



VINAYAKA MISSION'S RESEARCH FOUNDATION

(Deemed to be University under section 3 of the UGC Act 1956)

Master of Science in Clinical Psychology

(M. Sc. Clinical Psychology)

Choice Based Credit System (CBCS)

CURRICULUM – 2023-24

FACULTY OF REHABILITATION AND BEHAVIORAL SCIENCES

Department of Clinical Psychology

SCHOOL OF REHABILITATION AND BEHAVIORAL SCIENCES

AVMC&H Campus, Puducherry

1. Introduction

Clinical psychology is a subspecialty of Psychology with the objective of diagnosing and providing psychological care for individuals with less severe mental disorders and their families. Further, the goal of this program is to provide training, education and supervision; and also provide research-based practice. The field of Clinical Psychology integrates science, theory, and practice to understand, predict, and alleviate maladjustment, disability, and discomfort as well to promote human adaptation, adjustment, and personal development. Clinical Psychology focuses on the intellectual, emotional, biological, social, and behavioral aspects of human functioning across the life span, in varying cultures, and at all socioeconomic levels (American Psychological Association, Division 12, 2012).

Course Structure:

Master of Science (Clinical Psychology) is a Postgraduate program that encompasses both theory and practical, with the opportunity to conduct research. The structure of the program includes theory & practical classes, case studies, counseling sessions, record submissions and dissertations, related to the field of Clinical Psychology.

Current context:

There is a growing demand for Clinical psychologists in India to cater to individuals with Mental disorders. However, Institutes recognized by RCI, offering M.Phil Clinical Psychology is limited. Hence, a Hospital-Based Postgraduate program in M.Sc Clinical Psychology is needed to train students, who after graduation can work as assistants to certified Clinical Psychologists or pursue M.Phil Clinical Psychology, to practice independently.

Clinical training involves observation of cases in various clinical aspects including:

- Case history taking and Mental Status Examination
- Administration, Scoring and interpretation of various psychological tests
- Neuropsychological assessments
- Child and adolescent Psychology
- School psychological assessments
- Various forms of psychotherapy including Cognitive Behaviour Therapy.
- Application of psychology principles to various medical conditions

At present MSc Clinical Psychology programs are not offered in Pondicherry Union territory. However, this course is offered in Annamalai University, Christ University (Bangalore), and SRM and SRMC in Chennai. Annamalai University does not have hospital-based training. Since we have a holistic hospital set up, this would facilitate students to join and learn their skills during this program.

The scope of M. Sc Clinical Psychology program involves

- Hospital setting
- School and Educational centers as counsellors
- Community mental health programs
- Rehabilitation Centers
- Assisting Clinical Psychologists and Psychiatrists in psychological evaluation and psychological treatments.

2. Statement of Learning Outcomes

The Aim:

To provide academic coursework and clinical training, and supervisions that prepare graduate students for careers in the mental health field.

Program outcomes:

- Understand the Biopsychosocial model of health facilities to understand the basic principle of learning, biological basics of behavior, thinking, memory, personality, and neuropsychological causes of the mental disorder.
- Understand the importance as well as use the psychological and neuropsychological assessment
- Apply psychological principles and techniques in rehabilitating persons with mental health problems and disabilities
- Able to provide diagnosis based on accurate analysis of patient information, assessment, physical examination, evidence-based practice, and good clinical reasoning and judgment under the supervision of RCI registered clinical psychologist
- Develop patient management plans with engagement of their families and community as partners in the process.
- Work in a multidisciplinary team with other healthcare professionals, as member or leader in order to provide a state of the art to the patient, family and community
- Integrate research principles and statistical analysis methods in designing and conducting research studies aiming at improving diagnostic and therapeutic measures.
- Apply ethical principles about provision or withholding of clinical care, research, confidentiality of patient information, informed consent, Government regulations and medico-legal aspects.

3. Structure of the System

- **Course name and abbreviation:**
- Master of Science in Clinical Psychology (M.Sc. in Clinical Psychology)
- **The number of years of training:**
- The duration of M.Sc. Clinical Psychology Degree Program shall be two academic years comprising 4 semesters.
- The academic year commences from 1st week of September in each academic year.

Odd semesters – 1 & 3 - September – February

Even semesters – 2 & 4 - March – August

- **Medium of teaching:**
- The medium of teaching is English
- **Semesters/phases of training and their duration:**
- **Credit Distribution:**
- Each semester would get a complete 16 weeks for the conduct of academics, excluding sessional exams, study leave, end semester examinations, semester break, declared holidays & non-academic events.
- Credit Distribution
- Lecture (L) : 1Hr=1 credit
- Tutorial(T) : 2 Hrs=1 credit
- Practical(P) : 2 Hrs=1 credit
- Clinical Training (CT) : 2 Hrs=1 credit
- **Number of weeks in the academic phase/ semester, hours of teaching periods in a week, and Number of credits for Choice Based Credit System (CBCS).** Each semester consists of 16 weeks of teaching, tutorial, and practical wherever applicable. The distribution of a total number of hours per week is mentioned in section four under the Structure of curriculum content. There are two electives offered in addition to the core subjects. Students are allowed to choose any one elective in semester one. The total credit is 83.

4. Structure of curriculum content

SEMESTER –I

Subject code	Name of subject	Credit distribution (L,T,P,CT are hours/week)					Marks distribution		
		L	T	P	CT	Credit	IAC	ESE	Total
MCP 1.1	Personality studies	3	1	0	0	4	30	70	100
MCP 1.2	Psychopathology-I	3	1	0	0	4	30	70	100
MCP 1.3	Cognitive Neuroscience-1	3	1	0	0	4	30	70	100
MCP 1.5	Clinical Training-I	0	0	0	10	5	50*		50
MCP 1.4	Advanced Biostatistics and Research Methodology	3	0	0	0	3	30	70	100
Total		12	3	0	5	20	170	280	450
<p>*Based on submission of psychodignostic case observation record</p> <p>Internal Assessment Components (IAC) and the End-semester examinations (ESE)</p>									

SEMESTER – II

Subject code	Name of subject	Credit distribution (L,T,CT,P are hours/week)					Marks distribution		
		L	T	P	CL	Credit	IAC	ESE	Total
MCP 2.1	Cognitive Neuroscience –II Neuropsychology	3	1	0	0	4	30	70	100
MCP 2.2	Child, Adolescent and school psychology	3	1	0	0	4	30	70	100
MCP 2.3	Psychodiagnostics	2	0	2		4	50*	50**	100
MCP 2.5	Clinical training-II	0	0	0	8	4	50***	-	50
MCP 2.4	Psychopathology - II	3	1		0	4	30	70	100
Total		11	3	2	4	20	190	260	450
	<p>*(Based on sessional viva voce)</p> <p>** (Psychodiagnostics viva voce – University exam with external examiner)</p> <p>*** (Based on submission of psychodignostic case observation record)</p>								

SEMESTER –III

Subject code	Name of subject	Credit distribution (L,T,P,CT are hours/week)					Marks distribution		
		L	T	P	CT	Credit	IAC	ESE	Total
MCP 3.1	Qualitative Research	3	1	0	0	4	30	70	100
MCP 3.2	Psychotherapy -I	3	1	0	0	4	30	70	100
MCP 3.3	Health Psychology	3	1	0	0	4	30	70	100
MCP 3.4	Clinical Training-III	-	-	0	12	6	50*	-	50
Total		9	3	0	6	18	140	210	350
*(Based on submission of psychotherapy observation record)									

SEMESTER –IV

Subject code	Name of subject	Credit distribution (L,T,P,CT are hours/week)					Marks distribution		
		L	T	P	CT	Credit	IAC	ESE	Total
MCP 4.1	Cognitive Behavior Therapy	3	1	0	0	4	30	70	100
MCP 4.2	Psychotherapy-II	3	1	0	0	4	30	70	100
MCP 4.4	Dissertation	-	-	-	-	10	30	70	100
MCP 4.3	Clinical Training/ viva voce	-	-	0	8	4	50*	50**	100
Total		6	2	0	8	22	140	260	400
*(Based on submission of psychotherapy observation record)									
** (Viva voce – University exam with external examiner)									

Elective credit and mark distribution

Electives will be offered during the first semester. Students are allowed to choose any one elective

Subject code	Name of subject	Credit distribution (L,T,CT,P are hours/week)					Marks distribution		
		L	T	P	CL	Credit	IAC	ESE	Total
ELC 1.1	Organizational Psychology	2	1	0	0	3	30	70	100
ELC 1.2	Foundation course in yoga	2	1	0	0	3	30	70	100

Summary of credits and Marks distribution

Semester	Credit distribution (L, T, P, CT) are hours/week)					Marks Distribution		Total
	L	T	P/CT	Dissertation	Credit	IAC	ESE	
I-Semester	12	3	05	-	20	170	280	450
II-Semester	12	3	05	-	20	190	260	450
III-Semester	9	3	06	-	18	140	210	350
IV-Semester	6	2	04	10	22	140	260	400
Total	39	11	20	10	80	900	800	1650
Elective	2	1	0	0	3	60	140	200
Total core and elective subjects	41	12	20	10	83	960	940	1850

5.1. Eligibility & selection criteria

- Candidates who have obtained a Bachelor's Degree in (B.A. / B.Sc.) Psychology in any recognized University.
- Has studied psychology as one of the core subjects in triple main with a minimum of 50% marks in aggregate or equivalent Cumulative Grade Point Average (CGPA) are eligible to apply for the admission in M.Sc. Clinical Psychology program.

5.2. Number of seats:

A maximum of 20 students shall be selected each academic year.

5.3. Medium of teaching

Medium of teaching will be in English

6. Assessing Student Achievement

6.1. Types of assessment – Continuous, formative/ summative:

This program uses both the formative and summative assessment. The formative assessment will be conducted during mid of the semester and this mark will be included for the in-course assessment. The summative assessment will be conducted at the end of semester as a written exam.

6.2. Examinations and Assessment

- i. For all category of courses offered (Core Theory, Core Lab, Research Project), the assessment will comprise of Continuous Internal Assessment (CIA) and at the end of each semester examinations. For each course the total of 100% per course is determined from the CIA weighted at 30% and the Annual Exam weighted at 70%.
- ii. Evaluation for a course shall be done on a continuous basis. The uniform procedures to be adopted is to conduct at least two continuous internal assessments (CIA) followed by end of semester exam
- iii. Evaluation for a course with clinical rotation or clinical training will be done on a continuous basis. Candidate having $\geq 80\%$ attendance in the theory and 90% attendance in practical and 50% marks in CIA in each of the courses can alone qualify to appear for the end semester examinations.

7.0. Attendance

- i. Candidates who cannot appear for examination for want of attendance will be declared failed and will have to repeat the particular semester to be eligible to appear for exams subsequently.
- ii. Candidate who is shortage of attendance in any one of the subjects will be “detained” for the subject and continue the next semester. He/She has to compensate the required attendance in the next semester and take the examination for the subject along with other subjects of that semester.

iii. Condonation of shortage of attendance in genuine cases to a maximum of 10% which shall be approved by the Vice-Chancellor VMRF-DU.

iv. A candidate has to complete the course successfully within 3 attempts including the first one. Beyond three attempts approval from the Vice Chancellor of VMRF-DU has to be obtained. The Course should be completed within four years from the commencement of the program.

8.0. Procedure for re-joining after break of study:

i. The candidate having availed a break of study between six months to five years shall apply for re-joining the program by remitting the stipulated fee for Condonation of break of study to the VMRF-DU through the Head of the Institution.

ii. The Head of the Institution shall not permit any candidate with a break of study as stipulated above to re-join the programme without obtaining the prior permission from the authorities of the VMRF-DU.

9.0. Pattern of Question Paper – End Semester Examinations

Theory	Duration – 3 Hours
Essays (Answer 3 out of 5) (3 x 15)	45 marks
Short notes (Answer 5 out of 7) (5 x 5)	25 marks
Total	70 marks

10.0. Clinical Viva examination

i) Clinical Viva will be conducted by one internal and one external examiners for the even semesters (2nd & 4th)

ii) Clinical Viva will be conducted by two internal examiners for the odd semesters (1st & 3rd).

11.0. Criteria for passing:

11.1 The student is required to obtain a minimum of 50% in each of the theory papers, internal assessment, practical and clinical exams, and dissertation for a pass.

11.2 Students will have to pass the clinical examination of the given semester to proceed to the next semester.

11.3 Carry-over of papers: Maximum number of attempts for any paper / clinical / dissertation shall be three inclusive of the first attempt. There shall be no supplementary examination. Beyond three attempts, approval from the Vice Chancellor of VMRF-DU has to be obtained.

11.4 The Course should be completed within four years from the commencement of the program.

12.0. Grading System

Range of % of Marks	Letter Grade	Grade Point
95-100	O++	10.0
90-94	O+	9.5
85-89	O	9.0
80-84	A++	8.5
70-79	A+	8.0
60-69	A	7.0
55-59	B+	6.0
51-54	B	5.5
50-40	C	5.0
< Minimum Pass	U	0 (Reappear)
Absent	U	0 (AB)

- **Semester Grade Point Average (SGPA)**

Each student is assigned a Semester Grade Point Average (SGPA) on completion and declaration of results of a semester.

$$SGPA = \frac{\sum (C_i * G_i)}{\sum C_i}$$

Where C_i is the credit for a course in that semester and G_i in the grade point earned by the student in for that course. The SGPA is rounded off to two decimal numbers.

- **Cumulative Grade Point Average (CGPA)**

The overall performance of a student at any stage of the degree program is evaluated by the Cumulative Grade Point Average (CGPA) up to the point of time is calculated on the courses which are successfully completed.

$$CGPA = \sum_j \left\{ \frac{\sum_i (C_{ij} * G_{ij})}{\sum_i C_{ij}} \right\}$$

- **Classification of Class based on CGPA**

5.0 - 6.5	Second Class
6.5 - 8.0	First Class
8.0 and above	First Class with Distinction

13.0. Additional Tuition Fees

13.1. In-case of attending the semester after end of final semester the candidate has to pay the tuition fee for that semester.

14.0. Award of Rank

Classes, ranks and medals shall be awarded based on final CGPA for candidates who pass in the first attempt only.

15.0. Award of Degree

The University shall award the degree after the candidates successfully complete all the examinations stipulated.

SEMESTER-I

TITLE

- 1: Personality Studies
- 2: Psychopathology-I
- 3: Cognitive Neuroscience-I
- 4: Advanced Biostatistics and Research Methodology
- 5: Clinical Training –I
6. Electives – Organizational Psychology / Foundation Course in Yoga

1	Personality Studies		
Number of credits: 4 Total hours: 60	L=3	T=1	P=0
Aim The aim is to provide a general and comprehensive exposure to various approaches to personality and various studies related to personality research and its application Objectives Introducing various theories of personality Help learners to evaluate personality theory and research Understand classical and contemporary approaches to personality References Burger.J.M(2011).Personality (Vii Ed).U.S.A Wadsworth cengage learning Cloninger,S. Theories of Personality Understanding persons (VIEd). Corr, P.,Mathews, G (2009). The Cambridge Handbook of Personality Psychology. New York: Cambridge University Press Dumont,F (2010). A history of personality psychology theory, science, and research from Hellenism to the twenty first century. New York: Cambridge unibersity press . Ewan,R.B [2003). An introduction to theories of Personality (VIEd). London: Lawrence Erlbaum Associates, publishers Feist,J..&FaistG.J(20D8).Theories of Personality (VIIEd).Boston.McGrawHill Frager,R.,&Fadiman,J. Personality and Personal Growth (VIEd). Funder ,D.C.(2016). The personality puzzle. New York: W.W. Norton &Co.			

Hall, Lindzey., & Campbell J .B.[1998) Theories of personality (IV Ed). New York: John Wiley and Sons.

Larson, R., & Buss, D. (2010). Personality Psychology: Domains of Knowledge about human nature (IV Ed). New York: Mc Graw Hill publishers

Liberman, R.M., & Spieglar, M.D. Personality: Strategies and issues, Pacific grove, California : Brooks/Cole Publishing company.

Ramachandra Rao S.K (1962) Development of Psychological thought in India.

Ryckman, R.M (2008). Theories of Personality (IX Ed). U.S.A: Wadsworth—Thompson

Schultz, D.P., & Schultz, S.E (2009), Theories of Personality (IX Ed). U.S.A: Wadsworth-Thompson Learning.

Sinha J (1958) Indian Psychology, Vol 1, 2 and 3

Personality Studies		
Unit	Topics	Made of Teaching
1.	Introduction to personality: Defining personality, evolution of various approaches to personality, assessment and research	Lecture Tutorial
2.	Classical psychoanalysis Introduction to psychoanalytic approach and various principles of psychoanalysis, structure and dynamics of personality, psychosexual stages, defense mechanisms, and critical evaluation of psychoanalysis approach	Lecture Tutorial
3	Neo Freudians Carl Jung Analytical psychology, Alfred Adler interpsychic theories and Harry Stack Sullivan's theory.	Lecture Tutorial
4	Psychoanalytic social psychology Karen Horney's Theory of neurotic needs: Introduction to theory and basic anxiety. Neurotic needs and neurotic trends. Intrapsychic conflict: Eric Fromm : Introduction, basic anxiety and human needs. Burden of freedom, character orientation and personality disorder.	Lecture Tutorial

	Ego psychologists perspective of personality	
5	<p>Learning Theories</p> <p>Approach to personality based on classical and operant conditioning.</p> <p>Dollard and Miller's stimulus response theory.</p> <p>Social learning theory: Principles of observational learning and reciprocal determinism self system and self efficacy.</p> <p>Mowrer's theory of personality</p>	Lecture Tutorial
6	<p>Dispositional and biological basis of personality</p> <p>The big five personality and five dimensions of personality</p> <p>Hans Eysenck: Biological traits: Description and measurement of temperament</p> <p>Murray approaches to personality Personology.</p>	Lecture Tutorial
7	<p>Humanistic and Existential Theories</p> <p>Carl Rogers: Person centered theory</p> <p>Abraham Maslow hierarchy of needs</p> <p>Rollo May Existential theory</p>	Lecture Tutorial
8	<p>Cognitive theories</p> <p>George Kelly Personal Construct Theory and Gregory McClell Explanatory style</p>	Lecture Tutorial

2	Psychopathology-I		
Number of Credits: 4 Total hours: 60	L=3	T=1	P=0
<p>Aim</p> <p>The aim is to provide a general; and comprehensive exposure to DSM-V, enabling the candidate to acquire knowledge, skills and desirable attitudes in the principles of mental disorder.</p> <p>Objectives</p> <p>Demonstrate an understanding of a clinically significant behavioral and psychological syndrome in both children and adults.</p> <p>Take detailed history, perform full mental status examination and make clinical formulation/diagnosis, drawing on their knowledge of a pertinent diagnostic criteria and phenomenology.</p> <p>Identify social, economic, environmental, biological and emotional determinants of mental health, and institute diagnostic, therapeutic, rehabilitative, preventive and promotive measures to provide holistic care to patient</p> <p>Evaluate psychological and interpersonal problems</p> <p>Reference</p> <p>Gelder, Gath and Mayon (1989) Oxford Textbook of Psychaiatry,(2nd ed)., NY: Oxford university press</p> <p>Kaplan and Sadock, (1995). Comprehensive textbook of psychiatry, (6th ed)., Vol. 1 and 2, London : William and Wilkins</p> <p>Rutter, M and Herson, L (1994). Child and Adolescent Psychiatry: Modern approaches, (3rd ed) London: Blackwell Scientific Publications</p> <p>Vyas, J.N and Ahuja, N (1999). Textbook of postgraduate psychiatry, (2nd ed) Vol 1 and 2, New Delhi: Jaypee brothers</p> <p>Prerequisite: Bachelor level psychology degree</p>			

Psychopathology-I		
Unit	Title	Mode of teaching
1	<p>Introduction to Psychopathology:</p> <p>Concept & signs, symptoms, and diagnosis, clinical assessment in psychiatry including case history taking, mental state examination, clinical interview, clinical case summary. Classificatory systems of DSM and ICD</p>	<p>Lecture</p> <p>Tutorial</p>

3	Cognitive Neuroscience-I
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2	<p>Disorders of Infancy, childhood, and adolescence</p> <p>Causes, Signs and symptoms, psychopathology, assessment and treatments of intellectual disability, autism spectrum disorder and attention deficit hyperactive disorder</p>	Lecture Tutorial
3	<p>Communication disorders</p> <p>Disorders of language, speech sound, child-onset fluency, and social communication and stuttering</p>	Lecture Tutorial
4	<p>Specific Learning disability</p> <p>Causes, signs and symptoms, psychopathology, assessment and treatments of dyslexia, dyscalculia, and dysgraphia</p>	Lecture Tutorial
5	<p>Overview of feeding and eating disorders</p> <p>Pica, rumination disorders, and avoidant/ restrictive food intake disorders</p>	Lecture Tutorial
6	<p>Anxiety disorders of infancy, childhood, and Adolescence</p> <p>Separation anxiety disorders, social anxiety disorder, and</p>	Lecture Tutorial
7	<p>Adjustment disorder</p> <p>Causes, signs and symptoms, psychological assessment and treatment for adjustment disorder</p>	Lecture Tutorial

No of Credits:4 Total hours: 60	L=3	T=1	P=0
<p>Aim</p> <p>This paper is aimed to prepare the students to have comprehensive knowledge about cognitive psychology and various processes that are involved in cognition. This course will also focus on the theoretical basis of important higher cognitive functions.</p> <p>Objectives</p> <p>Understand basic concepts of cognitive psychology and its relevance to clinical psychology field. Overview of foundation of cognitive psychology and research methods Understand various theoretical models related to cognition and higher cognitive function</p> <p>References</p> <p>Anderson, J.R. (2010). Cognitive psychology and its implications. Princeton, N.J: Brunng, R.H., Schraw, G.J., Norby, M.M and Ronng, R.R (2004). Cognitive psychology and instructions.(4th Eds). New Jersey: Pearson prentice Hall Galotti, K.M. (1995). Cognitive psychology in and outside laboratory. Mumbai: Thompson Asia. Gazzaniga, M.S.(2004). The cognitive neurosciences. MIT press Reigler, V.R., and Riegler, G.L(2008). Cognitive psychology: Applying the science of mind. Pearson education. Sternberg, R.J., and Sternberg. K(2016). Cognitive psychology. Nelson Education.</p>			

Cognitive Neuroscience-I		
Unit	Topics	Mode of Teaching
1	Introduction to cognitive psychology: History, theory of cognitive psychology, and research in human cognition	Lecture Tutorial
2	Perception Sensation to Representation: Introduction to perception- perception of objects and forms. Bottom-Up Theories; Direct perception, template theories, feature-matching theories, Recognition-by-components theory. Top-Down Theories: Perceptual learning, change blindness, word perception.	Lecture Tutorial

3	<p>Attention</p> <p>Four main functions of attention: Signal detection and vigilance, visual search, visual selective attention, divided attention.</p>	Lecture Tutorial
4	<p>Memory models:</p> <p>Nature of memory, types and theories of memory, memory process, and how to improve memory</p>	Lecture Tutorial
5	<p>Problem Solving</p> <p>Classic problems and general methods of solution</p> <p>Blocks to problem solving: Mental set, using incomplete or incorrect, representations, lack of problem-specific knowledge or expertise</p> <p>Creativity and problem solving.</p>	Lecture Tutorial
6	<p>Decision making, judgement and reasoning</p> <p>Judgment and decision making: Classical decision theory. Heuristics and biases, fallacies. Deductive and inductive reasoning</p>	Lecture Tutorial
7	<p>Consciousness</p> <p>Consciousness: Definition, levels of consciousness. states of consciousness.</p> <p>Theories of consciousness: a biological state, global workspace, higher order states</p> <p>Attention and consciousness: The consciousness of mental processes, pre-consciousness processing. Perception and consciousness</p>	Lecture Tutorial
8	<p>Intelligence and metacognition</p> <p>Carroll: Three stratum model of intelligence, Gardmer's: Theory of multiple intelligences, Sternberg's the Triarchic theory of intelligence.</p> <p>Artificial intelligence and metacognition:</p>	Lecture Tutorial

4	Advanced Biostatistics and Research Methodology		
Number of Credits: 3 Total hours: 45	L=1	T=2	P=0
<p>Aim:</p> <p>To understand basic procedures of research and statistical analysis</p> <p>Objectives</p> <p>To provide the students an understanding about the basic procedures of research and statistical methods applied to analyze the results obtained. This helps the candidates to carry out their project work.</p> <p>Text books</p> <p>Daniel W W. Biostatistics: A foundation for analysis in health sciences, 2nd ed. New York; John Wiley and Sons, 1987.</p> <p>Altman D G. Practical statistics for medical research. London : Chapman and Hall; 1991.</p> <p>Swinscow T D V and Campbbell M J : Statistics at square one, New Delhi; Viva Books private Limited, 2003.</p> <p>Campbell M J: Statistics at square two: understanding modern statistical applications in mediceine, Oxford, 2006</p> <p>Gordis Leon: Epidemiology.Philadelphia, Elsevier, 2009</p> <p>Beaglehole R and Others: Basic Epidemilogy, New Delhi, All India Traveller Bookseller, 2006</p> <p>Armitage p, Berry G. Statistical methods in medical research, 3rd ed. London: Blackwell Scientific Publications;1994.</p> <p>Reference Books</p> <p>Jennifer Pent and Belinda Barton : Medical statistics, London, Blackwell publishing, 2005</p> <p>Kothari CR.Research methodology: Methods and techniques. Wiley eastern Ltd, New Delhi</p> <p>Sundar Rao PSS and Richard J.Introduction to Biostatistics: A manual for students in health sciences. Prentice- Hall of india Pvt.LTD, New Delhi</p> <p>Park E.Park’s Text book of prevfentive and social medicine, M/S Banarasidas Bhanot, Jabalpur</p> <p>Conover W J. Practical nonparametric statistics, 2nd ed. New York: John Wiley and sons; 1980</p> <p>Lwanga SK, Lemeshow S. Sample size determination in health studies. A practical manual. Geneva: WHO; 1991</p> <p>Beaglehale R, Bonita R, Kjellstrom. Basic epidemilolgy, Geneva: World health organization , 1983</p> <p>Friedman L M, Furberg C D, Demets D L. Fundamentals of clininical trials, 2nd ed. Massachusetts: PSG Publishing company, 1985.</p> <p>Hosmer D W, Lemeshow S. Applied logistic regression. New yourk: John Wiley and Sons; 1989.</p> <p>Detels R. McEwen J, Beaglehole R, Tanaka H.Editors.Oxford text book of public health , 4th ed. Vol 1 and 2 oxford university press; 2002</p> <p>International committee of medical journal editors. Uniform requirement manuscript submitted to biomedical journals. N Engl J Med; 336:309-15,1997.</p>			

George Argyrous: Statistics for social and health research, New Delhi, Sage publication, 2000
 R C Goyal, Research methodology for health professionals, New Delhi, Jaypee brothers medical publishers, 2013.
 Susan L Bailey and Deepu Handu: Introduction to Epidemiologic research methods in public health practice, USA, Jones and Bartlett learning, 2013.

Advanced Biostatistics and Research Methodology

Unit	Topics	Mode of teaching
1.	<p>Introduction to Biostatistics</p> <p>Uses of statistics in health science research.</p> <p>Measures of central tendency: mean, median and mode- Measures of dispersion: range, quartile deviation, standard deviation, variance and coefficient</p>	Lecture Tutorial
2	<p>Sampling</p> <p>Sample size calculation, Various methods of random sampling- simple, stratified, systematic, cluster and multistage random sampling techniques with merits and demerits</p> <p>Non-random sampling methods- convenience, quota, judgment and snowball sampling.</p> <p>Sampling and non-sampling errors- definition, differences and methods to minimize these errors.</p>	Lecture Tutorial
3	<p>Normal Distribution</p> <p>Sampling distributions and confidence intervals</p> <p>Normal and standard normal distributions- properties, applications and computation of probabilities using standard normal table.</p> <p>Introduction to skewness and Kurtosis- Concept of sampling distributions, standard error and confidence intervals.</p>	Lecture Tutorial

4	<p>Tests of significance</p> <p>Basis of testing of hypothesis – null and alternate hypothesis, type I and type II errors, level of significance, power of the test, P value, two sided test and one sided test.</p>	Lecture Tutorial
5	<p>Types of tests</p> <p>Parametric and non-parametric tests, One way ANOVA</p>	Lecture Tutorial
6	<p>Correlation and Regression</p> <p>Scatter diagrams, Pearson's and Spearman's correlation coefficient- Interpretation, properties, and assumptions (no computation). Introduction to simple linear and multiple linear regression</p>	Lecture Tutorial
7	<p>Format of Scientific Documents</p> <p>How to do review of literature, validity and reliability of the scales/ instrument, indexed and non-indexed journal, ranking of journals, and cloned journals.</p>	Lecture Tutorial
8	<p>Format of research proposal</p> <p>Research proposal format and its content, importance of consent and assent form and study information,</p>	Lecture Tutorial

5	Clinical Training – I		
Number of Credits: 5 Total hours:150	L = 0	T=0	CT=10
<p>Aim</p> <p>To train the students to perform psychiatric history taking and Mental Status Examination (MSE)</p> <p>Objective</p> <p>To learn and practice the necessary clinical skills needed to perform clinical interview case history method. Observation method, psychological evaluation, understanding basic psychopathology, know about the structured psychiatry evaluation proforma, conduct mental status examination (MSE) and provide psychodiagnostic formulation to arrive at appropriate diagnosis.</p> <p>Internal Assessment</p> <p>Students will have to submit three completed psychodiagnostic case observation record for evaluation.</p> <p>Submission of psychodiagnostic case observation records is mandatory for being eligible for writing end semester university examination.</p>			

SEMESTER –II

Course code course title

- 1: Cognitive Neuroscience-II: Neuropsychology
- 2: Child, Adolescent and School Psychology
- 3: Psychodiagnostics
- 4: Psychopathology-II
- 5: Clinical Training-II

1	Cognitive Neuroscience-II: (Neuropsychology)		
Number of credits:4 Total hours: 60	L=3	T=1	P=0
<p>Aim</p> <p>This paper is aimed to prepare the students to have comprehensive knowledge about normal and impaired functioning of the brain with the basic anatomy of the structures of the brain. It will give brief idea about assessment of cognitive functions.</p> <p>Objectives</p> <p>Basic concept of Neuropsychology and its' relevance to clinical psychology field. Students must know the emergence of Neuropsychology in history and its' current status. Basic functions of the brain and important terminology used in study of brain. Students must be able to explain structures, basic functions of neurons and its communication patterns. They must be able to discuss anatomy of all four lobes (frontal, temporal, parietal and occipital) and their functions and dysfunctions (syndromes). They must have the understanding of neuropsychological profile of major psychiatric disorders and rehabilitation and its models.</p> <p>References</p> <p>Darby,D,&Walsh,K(2005).Neuropsychology: A clinical approach,5 thEd. Churchill Livingstone 2. Kolb,B.,&Whishaw,I.Q.(2009).Fundamentals of human neuropsychology .New York,NY:WorthPublishers. Lezak,M.D.,Howieson,D.B,&Loring,D.W.(2004).Neuropsychological Assessment, 4thed.NY,NY:Oxford University Press. Strauss, E., Sherman, E.M.S. & Spreen, Otfried (2006). A Compendium of Neuropsychological Tests. Administration, Norms and Commentary (3rdEds). NY,NY: Oxford University Press. Strub,R.L.,&Black,F.W.(2000).The Menta lStatus Examination in Neurology(4th Ed.).Philadelphia, PN.F.A .Davis Company. Zillmer,E.A.(2008). Pfinciples of Neuropsychology .Belmont, CA: Thomson Wadsworth Publishers. KalatJ.W.(2009).BiologicalPsychology.WadsworthpublishersBelinauntCA.</p> <p>Prerequisite: Bachelor level Psychology Degree.</p>			

Cognitive Neuroscience-II: (Neuropsychology)		
Unit	Topics	Mode of teaching
1	<p>Introduction</p> <p>What is Neuropsychology?</p> <p>History of Neuropsychology: Relevance of Neuro psychology for Clinics psychology practice, modern neuropsychology, Emerging research areas in Neuropsychology.</p>	Lecture Tutorial
2	<p>An overview of Nervous system</p> <p>Primary functions: Basic brain terminology, Brain's surface features, Brain's Internal features.</p> <p>The classification of nervous system! Somatic nervous system, Autonomic nervous system, Principles of nervous system functions.</p>	Lecture Tutorial
3	<p>Cells of the nervous system</p> <p>Neurons and glial cells: structures and functions, communication among neuron: The neuronal impulse (resting membrane potential, action potential), communication among neuron (structure of synapses, synaptic transmission, & neurotransmitters).</p>	Lecture Tutorial
4	<p>Function and role of lobe</p> <p>Anatomy of the frontal, occipital, parietal and temporal lobe, and its relationship with behavior</p>	Lecture Tutorial
5	<p>Neuropsychological problem among mental disorders: An overview of autism, stroke, functional neurological disorders, amnesia and other mental disorders</p>	Lecture Tutorial
6	<p>Neuropsychological Assessment</p> <p>Rationale and Goals of Neuropsychological Assessment, psychometric issues in Neuropsychological assessment</p>	Lecture Tutorial
7	<p>Neuropsychological Assessment an overview of neuropsychological battery: Halstead Reitan, Luria Nebraska, and NIMHANS battery.</p>	Lecture Tutorial
8	<p>Rehabilitation</p> <p>Theories and methods of neuropsychological rehabilitation and critical evaluation of neuropsychological rehabilitation</p>	Lecture Tutorial

2	Child, Adolescent and School Psychology		
Number of Credits :4 Total hours: 60	L=3	T=1	P=0
<p>Aim Impart the concepts associated with Childhood, Adolescent and school Psychology</p> <p>Objectives To acquaint students with the theoretical, professional and practical aspects of Child, Adolescent and School Psychology Understanding of developmental domains of Child and Adolescent. The foundation necessary to begin developing their own ideas into viable research projects if they choose to further pursue developmental research To orient students with the nature of exceptionality and teaching techniques adopted for the same. To acquaint students with various strategies, assessment and methods of evaluation in schools</p> <p>References Bornstein,M.H.(20D2).<i>Handbook of parenting: Volume3</i>. Mahwah,N.J:Lawrence Erlbaum. Bransletter,R.(2012). <i>The School psychologists Survival Guida</i>(Ied). Published by Jossey-Bass Goldstein,S.,&Brooks,R.B.(2005).<i>Handbook of resilience in children</i>. NewYork: Kiuwer Academic/Plenum Publishers. Hirschy,S.T.,& Wilkinson,E.(201D). <i>Protecting our children :Understanding and Preventing abuse and neglect in early childhood</i>. Belmont, Ca:Wadsworth. Hopkins,B.(2005).<i>TheCambridge encyclopedia of child development</i>. Cambridge, US:Cambridge University Press. Kuczynski,L(2002).<i>Handbook of dynamics in parent-child relations</i>.Thousand Oaks: Sage Publications. Kutcher,S.,Wei,Y.,& Weist,M.D (2015).<i>School mental health: Global challenges and opportunities</i>. UK: Cambridge University Press Merrrel,KW.,Ervin,R.A.,& Peacock,G.G (2012).<i>School Psychology for the 21“ Century: Foundations and practices</i> (IEd).London: Guilford Press O’Connor,K.J.(1991). <i>The play therapy primer.An integration of theories and techniques</i>. New York: Wiley. Papalia,D.E,Olds,S.W.&Feldman,R.D.(2004).<i>Human Development</i> (9Ed).New Delhi: Tata McGrawHill Pub. Rathus,S.A.,&Rathus,S.A.(2006).<i>Childhood and adolescence Voyages in development</i> .Belmont, CA: Thoivson/Wadsworth Reid,G.(20D7)<i>Motivating learners in the classroom: Ideas and strategies</i>..London: Hurlock, J.W.(2007).<i>Life Span Development</i> (3ed).New Delhi: Tata McGrawHill Pub Santrock,J.W. <i>Child Development</i>(13^hed).NewDelhi:TataMcGraveHillPub. Santrock,J.W.(2007). <i>Adolescence</i> (11^h0d.}.Boston: McGrawHill. Simon,D.J.,&Swerdlik,M.E(2016).<i>Supervision in School Psychology:The</i></p>			

developmental, Ecological, problem Solving Model. New York: Routledge

Southwick, S.M. (2011). *Resilience and mental health Challenges across the lifespan*. Cambridge England: Cambridge University Press

Stephen N.E., Thomas R.K., Joan L.C. & John F.T. (2000) *Educational Psychology*, Third edition Mc.Graw hill International editions

Weist, M.D., Lever, N.A., Bradshaw, G.P., & Owens, J.S. (2013). *Handbook of Mental health: Research, Training, Practice and Policy* (IIEd). New York: Springer

Woolfolk, A. *Educational Psychology* (9th edition) India: Published by Pearson Education

Zentner, M., & Shiner, R.L. (2012). *Handbook of temperament*. New York: Guilford Press.

Child, Adolescent and School Psychology		
Unit	Topics	Mode of Teaching
1	Introduction to developmental psychology What is development? Principles of development, developmental domains across lifespan	Lecture Tutorial
2	Motor and cognitive Development Definition, Gross and Fine motor skills Piaget's and Vygotsky's theory of cognitive development Kohlberg's theory of Moral development	Lecture Tutorial
3	Social and Emotional Development Erikson's psychosocial development. Temperament, attachment and parental interactions in Behavioral problems.	Lecture Tutorial
4	Parenting Parenting Styles. Parental psychopathology: substance abuse and parenting, foster	Lecture Tutorial

	parenting, single parenting, parent and child relationship	
5	<p>Play</p> <p>Development of play. Social play, Object play, Symbolic play, Motor play, Pretend play and Parallel play Functions of play</p> <p>Play and creativity</p> <p>Play and development: Cognitive, Language, Social and Emotional domains.</p>	Lecture Tutorial
6	<p>Introduction to school psychology</p> <p>History, Nature and <i>definition</i></p> <p>School Psychology Vs Educational Psychology</p> <p>Role of a School Psychologist: Assessment, Consultation, Counseling, Prevention and Intervention Ethical issues in School Psychology</p>	Lecture Tutorial
7	<p>Diversity in Classroom –Culture, social Class and exceptional students</p> <p>Culture and school:</p> <p>Multicultural education: Dimensions of multicultural education, improving relations among multicultural students</p> <p>Factors influencing classroom achievement: Family attitudes, Indian school education system and Government Schemes</p>	Lecture Tutorial
8	<p>Specific problems in school and school mental health</p> <p>Bullying. Definition. types, causes and whole school approach</p> <p>School absenteeism and Truancy: Difference between absenteeism and truancy, Contributing factors and interventions to absenteeism and truancy</p> <p>School refusal and Dropouts: Causes, Management, Recommendations for teachers, parents and school psychologists</p> <p>Guidelines for mental health in schools and school mental Health programs in India.</p> <p>Internet addiction and influence of media</p>	Lecture Tutorial

3	Psychodiagnostics		
Number of Credits: 4	L=2	T=0	P=2
Total hours: 60			
<p>Instructor in-charge</p> <p>MPhil in clinical psychology or PhD in clinical psychology</p> <p>Aim</p> <p>To provide hands-on experience in acquiring the necessary skills and competency in selecting, administering, scoring and interpreting and reporting psychological tests often employed in clients with mental disorders. Since psychological assessment involves integration of information from multiple sources, the trainees are required to be given extensive exposure in working up of cases and carrying out the assessment at all levels. Typical areas of focus for psychological assessment includes intelligence, symptomatology and personality variables that help/direct treatment and assess treatment outcome</p> <p>Objectives</p> <p>Use relevant criteria to assess the appropriateness of a psychological test and evaluate its strengths and weaknesses for clinical purposes.</p> <p>Able to carry out the clinical work-up and discuss the diagnostic possibilities based on the history and mental status examination of the clients with psychological/ neuropsychological problems.</p> <p>Synthesize and integrate collateral information from multiple sources and discuss the rationale for psychological assessment as relevant to the areas being assessed</p> <p>Select and justify the use of psychological tests and carry out the assessment as per the specified procedures in investigating the relevant domains</p> <p>Interpret the findings in the backdrop of the clinical history and mental status findings</p> <p>Prepare the report of the findings as relevant to the clinical questions asked or hypothesis set up before the testing began, and integrate the findings in service activities.</p> <p>References</p> <p>Bellack, A.S. & Hersen, M. (1978). Comprehensive Clinical Psychology: Assessment, Vol. 4. Elsevier Science Ltd.: Great Britain</p> <p>Choudhary, U. (1980). An Indian modification of the Thematic Apperception Test, Shree Saraswathi Press: Calcutta</p> <p>Exner, J.E. (2003). The Rorschach -A Comprehensive System, Vol 1, 4th ed., John Wiley and sons: NY.</p> <p>Freeman, F.S. (1965). Theory and practice of psychological testing, Oxford and IBHN: New Delhi.</p> <p>Hercen, M, Segal, D. L, Hilsenroth, M.J. (2004). Comprehensive handbook of psychological assessment, Vol 1&2, John Wiley & Sons: USA</p> <p>Kapur, M., John, A, Rozario, J & Oommen, A. (2002). NiMHANS Index of Specific Learning Disability. Psychological assessment of children in the clinical setting. Bangalore: Vinayaka</p>			

Offset Printers
 Murray H.A. (1971). The Thematic Apperception Test manual, Harvard University Press.
 Ramalingaswamy P. (1974). WAPIS Form-PR. Manual of Indian Adaptation of WAIS-
 Performance Scale. New Delhi: Manasayan
 Prerequisite: Bachelor level Psychology Degree

S.No	Topics	Mode of teaching
1	Introduction Objectives of psychological assessment, psychometric properties. Tests and its applications, types of tests report writing	Lecture Tutorial
2	Child Cognitive Assessment Sequin Form Board, Raven's Progressive Matrices, Wechsler Intelligence scale for children, Vineland Adaptive Behavioural Scale II/VSMS, BKT, Bhatia's Battery	Lecture Tutorial
3	Adult Cognitive Assessment Wechsler adult intelligence scale (WAIS-IV), Wechsler memory scale III, WAPIS	Lecture Tutorial
4	Learning Disabilities NIMHANS index of specific disability/ DST junior dyslexia test and other learning disability screening and diagnostic scales	Lecture Tutorial
5	Personality Measures Self-report 16 personality factor questionnaire, Minnesota Multiphasic personality inventory (MMPI-II), emotional quotient assessment	Lecture Tutorial
6	Projective tests Rorschach ink block test, sentence completion test, TAT and CAT	Lecture Tutorial
7	Adult rating scales Rating scales for both neurotic and psychotic such as Beck Depression Inventory (BDI), Hamilton rating scale (HRS), Depression, anxiety and stress scale (DASS), Positive Scale, Negative Scale, and General Psychopathology Scale (PANSS), The Alcohol Use Disorders Identification Test (AUDIT), YALE-brown obsessive compulsive scale (Y-BOCS) and other scales	Lecture Tutorial

8	<p>Children rating scales</p> <p>Rating scales for childhood disorders and behavioral problems such as childhood autism rating scale (CARS), Indian scale for the assessment of autism (ISAA), Children psychopathology scale (CPS), Behavioural Assessment scale for Indian children (BASIC-MR) and other scales.</p>	
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4	Psychopathology-II		
Number of Credits: 4	L=3	T=1	P=0
Total hours: 60			

<p>Instructor In-charge</p> <p>M.Phil/ Ph.D Clinical Psychology or MD Psychiatry</p> <p>Aim</p> <p>The aim is to provide a general; and comprehensive exposure to DSM-V, enabling the candidate to acquire knowledge, skills and desirable attitudes in the principles of mental disorder.</p> <p>Objectives</p> <p>Demonstrate an understanding of a clinically significant behavioral and psychological syndrome in both children and adults.</p> <p>Take detailed history, perform full mental status examination and make clinical formulation/diagnosis, drawing on their knowledge of a pertinent diagnostic criteria and phenomenology.</p> <p>Identify social, economic, environmental, biological and emotional determinants of mental health, and institute diagnostic, therapeutic, rehabilitative, preventive and promotive measures to provide holistic care to patient</p> <p>Evaluate psychological and interpersonal problems</p> <p>Reference</p> <p>David H. Barlow (2021). Clinical Handbook of Psychological Disorders A Step-by-Step Treatment Manual Sixth Edition ISBN 9781462547043. Guildford Press</p> <p>Pomerantz, A.M. (2017). Clinical Psychology: Science, practice, and culture. Sage Publications: New Delhi 4th edition</p> <p>Blaney, P H., Krueger, R. F. & Million, T. (2015). Oxford Textbook of Psychopathology (3rd edition). London: Oxford University Press</p> <p>Schultz D. P. & Schultz S. E (2017), Theories of Personality (10th Edn). Wadsworth Cengage Learning</p> <p>Sadock, B.J. & Sadock, V.A. (2015). Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (10th. Ed.). Philadelphia: Lippincott Williams & Wilkins.</p> <p>Pamela Korsmeyer; Henry R Kranzler (2009). Encyclopedia of drugs, alcohol & addictive</p>			
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behavior Publisher: Detroit, Mich. : Macmillan Reference USA.
 Gary Groth-Marnat, A. Jordan Wright (2016). Handbook of Psychological Assessment, 6th Edition ISBN: 978-1-118-96064-6 May 2016
 Prerequisite: Bachelor level psychology degree

Psychopathology-II		
Unit	Topics	Mode of teaching
1	Organic mental disorders Etiology and Clinical features dementia, delirium and Alzheimer, Parkinson and other organic disorders	Lecture /Tutorial
2	Substance-Related Disorders Alcohol & Drugs: Types, Clinical features, and etiology	Lecture /Tutorial
3	Schizophrenia and other psychotic conditions. Types, clinical features. etiology	Lecture /Tutorial
4	Mood disorders Types, clinical features, and etiology	Lecture /Tutorial
5	Anxiety disorders Types, clinical features, etiology	Lecture /Tutorial
6	Personality disorders Classification, clinical features, etiology	Lecture/ Tutorial
7	Stress related disorders Dissociation disorders, somatoform disorders, sleep disorders, impulse control disorders and other neurotic disorders: Types, clinical features, etiology	Lecture /Tutorial
8	Problems of sexuality and gender Sexual dysfunctions: Classification. Clinical features, etiology Gender Identity Disorders. Clinical features, etiology Paraphilias: Clinical features, etiology	Lecture/ Tutorial

Internal Assessment

Students will be evaluated on the basis of Viva Voce based on case vignettes.

5	Clinical Training -II		
Number of Credits: 4 Total hours:120	L=0	T=0	CT=8
<p>To train the students to perform various psychological assessments and counseling skills</p> <p>Objectives:</p> <p>To learn and practice the necessary clinical skills needed to perform Clinical interview, Case history method, observation method, psychological evaluation, Understanding basic psychopathology. Know about the structured psychiatry evaluation Proforma (adult) and skills to perform cognitive and personality assessment.</p> <p>To learn to employ various positive psychology methods in specific disorders' intervention</p> <p>To understand various medical conditions and related psychological issues and application of intervention methods</p> <p>Internal Assessment</p> <p>Students will have to submit three completed Psychodiagnostic case observation records for evaluation.</p> <p>Submission of Psychodiagnostic case observation records is mandatory for being eligible for writing End semester University examination.</p>			

SEMESTER-III

- 1 Qualitative Research Methodology
- 2 Psychotherapy -I
- 3 Health Psychology
- 4 Clinical Training-III

1	Qualitative Research Methodology		
Number of Credits:4	L=3	T=1	P=0
Total hours: 60			
<p>Aim:</p> <p>This course will equip the students to understand various methods and approaches in qualitative research. In addition, this course would help the students to deal with various issues involved in conducting qualitative research in psychology</p> <p>Objectives</p> <p>To provide theoretical foundation of qualitative research methods in psychology. Provide students with the fundamental knowledge of research methods and design used in psychology. Facilitate students' understanding of how using valid scientific methods can improve and create knowledge in the field of psychology. Develop skills in proposal writing and reporting qualitative research. To equip students to analyze data and interpret output in a scientifically meaningful way.</p> <p>References</p> <p>Berg, B.L. (1995). <i>Qualitative research methods for the social Sciences</i>/Bruce L. Berg. Boston. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. <i>Qualitative research in psychology</i>. 3(2), 77-101. Camic, P. M., Rhodes, J. E., & Yardley, L. E. (2003). Qualitative research in psychology: Expanding perspectives in methodology and design. <i>American Psychological Association</i>. Coyne, I.T. (1997). Sampling in qualitative research. Purposeful and theoretical sampling, merging or clear boundaries <i>Journal of advanced nursing</i>. 26(3), 623-630. Cotbin, J., & Strauss, A. [1990]. Grounded Theory Research: Procedures, Canons and Evaluative Criteria. <i>Qualitative sociology</i>. 13:1, pp3-21 Catherine Koh Ter Riessman (2008). <i>Narrative Methods or the Human Sciences</i>. CA,</p>			

USA.SAGE Publications,244pages, ISBN:978-0-7619-2998-7

Fine, G.(1993). Ten Lies of Ethnography. *Journal of Contemporary Ethnography*. 22 (3)pp. 267-294.DOI: 10.1177/O89124193022003001

Flick,U.(2014).*An introduction to qualitative research* .SAGE Publications.
Problems.12(4)pp:436-445

Mack, N., Woodsong, C., MacQueen, K. M., Guest. G,& Namey, E. (2005). *Qualitative research methods. a data collector's field guide*. Family Health International. USAID

Prerequisite: Bachelor level psychology degree

Qualitative Research Methodology		
UNIT	Topics	Mode of teaching
1	<p>Introduction</p> <p>Defining qualitative research, Difference between qualitative and quantitative research.</p> <p>Historical development of qualitative research: Empiricism, positivism and Interpretivism.</p>	Lecture Tutorial
2	<p>Methods of collecting qualitative data</p> <p>Various methods of collecting qualitative data, Individual interview, Qualitative surveys, focus group discussions, record keeping, case studies, Observations.</p> <p>Qualitative Data Analysis: deductive and inductive approaches</p> <p>Qualitative data analysis: five steps for data analysis</p>	Lecture Tutorial
3	<p>Sampling strategies for qualitative research</p> <p>Sampling method (Criterion based or purposive, theoretical, opportunistic and convenience sampling).</p> <p>Key Features of Sampling: sample size, Selection criteria. sample frames.</p> <p>Designing a purposive sampling.</p> <p>Strategies for ensuring trustworthiness: credibility, transferability, dependability, confirmability.</p>	Lecture Tutorial
4	<p>Qualitative data analysis</p> <p>Different traditions of qualitative data analysis thematic analysis: features, decisional factors (Inductive vs theoretical, semantic or latent, realist vs constructionist) and advantages. Phases of thematic analysis. Criteria for</p>	Lecture Tutorial

	<p>good thematic analysis.</p> <p>Narrative analysis: Context, typology of narrative analysis (thematic, structural, dialogic/performance, and visual).</p>	
5	<p>Qualitative data analysis</p> <p>Discourse analysis: Preparing for analysis, coding, stages.</p> <p>Content analysis: Introduction and process of analysis, manifest vs Latent content analysis, inductive vs deductive. Phases of content analysis.</p> <p>Interpretative phenomenological analysis: Steps (multiple reading and making notes, transforming notes into emergent themes, seeking relationships and clustering themes).</p>	Lecture Tutorial
6	<p>Qualitative analysis interpretation:</p> <p>Constant Comparative Analysis: Stages (comparing, Integrating, delimited the theory, and writing the theory)</p> <p>Techniques for enhancing the quality of analysis: Forms of research output from qualitative research (comprehensive, summary, developmental, selective)</p> <p>Writing report: Features, structure, content, style and context</p>	Lecture Tutorial
7	<p>Dissertation style and format</p> <p>Dissertation format: front page, table of content, introduction, method, result, discussion, and intext and reference citation,</p>	Lecture Tutorial

2	Psychotherapy -I		
Number of Credits: 4	L=3	T=1	P=0
Total hours: 60			
<p>Instructor In charge</p> <p>M.Phil. Clinical psychology or Ph.D in clinical psychology</p> <p>Aim</p> <p>This paper intends to provide a general orientation to psychotherapeutic processes</p> <p>Objectives</p> <p>Understand process and master skills of clinical interviewing</p> <p>Understand important concepts in psychotherapy process and various therapy variables</p> <p>Orient to ethical aspects of psychotherapy</p>			

Sensitize the student about the importance of therapeutic relationship as a determinant of outcome
 Orient student to common factor model in psychotherapy
 Gain understanding about mechanism of change in psychotherapy
 Learn to understand and evaluate process research

References

Comer, J.S., & Kendall, P.C. (Eds.). (2013). *The Oxford handbook of research Strategies for clinical psychology*. Oxford University Press.

Eells, T. D. (Ed.). (2011). *Handbook of psychotherapy case formulation*. Guilford Press.
 Pritz, A., & Bieken, B. (2016). *Psychotherapy Research*. SPRINGER Verlag GMBH.
 Giacomantonio, G. (2013). On the role of theory and models of change in Psychotherapy research. *Psychotherapy in Australia*, 19(2), 18.

Greenson, R. (1967) *The technique and Practice of Psychoanalysis*. London: Hogarth Press

Heatherington, L., & Eyre, S. (2002). Handbook of Psychological Change: Psychotherapy Processes and Practices for the 21st Century. *Psychiatric Services*, 53(8), 1036-1036.

Kazdin, A.E. (2007). Mediators and mechanisms of change in psychotherapy research. *Annu. Rev. Clin. Psycho.*, 3, 1-27.

Leiper, R., & Kent, R. (2001). *Working through Setbacks in Psychotherapy. crisis, Impasse and relapse*. Sage.

Sills, C. (Ed.). (2006). *Contracts in counseling and psychotherapy*. Pine Forge Press

Prerequisite

Bachelor level Psychology Degree

UNITT	Topics	Mode of Teaching
1	Introduction to psychotherapy and counseling Overview, Historical Context The Scientific Context of Counseling and Psychotherapy: common factor model Ethical Essentials	Lecture Tutorial
2	Phases of psychotherapy Beginning phase, middle phase, termination phase - How to formulate the therapeutic session	Lecture Tutorial

3	<p>Clinical Interviewing: rapport, proximity, motivation, collaborative goal setting,</p> <p>The Physical Setting for clinical interviewing. listening skills, directive and non-directive listening behavior, direct and indirect questions, open ended and close ended questions,</p>	Lecture Tutorial
4	<p>Problems in therapy</p> <p>Transference and counter transference, goals setting issues, resistance for treatment, causes for the inadequate treatment adherence, lack of therapeutic alliance, management of resistance,</p>	Lecture Tutorial
5	<p>Critical cases in Psychotherapy:</p> <p>Handling suicidal cases and its treatment including prevention, protect from violent behavior, ethical and legal issues in mishandling of clients vice versa in India.</p>	Lecture Tutorial
6	<p>Psychoanalytic psychotherapy</p> <p>Introduction to psychoanalytic principles, indications contraindications, trial analysis.</p> <p>Therapeutic processes: Resistance, transference and counter transference</p> <p>Therapeutic techniques: Free association, dream interpretation, resistance analysis, analysis of transference, confrontation, clarification, interpretation,</p>	Lecture Tutorial
7	<p>Supportive psychotherapy:</p> <p>Definition, objectives, types: Supportive, re-educative and reconstructive</p> <p>Basic ingredients and principles of psychotherapy: Indications and contraindications of psychotherapy, selection and acceptance of clients for psychotherapy difference between psychotherapy and counseling</p>	Lecture Tutorial
8	<p>Gestalt Therapy</p> <p>Gestalt Theory and Therapy: Principles, practice, evidence-based status</p>	Lecture Tutorial

3	Health Psychology		
Number of Credits: 4	L=3	T=1	P=0

Total hours: 60			
<p>Instructor In Charge</p> <p>MPhil clinical psychology</p> <p>Aim</p> <p>This course intends to provide a biopsychosocial model of illness</p> <p>Objectives</p> <p>to identify the physiological, psychological, and personality factors of stress, utilize the coping mechanism and management of stress. Understand the mind and body relationship</p> <p>Reference Books:</p> <p>Manju Mehta (2009) Behavioural Sciences In Medical Practice (2nd ed.). Jaypee Brothers</p> <p>David Frawley (1997). Ayurveda and the Mind: The healing of consciousness. Lotus Press; 1st edition</p> <p>Govind Prasad Updhyaya (2009) Ayurvediya Manasa roga Chikitsa. Chaukhamba Sanskrit Pratisthan</p> <p>Folkman, S. (2010). The Oxford handbook of stress, health, and coping. Oxford University: Oxford.</p> <p>James, R. K. (2012). Crisis Intervention Strategies. Belmont, CA: Brooks/Cole. Block, Stanley (2010).</p>			

Health Psychology		
Unit	Topics	Mode of teaching
1	<p>Foundation of health psychology</p> <p>The Contribution of Psychosomatic Medicine</p> <p>The Emergence of Behavioral Medicine</p> <p>The Emergence of Health Psychology</p> <p>The biopsychosocial model of health</p>	<p>Lecture</p> <p>Tutorial</p>
2	<p>Health and belief</p> <p>What is health behavior?</p> <p>Factors predict healthy behavior (attribution theory, stages of change</p>	<p>Lecture</p> <p>Tutorial</p>

	model, etc) Cognition model (health belief model, theory of planned behavior, etc)	
3	Treatment Adherence What is adherence and compliance, various factors that affect treatment adherence, theoretical models of treatment adherence, factors that improve the treatment adherence	Lecture Tutorial
4	Stress Theories of stress, major sources of stress, Biopsychosocial model of stress and relationship between stress and illness	Lecture Tutorial
5	Stress, immunity, and disease Psychooncology, Psychodermatology, Psychoneuroimmunology, the impact and relationship between stress, and Cardiovascular, Pain and AIDS/HIV	Lecture Tutorial
6	Coping Mechanisms, Coping theories, Problem and emotional focused coping mechanisms	Lecture Tutorial
7	Stress management, Self-help general techniques, Importance of exercise, meditation and yoga	Lecture Tutorial

4	Clinical Training -III		
Number of Credits: 6 Total hours:180	L=0	T=0	CT=12
<p>Instructor In- Charge</p> <p>M.Phil Clinical Psychology</p> <p>Aim</p> <p>Train the students in clinical skills required to perform psychological assessments and psychotherapy.</p> <p>Objectives</p> <p>To learn and practice the necessary clinical skills needed to perform clinical interview. Case history method, observation method, psychological evaluation, understanding basic psychopathology, know about the structured psychiatry evaluation Proforma and skills to perform cognitive, personality and psychodiagnostics assessment in order to conceptualize psychotherapeutic formulation to initiate appropriate psychological interventions.</p> <p>Internal Assessment</p> <p>Students will have to submit three psychotherapy case observation records for evaluation</p> <p>Submission of psychotherapy case observation records in mandatory for being eligible for writing end semester university examination.</p>			

SEMESTER -1V

COURSE TITLE

1 Cognitive Behavior Therapy

2 Psychotherapy -II

3 Dissertation

4 Clinical Training IV

1	Cognitive Behavior Therapy		
Number of Credits: 4	L=3	T=1	P=0
Total hours: 60			
Aim This course will enable students to understand the role of learning in the geneses of adaptive and maladaptive behaviour and also equip them with a sound understanding of behaviour therapy and cognitive behavioural therapy, both concepts and techniques.			
Objectives Able to study the components of problem behaviors and examine them in terms of their functional aspects Understand various methods of measuring and recording different types of behaviours and cognitions Able to understand various approaches towards behavioural and cognitive behavioural intervention Able to conceptualize behaviours with reference to the behavioural principles Understand the techniques to increase desirable behaviour, establish new behaviours. Know the difference between automatic thoughts, intermediated beliefs, and core beliefs along with its maintaining factors. Understand the purpose of the structure and elements of treatment sessions in cognitive behavioral therapy To familiarize with new generation approaches towards cognitive behavior therapy.			
References Beck,J.S(1995).Cognitive Therapy Basics and Beyond.Guildford press,Newyork Freeman A(2004). Encyclopedia of Cognitive Behaviour therapy. Springer Publications. New York Leahy, R.L(2004).Contemporary Cognitive therapy Theory, Research, and Practice, Guilfofd press, New York Lambert,M.J(2D04).Handbook of psychotherapy and behaviour change,5 th ed, JohnWiley and sons:USA MiltenbetgerR.M(2008) Behaviour Modification: Principles and Procedures.Fourth			

edition Thomson Higher Education, USA

Reinecke, M.A., Clark, D.A. (2003). Cognitive Therapy across the lifespan: evidence and practice. Cambridge University press. Cambridge

Reinecke, M.A., Dattilio, F.M., Freeman, A. (2006). Cognitive therapy with children and adolescents a casebook for Clinical Practice, 2nd ed. Guilford press. New York

Rimm, D.C. & Masters, J.C. (1979). Behaviour therapy Techniques and empirical findings, Academic Press: New York

Sanders, D., Wills, F. (2003). Cognitive therapy an introduction. 2nd ed. Sage Publications. New Delhi

Spiogler, M. (2002). Contemporary Behavior Therapy Wadsworth Publishing Company, Belmont

Wells, A. (2009). Metacognitive Therapy for Anxiety and Depression. Guilford, New York

Prerequisite : Bachelor level Psychology Degree

UNIT	Topics	Mode of teaching
Section I : Behavior Therapy		
1	Principles of behaviour therapy Principles of Classical conditioning: Conditioning, extinction, spontaneous recovery, stimulus discrimination and generalization Principles of operant conditioning: Reinforcement, extinction, punishment, stimulus generalization and discrimination Principles of social learning theory: Observation, modeling	Lecture Tutorial
2	Behaviour assessment Defining behaviour, basic concepts of behaviour assessment (ABC model) Components of behaviour analysis	Lecture Tutorial
3	Behaviour Therapy Procedures Procedures to establish new behaviour: Shaping, prompting, fading and chaining. Procedure to increase desirable behaviour and decrease	Lecture Tutorial

	undesirable behaviour: Exposure based procedures: Systematic desensitization, flooding, graded exposure, exposure and response prevention, overcorrection, omission training, massed practice and thought stopping.	
4	Other Techniques Self-management, habit reversal procedure, biofeedback, relaxation training (progressive relaxation, diaphragmatic breathing), applied relaxation, autogenic training, role of imagery in relaxation	Lecture Tutorial
Section II: Cognitive Behaviour Therapy		
5	Basic Principles The cognitive principle, Levels of Cognition: Negative Automatic thought, Dysfunction Assumptions, Core beliefs Generic Assessment of negative thoughts CBT model: Characteristics of CBT collaboration, empirical approach, problem oriented.	Lecture Tutorial
6	Process of therapy Initial, middle and termination of session Modification of negative thoughts and belief.	Lecture Tutorial
7	Major Models of CBT Theoretical model of Cognitive behavior therapy for depression, OCD, Social Phobia, Panic disorder	Lecture Tutorial
8	New generation cognitive behaviour therapies: Dialectical behaviour therapy, Mindfulness based therapies: mindfulness based stress reduction (MBSR) and mindfulness based cognitive therapy (MBCT).	Lecture Tutorial

2	Psychotherapy– II		
Number of credits: 4 Total hours: 60	L=3	T=1	P=0
<p>Aim</p> <p>This paper intends to provide orientation to psychological intervention. The student is expected to familiarize with some of the basic principles, mechanisms and applications of psychotherapy</p> <p>Objectives</p> <p>A student is expected to master some of the core theories that explain the mechanism of change in various clinical conditions.</p> <p>The student is expected to learn to differentiate between what is psychotherapeutic and what is psychotherapy by learning the core features of psychotherapy, its essential components, structure and organization etc.,</p> <p>The student is expected to achieve some basic understanding with reference to generating data about the clinical conditions and integrating it according to existing models towards the annihilation of various psychological problems.</p> <p>The student is expected to learn about some of the major streams of psychotherapy and their indications and contraindications.</p> <p>References</p> <p>Bateman, A. Homes, J. (1995) Introduction to Psychoanalysis, London: Routledge</p> <p>Bellack, As... Hersen, M. (1998) Comprehensive Clinical Psychology, Vol 6, Great Britain: Elsiever Science Ltd:</p> <p>Bloch, S (200). An introduction to the psychotherapies, 3rd Ed. New York: Oxford Medical Publications.</p> <p>Capuzzi, D, Gross D R. (2003). Counselling and Psychotherapy: theories and interventions. Erd ed: New Jersey Merrill Prentice Hall.</p> <p>Dryden, W. (2002). Handbook of Individual Therapy, 4th ed., New Delhi: Sage Publications.</p> <p>Eells, T.D (2007). Handbook of psychotherapy case formulation. 2nd ed. : USA: Guilford press.</p> <p>Garfield, S.L. (1995) Psychotherapy: An Eclectic – integrative Approach New York: JohnWiley & Sons.</p> <p>Greenson, R. (1967) the technique and Practice of Psychoanalysis. London: Hogarth Press.</p> <p>Hersen M & Sledge W. (2002). Encyclopedia of Psychotherapy, Vol 1&2, USA: Academic Press.</p> <p>Kierman, G. L., Weissman, M. M (1993). New Approach of Interpersonal Psychotherapy, Washington: American Psychiatric press.</p> <p>Lambert, M.J., Shapiro, D.A. and Bergin, A.E.(1986). The effectiveness of psychotherapy. In S.L Garfield and A.E.Bergin (eds), Handbook of psychotherapy and Behaviour change (3rd Ed, pp. 157-212). New York: John Wiley & Sons.</p> <p>Wolberg, L.R. the techniques of psychotherapy, 4th ed., Parts 1&2, New York Grune, & Stratton.</p>			

Prerequisite: Bachelor level Psychology Degree.

Psychotherapy-II		
Unit	Topics	Mode of Teaching
1	Existential Therapy Key figures, principles, practice of ET, evidence-based status	Lecture Tutorial
2	Person-central Therapy Principles, practice, evidence-based status of therapy	Lecture Tutorial
3	Interpersonal psychotherapy Basic assumptions phases of therapy: Initial phase: Diagnosis and assignment of the sick role, identification of current interpersonal problems, establishing the relevant problem areas. Intermediate phase: Identification of problem areas grief, role transition, interpersonal disputes, interpersonal deficits Termination phase General therapeutic techniques: exploratory questions, encouraging affect, clarification, communication analysis, use of therapeutic relationship	Lecture Tutorial
4	Brief Dynamic and positive psychology Characteristics', selection criteria, classification: short term dynamic therapy. History and importance of positive psychology, and its technique	Lecture Tutorial
5	Other therapy: Emotion focused therapy, solution focused therapy, narrative therapy, & hypnosis	Lecture Tutorial
6	Family therapy Introduction, goals and types of family therapy and couple therapy.	Lecture Tutorial

7	Group therapy: Introduction, goals and types of group therapy Differences in the group therapy for substance abuse, neurotic and psychotic.	Lecture Tutorial
8	Psychotherapy in India Contemporary therapies: yoga, meditation, art therapy, drama therapy treatment for the mental illness in the Indian context	Lecture Tutorial

3	Dissertation		
Number of Credits: 10	L=0	T=0	P=0
<p>Aim</p> <p>To learn the research methodology</p> <p>Objectives</p> <p>To learn how to prepare a research protocol and conceptualize the research To learn research design and statistical analysis in an actual research setting To learn the various processes involved in dissertation (conduct review of literature, prepare methodology, interpret analysis) To learn dissertation/writing methods according to the required format (APA style) To learn and prepare research manuscript for publication To learn various methods of dissemination of research data The candidate has to carry out dissertation in the field of psychology/clinical psychology The candidate shall work under the supervision of his/her guide and present her protocol within 6 months from the commencement of the course. Three bound copies of the dissertation shall be submitted to the university 15 days prior to the fourth semester university examination The student shall be eligible to write the fourth semester examination only if she/he submits dissertation on time.</p>			

4	Clinical Training IV		
Number of Credits:6 Total hours:120	L=0	T=0	CT=8

Aim

Train the students in clinical skills required to perform behavior therapy and cognitive therapy

Objectives

To learn and practice the necessary clinical skills needed to perform various psychological assessment and psychological interventions

To learn to employ various positive psychology methods in intervention

To understand various medical conditions and related psychological issues and application of intervention methods.

Internal Assessment

Students will have to submit a hard copy of psychotherapy cases observed (three) in third and (three) fourth semester together is to be submitted.

Submission of psychotherapy case observation records is mandatory for being eligible for writing End semester university examination.

Elective courses in semester 1

Organizational Psychology

6	Organizational Psychology		
Number of Credits: 3	L=2	T=1	P=0
Total hours: 60			
<p>Course Description</p> <p>This course introduces students to the field of Industrial and Organizational (I-O) Psychology, the scientific discipline that draws upon rigorous methodologies and theory to understand human behavior in the workplace. Given the substantial role that work plays in individuals' everyday lives, it often ends up being a component of who we are and has a substantial impact on our lives. Therefore, we all have a stake in what our work looks like. This course is designed to enable you to expand your understanding and ability to apply psychological principles to the workplace context and employee lives. As a class, we will journey through topics ranging from selecting employees to improving work-life satisfaction and reducing work-stress. In addition, this course applies psychological theory, research, and methodology to human behaviour in the workplace.</p> <p>Outcome of the Course</p> <p>At the end of the course students are able to</p> <ul style="list-style-type: none"> acquire and synthesize scientific knowledge about theories, empirical research, and practical implications of work stress, health issues and other organisational problems identify social, economic, environmental, biological and emotional determinants of mental health, and institute diagnostic, therapeutic, rehabilitative, preventive and promotive measures to provide holistic care to employees able to understand leadership and its implication on motivation and work satisfaction able to assess and provide psychosocial intervention to the psychosocial and environmental problems <p>Reference</p> <ol style="list-style-type: none"> 1.Kaplan and Sadock, (1995). Comprehensive textbook of psychiatry, (6th ed)., Vol. 1 and 2, London : William and Wilkins 2.Landy,F.J., & Conte.J.E. (2013). Work in the 21st century. An introduction to industrial and organizational psychology. FOURTH EDITION.wiley publications 			

3. Truxillo, D. M., Bauer, T. N., & Erdogan, B. (2016). Psychology and work: Perspectives on industrial and organizational psychology. Routledge/Taylor & Francis Group. ISBN: 9781848725089

Unit	Title	Mode of Teaching
1	<p>What Is Industrial and Organizational Psychology</p> <p>The importance of work in people’s lives, the concept of “good work”, how does industrial and organizational psychology contribute to society and what is industrial and organizational psychology? multicultural and cross-cultural issues in industrial and organizational psychology</p>	Lecture & tutorial
2	<p>Job Analysis and Performance:</p> <p>Campbell’s model of job performance, typical versus maximum performance, job analysis: fundamental properties and practices and job evaluation and the law</p>	Lecture & tutorial
3	<p>Leadership:</p> <p>The concept of leadership, theories of leadership, leadership types, and the challenges in leadership research.</p>	Lecture & tutorial
4	<p>The Motivation to Work:</p> <p>An introduction to motivation, motivation theories, the meaning and importance of motivation in the workplace, goal-setting theory, control theories and the concept of self-regulation, the concept of self-efficacy in modern motivation theory & action theory</p>	Lecture & tutorial
5	<p>Attitudes, Emotions, and Work:</p> <p>Work attitudes, relationship among moods, emotions, attitudes, and behaviour, work–family balance and impact of mental health on attitude and work</p>	Lecture & tutorial
6	<p>Stress and Worker Well-Being;</p> <p>What is a stressor? stress theories on organizational behavior, common stressors at work, physical/task stressors and</p>	Lecture & tutorial

	consequences of stress and how to reduce and manage stress	
7	Occupational health psychology What is health psychology, impact of occupation on health, visible and invisible impact on health, occupational hazard, non-adherence of occupational safety	Lecture & tutorial
8	Individual Differences and Assessment: What is psychometric assessment, cognitive, psychological, social ability assessment, attitude, motivation and work performance assessment, job performance screening assessment, how to prepare for the interview and assessment criteria of the interview, importance of counselling and its techniques.	Lecture & tutorial

6	Foundation course in Yoga		
Number of Credits: 3 Total hours: 60	L=2	T=1	P=0
<p>Course Description</p> <p>Foundation Course in Yoga (FCY) is an integrated preparatory course for development of self-esteem and other skills that will help them in future classes. The course is aimed at getting students acquainted with historic and traditional roots of yoga. It is laid for students to bring depth of understanding and practice into the foundations of yoga studies. The program is designed to integrate body, mind, and breath practices to achieve a well-rounded yoga study to inspire students in their personal and spiritual growth.</p> <p>Outcome of the Course</p> <p>At the end of the course students are able to</p> <ul style="list-style-type: none"> Able to understand the schools of Yoga. Able to demonstrate Asana, Pranayama/ Kumbhaka, Bandhas, Mudras, Nadi shodhana kriya & Dhyana in Hathayoga . Able to explain perspectives and definitions from both Hatha yogic texts & Patanjala Yoga Sutra. Able to assess and provide psychosocial intervention to the psychosocial and environmental problems <p>Reference</p>			

1. Abbot George Burke (Swami Nirmalananda Giri) (2021). Foundations of Yoga .Light of the Spirit Press
2. National Council of Educational 5 June 2015 Research and Training (2015). Yoga A Healthy Way of Living Upper Primary Stage
3. Swami Krishnananda.(2018). The Yoga Meditation. The devine life society

Lecture topics:

Section 1 Indian Philosophy & Culture Vedas

- 1 Meaning of 'Veda'
- 2 Names of 4 Vedas
- 3 Four Parts of each Veda
- 4 Six Vedangas
- 5 Four Upavedas Darshanas
- 6 Names of Darsanas (Aastika&Nastika) and their Originators Upanishads
- 7 Meaning of Upanishads
- 8 Panchakosha Theory Samkhya Darsana
- 9 Names of Dukhatraya
- 10 Purusa / Prakrti
- 11 Bondage & Liberation
- 12 Names & characteristics of 3 Gunas PYS
- 13 Names of 4 Chapters
- 14 The Ashtangas
- 15 Definition of Yoga (PYS -Ch. I : S2) Hatha Yoga
- 16 Brief understanding of 'Hatha' Yoga
- 17 Names of Chaturangas of Hatha Pradipika
- 18 Names of Saptangas of Gheranda Samhita Bhagavad Gita
- 19 Brief background of context of BG
- 20 Karma, Bhakti & Jnana Yogas Two Definitions of yoga
- 21 Samatvam Yoga Uchyate
- 22 YogahaKarmasuKaushalam Puranas
- 23 Names of the 4 Purusharthas Salient Features of Indian Culture

24 Sanatana&Vaidic Dharma

25 Anekantavada

26 ChaturAshramas

27 Dharma

28 Law of Karma (in brief) Applications of Yoga

29 Benefits / Pre-cautions / Contra-indications of Yoga Practices Yogic Diet

30 Mitahar

31 Yogic Lifestyle

32 Holistic Health

33 Guidelines for Self-practice

Practical shall cover the following topics

1 SukshmaVyayama / Preparatory Practices 1 Institution-specific Section

2 ShuddhiKriyas 2 VamanDhauti

3 JalaNeti

4 Trataka

5 Kapalbhati Section 3 Suryanamaskar

6 Traditional Suryanamaskar with 12 poses Section 4 Asanas Four Meditative Asanas

7 Padmasana

8 Svastikasana

9 Vajrasana

10 Veerasana Five Standing Asanas

11 Tadasana

12 Ekpadasana

13 Vrikshasana

- 14 Utkatasana
- 15 Trikonasana Four Kneeling Asanas
- 16 Ushtrasana
- 17 Marjarasana
- 18 Vyahgrasana
- 19 Shashankhasana Five Sitting Asanas
- 20 Bhadrasana
- 21 Simhasana
- 22 Vakrasana
- 23 Parvatasana
- 24 Paschimottanasana Four Prone Asanas
- 25 Bhujangasana
- 26 Shalabhasana
- 27 Dhanurasana
- 28 Naukasana Five Supine Asanas
- 29 Pavanmuktasana
- 30 Setubandhasana
- 31 Matsyasana
- 32 Uthitapadahastana
- 33 Shavasana One Inverted Asanas
- 34 Sarvangasana Section 4 Pranayama Sectional Breathing
- 35 Basic yogic Breathing
- 36 NadishodhanaKriya Pranayama without Kumbhaka
- 37 Suryabhedana
- 38 Shitali

- 39 Shitkari
- 40 Brahmari Section 5 Mudras
- 41 Chin / Jnana Mudra
- 42 Agochari Mudra (NasikagraDrishthi)
- 43 Shambhavi Mudra (BruhmadhyaDrishthi)
- 44 Ashvini Mudra
- 45 Shanmukhi Mudra
- 46 Yoga Mudra in Vajrasana&Padmasana Section 6 Mantra
- 47 Pranav Japa Shanti Mantra
- 48 Institution-Specific Section 7 Meditation
- 49 Institution-Specific Total Signed by the Authorised Signatory

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