



VINAYAKA MISSION'S RESEARCH FOUNDATION

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

REGULATIONS AND CURRICULUM FOR
BACHELOR OF SCIENCE IN CLINICAL PSYCHOLOGY (HONS)
(B.Sc. Clinical Psychology (Hons.))
PROGRAM FROM THE ACADEMIC YEAR 2025-2026

SHORT TITLE AND COMMENCEMENT

In exercise of the powers conferred by rule 9 of Memorandum of Association and Sec 2 of Chapter -V of Bye-laws of the Vinayaka Mission's Research Foundation (Deemed to be University), Salem, the Academic Council of the University hereby makes the following regulations: -

These regulations may be called “Regulations and Curriculum Governing Bachelor Of Science In Clinical Psychology (Hons) (B.Sc. Clinical Psychology (Hons.)) Program from the Academic Year 2025-2026 of The Vinayaka Mission's Research Foundation Deemed To Be University, Salem”.

These regulations shall come into force with effect from the academic year 2025-2026 and are subject to such modifications as may be approved by the Academic Council from time to time.

PREAMBLE

The B.Sc. Clinical Psychology (Hons.) is a 4-year full-time semester based undergraduate program. This comprehensive course covers theoretical foundations, research methods, and practical skills relevant to clinical psychology. In this program students would obtain exposure and training in the field of psychology followed by an understanding the field of clinical psychology, the roles and responsibilities of these professionals. This program is structured in a way to obtain basic knowledge in the field of clinical psychology which includes psychological assessment, diagnosis, psychoeducation, prevention and promotion of mental illness under the supervision of RCI registered Clinical Psychologist. The program is specially designed keeping a balance between theoretical and practical training to develop both professional and scientific competence for the trained graduate. The course intends to nurture critical thinking skills and research competence that will help the student to advance in academic and career pursuits.

There is no mid-way entry and lateral entry as this program curriculum is integrated. After four years of course completion, they will get the license 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)”.

NOMENCLATURE

The nomenclature of the program shall be Bachelor of Science in Clinical Psychology (Hons) (B.Sc. Clinical Psychology (Hons.)) is the short form.

PROGRAM OBJECTIVES

The program is designed to gain a comprehensive understanding of the scientific study of human behaviour and mental processes, with a specific focus on the assessment, diagnosis, and treatment of psychological disorders. Further this program strives to provide students with knowledge and skills to become experts in the field of Clinical Psychology. Further, it endeavors to inculcate research culture, ethics, professionalism and leadership skills among students. Students would gain practical experience in the clinical and community settings. Finally, it focuses on the holistic development of the student through the incorporation of curricular aspects with personal growth.

PROGRAM OUTCOMES

PO no:	ATTRIBUTE	COMPETENCY
PO1	Theoretical and conceptual understanding	Understand the basic nature, Principles, concepts and theoretical framework of psychological principles, physical, cognitive, social, personality and behavioural aspects across human life-span development.
PO2	Knowledge and Analyse	Apply biopsychosocial models and its principles in field of mental health and analyse the data using Psychometric tools for understanding individual and cultural influences
PO3	Application and Problem Solving	Interpret the core concepts of health psychology and positive psychology in order to prevent and promote mental wellbeing of human beings.
PO4	Clinical Competence	Provide the Diagnostic criteria and accurate analysis of assessments, mental status examination, evidence - based clinical reasoning and management under supervision.
PO5	Collaborations and Communication Skills	Develop empathy, Communication skills to work with clinical clients, family and mental health care programs.
PO6	Leadership and Teamwork	Able to understand and implement, prevention and

		promotion of community mental- health awareness programs and rehabilitation services to Disabled population.
PO7	Research skills	Apply quantitative and qualitative research methodology in community and clinical settings.
PO8	Ethical and Professional Conduct	Implement the ethical and professional principles related to mental health act and research.

DURATION OF THE PROGRAM:

- 1.1 This program consists of 4 academic years and 2 semesters per year.
- 1.2 The academic year commences from 1st week of September in each academic year
(Odd semesters – 1 ,3,5 &7) September to February and (Even semesters – 2,4,6 & 8)
March to August.

MAXIMUM DURATION OF THE PROGRAM

Candidates should complete the Bachelor of Science in Clinical Psychology (Hons) (B.Sc. Clinical Psychology (Hons.) degree program within a period of Eight years from the date of admission.

MEDIUM OF INSTRUCTION:

The medium of instruction for all the courses of study and for examination of the program shall be English.

ADMISSION ELIGIBILITY

Students are eligible to enroll BSc. Clinical Psychology (Hons.) after successful completion of 12th class with science stream (Physics and Chemistry are mandatory subjects with any one from other subjects such a mathematics, computer science, psychology.

ADMISSION PROCEDURE

The selection will be based on their performance in the Entrance Test and selection will be determined by the basis of marks obtained in entrance test conducted by the Vinayaka Mission Research Foundation.

REGISTRATION

A candidate admitted to the program shall register with this University by remitting the prescribed fees along with the application form for registration duly filled in and forwarded to this University through the Head of the Institution within 40 days from the date of admission.

COMMENCEMENT OF THE PROGRAM

The program shall commence in September of an academic year.

CUT OFF DATE FOR ADMISSION

The candidates are admitted only up to 30th September and shall be registered to take up their first semester examination during February of the next year.

WORKING DAYS DURING THE SEMESTER

Each semester shall consist not less than 90 working days.

MIGRATION/TRANSFER OF CANDIDATES

Migration/Transfer of candidates shall be granted as per the regulations of Vinayaka Mission's Research Foundation – Deemed to be University, subject to the approval of the Vice Chancellor.

PROCEDURE FOR REJOINING AFTER BREAK OF STUDY

The candidate can avail a break of study maximum two years from date of admission shall apply for re-joining the program by remitting the stipulated fee for Condonation of break of study to VMRF-DU through the Head of the Institution.

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.

PROGRAM STRUCTURE

- Total credit hours of the theory and practical is mentioned in the below table
- The total credit of this program is 178. One hour lecture: 1 credit and 2 hours practical: 1 Credit.
- Electives are offered in the semester 2 and 4. Students have an option to choose their elective.
- However, elective subjects will be offered based on the majority of students who prefer which elective subject

Courses	Semester I	Credit	L	T	P
Foundation course	Foundations of Psychology-I	6	6		
Core courses	Systems & Theory of Psychology-I	6	6		
Discipline- specific elective course	Social Psychology	4	4		
Skill enhancement courses	Behavioral & Communication Skills-I	2	2		
Clinical Placement	Psychology Practical (Lab Based)	4			4
	Total	22			
Semester II		Credit			
Foundation course	Foundations of Psychology-II	6	6		
Core courses	Systems & theory of Psychology-II	6	6		
Discipline- specific elective course	Community Psychology	4	4		
Skill enhancement courses	Behavioral & Communication Skills-II	2	2		
Clinical Placement	Psychology Practical- II (Lab Based)	4			4
	Total	22			
Elective	Artificial Intelligence/Organizational Psychology	1	1		
	Total	23			
2nd Year - Semester III		Credit			
Core courses	Theories of Personality	6	6		
	Lifespan Development-I	6	6		
Discipline specific elective course	Educational Psychology	4	4		
Skill enhancement courses	Applied Psychometric Test/Scale Development	2	2		
Clinical Placement	Psychological Assessment-I	4			4
	Total	22			
Semester IV		Credit			

Core courses	Health Psychology	6	6		
	Lifespan Development-II	6	6		
Discipline specific elective course	Positive Psychology	4	4		
Skill enhancement courses	Community Survey: How	2	2		
Clinical Placement	Community Survey: Practical	4			4
	Total	22			
Elective	Foundation Course in Yoga/ Yoga Psychology	1	1		
	Total	23			
3rd Year - Semester V		Credit			
Core courses	Research Methodology	6	6		
	Psychopathology I	6	6		
Discipline- specific elective course	Psychological Testing-I	4	4		
Skill enhancement courses	Computer Application in Psychological Research	2	2		
Clinical Placement	Clinical - Training: Community Based	4			4
	Total	22			
Semester VI		Credit			
Core courses	Statistics	6	6		
	Psychopathology II	6	6		
Discipline- specific elective course	Psychological Testing-II	4	4		
Skill enhancement courses	Psychological First Aid	2	2		
Clinical Placement	Clinical Training: Clinical Based	4			4
	Total	22			
4th Year - Semester VII		Credit			
Core courses	Clinical Assessment: Interviewing, MSE, Case History	4	4		
Discipline- specific elective course	Clinical Psychology-I	4	4		
	Rehabilitation Psychology	4	4		
Skill enhancement courses	Ethical Practice in Mental Health	2	2		
Clinical Placement	Internship 3-6months (non-credit)	4	4		
Research Dissertation	Dissertation: Synopsis preparation and presentation	4			4
	Total	22			
Semester - VIII		Credit			
Core courses	Diagnostic Systems	4	4		
Discipline- specific elective course	Clinical Psychology- II	4	4		
Clinical Placement	Case Submissions and Viva-	6			6

	voce			
Research Dissertation	Dissertation: Submission and Viva- Voce	8		8
	Total	22		

EXAMINATIONS

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

Examinations and Assessment

- For all category of courses offered (Core Theory, Practical, Research Project), the assessment will comprise of continuous internal assessment and at the end of each semester examinations.
- The course marks vary based on the theory, practical, and internals. The final marks are as follows: 150, 100, 50 and 30.
- Evaluation for a course shall be done on a continuous basis.
- The internal theory mark can be evaluated through midterm, assignment, seminar and book review.
- The internal practical marks are evaluated through midterm, project/ lab work, conduct and demonstration.
- Evaluation for a course with clinical rotation or clinical training will be done on a continuous basis.
- Remedial training will be provided to the students who failed in theory or practical or both.

Pattern of Question Paper – End Semester Examinations

The following exam pattern will be followed for the theory exams which has the total mark 75:

Theory	Duration – 3 Hours
Multiple choice Question(20X1)	20 marks
Short answer (Answer 5 out of 7) (5X3)	15 marks
Short Essay (Answer 5 out of 7) (4X5)	20 marks
Essays (Answer 2 out of 3) (2 x 10)	20 marks
Total	75 marks

The following exam pattern will be followed for the theory exams which has the total mark 50:

Theory	Duration – 2 Hours
Multiple choice Question(10X1)	10 marks
Short answer (Answer 5 out of 7) (5X3)	15 marks
Short Essay (Answer 3 out of 5) (3X5)	15 marks
Essays (Answer 1 out of 2) (1 x 10)	10 marks
Total	50 marks

The following exam pattern will be followed for the theory exams which has the total mark 30:

Theory	Duration – 1.5 Hours
Multiple choice Question(10X1)	10 marks
Short answer (Answer 5 out of 7) (5X4)	20 marks
Total	30 marks

Viva Examination

Students will have viva in all semesters which includes practical, case submission, and presentation of dissertation. Semester 1, 2,3,4,5, & 6 viva will be conducted by one internal examiner. Whereas semester 7 and 8 viva will be conducted by one internal and 2 external examiners who are experts in the field of clinical psychology. All the Viva should be conducted by the RCI registered Clinical Psychologist.

ATTENDANCE REQUIREMENT

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

- v. 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 eight years from the commencement of the program.

CONDONATION OF ATTENDANCE

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

INTERNAL ASSESSMENT AND CRITERIA FOR AWARD OF INTERNAL MARKS

Students who failed in either theory/practical or internal are consider as fail in that subject. However, they can proceed to next semester and write the reappear (arrear) exam of the course (subject) he/she failed

Internal theory will be evaluated based on the midterm, assignment, seminar and review of book/articles. whereas internal particle will be evaluated based on the midterm mark, projects, lab work, demonstration, presentation and viva voice

EXEMPTION FROM RE-EXAMINATION IN A COURSE

Candidate who has failed in the examination but obtained pass marks in any course shall be exempted from re-examination in that course.

REVIEW OF ANSWER PAPERS OF FAILED CANDIDATES

There shall be retotaling/revaluation of answer papers of failed candidates in BSc. Clinical Psychology (Hons.) degree examinations on payment of a prescribed fee.

CRITERIA FOR PASSING

- The student is required to obtain a minimum of 50% in each of the theory papers, internal assessment, practical and dissertation for a pass.
- The Course should be completed within eight years from the commencement of the program.
- The below tables explain the minimum and maximum marks of the internal and external exams

YEAR 1																													
SEMESTER 1 AND 2																													
Semester	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	Theory			Theory (Internal)			Practical			Practical (Internal)			Overall Pass Marks	Scheme of Examinations [Theory + Internal or Practical + Internal]					
											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
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 course	Separate	6			6	6	75	35		35	20	20	75	35										70	Theory+ Internal	
I	Social Psychology	Theory	Discipline specific course	Separate	4			4	4	50	25		20	10	20	50	25										50	Theory+ Internal	
I	Behavioural & Communication Skills-I	Theory	Skill enhancement courses	Separate	2			2	2	50	25																25	Theory + Internal	
I	Psychology Practical-I	Practical	Clinical placement	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	Foundation course	Separate	6			6	6	75	35		35	20	20	75	35											70	Theory+ Internal
II	Systems & theories of Psychology-II	Theory	Core course	Separate	6			6	6	75	35		35	20	20	75	35											70	Theory+ Internal
II	Community Psychology	Theory	Discipline specific course	Separate	4			4	4	50	25		20	10	20	50	25										50	Theory+ Internal	
II	Behavioural & Communication Skills-II	Theory	Skill enhancement courses	Separate	2			2	2	50	25																25	Theory + Internal	
II	Psychology Practical-II	Practical	Clinical placement	Separate			4		8									25	25	50	25			25	25	50	25	50	Practical + Internal
Total Credits for the Semester 2					18		4	22	26																				
	Artificial Intelligence / Organizational Psychology	Theory	Elective	separate	1				1	30	15		10	10		20	10										25	Theory+ Internal	

YEAR 2																													
SEMESTER 3 AND 4																													
Semester	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	Theory			Theory (Internal)			Practical			Practical (Internal)			Overall Pass Marks	Scheme of Examinations [Theory + Internal or Practical + Internal]						
					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			
III	Theories of Personality	Theory	Core course	Separate	6			6	6	75	35		35	20	20	75	35									70	Theory+ Internal		
III	Lifespan Development-I	Theory	Core course	Separate	6			6	6	75	35		35	20	20	75	35									70	Theory+ Internal		
III	Educational Psychology	Theory	Discipline specific course	Separate	4			4	4	50	25		20	10	20	50	25									50	Theory+ Internal		
III	Applied Psychometric Test Development	Theory	Skill enhancement courses	Separate	2			2	2	50	25															25	Theory + Internal		
III	Psychological Assessment-I	Practical	Clinical placement	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 course	Separate	6			6	6	75	35		35	20	20	75	35										70	Theory+ Internal	
IV	Lifespan Development-II	Theory	Core course	Separate	6			6	6	75	35		35	20	20	75	35										70	Theory+ Internal	
IV	Positive Psychology	Theory	Discipline specific course	Separate	4			4	4	50	25		20	10	20	50	25										50	Theory+ Internal	
IV	Community Survey Methods	Theory	Skill enhancement courses	Separate	2			2	2	50	25																25	Theory + Internal	
IV	Community Survey Report	Practical	Core course	Separate			4		8									25	25	50	25			25	25	50	25	50	Practical + Internal
Total Credits for the Semester 2					18		4	22	26																				
IV	Introduction to Yoga/ Yoga psychology	Theory	Elective	Separate	1		1	1	1	30	15							20							20	10	25	Theory+ Practical	

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 is 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

COMMUNITY BASED CLINICAL TRAINING

Students should obtain community based clinical training during semester 5 and 6. Students will receive community based clinical training 50 hours in various NGOs, old age homes, special schools, prisons etc.

In semester 6 students will receive clinical based clinical training 50 hours in various psychiatric wards, mental hospitals, psychiatric clinic and clinic of senior clinical psychologist

INTERNSHIP

- Students shall be placed in clinical settings preferably within an institution or on rotation basis at least for the period of 3 to 6 months and a minimum of 3 hours per working day. They will receive this training related to mental health patients under the supervision of RCI registered clinical psychologist.
- 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
- 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.
- 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 through educational trips.
- Overall, all the clinical training and clinical supervision must be monitored by the RCI registered Clinical Psychology faculty members, both, in the clinical and community settings.

SUBMISSION OF LOGBOOK OF THE CLINICAL WORK

- Each candidate shall submit to the examiners the Logbook of the clinical work duly certified by the Head of the Department as a bonafide record work done by the candidate at the time of viva in the 7th semester.
- One month prior to 7th semester examination the candidates are required to submit 10 full-length case record.
- In addition, one month prior to the 8th semester examination the candidates are required

to submit portfolio by compiling all practical work during the entire program in laboratory, community and clinical setting. This should be duly signed by HOD Clinical Psychology.

DISSERTATION

(a) All candidates should obtain the Institutional Research Committee, Institutional Review Board and Institutional Ethics Committee approval of the research proposal related to dissertation by end of the 7th semester

(b) Three hard copies and one CD of the dissertation work shall be submitted one month prior to the end of the 8th semester exam.

Dissertation shall be evaluated by the end of the 8th semester by an evaluation committee, comprising the Head of the Department of Clinical Psychology, the academic supervisor and two external experts in the field.

CARRY-OVER OF PAPERS

The candidates are permitted to carry over the theory courses until the end of the program.

ELIGIBILITY FOR THE AWARD OF DEGREE

The University shall award the degree and issue certificate only after the candidates successfully complete all the University examinations and internship.

RANKING

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

VACATION

The Head of the Institution may declare 30 days of vacation in an academic year to the students. The period(s) of vacation can be decided by the Head of the Institution.

MODIFICATION OF REGULATIONS

These regulations shall come into force with effect from the academic year 2025-2026 and are subject to such modifications as may be approved by the Academic Council from time to time.

SYLLABUS

YEAR I SEMESTER I

Course code:	Fundamentals of Psychology–I		
Number of Credit: 6	L=6	T=0	P=0
Total Hours:6			

❖ **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 behavior 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. (2021). *Understanding Psychology* (15th Edition), New Delhi, 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. (2024). *Introduction to Psychology* (8th Edition), New Delhi, Affiliated East West Press Pvt Ltd.
- Myers, D. G. (2018). *Psychology* (12th ed.). Worth Publishers.
- Weiten, W. (2017). *Psychology: Themes and variations* (10th ed.). Cengage Learning.

**YEAR I
SEMESTER I
Systems & theories of Psychology-I**

Course code:	Systems & theories of Psychology-I		
Number of Credit:6	L=6	T=0	P=0
Total Hours:6			

❖ **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. (2012). *Contemporary Theories and Systems in Psychology* (Revised Edition), New York, Springer.
- Marx, M.H., & Goodson, F.E. (Eds.). (1976). *Theories in Contemporary Psychology* (2nd Edition). New York: Macmillan Publishing Co.
- Benjamin Jr. (2009). *A History of Psychology: Original Sources & Contemporary Research* 3rd Edn. Blackwell Publishing.
- Benjamin, L.T. Jr. (2009). *A History of Psychology: Original Sources and Contemporary Research* (3rd ed.), Malden, MA: Blackwell Publishing.
- 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. (2015).** *A History of Modern Psychology* (11th ed.), Boston: Cengage Learning.
- **Wolman, B.B. (2012).** *Contemporary Theories and Systems in Psychology* (Revised Edition), New York: Springer.

**YEAR I
SEMESTER I
Social Psychology**

Course code:	Social Psychology		
Number of Credit:6	L=4	T=0	P=0
Total hours:4			

❖ **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., Branscombe, N.R., & Byrne, D. (2022). *Social Psychology* (15th Ed.), New Delhi: Pearson.
- Baumeister, R.F. & Bushman, B.J. (2018). *Social Psychology and Human Nature*. New Delhi: Cengage Learning.
- Franzoi, S.L. (2021). *Social Psychology* (8th Ed.), Redding, CA: BVT Publishing.
- 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.

**YEAR I
SEMESTER I
Behavioural & Communication Skills-I**

Course code:	Behavioural & Communication Skills-I		
Number of Credit:2	L=2	T=0	P=0
Total Hours:2			

❖ **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

Behavioural skills: Meaning & types, Relationship skills, social awareness, self-grooming and dressing sense, behaviour in various social context, behavioural 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:

- Mayer, J.D., Caruso, D.R., & Salovey, P. (2016). *The Ability Model of Emotional Intelligence: Principles and Updates*. In *Emotional Intelligence in Everyday Life*, New York: Psychology Press.
- McKay, M., Davis, M., & Fanning, P. (2018). *Messages: The Communication Skills Book* (4th ed.), Oakland, CA: New Harbinger Publications.
- King, L.A., & Hicks, J.A. (2020). *The Science of Psychology: An Appreciative View* (4th Ed.), New York: McGraw-Hill.

Course code:	Psychology Practical – I (Lab Based)		
Number of Credit:4	L=0	T=0	P=4
Total Hours:8			

❖ **Course 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.
- Gravetter, F.J., & Forzano, L.B. (2018). *Research Methods for the Behavioral Sciences* (6th Ed.), Boston: Cengage Learning.
- Ciccarelli, S.K., & White, J.N. (2021). *Psychology* (6th Ed.), New York: Pearson.
- Reed, K. S. (2022). *Cognition: Theories and Applications* (10th ed.). SAGE Publications.

YEAR I
SEMESTER II
Fundamentals of Psychology–II

Course code:	Fundamentals of Psychology–II		
Number of Credit:6	L=6	T=0	P=0
Total hours:6			

❖ **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. (2021). *Understanding Psychology* (15th Edition). New Delhi: McGraw Hill Education.
- Galotti, K. M. (2013). *Cognitive psychology in and out of the laboratory*.
- Introduction to psychology (11th ed.). Cengage Learning.
- King, L. A. (2019). *The Science of Psychology: An Appreciative View* (6th ed.). McGraw-Hill Education.
- Introduction to psychology (7th edition) Bombay: Tata-McGraw Hill.
- Myers, D. G. (2018). *Psychology* (12th ed.). Worth Publishers.

**YEAR I
SEMESTER II
Systems & theories of Psychology-II**

Course code:	Systems & theories of Psychology-II		
Number of Credit:6	L=6	T=0	P=0
Total Hours:6			

❖ **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* (2nd ed.). New York: Norton.
- Freud, S. (2024). *The interpretation of dreams* (Revised ed., ed. by M. Solms). London: British Psychoanalytical Society & New Imago Publishing.
- Freud, S. (2024). *The psychopathology of everyday life* (Revised ed., ed. by M. Solms). London: British Psychoanalytical Society & New Imago Publishing.
- Freud, S. (2024). *The ego and the id* (Revised ed., ed. by M. Solms). London: British Psychoanalytical Society & New Imago Publishing.
- 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.

YEAR I
SEMESTER II
Community Psychology

Course Code:	Community Psychology		
Number of Credit:4	L=4	T=0	P=0
Total hours:4			

❖ **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). *Community psychology*. Belmont, CA: Cengage Learning.
- Levine, M., & Perkins, D. D. (2004). *Principles of community psychology: Perspectives and applications* (3rd ed.). Oxford University Press.
- Orford, J. (2008). *Community psychology: Challenges, controversies and emerging consensus*. 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 University Press.

**YEAR I
SEMESTER II
Behavioural & Communication Skills-II**

Course code:	Behavioural & Communication Skills-II		
Number of Credit:2	L=2	T=0	P=0
Total hours:2			

❖ **Course 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. (2009). Psychology and life (19th ed.). New York: HarperCollins College Publications.

**YEAR I
SEMESTER II
Psychology Practical – II (Lab Based)**

Course code:	Psychology Practical – II (Lab Based)		
Number of Credit:4	L=0	T=0	P=4
Total hours:8			

❖ **Course 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

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. (2020).** *Psychology* (10th ed.). New Delhi: Pearson Education.
- Brown, C. D. (2017). Methods for measuring visual illusions. *Journal of Experimental Psychology*, 55(1), 112-134.
- **Perea, M., & Rosa, E. (2019).** The lexical decision task: A review of cognitive and methodological aspects. *Language and Cognitive Processes*, 34(2).
- **Goldstein, E. B. (2019).** *Cognitive psychology: Connecting mind, research, and everyday experience* (7th ed.). Wadsworth Cengage Learning.
- Johnson, L. B. (2019). Neurofeedback and galvanic skin response (GSR): Techniques and applications. *Biofeedback Journal*, 28(3), 234-256.

Course code:	ARTIFICIAL INTELLIGENCE FOR HEALTH AND LIFE SCIENCES ELECTIVE		
Number of Credit:1	L=15	T=0	P=0
Total hours:15			

Course Objective

This course introduces students from behavioral sciences, clinical psychology, physiotherapy, and nursing to the essentials of AI, focusing on real-world healthcare relevance, accessibility, and ethics. It demystifies AI and empowers students to use it as a supportive tool in clinical settings, patient communication, documentation, and decision-making.

The course highlights how AI integrates behavioral data, physical therapy outcomes, and mental health inputs to support interdisciplinary care.

UNIT 1:

Essentials of Artificial Intelligence (3 hours)

- What is AI? Understanding its presence in healthcare today
- Types of AI: Rule-based systems vs. learning systems

- Examples: AI in diagnostics, rehabilitation, and mental health apps

UNIT 2:

Generative AI and ChatGPT in Healthcare Communication (2 hours)

- Using ChatGPT for patient education, report summaries, and documentation
- Role of generative AI in mental health support and physiotherapy education
- Demonstration: Generating simplified patient-facing educational materials

UNIT 3:

Prompt Engineering for Clinical Scenarios (2 hours)

- Communicating effectively with AI tools: Giving good prompts for accurate outputs
- Prompt examples: Designing patient case summaries, therapy plans
- Hands-on: Students practice creating prompts for their domain

UNIT 4:

Understanding Healthcare Data (3 hours)

- Types of data: Electronic Health Records (EHRs), sensor data, survey responses
- Introduction to data privacy and consent
- Use of AI in early screening, triage systems, and remote monitoring

UNIT 5:

Tools and Techniques of AI in Allied Health (2 hours)

- Overview of common AI tools (Chatbots, Mobile AI Apps, Decision Aids)
- Demonstrations of AI tools in therapy support and psychological assessment
- Suggested activity: Students draft a clinical summary using an AI tool

UNIT 6:

Real-World Applications and Ethics in Healthcare AI (3 hours)

- Case studies: AI in hospitals, mental health chatbots, rehab robots
- Discussion: How AI complements—not replaces—human caregivers
- Ethical concerns in healthcare AI (e.g., privacy, fairness, empathy).

Suggested reading

- Alkaiissi, H., & McFarlane, S. I. (2023). Artificial hallucinations in ChatGPT: implications in scientific writing. *Cureus*, 15(2), e35179. <https://doi.org/doi:10.7759/cureus.35179>
- IBM. (2023). What is artificial intelligence(AI)? <https://www.ibm.com/topics/artificial-intelligence>
- Leslie, D. (2019). Understanding artificial intelligence ethics and safety: a guide for the responsible design and implementation of AI systems in the public sector. The Alan Turing Institute. <https://doi.org/10.5281/zenodo.3240529>
- Max Tegmark (2017). *Life 3.0: Being Human in the Age of Artificial Intelligence* Penguin Random House LLC
- Stuart Russel and Peter Norvig. (2022). *Artificial Intelligence: A Modern Approach* 4th Edition Pearson Education, Inc.,

Course code:	Organizational Psychology ELECTIVE		
Number of Credit:1	L=15	T=0	P=0
Total hours:15			

Course Description

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.

Outcome of the Course

1. acquire and synthesize scientific knowledge about theories, empirical research, and practical implications of work stress, health issues and other organizational problems
2. 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
3. able to understand leadership and its implication on motivation and work satisfaction

UNIT 1

What Is Industrial and Organizational Psychology

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

UNIT 2

Job Analysis and Performance: Campbell's model of job performance, typical versus maximum performance, job analysis: fundamental properties and practices and job evaluation and the law

UNIT 3

Leadership: The concept of leadership, theories of leadership, leadership types, and the challenges in leadership research.

UNIT 4

The Motivation to Work:: 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

UNIT 5

Attitudes, Emotions, and Work: Work attitudes, relationship among moods, emotions, attitudes, and behaviour, work–family balance and impact of mental health on attitude and work

Suggestive Readings:

- Kaplan and Sadock, (1995). Comprehensive textbook of psychiatry, (6th ed)., Vol. 1 and 2, London : William and Wilkins
- Landy,F.J., & Conte.J.E. (2013). Work in the 21st century. An introduction to industrial and organizational psychology. FOURTH EDITION.wiley publications
- Truxillo, D. M., Bauer, T. N., & Erdogan, B. (2016). Psychology and work: Perspectives on industrial and organizational psychology. Routledge/Taylor & Francis Group. ISBN: 9781848725089

**YEAR II
SEMESTER III
Theories of Personality**

Course code:	Theories of Personality		
Number of Credit:6	L=6	T=0	P=0
Total Hours:6			

❖ **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., & Scheier, M. F. (2021). *Perspectives on personality* (8th ed.). Boston: Pearson Education.
- Ellis A., Abrams, M., Abrams L.D. (2009) *Personality theories: Critical Perspective*. New Delhi: SAGE
- Hall, C. S., Lindzey, G., & Campbell, C. (2013). *Theories of personality* (5th ed.). New York: John Wiley & Sons.
- Schultz, D.P. and Schultz, S.E. (2013). *Theories of Personality* (10th Edition), Wadsworth: Cengage Learning

YEAR II SEMESTER III Lifespan Development-1

Course code:	Lifespan Development-1		
Number of Credit:6	L=6	T=0	P=0
Total Hours:6			

❖ 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 & adolescent period.
3. To understand the theoretical approaches of adaptive behaviour and holistic development

❖ Course 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

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 correlational 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, R. L., & Hilgard, E. R. (2010). *Psychology: An introduction*. Cengage Learning.
- Berk, L. E. (2011). *Child development*. PHI Learning.
- Feldman, R. S., & Basu, N. (n.d.). *Discovering the life span*. Pearson, India.
- Fingerman, L. K., Berg, A. C., Smith, J., & Antonucci, C. T. (2011). *Handbook of life span development*. Springer Publishing Company.
- **Hurlock, E. B. (2019)**. *Developmental psychology: A life-span approach* (7th ed.). Tata McGraw-Hill.
- **Papalia, D. E., Olds, S. W., & Feldman, R. D. (2017)**. *Human development* (13th ed.). Tata McGraw-Hill.
- **Sigelman, C. K., & Rider, E. A. (2022)**. *Life-span human development* (10th ed.). Wadsworth Cengage Learning.

**YEAR 2
SEMESTER III
EDUCATIONAL PSYCHOLOGY**

Course code:	EDUCATIONAL PSYCHOLOGY		
Number of Credit:4	L=4	T=0	P=0
Total hours:4			

❖ **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. (2022).** *Advanced educational psychology* (3rd ed.). PHI Learning Pvt. Ltd.
- **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.
- **Woolfolk, A. (2016).** *Educational psychology* (12th ed.). Pearson.

**YEAR 2
SEMESTER III
Applied Psychometric Test Development**

Course code:	Applied Psychometric Test Development		
Number of Credit:2	L=2	T=0	P=0
Total Hours:2			
<p>❖ Course Objectives:</p> <ol style="list-style-type: none"> 1. To introduce students to key principles of assessment and psychophysical methods psychological 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. (2021). Psychological testing. (8thed.). 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 and assessment: 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 Dehi: Pearson Education
- Kaplan, R. M., & Saccuzzo, D. P. (2017). Psychological assessment and theory creating and using psychological tests. (9thed.). 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.

Psychological assessment-1

Course code:	Psychological Assessment-1		
Number of Credit: 4	L=0	T=0	P=4
Total Hours:8			

❖ **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. (2020). *Handbook of psychological assessment* (6th ed.). John Wiley & Sons.
- Kline, P. (2013). *Handbook of psychological testing.* Routledge.

**YEAR II
SEMESTER IV
Health Psychology**

Course code:	Health Psychology		
Number of Credit:6	L=6	T=0	P=0
Total Hours:6			

❖ **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. P., & Smith, T. W. (2011). Health psychology: Biopsychosocial interactions (7th ed.). John Wiley & Sons.
- Taylor, S. E. (2020). *Health psychology* (10th ed.). McGraw-Hill Education.
- McGraw-Hill Ryerson. 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: Sage Publications.
- 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, New York, Routledge
- 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 (7th Ed.). John-Wiley & sons.

**YEAR II
SEMESTER IV
Lifespan Development-2**

Course code:	Lifespan Development-2		
Number of Credit:6	L=6	T=0	P=0
Total hours:6			

❖ **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:

1. Chart out the pace of development in the maturing years
2. Compare various stages of adult life
3. 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:

- Sigelman, C. K., & Rider, E. A. (2019). Human development (9th ed.). Wadsworth

Cengage Learning.

- Hurlock, E. B. (2016). *Developmental psychology: A life-span approach* (8th ed.). Tata McGraw-Hill.
- **Papalia, D. E., Olds, S. W., & Feldman, R. D. (2019).** *Human development* (14th ed.). 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. and Antonucci, C. T. (2011) *Hand book of Life Span –Development*. Springer Publishing Company. New York.

**YEAR II
SEMESTER IV
Positive Psychology**

Course code:	Positive Psychology		
Number of Credit:4	L=4	T=0	P=0
Total Hours:4			

❖ **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. (2019).** *Positive psychology* (3rd ed.). Upper Saddle River, N.J.: Prentice Hall.
- **Carr, A. (2011).** *Positive psychology: The science of happiness and human strength* (2nd ed.). UK: Routledge.
- Mohanty, G.B. (2018). *Positive Psychology*. Kalyan Publisher, New Delhi
- Peterson, C. (2006). *A Primer in Positive Psychology*; Oxford University Press
- **Snyder, C. R., & Lopez, S. (Eds.). (2009).** *Handbook of positive psychology* (2nd ed.). New York: Oxford University Press.

**YEAR II
SEMESTER IV
Community Survey Methods**

Number of Credit:2	L=2	T=0	P=0
Total Hours:2			

❖ **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 II
SEMESTER IV
Community Survey Report**

Course code:	Community Survey Report		
Number of Credit:4	L=0	T=0	P=4
Total Hours:8			

❖ **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.
- **Jason, L. A., Glantsman, O., & Sargent, J. (2015).** *Community Psychology: A Critical Perspective* (2nd ed.). Wiley.

Course code:	Foundation Course in Yoga ELECTIVE		
Number of Credit:1	L=3	T=0	P=12
Total Hours:15			

The Foundation Course in Yoga (FCY) offers a 15-hour introductory program including theory and practice. It covers Vedic philosophy, Panchakosha theory, Ashtanga Yoga, Hatha Yoga, and Indian cultural values, alongside practical training in asanas, pranayama, and meditation, promoting holistic well-being and self-awareness

Outcome are as follows:

- Provide a basic understanding of the Vedas, Upanishads, and Darshanas.
- Explore key concepts such as the Panchakosha theory, the three Gunas, and the Ashtanga Yoga system.
- Include essential ideas from Hatha Yoga, Yoga Darshana, and the Bhagavad Gita in their personal and professional life.

Sno	Topics*	LS (hr)	PS (hr)	Total (hr)
1	Introduction to Vedas, Upanishads and Darshana <ul style="list-style-type: none"> • Names of 4 Vedas • Panchakosha Theory • Bondage & Liberation • Names & characteristics of 3 Gunas • The Ashtangas • Defn of Yoga (PYS -Ch. I : S2) 	1	-	1
2	Introduction to Hatha Yoga, Yoga Darshana and Bhagavad Gita <ul style="list-style-type: none"> • Brief understanding of 'Hatha' Yoga • Samatvam Yoga Uchyate • Yogaha Karmasu Kaushalam 	1	-	1
3	Salient Features of Indian Culture <ul style="list-style-type: none"> • Names of the 4 Purusharthas • Sanatana&Vaidic Dharma 	1	-	1
4	Sukshma Vyayama & Suryanamaskar (Traditional with 12 Poses and accompanying Mantras)	-	2	2
5	Asana <ul style="list-style-type: none"> • Padmasana • Svastikasana • Vajrasana • Veerasana • Tadasana • Ekpadasana • Vrikshasana • Utkatasana • Trikonasana • Ushtrasana • Marjarasana • Vyahgrasana • Shashankhasana • Bhujangasana 	-	5	5

	<ul style="list-style-type: none"> • Shalabhasana • Pavanmuktasana • Setubandhasana • Matsyasana • Sarvangasana • Shavasana 			
6	Pranayama: Bhramari with Shanmukhi mudra	-	2	2
7	Shanti mantra & meditation (Institution-Specific)	-	3	3
	Total	3	12	15

* recommended by the Indian Yoga Association, Personnel Certification Board under the Ministry of AYUSH, Government of India.

References:

1. Asana, Pranayama, Mudra, Bandha - Swami Satyananda Saraswati, Bihar School of Yoga, Munger.
2. Anatomy and Physiology of Yogic Practices - M.M Ghore, Kaivalyadhama, Lonavala, Pune.
3. Yoga therapy - Swami Kuvalayanand, Kaivalayadhama, Lonavala, Pune.

Course code:	Yoga Psychology ELECTIVE		
Number of Credit:1	L=8	T=0	P=7
Total Hours:15			

The Yoga Psychology course is beneficial for the students to learn Patanjali Yoga Sutras, yogic psychotherapy, and mental well-being. It covers concepts like Vrittis, Klesas, Antahkarana, and Citta, integrating asanas, pranayama, and meditation to promote emotional regulation and psychological balance through yogic wisdom.

The outcome of this course are as follows:

- Familiarize students with the philosophical schools of Astika and Nastika, and key concepts like Avidya and the structure of the Bhagavad Gita.
- Understand the nature of mental modifications (Vrittis), afflictions (Klesas), and techniques for their elimination.
- Analyze yogic tools such as Asana, Pranayama, and the Ashtanga Yoga system for psychological well-being.

Sno	Topics*	LS (hr)	PS (hr)	Total (hr)
1	Introduction to Yoga Darshana <ul style="list-style-type: none"> • Astika & Nastika Darsanas • Avidya • No. of Chapters in Bhagavad Gita 	1	-	1
2	Yoga Darshana (Patanjali Yoga Sutras) <ul style="list-style-type: none"> • Vrittis & methods to eliminate them • Klesas & methods to eliminate them • Cittaprasadana & Manasthithi Nibandhini techniques • Definition & description of Ishvara • Concept of Samapatti 	2	-	2
3	Elements of Yogic Psychotherapy <ul style="list-style-type: none"> • Asana (Ch:II S-46); • Pranayama (Ch:II S-49) • Ashtanga of Yoga (Ch:II S-54) (Ch:III S-1, 2 &3) • Citta prasadana (Ch:I S-33 &34) • Pratipaksha Bhavana (Ch:II S-33) • 5 Citta Bhumis & their Guna orientation 	2	-	2
4	Advanced Yogic Psychotherapy <ul style="list-style-type: none"> • Names & functions of elements of Antahkarana in Samkhya: Buddhi, Ahamkar & Manas. • Concept of Citta in PYS • Distractions / Disturbances of Mind – 9 Antarayas as per PYS, Shad Ripu as per Upanishads (Kama, Krodha, Lobha, Moha, Mada & Matsarya), Samskaras (conditioning) / Vasanas /Klesas, etc. • Mind Control Techniques: Yamas, Niyamas, Pranayama, Meditation, Pranavajapa, Ektattvaabhyasa, Cittaprasadana techniques, 	3	-	3

	Pratipaksha Bhavana, Relaxation Practices (Shavasana, Yoga Nidra, etc.)			
5	Sukshma Vyayama & Suryanamaskar (Traditional with 12 Poses and accompanying Mantras)	-	2	2
6	Asana <ul style="list-style-type: none"> • Vajrasana • Tadasana • Vrikshasana • Utkatasana • Trikonasana • Padahastasana • Garudasana • Vakrasana • Ushtrasana • Bhujangasana • Pavanmuktasana • Setubandhasana • Makarasana • Shavasana 	-	3	3
7	Pranayama: Bhramari with Shanmukhi mudra	-	2	2
	Total	8	7	15

** recommended by the Indian Yoga Association, Personnel Certification Board under the Ministry of AYUSH, Government of India.

Suggestive Readings

References:

4. Asana, Pranayama, Mudra, Bandha - Swami Satyananda Saraswati, Bihar School of Yoga, Munger.
5. Anatomy and Physiology of Yogic Practices - M.M Ghore, Kaivalyadhama, Lonavala, Pune.
6. Yoga therapy - Swami Kuvalayanand, Kaivalayadhama, Lonavala, Pune.
7. Shrimad Bhagavadgita - Dr. S. Radhakrishna
8. Philosophy of Yoga - Swami Jnanananda, Sri Ramakrishnashrama Publication.

Course code:			
Number of Credit: 6	L=6	T=0	P=0
Total Hours:6			

❖ **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: A Process 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
- **Gravetter, F. J., & Forzano, L. B. (2018).** *Research methods for the behavioral sciences* (6th ed.). Cengage Learning
- 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 Jersey: John Wiley

Year: III
Semester – V
Psychopathology 1

Course code:	Psychopathology1		
Number of Credit: 6	L=6	T=0	P=0
Total Hours:6			

❖ **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., & Durand, V. M. (2018).** *Abnormal Psychology: An Integrated Approach* (7th ed.). Cengage Learning.
- **Brewer, K. (2019).** *Clinical Psychology* (2nd ed.). Oxford University Press.
- **Buss, A. H. (2015).** *Psychopathology* (2nd ed.). John Wiley & Sons.
- **Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2008).** *Abnormal Psychology*. New Delhi: Pearson.
- **Gelder, M., Gath, D., & Mayon, R. (2009).** *Oxford Textbook of Psychiatry* (5th ed.). Oxford University Press.
- **Kaplan, B. J., & Sadock, V. A. (2017).** *Comprehensive Textbook of Psychiatry* (10th ed.). Wolters Kluwer.

Year: III
Semester - V
Psychological Testing – I

Course code:	Psychological Testing I		
Number of Credit :4	L=4	T=0	P=0
Total Hours: 4			

❖ **Course 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:

- **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: III
Semester – V

Course code:	Computer Applications in Psychological Research		
Number of Credit: 2	L=2	T=0	P=0
Total Hours:2			

Clinical Training: Community Based Course

❖ **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.

Course code:	Clinical Training: Community Based Course		
Number of Credit: 0	L=0	T=0	P=4
Total hours:8			
<p>❖ Course Objective:</p> <p>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.</p> <p>They will be spending about 50 hours in various NGOs, oldage homes, special schools, prisons etc.</p> <p>❖ Course Outcomes:</p> <p>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.</p>			

Year: III
Semester – VI
Statistics

Course code:	Statistics		
Number of Credit: 6	L=6	T=0	P=0
Total Hours:6			
<p>❖ Course Objectives</p> <ol style="list-style-type: none"> 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 <p>❖ Course Outcomes</p> <p>By the end of the course, students will be able to:</p>			

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 Wilcoxon 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:

- **Gravetter, F. J., & Forzano, L. B. (2018).** *Research methods for the behavioral sciences* (6th ed.). Cengage Learning
- **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 Behavioural and Social Sciences*. New Delhi: Sage

Year: III
Semester – VI
Psychopathology-II

Course code:	Psychopathology-2		
Number of Credit:6	L=6	T=0	P=0
Total Hours:6			

❖ **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:

- Sue, S., Sue, D. W., & Sue, S. (2019). *Understanding abnormal behavior* (12th ed.). Cengage Learning.
- Buss, A.H. (1999). *Psychopathology*. New York: John Wiley.
- Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2008). *Abnormal Psychology*. New Delhi: Pearson.
- Gelder, M., Mayon, R., & Cowen, P. (2011). *Oxford textbook of psychiatry* (5th ed.). Oxford University Press
- Kaplan, B. J., & Sadock, V. A. (2017). *Kaplan & Sadock's comprehensive textbook of psychiatry* (10th ed.). Wolters Kluwer
- Kaplan, B. J., & Sadock, V. A. (2017). *Kaplan & Sadock's Comprehensive Textbook of Psychiatry* (10th ed.). Wolters Kluwer.
- Vyas, J. N., & Ahuja, N. (2018). *Textbook of postgraduate psychiatry* (3rd ed., Vols. 1-2). Jaypee Brothers Medical Publishers.

Year: III
Semester – VI
Psychological Testing – II

Course code:	Psychological Testing – 2		
Number of Credit :4	L=4	T=0	P=0
Total Hours:4			

❖ **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. (2017).** *Psychological testing* (8th 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: III
Semester – VI
Psychological First Aid**

Course code:	Psychological First Aid		
Number of Credit: 2	L=2	T=0	P=0
Total Hours:2			
<p>❖ Course Objectives:</p> <ol style="list-style-type: none"> 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.
- **Pfefferbaum, B., & North, C. S. (2016).** *Mental health and disaster response: The role of trauma-focused interventions in disaster recovery*. *Psychiatric Clinics of North America*, 39(3), 409-419
- **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: III
Semester – VI
Clinical Training: Clinic Based Course Objective:

Course code:	Clinical Training: Clinic Based Course Objective:		
Number of Credit: 0	L=0	T=0	P=4
Total Hours:8			
<p>❖ Course Objectives:</p> <p>Students shall be placed in clinical settings preferably with institutions having a clinical psychologist and providing treatment and therapy to mental health patients..</p> <p>They will be spending about 50 hours in various psychiatric wards, mental hospitals, psychiatric clinic and clinic of senior clinical psychologist. .</p> <p>❖ Course Outcomes:</p> <p>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.</p>			

**Year IV
Semester – VII
Clinical Assessment**

Course code:	Clinical Assessment		
Number of Credit: 4	L=4	T=0	P=0
Total Hours:4			

❖ **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, Behavioural 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. (2013).** *Clinical behavior therapy* (Revised 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 IV
Semester – VII
Clinical Psychology-1**

Course code:	Clinical Psychology-1		
Number of Credit: 4	L=4	T=0	P=0
Total Hours:4			

❖ **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:

- **Matthews, J., & Jenkins, L. (2021).** *Clinical psychology: A practical guide to the assessment, diagnosis, and treatment of mental health disorders.* Routledge
- 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 IV
Semester – VII
Rehabilitation Psychology

Course code:	Rehabilitation Psychology		
Number of Credit: 6	L=4	T=0	P=0
Total Hours:4			

❖ **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 Acts (Persons 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:

- **Cicerone, K. D., Mott, T., Azulay, J., & Friel, J. (2009).** *Cognitive rehabilitation interventions for persons with traumatic brain injury: A systematic review. Journal of Head Trauma Rehabilitation, 24(6), 315-328.*
- **Barton, L., & Oliver, M. (2012).** *Disability Studies: Past, Present and Future*
- Jena, S.P.K.(2013). *Learning Disabilities: Theory to Practice*, New Delhi. Sage Publication
- **Tate, R. L., & Haines, T. M. (2017).** *Psychological assessment in rehabilitation psychology. Rehabilitation Psychology, 62(2), 204-215.*
- **Berven, N. L. (2009).** *Vocational rehabilitation and people with disabilities: A critical analysis. Journal of Rehabilitation, 75(1), 15-20*
- 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, 201
- *The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act*, Government of India, New Delhi, 1999

Year IV
Semester – VII
Ethical Practice in Mental Health

Course code:	Ethical Practice in Mental Health		
Number of Credit: 4	L=2	T=0	P=0
Total Hours:4			

❖ **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. (2016).** *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: IV
Semester – VII
Internship

Course code:	Internship		
Number of Credit: 4	L=4	T=0	P=0
Total Hours:4			
<p>❖ 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.</p> <p>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. .</p> <p>❖ Course Outcomes:</p> <p>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.</p>			

Year IV
Semester - VII
Dissertation: Synopsis preparation and presentation

Course code:	Dissertation: Synopsis preparation and presentation Course		
Number of Credit: 4	L=0	T=0	P=4
Total Hours:8			
<p>❖ Course Objective:</p> <p>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.</p> <p>❖ Course Outcomes:</p> <p>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</p>			

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 IV
Semester – VII
Diagnostic Systems**

Course code:	Diagnostic Systems		
Number of Credit: 4	L=4	T=0	P=0
Total Hours:4			
<p>❖ Course Objectives:</p> <ol style="list-style-type: none"> 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. <p>❖ Course Outcome:</p> <p>Students will learn to apply diagnostic systems effectively in clinical practice, utilizing them to identify and categorize mental health conditions accurately.</p> <p style="text-align: center;">Unit-1</p> <p>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.</p> <p style="text-align: center;">Unit-2</p> <p>Major Diagnostic Systems: DSM and ICD</p> <p>DSM: Overview of the DSM: History and development process, Diagnostic criteria for major mental disorders, Strengths and limitations of the DSM-5.</p> <p style="text-align: center;">ICD: Overview of the ICD: History, Structure and organization of the ICD-11, Comparison of the ICD-11 and DSM-5 diagnostic criteria.</p> <p style="text-align: center;">Unit-3</p>			

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 IV
Semester VIII
Clinical Psychology -I

Course code:	Clinical Psychology -2		
Number of Credit: 4	L=4	T=0	P=0
Total Hours:4			

❖ **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.
- **Gurung, R. A. R., & Qureshi, S. (Eds.) (2020).** *Handbook of Family and Health Psychology*. Springer\
- **Corey, G. (2017).** *Theory and Practice of Counseling and Psychotherapy* (10th ed.). Cengage Learning
- Corey, G. (2019). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning
- Cormier, S., Nurius, P. S., & Osborn, C. J. (2022). *Interviewing and change strategies for helpers* (8th ed.). Cengage Learning
- David Capuzzi & Douglas R. Gross (2007). *Counselling And Psychotherapy Theories and interventions*, 4th ed. Pearson prentice hall.
- Martin, G., & Pear, J. J. (2024). *Behavior modification: What it is and how to do it* (12th ed.). Routledge
- **Berger, M. (2013).** *Behavior modification: Principles and procedures* (4th ed.). Wadsworth/Cengage Learning.
- Seligman, L., Reichenberg, L.: *Theories of Counselling and Psychotherapy* Pearson Education India, 2015

- **Corey, G. (2019).** *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.

**Year IV
Semester VIII
Case Submission and VIVA-VOCE**

Course code:	Case Submission and VIVA-VOCE		
Number of Credit: 6	L=0	T=0	P=6
Total Hours:6			
<p>❖ 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.</p> <p>❖ Course Outcomes:</p> <p>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.</p> <p>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.</p>			

**Year IV
Semester VIII
*Dissertation: Submission and Viva Voce***

Course code:	<i>Dissertation: Submission and Viva Voce</i>		
Number of Credit: 8	L=0	T=0	P=8
Total Hours:16			
<p><i>Dissertation: Submission and Viva Voce</i> 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</p>			

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.

