culture and Narrative, Continuity and Change in Adulthood.

UNIT 6

Final stage: Death, Causes for death across life span, theories of Grief Reaction

Suggestive readings:

- Carol K.Sigelman; Elizabeth A Rider. (2003). *Human Development*. Wads Worth Cengage Learning
- Elizabeth B Hurlock (2010). *Developmental Psychology: A Life-Span Approach* Tata McGraw-Hill
- Daine E Papalia Sally Wendkos Olds; Ruth Duskin Feldman. (2003). Human Development Tata McGraw-Hill.
- Laura E Berk. (2011). *Child Development*. PHI learning
- Robert S Feldman Nandita. Basu Discovering the life span. Pearson, India.
- Atkinson &Hilgard (2010). *Psychology an Introduction*. Cengage Learning.
- Hamilton, S.I. (2000).*The Psychology of Ageing*. Jessica Kingsley Publishers. London and Philadelphia.
- Fingerman L. K.;Berg, A. C.; Smith, J.andAntonucci, C. T. (2011).*Handbook of Life Span –Development*. Springer Publishing Company. New York.

Year-2

Semester-4

Positive Psychology

Course Objectives

1. To provide students with a comprehensive understanding of positive psychology, including its definition, historical development, and the value of positive emotions and emotional intelligence.
2. To examine various theories of happiness, such as hedonistic and life-satisfaction theories, and explore the PERMA model in understanding happiness and well-being across different nations.
3. To study positive traits like optimism, hope, forgiveness, and gratitude, and to understand how they contribute to overall well-being and life satisfaction.
4. To explore the concept of resilience, including its meaning, sources, and assessment, and examine how individuals overcome life complexities and challenges using positive psychology.

Course Outcomes

1. Students will be able to explain the key concepts of positive psychology, including its history, the role of positive emotions, and the significance of emotional intelligence in enhancing well-being
2. Students will demonstrate an understanding of the PERMA model and various happiness theories, and apply them to assess subjective well-being across different cultural contexts
3. Students will be able to identify and cultivate positive traits such as optimism, hope, and gratitude, and analyze their impact on emotional and psychological well-being.
4. Students will demonstrate knowledge of resilience, its sources, and how to assess it. They will also understand how individuals can harness strengths and virtues to overcome life's challenges and complexities.

Unit 1.

Introduction to positive psychology: Definition of psychology and meaning of positive psychology, history of positive psychology, value of positive emotions, emotional intelligence.

Unit 2

Happiness and subjective well-being: Hedonistic theories, life-satisfaction theories, PERMA model, causes of happiness, effects of happiness.

Unit 3

Positive traits: Optimism, hope, forgiveness, positive traits and motives, gratitude and positive belief.

Unit 4

Positive cognitive states and processes: Resilience - meaning and sources, assessment of resilience, life complexities and challenges, positive psychology of strengths, VIA classification of strengths and virtues

Suggestive readings:

Baumgardner, S.R. Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall.

Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.

Mohanty, G.B. (2018). Positive Psychology. Kalyani Publisher, New Delhi

Peterson, C. (2006). A Primer in Positive Psychology; Oxford University Press

Snyder, C. R., & Lopez, S. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press.

Year-2

Semester-4

Community Survey Methods

Course Objectives:

1. Understand the basic concepts, scope, and significance of community surveys in social science research and public policy.
2. Learn to design and plan community surveys, including developing appropriate survey instruments and selecting sampling methods.
3. Acquire practical skills in various data collection techniques, including quantitative, qualitative, and mixed methods approaches.
4. Gain competence in managing, analyzing, and interpreting survey data using appropriate statistical tools and techniques.

Course Outcomes:

Upon successful completion of the course, students will be able to:

1. Define and explain key concepts of community surveys and apply them in various research and practical contexts.
2. Design a community survey with clear objectives, appropriate sampling methods, and effective survey instruments.
3. Apply a range of data collection methods (both quantitative and qualitative) and assess their suitability for specific research purposes.
4. Analyse community survey data using basic statistical techniques and interpret the results to derive meaningful insights.

Unit 1.

Introduction to community survey: Definition, Scope, Types, survey design and planning, developing survey questionnaire

Unit 2.

Data Collection techniques in community: quantitative approach, qualitative approach, mixed method approach, data analysis and management, presentation of data, charts, graphs, datacharts, report writing.

Suggestive Reading:

Leavy, P. (2022). *Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches*. Guilford Publications.

MacKinnon, S. (Ed.). (2018). *Practising community-based participatory research: Stories of engagement, empowerment, and mobilization*. Purich Books.

Satcher, D. (2005). *Methods in community-based participatory research for health.* John Wiley & Sons.

Stoecker, R. (2013). *Research Methods for Community Change: A Project-Based Approach: A Project-Based Approach*. Sage.

Year-2

Semester-4

Community Survey Report

Course Objectives

1. Equip students with the skills to use mental health questionnaires within a community and interpret the results to identify prevalent mental health issues.
2. Train students to recognize and evaluate psychosocial risk factors impacting mental health within diverse community settings.
3. Students will demonstrate the ability to design and propose community-driven fieldwork interventions to mitigate mental health risks.

Course Outcomes

1. Students will be able to administer mental health questionnaires and analyze the results to draw conclusions about community mental health trends.
2. Students will be capable of identifying key psychosocial risk factors and writing detailed reports based on qualitative and quantitative data from community surveys.
3. Students will demonstrate the ability to design and propose community-driven fieldwork interventions to mitigate mental health risks.

Sl. No.	Content	Time (Hours)
1	Administering any community based mental health questionnaire	**7**
2	Study of prejudice and stereotypes by using suitable test	**7**
3	Identification and analysis of psychosocial risk factors regarding mental health in a community	**8**
4	Developing a field work plan with community participation to address risk factors including creating awareness	**8**
5	Conducting interview or observation in community setting in mental health promotion	**15**
6	Conducting pilot study in community for preventive intervention	**15**

*Note:

Each candidate will prepare a consolidated report on all the above mentioned component of community survey the report shall be submitted and examined through VIVA-VOCE

Suggestive Readings

Kagan, C., Burton, M., Duckett, P., Lawthom, R., &Siddiquee, A. (2019). *Critical community psychology: Critical action and social change*. Routledge

Nietzel, M. T., Winett, R. A., & MacDonald, M. L. (2013). *Behavioral Approaches to Community Psychology: Pergamon General Psychology Series* (Vol. 63). Elsevier.

Tolan, P. E., Keys, C. E., Chertok, F. E., & Jason, L. A. (1990). *Researching community psychology: Issues of theory and methods*. American Psychological Association.

Bachelor in Clinical Psychology (B. Clin. Psy.)

Year: 3

Semester - 5

Research Methodology

Course Objectives:

1. To introduce the fundamentals of research methodology.
2. To develop the ability to collect and measure data effectively
3. To enhance skills in designing research studies
4. To train students in data analysis techniques
5. To foster ethical awareness and reporting skills in research

Course Outcomes

By the end of the course, students will be able to:

1. Demonstrate a clear understanding of research fundamentals
2. Select appropriate data collection and sampling methods
3. Design robust research studies
4. Analyze data using qualitative and mixed-methods approaches
5. Compose ethically sound research proposals and reports

Unit 1

Research: Meaning and types, research problem – selection and formulation of research problem; Hypothesis - meaning, types and formulation of hypothesis. Variables- meaning and types.

Unit 2

Measurement: Meaning of Scales or levels of measurement, Types of data - quantitative and qualitative data; sampling, population, sample, census, types of sampling methods, Probability and nonprobability sampling methods.

Unit 3

Techniques of data collection: Observation, survey, field studies, experimental research method; Qualitative research methods- interview, case study, pictorial expression, verbal-oral and written data.

Unit 4

Quantitative Research Designs: Randomized Experimental Designs, Quasi-Experimental Designs, Non-Experimental Designs- Correlational Designs; Qualitative Research Designs- Phenomenology, Narrative, Grounded theory, Ethnography.

Unit 5

Qualitative Analysis: Coding, types of codes and use of codes, constructing themes, theory, matrices and diagrams.

Mixed Methods Research, types of MMR, Integrating quantitative and qualitative methods.

Unit 6

Other types of researches: Action research, epidemiological research, ethical issues, writing research proposals and research reports.

Suggestive Readings

American Psychological Association (2017). Ethical principles of Psychologists and code of Conduct. Washington DC : APA

Bordens, K. S. and Abbott, B. B. (2006) Research Design and Methods: AProcess approach (6th Ed.), New Delhi:Tata McGraw Hill

Creswell, J. W. and Creswell, J.D. (2018)Research Design: Qualitative, quantitative and mixed methods approaches, 5th ed. Thousand Oaks CA: SAGE

Kerlinger, F. (2010). Foundations of Behavioural Research, New Delhi: Prism International

Mc Guigan, F. J. (1969) Experimental Psychology: A methodologicalApproach. New Delhi: Prentice Hall

Patton, M.Q. (2015). Qualitative Research and Evaluation Methods, 4thed. Thousand Oak, CA:SAGE

Stringer, E. (2013). Action research (4th ed.) Thousand Oaks CA; SAGE.

Weathington, B.L., Cunningham C. J.L. and Pittenger, D. J. (2010) Research Methods for the Behavioural and Social Sciences. New Jersy: John Wiley

Year: 3

Semester - 5

Psychopathology-1

Course Objectives:

1. Understanding the development of psychopathology - learning about the explanatory concepts that underlie the development of psychopathology
2. Understanding mental health - learning about holistic mental health, learning and understanding different theories and models
3. Comparing and contrasting approaches - learning to compare and contrast different classificatory systems, learning history about classificatory systems
4. Learning about symptoms and causes of different disorders and organic aspects and disorders

Course Outcomes**:**

At the end of the course the students should be able to:

1. Apply various criteria of abnormality
2. Identify various categories of mental disorders
3. List underlying symptoms and causes of various mental disorders

Unit 1

Concepts of normality, abnormality, and psychopathology: Determinants of abnormality - biological, psychological, socio-cultural. Introduction to psychopathology, concept of mental health and illness; Approaching to a mentally ill patient, Clinical interviewing and making diagnosis, Observation, Mental Status examination, Organization and presentation of psychiatric information, Diagnostic formulation, Ethical and legal perspective.

Unit 2

Theories of psychopathology - Biological, Psychological, Socio-cultural, psychodynamic, behavioral, cognitive, psychosocial theories/ models of principal of clinical disorders

Unit 3

Classificatory system, history and different types of classificatory systems, current trends and modern classification, controversies, critical evaluation and comparison of DSM and ICD.

Unit 4

Signs and symptoms of psychiatric disorders, approaches to defining psychiatric disorders, making diagnosis, concepts of co-morbidity, co-occurrence, and multiple diagnosis; concepts of differential diagnosis and differential diagnosis

Unit 5

Organic aspects of mental illness, study of heritability and genetic markers, role of neurotransmitters in mental illnesses, Neurodevelopmental and Neurodegenerative Disorders

Unit 6

Psychotic Disorders: Schizophrenia, other psychotic disorders, Mood Disorders

Suggestive Readings

Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4th Ed.).Wadsworth: New York.

Brewer,K. (2001). Clinical Psychology. Oxford : Heinemann Educational Publishers

Buss,A.H.: Psychopathology, N.Y. John Wiley,1999.

Carson, R.C., Butcher,J.N.,Mineka,S.&Hooley,J.M. (2008). Abnormal Psychology. New Delhi: Pearson.

Gelder, M., Gath, D., &Mayon, R. (1989). *Oxford Textbook of Psychiatry* (2nd ed.). New York: Oxford University Press

Kaplan, B.J. &Sadock, V.A., (1995). *Comprehensive Textbook of Psychiatry* (6th ed.). London: William & Wilkins.

Psychological Testing – I

Year: 3

Semester - 5

Objectives:

1. To enable the students to understand the foundations of Psychological Testing:
2. To learn the process of Test Construction.
3. To understand the specific Psychological Tests:
4. To understand and examine technology in psychological testing.

Course Outcomes:

1. Students will be able to understand the basic concepts of psychological testing.
2. Students will be able to develop skills in test construction and interpretation:
3. Students will be able to apply knowledge of Psychological Tests in various domains:
4. Students will be able to assess the implications of computerized testing methods.

Unit 1

Psychological Testing: Definition, Nature, and Importance, Historical Overview of Psychological Testing, Ethical Issues in Psychological Testing, Applications of Psychological Testing in Education, Industry and Clinical Settings.

Unit 2

Steps in Test Construction: Item Writing, Item Analysis, Norm-Referenced vs. Criterion-Referenced Testing, Administering a test, Interpretating test scores, combining test scores.

Unit 3

Aptitude Tests: Types (e.g., DAT, GATB) and Uses, Achievement Tests: Types and Applications in Education and Industry, Interest tests: Strong Interest Inventory, Kuder Interest Inventory, Career Assessment Inventory, Vocational Assessment.

Unit 4

Use of Computers in Testing: Computerized test administration, Computerized adaptive testing, Computer-based test interpretation, Dealing with desirable and fake responses, Future Trends in Psychological Testing: AI in Testing, Big Data in Psychological Assessment.

Suggestive Readings:

Anastasi, A., & Urbina, S. (1997). Psychological testing (7th ed.). Pearson.

Cohen, R. J., &Swerdlik, M. E. (2018). Psychological testing and assessment: An introduction to tests and measurement (9th ed.). McGraw-Hill Education.

Gregory, R. J. (2018). Psychological testing: History, principles, and applications (7th ed.). Pearson.

Kaplan, R. M., &Saccuzzo, D. P. (2017). Psychological testing: Principles, applications, and issues (9th ed.). Cengage Learning.

Urbina, S. (2014). Essentials of psychological testing (2nd ed.). Wiley.

Year: 3

Semester - 5

Computer Applications in Psychological Research

Course Objectives:

1) To understand the role of computer applications in psychological research.
2) To learn how to use software tools for data collection, analysis, and visualization.
3) To develop skills in using statistical software for quantitative research.
4) To explore the use of qualitative analysis software in psychological studies.

Course Outcomes:

Upon completion of course students able to:

1. Use software relevant to psychological research and psychological assessment.
2. They enter data, analyze and fetch outputs.

Unit-1

Introduction: Overview, Importance and benefits of using computer applications, Limitations and challenges Applications: Overview of Different Softwares (SPSS, Excel, NVivo&ATLAS.ti), Basic Functions and Features, Quantitative Data Analysis Graphical Representation: Graphical Representation of data by SPSS and Excel. Descriptive Statistics: Descriptive Statistics by SPSS, Descriptive statistics by Excel.

Unit-2

Statistical Analysis: Inferential Statistics: Group Differences by SPSS, and Excel. Statistical Analysis Techniques: Correlation, Regression and ANOVA by Computer Applications. Qualitative Data Analysis & Ethical Considerations: Qualitative Data Analysis: Data coding, Identifying themes and patterns, Data categorization and interpretation, Writing up findings from qualitative research.

Suggestive Readings:

Braun, V., & Clarke, V. (2013). Successful Qualitative Research: A Practical Guide for Beginners. SAGE Publications.

Field, A. (2017). Discovering Statistics Using IBM SPSS Statistics (5th ed.). SAGE Publications.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). Qualitative Data Analysis: A Methods Sourcebook (3rd ed.). SAGE Publications.

Pallant, J. (2020). SPSS Survival Manual (7th ed.). McGraw-Hill Education.

Silver, C., & Lewins, A. (2014). Using Software in Qualitative Research: A Step-by-Step Guide (2nd ed.). SAGE Publications.

Smith, M. E., & Hiltz, S. R. (2019). Online Research Methods in Psychology: A Practical Guide. Routledge.

Semester 5

Clinical Training: Community Based

Course Objective:

Students shall be placed in community settings preferably with institutions having a clinical psychologist and providing services to disables and the peoples having mental health problems.

They will be spending about 50 hours in various NGOs, oldage homes, special schools, prisons etc.

Course Outcomes:

The students should be able to understand the need of services of clinical psychology in various section of society. They will have experiential learning in real life settings. They will prepare a report under supervision of their faculty and shall be examined through a Jury (comprising of internal and external expert from clinical psychology discipline) for four credits by presentation and VIVA-VOCE.

Year : 3

Semester: 6

Statistics

Course Objectives

1. To introduce the fundamental concepts of statistics
2. To develop the ability to use descriptive statistical techniques
3. Familiarize students with probability distributions, hypothesis testing (t-tests, ANOVA), and the practical use of inferential statistics in psychological research.
4. To familiarize students with inferential statistical techniques
5. To teach advanced statistical techniques, including correlation, regression, and chi-square

Course Outcomes

By the end of the course, students will be able to:

1. Demonstrate a comprehensive understanding of statistical concepts
2. Apply descriptive statistics to summarize data
3. Utilize probability and normal distribution in psychological research
4. Conduct inferential statistical analyses
5. Analyze relationships using correlation and regression techniques

Unit 1

Statistics: Definition, types and functions; data arrangement; raw data, frequency distribution, Graphic representation; Bar diagram, curve, histogram, polygon, and Ogive.

Unit 2

Descriptive statistics: Measures of central tendencies –Mean, Median and Mode, Range, Measures of position; Percentile, Quartile, Percentile Rank; Measures of Variability: Average deviation; Standard deviation, Quartile deviation, Coefficient of variation.

Unit 3

The Normal Distribution and Normal Probability Curve: Meaning of probability, characteristics of the normal probability curve, Applications of normal probability in psychological research. The standard error: Meaning, confidence level/interval; Standard error of mean, level of significance and type of errors.

Unit 4

Inferential statistics: Meaning of inference; significance of difference between means-independent and matched samples, t-test. Nonparametric tests- Mann-Whitney U test and Wilcoxen Matched pair sign test, Analysis of Variance: Meaning of variance, One way ANOVA: Kruskal-Wallis analysis of Variance.

Unit 5

Two way analysis of Variance: Meaning of interaction, F - test for separate group designs, Correlation: Meaning, Product moment correlation, biserial and point biserial correlations, Spearman's rank order correlation, partial Correlation (three Variables).

Unit 6

Regression: Meaning, simple regression, prediction and equation (two variables), multiple correlation (3 variables), Chi-square test; one variable, two variables contingent table, test of goodness of fit and association.

Suggestive Readings:

Broota, K.D. (1989). *Experimental Design in Behavioural Research.* New Delhi: New Age International

Everitt, B.S. (2001). *Statistics for Psychologists: An Intermediate Course.* New Jersey: LawrenceErlbaum Associates..

Garrett, H.E. (2005), *Statistics in Psychology and Education,* 12th Indian Reprint, Delhi: Paragon International

Haslam, S. A. and McGarty, C. (2014). *Research Methods and Statistics in Psychology* (2nd Ed.). New Delhi: Sage

Mohanty, B. B. and Misra, S. (2016). *Statistics for BehaviouralandSocialSciences.* New Delhi: Sage

Siegel, S. and Castellan, Jr. N. J. (1988). *Non-parametric Statistics for the Behavioural Sciences.* New York:McGraw Hill.

Year: 3

Semester - 6

Psychopathology-2

Course Objectives:

1. Learning about symptoms and causes of different disorders and organic aspects and disorders
2. Understanding the factors that influence treatments - learning about the historical, political, economic, environmental, and social factors that influence current treatments for psychological disorders

Course Outcomes**:**

At the end of the course the students should be able to:

1. Apply various psychotherapies vis-à-vis various mental disorders.
2. Identify various categories of childhood mental disorders.
3. List underlying symptoms and causes of various mental disorders

Unit 1

Signs and symptoms: Disorders of consciousness, thought and perception.

Unit 2

Neurotic disorders: Anxiety and fear related disorders, Obsessive Compulsive Disorder: types, clinical features, etiology.

Unit 3

Disorders of personality and behavior, types, clinical features, etiology.

Unit 4

Disorders of intellectual development, classification, types, etiology, and basic concept of assessment.

Unit 5

Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, classification, types, clinical features, etiology, and basic concept of assessment.

Unit 6

Overview and understanding of psychotherapy, different types of psychotherapeutic techniques - psychodynamic, cognitive, behavioral.

Suggestive Readings:

Brewer,K. (2001). Clinical Psychology. Oxford : Heinemann Educational Publishers

Buss,A.H(1999).: Psychopathology, N.Y. John Wiley.

Carson, R.C., Butcher,J.N.,Mineka,S.&Hooley,J.M. (2008). Abnormal Psychology. NewDelhi: Pearson.

Gelder, M., Gath, D., &Mayon, R. (1989). *Oxford Textbook of Psychiatry* (2nd ed.). New York: Oxford University Press

Kaplan, B.J. &Sadock, V.A., (1995). *Comprehensive Textbook of Psychiatry* (6th ed.). London: William & Wilkins.

Sims, A. &Bailliere, T. (1988). *Symptoms in mind: Introduction to descriptive psychopathology. London: WB Saunders.*

Vyas, J.N. &Ahuja, N. (1999). *Textbook of postgraduate psychiatry* (2nd ed., Vols. 1-2). *New Delhi: Jaypee brothers*

Year: 3

Semester - 6

Psychological Testing – 2

Course Objectives:

1. To understand the use of psychological tests in clinical assessment settings.
2. To learn diagnostic testing methods and key tools like MMPI-II, MCMI, and projective tests.
3. To explore neuropsychological testing for cognitive and behavioural evaluation.
4. To develop skills in psychological report writing and treatment planning.

Course Outcomes:

1. To apply psychological tests and conduct behavioural assessments in clinical settings.
2. To administer and interpret key diagnostic tests for clinical diagnosis and treatment.
3. To conduct neuropsychological assessments to evaluate cognitive functions.
4. To write professional psychological reports and develop treatment plans based on assessments.

Unit 1

Introduction: Pattern of test use in various settings, Context of Clinical assessment: Types of referral settings, Selecting psychological tests, Assessment interview and Behavioural assessment.

Unit 2

Diagnostic Testing in Clinical Assessment: Test Batteries for Diagnosis and Treatment Planning, The Minnesota Multiphasic Personality Inventory (MMPI-II), MCMI, Projective Tests: TAT, Rorschach and other projective tests.

Unit 3

Neuropsychological Testing: Purpose, Common Tests, Tests of visuo-constructive abilities, Mental activities (Attention and Information processing), Memory and learning, Executive Functions.

Unit 4

Psychological assessment and treatment planning, brief instruments in treatment planning, Psychological report writing, General guidelines, Format of report writing.

Suggestive Readings:

Anastasi, A., & Urbina, S. (1997). Psychological testing (7th ed.). Pearson.

Cohen, R. J., &Swerdlik, M. E. (2018). Psychological testing and assessment: An introduction to tests and measurement (9th ed.). McGraw-Hill Education.

Gregory, R. J. (2018). Psychological testing: History, principles, and applications (7th ed.). Pearson.

Kaplan, R. M., &Saccuzzo, D. P. (2017). Psychological testing: Principles, applications, and issues (9th ed.). Cengage Learning.

Urbina, S. (2014). Essentials of psychological testing (2nd ed.). Wiley.

Year: 3

Semester - 6

Psychological First Aid

Course Objectives:

1) To develop a comprehensive understanding of Psychological First Aid.
2) To develop skills to deliver Psychological First Aid.
3) To assess the specific needs of individuals and provide appropriate practical assistance and problem-solving.
4) To understand the ethical and cultural component of Psychological First Aid.

Course Outcome:

Students upon completion of the course shall be able to develop competence to administer psychological first aid to the needy individuals and refer them to the appropriate clinical facility.

Unit-1

Introduction: Nature, Historical Development and Principles. Components: Safety, Stabilization and Support, Practical Assistance, Coping and Linkages with Collaborative Services. Providing Psychological First Aid, Immediate Response: Approaching and making contact with survivors, Establishing Rapport and Reflective Listening. Safety, Stabilizing and Comfort: Creating a safe environment, Techniques for stabilization and reducing distress, Addressing practical needs and immediate concerns.

Unit-2

Practical Assistance and Social Support: Assessing Needs: Identifying specific needs of individuals, offering practical assistance and problem-solving, Connecting individuals with resources and services. Building Social Support Networks: Importance of social support in recovery, Strategies to reconnect individuals with family and community, Facilitating peer support and group interventions, Enhancing community resilience. Ethical Considerations and Cultural Competence. Ethical Issues in Psychological First Aid: Ethical principles in PFA, Confidentiality and informed consent, Professional boundaries and self-care for providers, Addressing secondary trauma and burnout. Cultural Competence in Psychological First Aid: Importance of cultural sensitivity, Understanding cultural differences in trauma response, Adapting PFA techniques to diverse populations.

Suggestive Readings:

Brymer, M., Jacobs, A., Layne, C., Pynoos, R., Ruzek, J., Steinberg, A., ... & Watson, P. (2006). Psychological First Aid: Field Operations Guide (2nd ed.). National Child Traumatic Stress Network and National Center for PTSD.

Everly, G. S., & Flynn, B. W. (2006). Principles and Practices of Psychological First Aid. Johns Hopkins University Press.

Hobfoll, S. E., Watson, P., Bell, C. C., Bryant, R. A., Brymer, M. J., Friedman, M. J., ... &Ursano, R. J. (2007). Five essential elements of immediate and mid-term mass trauma intervention: Empirical evidence. Psychiatry: Interpersonal and Biological Processes, 70(4), 283-315.

National Institute of Mental Health. (2002). Mental Health and Mass Violence: Evidence-based early psychological intervention for victims/survivors of mass violence. A workshop to reach consensus on best practices. U.S. Government Printing Office.

Raphael, B. (1986). When disaster strikes-How individuals and communities cope with catastrophe.

Ruzek, J. I., Brymer, M. J., Jacobs, A. K., Layne, C. M., Vernberg, E. M., & Watson, P. J. (2007). Psychological first aid. Journal of Mental Health Counseling, 29(1), 17-24.

Year 3

Semester 6

Clinical Training: Clinic Based

Course Objective:

Students shall be placed in clinical settings preferably with institutions having a clinical psychologist and providing treatment and therapy to mental health patients..

They will be spending about 50 hours in various psychiatric wards, mental hospitals, psychiatric clinic and clinic of senior clinical psychologist. .

Course Outcomes:

The students should be able to choose appropriate diagnostic tool, use relevant psychotherapy assess the outcome and assist the senior clinical psychologist in clinical setting. They will have competence to initially apply psychotherapy to the patients. They will prepare all the case report under supervision of their faculty and shall be examined through a Jury (comprising of internal and external expert from clinical psychology discipline) for four credits by presentation and VIVA-VOCE.

Year 4

Semester 7

Clinical Assessment

Course Objectives

1. Understand the Fundamentals of Clinical Assessment
2. Develop Competence in Interviewing and Behavioral Observation
3. Master Case History Taking and Mental Status Examination (MSE)
4. Address Ethical Considerations and Report Writing

Course Outcomes

1. Students will be able to explain the differences between various assessment methods and apply both standardized and non-standardized approaches appropriately in clinical settings.
2. Students will demonstrate proficiency in conducting intake interviews, applying key skills, and using behavioral observation tools to assess clients' psychological functioning.
3. Students will be able to collect detailed case histories and perform MSEs, interpreting the findings accurately for clinical decision-making and diagnosis.
4. Students will be able to write professional clinical reports that integrate assessment findings, address ethical concerns, and support treatment planning.

Unit-1

Introduction: Nature and Scope of Clinical Assessment and Characteristics.

Types: Role of Clinical Assessment and Types of assessment methods (Standardized vs. Non-standardized methods).

Unit-2

Interviewing and Behavioural Observation Methods:

Interviewing: Nature and Principles, Process of intake interview, Interviewing Skills: Active Listening, Reflecting, Summarizing and Questioning.

Behavioural Observation: Naturalistic Observation, Self-Monitoring, Bahavioural Checklist, inventories and questionnaire.

Unit-3

Case History and MSE: Case History: Importance of Case history in Clinical Assessment, Components of case history (HOPI, Past history, Treatment history, Family history, Personal history, Premorbid Personality and Temperament).

MSE: Components of the MSE (General Appearance, Speech, Cognitive Functions, Affect, Thought Content, Stream, Form, Possession, Perception, Judgment and Insight), Applications, Recording and Interpretation.

Unit-4

Ethical Issues and Report Writing: Ethical Issues: Ethical Issues in Assessment, Confidentiality and Informed consent, Ethical dilemmas and challenges in clinical assessment.

Report Writing: Structure and components of a clinical assessment report, integrating assessment findings into treatment planning, Report writing and communication of results.

Suggestive Readings:

Barkley, R. A. (2013). Behavioral Observation: Techniques and Applications. Guilford Press.

Goldfried, M. R., & Davison, G. C. (1994). Clinical Behavior Therapy (Expanded ed.). Wiley.

Groth-Marnat, G., & Wright, A. J. (2016). Handbook of Psychological Assessment (6th ed.). Wiley.

Hunsley, J., & Lee, C. M. (2017). Introduction to Clinical Psychology: An Evidence-Based Approach (4th ed.). Wiley.

Morrison, J. (2014). The First Interview: Revised for DSM-5 (4th ed.). Guilford Press.

Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). Kaplan & Sadock's Synopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry (11th ed.). Wolters Kluwer.

Sadock, B. J., Sadock, V. A., & Ruiz, P. (2017). Kaplan & Sadock's Comprehensive Textbook of Psychiatry (10th ed.). Wolters Kluwer.

Sattler, J. M., & Ryan, J. J. (2019). Assessment of Children: Cognitive Foundations and Applications (6th ed.). Jerome M. Sattler, Publisher,

Year 4

Semester 7

Clinical Psychology-1

Course Objectives:

1. Understand the Foundations of Clinical Psychology
2. Understanding major theoretical perspectives (psychodynamic, humanistic, behavioral, cognitive, meta-cognitive, and systemic) in understanding the causative factors of mental illnesses.
3. To highlight the importance of mental health promotion, the distinction between mental health and mental illness, and the role of front-line workers in fostering mental well-being
4. To equip students with the knowledge and strategies to implement psychoeducation interventions in various settings, focusing on life-skills, stress management, suicide prevention, and addressing developmental delays.

Course Outcomes:

1. Students will be able to describe the historical development, key roles, and professional responsibilities of clinical psychologists, including understanding ethical and legal considerations in practice.
2. Students will demonstrate the ability to critically apply psychodynamic, behavioral, cognitive, and other theoretical perspectives to understand the etiology and treatment of mental disorders.
3. Students will be able to develop and propose strategies for promoting mental health awareness in diverse communities and advocate for integrating mental health in public health policies.
4. Students will acquire skills in designing and delivering targeted psychoeducational programs, focusing on stress management, life skills, suicide prevention, and developmental issues, especially for vulnerable populations.

Unit-1

Introduction to clinical psychology: Historical roots of the field of clinical psychology; Roles and responsibilities of a Clinical Psychologist. Clinical Psychology Profession: Clinical psychology as a profession in India; Boulder vs Vail models of Clinical Psychology training; licensure in Clinical Psychology; unqualified practices (violation of professional boundaries) and its legal implications.

Unit-2 Theoretical perspectives in clinical psychology: Theoretical perspectives-I: Psychodynamic perspective towards understanding the causative factors of mental illnesses; Humanistic-Existential perspective towards understanding the causative factors of mental

illnesses; Behavioural perspective towards understanding the causative factors of mental illnesses. Theoretical perspective-II: Cognitive perspective towards understanding the causative factors of mental illnesses; Meta-cognitive perspective towards understanding the causative factors of mental illnesses; Systemic perspective towards understanding the causative factors of mental illnesses.

Unit-3 Promotion of mental health: Concept of mental health; difference between mental health and mental illness; need for promotion of mental health. Steps: steps to promote mental health in society; role of a front-line mental health worker in promotion of mental health

Unit-4 Psychoeducation: Concept of psychoeducation in mental health setups and community; educating and sensitizing people about mental health and mental illnesses. Targeted psychoeducation: Psychoeducation about life-skills in children and adolescents; psychoeducation about stress-inoculation activities; psychoeducation about suicide prevention strategies; psychoeducation in community about developmental delays and preventive strategies.

Suggestive Readings:

Bellack, A. S., &Hersen, M. (1998). Comprehensive clinical psychology. London: Elsiever Science Ltd.

Bhugra, D., Moussaoui, D., & Craig, T. J. (Eds.). (2022). *Oxford textbook of social psychiatry*. Oxford University Press.

Cockerham, W. C. (2020). *Sociology of mental disorder*. Routledge.

Cowen, P., Harrison, P., & Burns, T. (2012). *Shorter Oxford textbook of psychiatry*. Oxford University Press, USA.

Year 4

Semester 7

Rehabilitation Psychology

Course Objectives

1. To provide students with a comprehensive understanding of the definitions, scope, and key concepts such as disability, impairment, and handicap, as well as an overview of rehabilitation policies and legal frameworks like the Persons with Disabilities Act and the Mental Health Care Act.
2. To equip students with knowledge of various psychological assessment tools and techniques used to evaluate cognitive, emotional, social, and behavioral functioning in individuals with disabilities, with a special focus on functional capacity and quality of life indicators.
3. To foster a deep understanding of the models of disability and the influence of physical, social, and psychological environments on rehabilitation processes, while examining the effects of disability on self-concept, participation, and relationships.
4. To enable students to apply culturally sensitive and evidence-based psychosocial interventions, including social skills training, remedial education techniques, assertiveness training, and vocational counselling for individuals with disabilities.

Course Outcomes

1. Students will be able to explain the scope, key concepts, and legal frameworks related to rehabilitation psychology, and critically evaluate current trends and issues in the field.
2. Students will demonstrate proficiency in utilizing various assessment tools to evaluate cognitive, emotional, and social functioning, as well as to assess the quality of life and coping mechanisms in individuals with disabilities.
3. Students will be able to analyze the impact of the physical, social, and psychological environments on the disabling process and will demonstrate an understanding of different models of disability and rehabilitation, including community-based approaches.
4. Students will develop and implement appropriate psychosocial interventions tailored to the needs of individuals with disabilities, with a focus on fostering social skills, academic development, assertiveness, and vocational potential.

Unit 1

Rehabilitation Psychology: Definition & Scope, concepts of disability, impairment, handicap, current issues and trends in different areas of rehabilitation, cost of disability, rehabilitation policies and ActsPersons with Disabilities Act, The National Trust Act, Mental Health Care Act, Rehabilitation Council of India Act, UNCRPD)

Unit 2

Psychological techniques for assessment of disability: various instruments used for assessing cognitive, learning, behavioral, and emotional functioning, social and emotional development

functional capacity, coping mechanisms and resilience in disability, neuropsychological mechanism of brain injury, indicators of quality of life

Unit 3

Models of disability and rehabilitation: Impact of the physical, social and psychological environments on the enabling– disabling processes, effects of disability on self-concept, participation and relationships, principles of community-based rehabilitation

Unit 4

Cultural factors in disability: Psychosocial interventions in rehabilitation, specific interventions for developing social skills, academic skills, techniques of remedial training, assertiveness training, vocational counselling.

Suggestive Readings:

Ben-Yishay, Y. & Diller, L. (1993). Cognitive remediation in traumatic brain injury: Update and issues. Archives of Physical Medicine and Rehabilitation, 74, 204-213.

Encyclopedia of Disability and Rehabilitation, Arthur E. Dell Orto and Robert P.Marinelli (Eds.), MacMillan Reference Books, 1995

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

Radnitz, C. L., Bockian, N., & Moran, A. I. (2000). Assessment of psychopathology and personality in people with physical disabilities. Handbook of Rehabilitation Psychology. Eds. Frank, R.G., Elliott, T.R. Washington, D.C.: American Psychological Association. 287-309.

Rohe, D. E., & Athelstan, G. T. (1985). Change in vocational interests after disability. Rehabilitation Psychology, 30 (3), 131-143.

Sagar, R. (Ed.) (2014). Specific Learning Disorder: Indian Scenario. New Delhi: Department of Science and Technology, Govt. of India

The Persons of Persons with Disabilities Act, Ministry of Social Justice & Empowerment, Government of India, New Delhi, 2016

The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, Government of India, New Delhi, 1999

Year 4

Semester 7

Ethical Practice in Mental Health

Course Objectives:

1. Students will be taught to understand and maintain professional ethical standards.
2. They will learn the role of code of conduct and ethical practice in special conditions.
3. They will understand the basic elements of working in different settings and in consultations in different contexts.

Course Outcomes:

After taking this course students will be able:

1. To follow a set of do's and don'ts while executing their roles and responsibilities.
2. Understand the necessity to follow practice guidelines.
3. They will be appraised of the process of obtaining license to practice and understand its importance.

Unit-1

Ethical Principles: Beneficence and Nonmaleficence, Fidelity and Responsibility, Integrity, Justice, and Respect for People's Rights and Dignity; need to maintain confidentiality; need to adhere to ethics if external forces (for example, organizational demands) create conflict with ethics.

Unit-2

Ethical practices: Licensure and need to strictly work within boundaries of competence; legal implications of violating the boundaries of competence; protecting the rights of patients; informed consent in research and practice; reporting ethics violations.

Suggestive Readings:

Koocher, G. P., & Keith-Spiegel, P. (2016). Ethics in psychology and the mental health professions (4th ed.). Oxford, England: Oxford University Press.

American Psychological Association (2003, 2010). Ethical principles of psychologists and code of conduct. Washington, DC: Author.

Isaac R. Ethics in the practice of clinical psychology. Indian J Med Ethics. 2009 Apr-Jun;6(2):69-74. doi: 10.20529/IJME.2009.024. PMID: 19517648.

Year 4

Semester 7

Internship

Course Objective:

Students shall be placed in clinical settings preferably with a institutions or on rotation basis at least for the period of 3 months and a minimum of 3 hours per working day under the supervision of a clinical psychologist and acquired skills of treatment and therapy to mental health patients.

They will be spending about 60 hours in various centers of placements such as psychiatric wards, mental hospitals, psychiatric clinic and clinic of senior clinical psychologist. .

Course Outcomes:

The students should be able to choose appropriate diagnostic tool, use relevant psychotherapy assess the outcome and assist the senior clinical psychologist in clinical setting. They will prepare all the case report of at least 10 patients under supervision of their faculty. They shall also submit a signed log book of their activities. They shall be examined through a Jury (comprising of internal and external expert from clinical psychology discipline) for four credits by presentation and VIVA-VOCE.

Year 4

Semester 7

Dissertation: Synopsis preparation and presentation

Course Objective:

Students shall learn to prepare a research proposal in clinical setting following APA style. They shall learn to prepare presentation and present it before a research colloquim.

Course Outcomes:

The students should be able to choose appropriate topic.
Having research gap through a literature survey. They will able to prepare research proposal. They will having competence to. They will also mention all the ethical issues in the research proposal. They will detail out the methodology, sample selection and tools.
They will prepare the proposal under supervision of their faculty. They shall also submit a signed copy of their proposal. They will be evaluated through their presentation skill and examined through a Jury (comprising of internal and external expert from clinical psychology discipline) for four credits by presentation and VIVA-VOCE.

Year 4

Semester 8

Diagnostic Systems

Course Objectives:

1. To understand the nature of diagnostic systems in mental health.
2. To understand the diagnostic systems and their applications in clinical practice.
3. To develop skills to conduct structured diagnostic interviews.
4. To explore the challenges associated with psychiatric diagnoses.

Course Outcome: Students will learn to apply diagnostic systems effectively in clinical practice, utilizing them to identify and categorize mental health conditions accurately.

Unit-1

Introduction: Historical perspectives on mental health diagnosis, Role of diagnostic systems in mental health. Approaches of Classification: Etiological versus Descriptive, Syndrome versus Symptoms, Categorical versus Dimensional.

Unit-2

Major Diagnostic Systems: DSM and ICD

DSM: Overview of the DSM: History and development process, Diagnostic criteria for major mental disorders, Strengths and limitations of the DSM-5.

ICD: Overview of the ICD: History, Structure and organization of the ICD-11, Comparison of the ICD-11 and DSM-5 diagnostic criteria.

Unit-3

Differential Diagnosis and Structured Diagnostic Interviews:

Differential Diagnosis: Differential diagnosis in mental health assessment, Common challenges in making accurate differential diagnoses.

Structured Diagnostic Interviews: Overview of structured and semi-structured diagnostic interviews (e.g., SCID, MINI), Role of structured interviews in improving diagnostic accuracy.

Unit-4

Challenges and Ethical Considerations

Challenges: Criticisms of diagnostic systems: Stigma, and over-diagnosis, Controversies and the future of psychiatric diagnosis: Moving toward dimensional approaches.

Ethical Considerations: Ethical principles in psychiatric diagnosis: Confidentiality, informed consent, and patient autonomy.

Suggestive Readings:

American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders (5th ed.). Washington, DC: Author.

First, M. B., Williams, J. B. W., Karg, R. S., & Spitzer, R. L. (2016). Structured Clinical Interview for DSM-5 Disorders—Clinician Version (SCID-5-CV). American Psychiatric Publishing.

Kirmayer, L. J., & Pedersen, D. (2014). Toward a New Architecture for Global Mental Health. Transcultural Psychiatry, 51(6), 759-776.

Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). Kaplan & Sadock's Synopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry (11th ed.). Wolters Kluwer.

World Health Organization. (2019). International Classification of Diseases for Mortality and Morbidity Statistics (11th Revision). Geneva: World Health Organization.

Year 4

Semester 8

Clinical Psychology -2

Course Objectives:

1. Understand the Behavioral and Cognitive Approaches to Psychopathology
2. Analyze Psychodynamic and Humanistic-Existential Therapies
3. Develop Competence in Couples and Family Therapy
4. Learn Crisis Intervention Strategies

Course Outcomes:

1. Students will be able to apply behavioral and cognitive techniques, such as conditioning, reinforcement, cognitive restructuring, and social learning
2. Students will demonstrate the ability to critically analyze and compare psychodynamic and humanistic-existential interventions
3. Students will acquire skills to assess and intervene in marital and family systems, understanding dynamics such as conflict resolution, family structures, and the impact of separation, with special attention to cultural factors
4. Students will be able to identify at-risk individuals and provide targeted crisis interventions, including Psychological First Aid, and understand the ethical and legal dimensions of working with individuals in crisis.

Unit-1

Behavioural and Cognitive approaches to psychopathology and intervention Underpinnings of behavioural interventions: Conditioning, stimulus generalization, and acquisition of psychopathology; construct of reinforcement and schedules of reinforcement; modelling and social learning in acquisition of psychopathology; behavioural interventions based on operant conditioning and social learning principles; critical evaluation of behavioural approaches to psychopathology and intervention.

Underpinnings of cognitive interventions: Historical understandings of the origin of cognitive behavioural interventions; irrational thoughts, cognitive errors, and schemas; Beck's and Ellis's cognitive model of psychopathology and intervention; critical evaluation of cognitive approaches to psychopathology and intervention.

Unit-2

Psychodynamic and humanistic-existential interventions: Underpinnings of psychodynamic interventions: Early experiences and relation to psychopathology; Freudian, Adlerian, and neo-Freudian approaches to psychopathology and intervention; critical evaluation of psychodynamic approaches to psychopathology and intervention

Underpinnings of humanistic-existential interventions: Carl Roger's person-centered approach to psychopathology and intervention, Fritz Perls' approach to psychopathology and intervention; critical evaluation of humanistic-existential approaches to psychopathology and intervention.

Unit-3

Couple and Family therapy: Underpinnings of marital Therapy:Stages of marriage, factors behind conflictual marital relationships; issues related to separation and its impact on the couple and extended family; approaches to marital therapy and counselling.

Underpinnings of family therapy: Definition of family; understanding the dynamics operating within families; family structure; normal developmental stages within a

family; Indian family structure; Bowen's Family Systems theory; family psychoeducation and counselling.

Unit-4

Crisis intervention: Understanding crisis intervention: Physical, emotional, and behavioural responses to any man-made crisis or natural calamities; characteristics of an effective crisis intervention professional.

Targeted crisis intervention and related approaches: Identifying individuals at risk of self-harm and suicide; gatekeepers' approach to suicide prevention; Psychological First Aid: concept, principles of Psychological First Aid, steps in providing Psychological First Aid, self-care while providing Psychological First Aid; ethical and legal aspects of helping people during crisis.

Suggestive Readings:

Allan Bellak- International Handbook of Behaviour, Modification & Therapy, N.Y,Pleman Press..

Bhatti, R.S., Varghese, M. & Raguram, A. (Eds) (2003). Changing marital and family systems-challenges to conventional models in mental health. Bangalore, NIMHANS

Brems (2001) Basic Skills in Psychotherapy & Counseling Brooks/Cole

Corey G. (1996) Theory & Practice of Counseling & Psychotherapy (5^{th}ed) Brooks/Cole

Cormier, W.H. & Cormier, L.S. (1991). Interviewing strategies for helpers: Fundamental skills and cognitive behavior. Pacific Grove, CA: Brookes/Cole

David Capuzzi & Douglas R. Gross (2007). Counselling And Psychotherapy Theories and interventions, 4^{th}ed. Pearson prentice hall.

Martin, Garry & Pear, Joseph (2002). Behavior Modification. (7^{th}Ed.) Prentice Hall of India Pvt.Ltd.

Milton Berger (2001) Behaviour Modification- Principles &Procedures(2^{nd}ed.)Wadsworth.

Seligman, L., Reichenberg, L.: Theories of Counselling and Psychotherapy Pearson Education India, 2015

Wolberg L.R. (1998) The Technique of Psychotherapy 4^{th}edition Vol. I & II.

Year 4

Semester 8

Case Submission and VIVA-VOCE

Course Objective:

Students shall be comprehensively compiling all his practical work during the entire program in laboratory, community and clinical setting in the form of a portfolio duly signed by HOD clinical psychology.

Course Outcomes:

Such comprehensive portfolio shall be indicative of the competence and skill acquired by the candidate during the four year program as well certification to assist a clinical psychologist.

The port folios shall be evaluated and examined by a board comprising HOD of clinical psychology, the mentor and two external experts from the discipline of clinical psychology. The candidate shall also present the portfolio to be evaluate through the VIVA-VOCE. The credit of this course shall be 6 or 150 marks.

Year 4

Semester 8

Dissertation: Submission and Viva Voce

Dissertation: Submission and Viva Voce course in the B.Sc. Clinical Psychology program, allocated 8 credits, serves as an advanced, integrative research undertaking where students will complete an original research project. Guided by their academic supervisor, students will finalize their dissertation, adhering to high standards of methodological rigor and contributing insights to the field of clinical psychology. Upon submitting the written dissertation, students will participate in a viva voce, providing an in-depth oral defense of their research design, data analysis, findings, and theoretical contributions. The viva voce will be overseen by an evaluation committee, comprising the Head of the Department of Clinical Psychology, the academic supervisor and two external experts in the field. The students will submit the three hard copies, duly signed by the supervisor, in the department one month before the final examination/evaluation.