



SHARDA
UNIVERSITY
Beyond Boundaries



Sharda School of Humanities & Social Sciences

PROGRAMME: *Master of Arts in Clinical Psychology*
Programme Code: SHS0132
Batch: 2023-2025

Programme Structure
School of Humanities and Social Sciences
PROGRAMME: M.A. Clinical Psychology
Batch: 2023-2025

TERM: I

S.No.	Paper ID	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course
				L	T	P			
THEORY SUBJECTS									
1		MPY121	Introduction of Clinical Psychology & Ethics	3	1	0	4	CC	Core
2		MPY123	Physiological Psychology	3	1	0	4	CC	Core
3		MPY124	Cognition & Mind	3	1	0	4	CC	Core
4		MPY125	Theoretical Foundation of Personality	3	1	0	4	CC	Core
5		MPY126	Lifespan Development	3	1	0	4	CC	Core
Practical/Field Work/Internship									
6		MPP110	Practical Lab	0	0	4	2	SEC	SEC
TOTAL CREDITS							22		

Programme Structure
School of Humanities and Social Sciences
PROGRAMME: M.A. Clinical Psychology
Batch: 2023-2025
TERM: II

S.No.	Paper ID	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course
				L	T	P			
<i>THEORY SUBJECTS</i>									
1		MPY131	Research Methodology & Design	3	1	0	4	CC	Core
2		MPY132	Psychological Disorders	3	1	0	4	CC	Core
3		MPY133	Psychodiagnostics	3	1	0	4	CC	Core
4		SEC101	Academic Writing, Research & Publication	2	1	0	3	SEC	SEC
DSE (any one)									
5		MPY181	Introduction to Psychiatry	2	1	0	3	DSE	Discipline Specific Course
		MPY183	ii) Social Psychology						
		MPY184	iii) Psychology of Creativity & Innovation						
<i>Practical/Field Work/Internship</i>									
6		AEC101	SPSS/ NVivo Lab	0	0	4	2	AEC	Ability Enhancement Course
7		SCC101	Community Connect	0	0	4	2	SEC	Skill Enhancement Course
TOTAL CREDITS							22		

*Any one subject will be chosen by student.

Programme Structure
School of Humanities and Social Sciences
PROGRAMME M.A. Clinical Psychology
Batch: 2023-2025
TERM: III

S.No.	Paper ID	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course:
				L	T	P			
<i>THEORY SUBJECTS</i>									
1		MPY221	Philosophical and Historical Foundations of Indian Thought	3	1	0	4	CC	Core
2		MPY222	Statistics in Psychology	3	1	0	4	CC	Core
3		MPY223	Psychotherapy I	3	1		4	CC	Core
4		MPY224	Basic of Neuropsychology	3	1	0	4	CC	Core
5*		MPY281	i)Developmental Psychopathology	2	1	0	3	DSE	Discipline Specific Elective (any one)
		MPY283	ii)Rehabilitation Psychology						
		MPY284	iii) Foundation of Forensic Psychology						
<i>Practical/Field Work/Internship</i>									
6		MPP210	Summer Internship	0	0	4	2	CC	Core
7		MPP211	Field Training	0	0	4	2	CC	Core
TOTAL CREDITS							23		

*Select Anyone Course



Programme Structure
School of Humanities and Social Sciences
PROGRAMME M.A. Clinical Psychology
Batch: 2023-2025

TERM: IV

S.No.	Paper ID	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course
				L	T	P			
<i>THEORY SUBJECTS</i>									
1		MPY231	Psychotherapy II	3	1	0	4	CC	Core
2		MPY285	i) Psycho-oncology	2	1	0	3	DSE	Discipline Specific Elective (any one)
		MPY286	ii) Behavioral medicine						
		MPY287	iii) Approaches of Positive Psychology						
<i>Practical/Field Work/Internship</i>									
3		MPP213	Field Training	0	0	8	4	CC	Core
4		DIS213	Dissertation	0	0	24	12	CC	Core
TOTAL CREDITS							23		

Total Credits= 90

Duration= 2 years



Semester-I

School: SSHSS		Batch: 2023-25
Programme: MA Clinical Psychology		Current Academic Year: 2023-24
Branch: Psychology		Semester: I
1	Course Code	MPY121
2	Course Title	Introduction to Clinical Psychology and Ethics
3	Credits	4
4	Contact Hours (L-T-P)	3-0-2
	Course Type	Core Course (CC)
5	Course Objective	<ol style="list-style-type: none"> 1. Develop a foundational understanding of the field of clinical psychology, including its history, theoretical approaches, and current trends and challenges. 2. Acquire knowledge and skills in conducting psychodiagnostics assessments, including interviews, psychological testing, and diagnosis of mental disorders. 3. Explore various therapeutic approaches in clinical psychology, including psychodynamic, cognitive-behavioural, and humanistic approaches, and understand their applications and effectiveness. 4. Gain awareness of ethical guidelines and principles governing the practice of clinical psychology and develop ethical decision-making skills to navigate ethical dilemmas in professional practice. 5. Foster cultural competence and sensitivity in clinical practice, recognizing the influence of culture on mental health and promoting inclusivity and diversity in therapeutic relationships. 6. Stay informed about emerging trends and innovations in clinical psychology, such as technology advancements and integrations with neuroscience and psychopharmacology.
6	Course Outcomes	<p>Students will be able to:</p> <p>CO1 define knowledge of the fundamental principles and theories of clinical psychology and their historical development.</p> <p>CO2 Demonstrate appropriate assessment techniques, including interviews and psychological tests, to gather relevant information for diagnosis and case formulation.</p> <p>CO3 Apply therapeutic approaches, such as psychodynamic, cognitive-behavioural, and humanistic therapies, in working with clients to address their psychological difficulties.</p> <p>CO4 Analyze ethical guidelines and principles to navigate ethical dilemmas in clinical practice, ensuring client confidentiality, informed consent, and professional boundaries.</p>



		<p>CO5 Appraise cultural competence and sensitivity in working with diverse populations, recognizing and addressing the impact of culture on mental health.</p> <p>CO6 Improve abreast of current trends and innovations in clinical psychology, integrating technology advancements and incorporating interdisciplinary approaches in professional practice.</p>
7	Course Description	<p>Course Description: This course introduces the fundamental principles and practices of clinical psychology, with a focus on ethical considerations in the field. Students will gain an understanding of the theoretical foundations of clinical psychology, assessment and diagnosis of mental disorders, therapeutic approaches, and ethical guidelines and dilemmas in clinical practice. Through lectures, discussions, case studies, and practical exercises, students will develop knowledge and skills essential for ethical and effective clinical practice.</p>
	Unit 1	Introduction to Clinical Psychology and Ethics
	A	<p>Definition, scope, and historical development of clinical psychology.</p> <ul style="list-style-type: none"> Roles and responsibilities of clinical psychologists. Current trends and challenges in clinical psychology
	B	<p>Theoretical Approaches in Clinical Psychology:</p> <ul style="list-style-type: none"> Psychodynamic, cognitive-behavioral, humanistic, and biological perspectives. Integration and eclecticism in clinical practice. Critiques and limitations of different theoretical orientations.
		<p>Research Methods in Clinical Psychology:</p> <ul style="list-style-type: none"> Experimental and non-experimental designs in clinical research. Assessment techniques and measurement in clinical psychology. Ethical considerations in conducting research with human participants.
	Unit 2	Assessment and Diagnosis in Clinical Psychology
	A	<p>Psychodiagnostics Assessment:</p> <ul style="list-style-type: none"> Principles and approaches to clinical assessment. Interviewing techniques and rapport-building with clients. Standardized psychological tests and their interpretation.
	B	<p>Diagnosis and Classification of Mental Disorders:</p> <ul style="list-style-type: none"> Diagnostic and Statistical Manual of Mental Disorders (DSM). Critiques and controversies in diagnostic classification. Cultural considerations in diagnosis and assessment.

C	Case Formulation and Treatment Planning: <ul style="list-style-type: none"> Formulating hypotheses and understanding the individual's unique needs. Evidence-based interventions and treatment planning. Collaborative approaches with clients in treatment decision-making. 	CO2
Unit 3	Therapeutic Approaches in Clinical Psychology	
A	Psychodynamic Therapies: <ul style="list-style-type: none"> Freudian psychoanalysis and modern psychodynamic approaches. Techniques such as free association, interpretation, and transference. Applications and effectiveness of psychodynamic therapies. 	CO3
B	Cognitive-Behavioral Therapies: <ul style="list-style-type: none"> Principles and techniques of cognitive-behavioral therapy (CBT). Cognitive restructuring, behavior modification, and exposure therapy. Applications and effectiveness of CBT in various disorders. 	CO3
C	Humanistic and Experiential Therapies: <ul style="list-style-type: none"> Person-centered therapy, gestalt therapy, and existential therapy. Core principles, techniques, and goals of humanistic therapies. Applications and effectiveness of humanistic approaches. 	CO3
Unit 4	Ethics in Clinical Psychology	
A	Ethical Guidelines and Professional Conduct: <ul style="list-style-type: none"> American Psychological Association (APA) ethical principles. Informed consent, confidentiality, and boundaries in clinical practice. Ethical issues in research, assessment, and therapy. 	CO4
B	Ethical Decision-Making in Clinical Practice: <ul style="list-style-type: none"> Ethical dilemmas and frameworks for resolving them. Cultural and diversity considerations in ethical decision-making. Professional competence, self-care, and personal boundaries. 	CO4
C	Legal and Ethical Issues in Clinical Practice:	CO4

		<ul style="list-style-type: none"> • Tarasoff duty to warn, child and elder abuse reporting laws. • Ethical challenges in working with involuntary clients. • Ethical issues in forensic psychology and assessment. 	
	Unit 5	Current Issues and Future Directions	
	A	Multicultural Competence in Clinical Practice: <ul style="list-style-type: none"> • Cultural competence and its importance in clinical psychology. • Intersectionality and the impact of culture on mental health. • Strategies for promoting cultural humility and inclusivity. 	CO5, CO6
	B	<ul style="list-style-type: none"> • Emerging Trends and Innovations in Clinical Psychology: • Technology and telepsychology in clinical practice. • Integration of neuroscience and psychopharmacology. 	CO5, CO6
	C	Future Directions in Clinical Psychology: <ul style="list-style-type: none"> • Exploring emerging areas of research and practice, such as positive psychology, resilience, and preventive interventions. • Investigating novel treatment approaches and interventions that are being developed and tested. • Considering the potential impact of social, cultural, and technological changes on the future of clinical psychology. 	CO5, CO6
	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Readings Textbooks	<ol style="list-style-type: none"> 1. American Psychological Association. (2017). The discipline of clinical psychology. In APA handbook of clinical psychology: Roots and branches (Vol. 1, pp. 3-31). 2. Groth-Marnat, G. (2016). Handbook of psychological assessment (6th ed.). Wiley. 3. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). American Psychiatric Publishing. 4. Beck, J. S. (2011). Cognitive behaviour therapy: Basics and beyond (2nd ed.). Guilford Press. 	

		<p>5. Pope, K. S., & Vasquez, M. J. T. (2016). Ethics in psychotherapy and counselling: A practical guide (5th ed.). Wiley.</p> <p>6. American Psychological Association. (2017). Ethical principles of psychologists and code of conduct. American Psychologist, 57(12), 1060-1073. https://doi.org/10.1037/0003-066X.57.12.1060</p> <p>7. Sue, D. W., & Sue, D. (2015). Counseling the culturally diverse: Theory and practice (7th ed.). Wiley.</p>
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COs- POs Matrix

Pos/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	1	2	2	2	2	2	2	3	3	2
CO2	2	1	3	3	2	2	2	2	3	2	2
CO3	2	1	3	3	2	2	2	2	2	3	3
CO4	2	1	3	3	2	2	2	2	3	3	2
CO5	2	1	3	3	2	2	2	2	3	2	3
CO6	2	3	2	3	3	1	2	3	3	3	3

- 1- Low**
- 2- Medium**
- 3- High**

School: SSHSS		Batch: 2023-2025	
Programme: MA Clinical Psychology		Current Academic Year: 2023-2024	
Branch: Psychology		Semester: I	
1	Course Code	MPY123	
2	Course Title	Physiological Psychology	
3	Credits	4	
4	Contact Hours (L-T-P)	3-1-0	
	Course Type	Core Course (CC)	
5	Course Objective	<ul style="list-style-type: none"> To understand the evolutionary nature of physiological psychology. To describe the biological roots of human behaviour. To understand the role of brain and nervous system in human behaviour. To make the students aware of various disorders due to biological changes. To develop interest in the research on physiological basis of behaviour. 	
6	Course Outcomes	<p>The student will be able.</p> <p>CO1: to define the biological foundations of behavior, including theories, history, and research methods.</p> <p>CO2: to demonstrate the evolutionary nature of human physiology and neuroscience.</p> <p>CO3: to apply and discuss the regulation of behavior, including motivation and emotion, sexual behavior, and biological rhythms and other dimensions of human behaviours.</p> <p>CO4: to distinguish the functions of nervous system and endocrine system to behaviour.</p> <p>CO5: to interpret the physiological bases of sleep and neurological disorders.</p> <p>CO6: to estimate the complex interplay of biological factors with psychological, social and cultural in shaping human behaviour..</p>	
7	Course Description	<p>This course will provide an in-depth look at the biological underpinnings of behaviour. The main focus is on gaining and/or demonstrating an understanding of the relationships between central nervous system processes and human behavior and go into detail explanation of the structure and operations of the human neurological system and the basis of psychological problems. This course helps to understand the corresponding role of nervous system and hormones in day-to-day activities of the individual.</p>	
	Unit 1	Origins of physiological psychology and neuroscience	CO Mapping
	A	<ul style="list-style-type: none"> Understanding human consciousness, nature of physiological psychology, biological roots of physiological psychology 	CO1

	B	<ul style="list-style-type: none"> Neuroscience as an interdisciplinary field, Dawn of scientific reasoning, basics of genetics 	CO1
	C	<ul style="list-style-type: none"> Behavioral neuroscience research methods, neurochemical methods, genetic methods, research ethics in behavioral neuroscience 	CO1, CO6
	Unit 2	Structure and functions of nervous system & endocrine system	
	A	<ul style="list-style-type: none"> Basic structure of neuron, supporting cell, Schwann cell, blood-brain barrier 	CO1, CO2
	B	<ul style="list-style-type: none"> Neural communication, membrane potential, action potential, structure of synapses, release of the neurotransmitter, postsynaptic potentials, neuromodulators, hormones of endocrine system 	CO1, CO2
	C	<ul style="list-style-type: none"> Central Nervous System, brain development, peripheral nervous system, autonomic nervous system 	CO1, CO2
	Unit 3	Sensory Processes	
	A	<ul style="list-style-type: none"> Coding of light and dark, coding of color, role of striate cortex, retinal disparity, perception of movement, spatial location 	CO3, CO6
	B	<ul style="list-style-type: none"> Perception of pitch, timber and spatial location, behavioral functions of audition, perception of cutaneous stimulation, perception of pain 	CO3, CO6
	C	<ul style="list-style-type: none"> Neural mechanisms of thirst, eating and metabolism, physiological hunger start and stop signals, brain mechanisms, eating disorders 	CO3, CO6
	Unit 4	Learning, Memory and Emotions	
	A	<ul style="list-style-type: none"> Learning and synaptic plasticity, role of basal ganglia, neural circuits involved in reinforcement 	CO4, CO6
	B	<ul style="list-style-type: none"> Human anterograde amnesia and its anatomy, role of hippocampal formation in spatial memory 	CO4, CO6
	C	<ul style="list-style-type: none"> Hormonal control of aggressive behavior, neural basis of communication of emotions, James-Lange theory 	CO4, CO6
	Unit 5	Sleep, Arousal and Neurological Disorders	
	A	<ul style="list-style-type: none"> Physiological and behavioral description of sleep, insomnia, narcolepsy, REM sleep behavior disorder, effects of sleep deprivation, changes in circadian rhythms, shift work and jet lag 	CO5, CO6
	B	<ul style="list-style-type: none"> Reticular Formation and Central arousal; Seizure disorder, tumors, inherited metabolic disorders 	CO5, CO6

	C	<ul style="list-style-type: none"> Down syndrome, Parkinson's disease, Huntington's disease, Alzheimer's disease, multiple sclerosis 		CO5, CO6
	Mode of examination	Theory		
	Weightage Distribution	IA	EA	
		25%	75%	
	Readings Text book/s*	<ul style="list-style-type: none"> Pinel, P.J. (2023). Biopsychology. (11th Edition). New Delhi: Pearson Education. Carlson, N. R. (2013). Physiological of Behaviour. USA: Pearson. Toates, F. (2011). Biological psychology. 3rd edition. Pearson Education Limited, Harlow. 		
	Reference Book	<ul style="list-style-type: none"> Kalat, J.N. (2016). Biological Psychology. Boston, USA: Cengage Learning. Levinthal, C.R. (1991). Introduction to Physiological Psychology. New Jersey: Prentice Hall 		

COs- POs Matrix

Pos/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	1	1	2	2	1	2	2	1	1	1
CO2	2	2	1	1	1	2	2	2	1	1	1
CO3	2	1	1	2	2	1	2	1	1	1	1
CO4	1	2	1	2	2	2	1	2	1	1	1
CO5	1	2	1	2	1	1	2	1	2	1	1
CO6	2	1	1	2	2	1	2	1	2	2	2

- 1- Low**
2- Medium
3- High

School: SSHSS		Batch: 2023-2025	
Programme: M.A. Clinical Psychology		Current Academic Year: 2023-2024	
Branch: Psychology		Semester: I	
1	Course Code	MPY124	
2	Course Title	Cognition & Mind	
3	Credits	4	
4	Contact Hours (L-T-P)	3-1-0	
	Course Type	Core Course (CC)	
5	Course Objective	Students who complete the course will be able to comprehend a variety of theoretical frameworks and concepts in cognitive psychology and apply that knowledge to issues involving human cognition and related areas like memory, information processing, and complex problem solving.	
6	Course Outcomes	<p>The student will be able;</p> <p>CO1: to define the theoretical underpinnings of cognitive psychology and the historical settings in which it developed.</p> <p>CO2: to Interpret the mechanisms behind information processing, as well as how they apply to clinical psychology.</p> <p>CO3: to apply the systems governing perception and attention.</p> <p>CO4: to analyze the major paradigms and assumptions of the cognitive psychology.</p> <p>CO5: to compare and contrast different theories that explain how people perceive, attend to, process, and remember information, and solve problems.</p> <p>CO4: to Elaborate methods by which mental processes can be inferred from observable and quantified behavior.</p>	
7	Course Description	Cognitive psychology focuses on the way people perceive, process, and responds to information. Explore the definition and theories of cognitive psychology and learn about the scientific study of the mental processes involved in such activities as perception, attention, memory, and problem solving. This course also explores the relevance and implications of cognitive psychological research in real life.	
	Unit 1	Introduction	CO Mapping
	A	<ul style="list-style-type: none"> Definition, Goals & History of Cognitive psychology 	
	B	<ul style="list-style-type: none"> Approaches of Cognitive Psychology 	
	C	<ul style="list-style-type: none"> Assumptions & Core Concepts 	
	Unit 2	Perception	
	A	<ul style="list-style-type: none"> Major approaches to Perception–Gestalt theory, Behaviouristic theory, Directive-state theory 	
	B	<ul style="list-style-type: none"> Perception; Depth & Distance, Perceptual Abnormalities, Constancy, Defense and Paradox 	

	C	<ul style="list-style-type: none"> Types & Theories of illusion; Pattern recognition–Bottom up and Top-down approach 	
	Unit 3	Information Processing	
	A	<ul style="list-style-type: none"> Information Processing in Learning and Memory 	CO3, CO6
	B	<ul style="list-style-type: none"> Neuropsychological Basis of Learning and Memory 	CO3, CO6
	C	<ul style="list-style-type: none"> Models of Information Processing 	CO3, CO6
	Unit 4	Intelligence and Creativity	
	A	<ul style="list-style-type: none"> Theories of Intelligence 	
	B	<ul style="list-style-type: none"> Measurement of Intelligence 	
	C	<ul style="list-style-type: none"> Creativity and Problem Solving 	
	Unit 5	Language	
	A	<ul style="list-style-type: none"> Language Acquisition & Processing 	CO5, CO6
	B	<ul style="list-style-type: none"> Multilingualism and Cognition 	CO5, CO6
	C	<ul style="list-style-type: none"> Language and Speech Disorders 	CO5, CO6
	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Readings Text book/s*	<ul style="list-style-type: none"> Cognitive Psychology: 2nd Edition: 14 (Introductory). Connor Whiteley; October 2020. CGD Publishing. Cognitive Psychology, Robert Sternberg & Karin Sternberg 1 January 2016, Wadsworth Publishing Co Inc. Kellogg, R.T. (2007). Fundamentals of Cognitive Psychology. Sage Publications. Galotti, K.M. (2001). Cognitive Psychology In and Out of the Laboratory. 2nd Edition. Wadsworth. 	
	Reference Book	<ul style="list-style-type: none"> Lamberts K & Goldstone R L (2005) (Eds). Handbook of Cognition, Sage, London. Solso, R, L. (2001) Cognitive Psychology. 6th Edition. Pearson Education. 	

COs- POs Matrix

Pos/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	1	1	2	2	1	2	2	1	1	1
CO2	2	2	1	1	1	2	2	2	1	1	1
CO3	2	1	1	2	2	1	2	1	1	1	1
CO4	1	2	1	2	2	2	1	2	1	1	1
CO5	1	2	1	2	1	1	2	1	2	1	1
CO6	2	1	1	2	2	1	2	1	2	2	2

- 1- Low**
- 2- Medium**
- 3- High**

School: SSHSS		Batch: 2023-2024	
Programme: M.A. Clinical Psychology		Current Academic Year: 2023-2025	
Branch: Psychology		Semester: I	
1	Course Code	MPY125	
2	Course Title	Theoretical Foundation of Personality	
3	Credits	4	
4	Contact Hours (L-T-P)	3-1-0	
	Course Type	Core	
5	Course Objective	<ul style="list-style-type: none"> To impart knowledge of the basic concepts and terms in Personality Psychology^[SEP] To foster interest in Personality Psychology as a field of study and research^[SEP] To make the students aware of the practical applications of the various concepts in Personality Psychology in the Indian context. To describe and differentiate among the major psychological approaches which explain personality. 	
6	Course Outcomes	<p>The student will be able.</p> <p>CO1: to define the historical and cultural context of each personality theory.</p> <p>CO2: to explain the contributions of heredity and environment to personality development.</p> <p>CO3: to identify the constructs of these major personality theories and describe how they may be applied to understand behavior.</p> <p>CO4: to analyse and evaluate the degree to which the theory addresses and accounts for a wide range and diversity of human experience.</p> <p>CO5: to appraise the basic research and evaluation methods used in the study of personality.</p> <p>CO6: to adapt course concepts to their understanding and interpretation of real-life situations.</p>	
7	Course Description	Students will become familiar with a range of personality theories, their histories, and practical uses in this course. The impact of these theories on both typical and atypical development will be discussed with the students. It also investigates issues like personality assessment, cultural variations in personality, and personality stability through time and in different contexts.	
	Unit 1	Introduction to Personality	CO Mapping
	A	<ul style="list-style-type: none"> Personality Traits; Personality Types 	CO1, CO2

	B	<ul style="list-style-type: none"> Genetic and evolutionary approach to personality; Physiological approaches to personality; Anatomy, Physiology and Genetics 	CO1, CO2
	C	<ul style="list-style-type: none"> Determinants of personality: Socio-cultural. 	CO1, CO2
	Unit 2	Approaches to the study of personality: Psychoanalytic & Neo-freudian	
	A	<ul style="list-style-type: none"> Psychoanalytic aspects of personality. Structure of Personality, Levels of Consciousness; Unconscious Mind: Defenses and Slip 	CO2, CO3
	B	<ul style="list-style-type: none"> Stages of psychosexual development; 	CO2, CO3
	C	<ul style="list-style-type: none"> Neo Freudians: Adler, Horney, Jung, and Erikson 	CO2, CO3
	Unit 3	Approaches to the study of personality	
	A	Social learning theories: Bandura. <ul style="list-style-type: none"> Behaviourist: Skinner and Walter Mischel, Sullivan's theory 	CO2
	B	<ul style="list-style-type: none"> Existential Psychology Theory: Rollo May & Viktor Frankl approach to personality 	CO2, CO3
	C	<ul style="list-style-type: none"> Humanistic theorists: Maslow & Rogers approach to personality 	CO3, CO4
	Unit 4	Psychology of self	
	A	<ul style="list-style-type: none"> Self-Concept: Origin and development. Is the self a concept? Models of the Self; Self-Regulation and the Body 	CO2, CO3,
	B	<ul style="list-style-type: none"> Western and Eastern perspective; Indian perspective on personality; Self-compassion or Self-esteem? Contemporary Perspectives on Self-Esteem 	CO3, CO4
	C	<ul style="list-style-type: none"> Development of the Self; Measurement of self; Patterns of Identity: Culture & Personal Transformations 	CO3, CO4
	Unit 5	Personality assessment	
	A	<ul style="list-style-type: none"> Personality assessment: Psychometric and behavioural measures. 	CO2, CO3,
	B	<ul style="list-style-type: none"> Self-report inventory; Personality assessment: Projective Techniques 	CO2, CO3,
	C	<ul style="list-style-type: none"> Clinical & growth approaches to personality 	CO3, CO4
	Mode of examination	Theory	
		IA	EA

	Weightage Distribution	25%	75%
	Readings Text book/s*	<ul style="list-style-type: none"> • Cloninger, S.C. (2013). Theories of personality: Understanding persons, 6th Edition. N.J: Prentice-Hall. • Sydney Ellen Schultz & Duane Schultz, (2013). Theories of Personality. Cengage. • Corr, P. J. & Gerald Matthews, G. (2009). The Cambridge handbook of personality psychology. Cambridge: Cambridge University Press. • Feist, J., & Feist, G. J. (2006). Theories of personality, 6th Edition. New York: McGraw-Hill. [Chapter 16 “Bandura: Social Cognitive Theory”, pp. 467- 498.] • Hall, C. S., Lindsey, G., & Campbell, J. B. (1998). Theories of Personality. New York: John Wiley & Sons. Dorjee, Dusana, Mind, Brain And the Path to Happiness: Buddhist Minds Training Neuroscience of Meditation (London, 2014, Routledge) 	
	Reference Books	<ul style="list-style-type: none"> • Allport, G.W. (1961). Pattern and growth in personality. New York: Holt, Rinehart and Winston. • Mischel, W., & Morf, C. (2003). The self as a psycho-social dynamic processing system: A metaperspective on a century of the self in psychology. In M. Leary & J. Tangney (Eds.), Handbook of Self and Identity (pp. 15-43). New York: Guilford. 	

COs- POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	2	3	3	3	3	3	3
CO2	3	2	3	2	2	3	2	3	3	2	3
CO3	3	3	2	3	3	3	2	3	3	3	3
CO4	3	3	2	3	3	3	2	3	3	3	3
CO5	3	3	2	2	3	3	2	2	3	3	3
CO6	3	2	2	3	3	3	3	3	3	2	3

1- Low

2- Medium

3- High

School: SSHSS		Batch: 2023-2024	
Programme: M.A. Clinical Psychology		Current Academic Year: 2023-2025	
Branch: Psychology		Semester: I	
1	Course Code	MPY126	
2	Course Title	Lifespan Development	
3	Credits	4	
4	Contact Hours (L-T-P)	3-1-0	
	Course Type	Core Course (CC)	
5	Course Objective	<ul style="list-style-type: none"> To help students gain some key ideas about human development and the perspectives to understand and explain such developments. To help the students to understand the significance of different stages of human development starting from childhood to old age. To make them aware of different developmental issues and ways to deal with them. 	
6	Course Outcomes	<p>The student will be able.</p> <p>CO1: to define the developmental patterns and issues associated with age.</p> <p>CO2: to explain the several facets of successful ageing- psychological, socio-emotional, and legal.</p> <p>CO3: to construct the linkages between theoretical issues and their application around human development.</p> <p>CO4: to categorize the developmental patterns from pre- natal to old age.</p> <p>CO5: to understand the core concepts, strengths, and weaknesses of the major theories of lifespan development.</p> <p>CO6: to formulate developmental concepts to everyday life.</p>	
7	Course Description	<p>In this course, the entire lifespan—from starting to death—of the human being is examined. With a focus on change and continuity, this course will examine how biological, psychological, social, and cultural aspects of human development interact. As they critically analyse, assess, and consider the impact of biopsychosocial elements on one's own growth and development, students will have the chance to participate in key developmental theories.</p>	
	Unit 1	Introduction	CO Mapping
	A	<ul style="list-style-type: none"> Human development: Principles and Theoretical Perspectives 	CO1, CO6
	B	<ul style="list-style-type: none"> Research Methods in study of development 	CO1, CO6
	C	<ul style="list-style-type: none"> Factors influencing development: Heredity, Environment, Importance of critical periods in development 	CO1, CO6
	Unit 2	Developmental Stages	

	A	<ul style="list-style-type: none"> Childhood: Physical and Cognitive Development; Language Development; developing sense of self and Gender roles. 	CO2, CO6
	B	<ul style="list-style-type: none"> Adolescence: Physical, Cognitive & Language Development; Search for identity. 	CO2, CO6
	C	<ul style="list-style-type: none"> Adulthood & Old Age: Physical & Cognitive Development: Schaie's model, Sternberg's perspective of adulthood. 	CO2, CO6
	Unit 3	Challenges in Developmental Stages	
	A	<ul style="list-style-type: none"> Childhood: Gender identity & attachment issues. 	CO3, CO6
	B	<ul style="list-style-type: none"> Adolescence: Gender Roles and Sexuality; Problems during adolescence. 	CO3, CO6
	C	<ul style="list-style-type: none"> Adulthood; Social and Intimate Relationship, Midlife Issues. 	CO3, CO6
	Unit 4	Developmental Theories	
	A	<ul style="list-style-type: none"> Piagetian Theory & Vygotsky's Socio-Cultural Perspective 	CO4, CO6
	B	<ul style="list-style-type: none"> Kohlberg's Theory of Moral Development 	CO4, CO6
	C	<ul style="list-style-type: none"> Psycho-Social Development: Erickson's theory 	CO4, CO6
	Unit 5	Theories of Aging	
	A	<ul style="list-style-type: none"> Programmed Theory & Damage Theory; Cognitive Functioning: Intelligence and Processing Abilities & Memory 	CO5, CO6
	B	<ul style="list-style-type: none"> Psycho-Social Issues : Mental and Behavioral Problems ,Personal Relationship 	CO5, CO6
	C	<ul style="list-style-type: none"> Dealing with death and bereavement: Kubler Ross Theory of Dying, Bowlby theory of bereavement 	CO5, CO6
	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Readings Text book/s*	<ol style="list-style-type: none"> Lifespan Development, John W. Santrock. 17th Edition Paperback – 10 September 2021. Life Span: Human Development, 9th ed., (2018), by Sigelman & Rider with MindTap access MindTap with E-book: ISBN: 9781337275712. Santrock, J. (2018). Essentials of Life-Span Development, (5th ed). NY: McGraw-Hill Education. Boyd, D. & Bee, H. (2019). REVEL for Lifespan Development (8th. Ed.). Publisher: Pearson Education, Inc. 	



Reference Books	<ul style="list-style-type: none">Developmental Psychology and Human Development, January 2016; by Barve Bapurao Namdeo
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COs- POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	2	3	3	3	3	3	3
CO2	3	2	3	2	2	3	2	3	3	2	3
CO3	3	3	2	3	3	3	2	3	3	3	3
CO4	3	3	2	3	3	3	2	3	3	3	3
CO5	3	3	2	2	3	3	2	2	3	3	3
CO6	3	2	2	3	3	3	3	3	3	2	3

1- Low

2- Medium

3- High

School: SSHSS		Batch: 2023-25
Programme: M.A. Clinical Psychology		Current Academic Year: 2023-24
Branch: Psychology		Semester: I
1	Course Code	MPP110
2	Course Title	Practical Lab
3	Credits	2
4	Contact Hours (L-T-P)	0-0-4
	Course Type	Core Course (CC)
5	Course Objective	<ol style="list-style-type: none"> 1. Develop proficiency in conducting comprehensive case history interviews, obtaining relevant background information, and documenting essential details for psychological assessments. 2. Demonstrate competence in administering and interpreting the PGI Memory Scale, a cognitive assessment tool used to evaluate memory functions and identify potential cognitive impairments. 3. Acquire knowledge and skills in administering the Eysenck's Personality Questionnaire, a widely used assessment measure for evaluating adjustment and personality traits in clinical populations. 4. Apply assessment techniques and interpretation skills for the Colour-Raven Progressive Matrices, a psychological test used to assess cognitive abilities in children. 5. Demonstrate proficiency in integrating assessment findings, generating comprehensive assessment reports, and effectively communicating assessment results to stakeholders. 6. Develop ethical and professional competence in conducting psychological assessments, adhering to ethical guidelines, ensuring client confidentiality, and maintaining cultural sensitivity throughout the assessment process.
6	Course Outcomes	<p>Student will be able to:</p> <p>CO1 Define comprehensive case history interviews, utilizing effective communication and active listening skills to gather relevant information for psychological assessments.</p> <p>CO2 Administer and score the PGI Memory Scale accurately, interpret assessment results, and effectively communicate findings related to memory functioning.</p> <p>CO3 Administer and make use of the Eysenck's Personality Questionnaire, analyze and interpret assessment data, and generate meaningful insights regarding adjustment and personality characteristics.</p> <p>CO4 Administer and analyze score the Colour-Raven Progressive Matrices, interpret cognitive assessment results in children, and identify potential cognitive strengths and weaknesses.</p>

		<p>CO5 Appraise and Apply the Vineland Social Maturity Scale to assess social functioning and development in individuals.</p> <p>CO6 Adapt the ethical and professional conduct throughout the assessment process, ensuring client confidentiality, cultural sensitivity, and adherence to ethical guidelines in all aspects of assessment administration and reporting.</p>						
7	Course Description	<p>Course Description: This course focuses on the practical aspects of psychological assessment in clinical psychology. Students will learn essential skills and techniques for conducting comprehensive assessments, including gathering case history, conducting mental status examinations, and writing assessment reports. The course will cover specific assessment tools used to evaluate cognitive functions, adjustment, personality, and child development. Through hands-on practice and case studies, students will develop proficiency in administering, scoring, and interpreting these assessment measures.</p>						
	Unit 1	Introduction. CO Mapping						
	A.	Case history CO1, CO6						
	B	mental status examination CO, CO6						
	C.	formats of report writing CO1, CO6						
	Unit 2	Tests of cognitive functions						
	A	PGI Memory Scale CO2, CO6						
	Unit 3	Tests for adjustment and personality assessment						
	A	Eysenck's personality questionnaire CO3, CO6						
	Unit 4	Psychological assessment of children						
	A	Colour-Raven Progressive Matrices CO4, CO6						
	Unit 5	Test of adaptive behavior or social functioning						
	A	Vineland 's Social Maturity Scale CO5, CO6						
	Mode of examination	Practical/Viva						
	Weightage Distribution	<table border="1"> <tr> <td>CA</td> <td>Viva</td> <td>EA</td> </tr> <tr> <td>25</td> <td>25</td> <td>50</td> </tr> </table>	CA	Viva	EA	25	25	50
CA	Viva	EA						
25	25	50						
	Readings Textbook/s*	<p>Freeman, F.S. (1965). Theory and practice of psychological testing. New Delhi: Oxford and IHBN.</p> <p>Hersen, M., Segal, D.L., & Hilsenroth, M.J. (2004). Comprehensive handbook of psychological assessment (Vols. 1-2). New York: John Wiley & Sons.</p>						

COs- POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	3	2	3	3	2	2	2	2	3	3
CO2	3	3	3	3	2	2	2	2	2	3	2
CO3	3	2	3	2	2	2	2	2	3	3	3
CO4	2	3	3	2	2	2	2	2	2	3	3
CO5	2	2	3	3	3	3	3	3	3	3	2
CO6	2	2	2	2	2	2	3	3	2	3	2

1- Low

2- Medium

3- High

School: SSHSS		Batch: 2023-2025	
Programme: M.A. Clinical Psychology		Current Academic Year: 2023-2024	
Branch: Psychology		Semester: II	
1	Course Code	MPY131	
2	Course Title	Research Methodology & Design	
3	Credits	4	
4	Contact Hours (L-T-P)	3-1-0	
	Course Type	Core	
5	Course Objective	<ul style="list-style-type: none"> To acquaint students with the philosophy, ethics, design, and evaluation of research in Psychology. To understand the tools and techniques used in collecting, analyzing and interpreting data. To enhance the understanding of various research designs. To understand methodology of quantitative and qualitative research. To provide the theoretical orientation and background for research. To develop their logical thinking required in carrying out scientific research. 	
6	Course Outcomes	<p>The student will be able;</p> <p>CO1: to sensitize towards the concept and pedagogy of social science research.</p> <p>CO2: to understand the limitations of particular research methods.</p> <p>CO3: to operate towards the methods of data collection, research designs, basic statistics involved in quantitative analysis the method of writing a scientific research document.</p> <p>CO4: to experiment for formulating and conducting relevant research.</p> <p>CO5: to evaluate the particular research methods in specific circumstances.</p> <p>CO6: to facilitate their understanding of identifying and formulating research problem, hypothesis and sampling methods.</p>	
7	Course Description	<p>This course is designed to support postgraduate students in developing their research project and to assist them in defining their mode of enquiry. It will give students a general introduction of research, its methodologies, challenges and process. Course introduce a range of research tools and understanding to organize the research plan and analyze the findings. It gives advanced and in-depth knowledge about the applicability of research technics to conduct real research.</p>	
8	Outline syllabus		CO Mapping
	Unit 1	Research in Social Sciences	
	A	Purpose and types of research: Introduction to Qualitative and Quantitative Research; basic research; applied	CO1

		research; action research; Cross-cultural research; Need and benefits of interdisciplinary research	
	B	Problems of Objectivity- Positivist & Post Positivist perspectives	CO1
	C	Ethical issues	CO1, CO2
	Unit 2	Basic Elements of Social Research	
	A	Formulating a Research Problem- assumptions & characteristics; Hypotheses- Meaning, Importance, Types and Formulation	CO1, CO3
	B	Sampling- Meaning, Types & Factors influencing sampling	CO1, CO3
	C	Research Designs: Exploratory, Causal, Descriptive	CO1, CO3
	Unit 3	Tools of Data Collection	
	A	Meaning and Nature of data—Primary & Secondary	CO2
	B	Methods of Data Collection- Experimental, Observational	CO2, CO3
	C	Survey method—Interview & questionnaire	CO2, CO3
	Unit 4	Psychological Testing & Measurement	
	A	Psychological Testing—standardization and objectivity	CO3, CO4
	B	Reliability, Validity & Norms	CO3, CO4
	C	Steps in test development & standardization	CO3, CO4
	Unit 5	Qualitative Research	
	A	Philosophy and conceptual foundations	CO4, CO5
	B	Grounded theory, Ethnographic research, Case study research & Narrative analysis	CO2, CO4, CO5
	C	Writing a Qualitative Study; Reflexivity and Representations in Writing	CO3, CO4, CO5
	Mode of examination	Theory	
	Weightage Distribution	IA 25%	EA 75%
	Textbook/s*	<ul style="list-style-type: none"> • Tim May (2001). Social Research: Issues, Methods and Process, 3rd edition, Open University Press • Shaughnessy, J. J., Zechmeister, E. B. & Zechmeister, J. (2012). Research methods in psychology. (9th ed.). NY: McGraw Hill. • Elmes, D. G. (2011). Research Methods in Psychology (9thed.). Wadsworth Publishing. • Acharyya, R. (Ed.), Bhattacharya, N. (Ed.). (2020). Research Methodology for Social Sciences. London: Routledge India, https://doi.org/10.4324/9780367810344 	
	Other References	<ul style="list-style-type: none"> • A.K. Singh (2005). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan: Patana. • Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications. American Psychological Association. (2009). Concise Rules of APA Style (Concise Rules of the American Psychological Association (APA) Style). APA 	

COs- POs Matrix

Pos/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	3	3	2	2	3	3	3	3	2
CO2	2	3	3	2	2	3	2	2	3	2	2
CO3	3	3	3	3	3	2	2	3	2	3	3
CO4	3	2	3	3	2	2	3	3	3	3	2
CO5	2	2	3	2	2	3	2	3	3	2	3
CO6	3	2	3	3	2	3	3	3	3	3	3

1- Low

2- Medium

3- High

School: SSHSS		Batch: 2023-25
Programme: M.A. Clinical Psychology		Current Academic Year: 2023-24
Branch: Psychology		Semester: II
1	Course Code	MPY132
2	Course Title	Psychological Disorders
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	Core Course (CC)
5	Course Objective	<ol style="list-style-type: none"> 1. To familiarize students with the theoretical foundations of psychopathology, including various psychological, biological, and sociocultural perspectives. 2. To develop students' understanding of classification systems and diagnostic criteria for mental disorders, such as the DSM-5 and ICD-11. 3. To enable students to evaluate and interpret research in psychopathology, fostering critical thinking and evidence-based practice. 4. To enhance students' ability to assess and diagnose different psychological disorders using appropriate assessment tools and techniques. 5. To explore the etiology and risk factors associated with various mental disorders, facilitating a comprehensive understanding of the factors contributing to their development. 6. To provide students with an overview of evidence-based treatment approaches for different psychopathological conditions, emphasizing the integration of psychotherapy and pharmacotherapy.
6	Course Outcomes	<p>Student will be able to:</p> <p>CO1 relate with the knowledge of the historical evolution of psychopathology and its significance in the field of mental health.</p> <p>CO2 Demonstrate the ability to conduct a comprehensive assessment and formulate accurate diagnoses for clients presenting with mood and anxiety disorders.</p> <p>CO3 develop the ability to conduct a thorough assessment and differentiate between various psychotic disorders and personality disorders.</p> <p>CO4 Classify effective treatment plans and interventions for individuals diagnosed with psychological disorders.</p>

		<p>CO5 Appraise and assess the neurodevelopmental disorders and neurocognitive disorders, including their symptoms and diagnostic criteria.</p> <p>CO6 Estimate and evaluate emerging trends and current controversies in the field of psychopathology, demonstrating an ability to engage in informed discussions and debates.</p>	
7	Course Description	The course aims to provide students with a comprehensive understanding of psychopathology, focusing on the study of mental disorders and abnormal behaviors. Through a multidimensional approach, students will explore the theoretical foundations, diagnostic criteria, etiology, and treatment approaches for various psychological disorders. The course will enhance students' ability to assess, diagnose, and formulate treatment plans for individuals experiencing mental health challenges. Additionally, ethical considerations, cultural factors, and contemporary issues in psychopathology will be addressed.	
	Unit 1	Introduction to Psychopathology	CO Mapping
	A	Historical overview of psychopathology Theoretical perspectives in psychopathology (psychodynamic, behavioral, cognitive, etc.)	CO1
	B	Classification systems and diagnostic criteria (e.g., DSM-5, ICD-11)	CO1
	C	Research methods in psychopathology Psychopathology across the lifespan	CO1
	Unit 2	Mood and Anxiety Disorders	
	A	Major depressive disorder and bipolar disorder	CO2
	B	Anxiety disorders (e.g., generalized anxiety disorder, panic disorder, phobias)	CO2
	C	Obsessive-compulsive disorder (OCD) and related disorders Trauma and stress-related disorders (e.g., post-traumatic stress disorder)	CO2
	Unit 3	Psychotic Disorders and Personality Disorders	
	A	Schizophrenia spectrum disorders Other psychotic disorders (e.g., delusional disorder)	CO3
	B	Borderline personality disorder Antisocial personality disorder	CO3
	C	Narcissistic personality disorder Avoidant personality disorder	CO3
	Unit 4	Neurodevelopmental and Neurocognitive Disorders	
	A	Intellectual disability and specific learning disorders Autism spectrum disorder	CO4
	B	Attention-deficit/hyperactivity disorder (ADHD) Substance-related and addictive disorders	CO4
	C	Neurocognitive disorders (e.g., Alzheimer's disease, dementia)	CO4

Unit 5	Other Disorders and Contemporary Issues		
A	Eating disorders (e.g., anorexia nervosa, bulimia nervosa) Sleep disorders	CO5, CO6	
B	Sexual and gender identity disorders Cultural considerations in psychopathology	CO5, CO6	
C	Ethical issues in psychopathological research and practice Emerging trends and current controversies in psychopathology	CO5, CO6	
Mode of examination	Theory		
Weightage Distribution	IA	EA	
	25%	75%	
Readings Text books	<ol style="list-style-type: none"> Davison, G. C., Neale, J. M., & Kring, A. M. (2018). <i>Abnormal psychology</i>. Wiley. Clark, D. A., & Beck, A. T. (2010). <i>Cognitive therapy of anxiety disorders: Science and practice</i>. Guilford Press. American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders (5th ed.)</i>. American Psychiatric Publishing. Volkmar, F. R., Pauls, D. L., & Klin, A. (2016). <i>Handbook of autism and pervasive developmental disorders (4th ed.)</i>. Wiley. Grant, I., & Adams, K. M. (Eds.). (2014). <i>Neuropsychological assessment of neuropsychiatric disorders (3rd ed.)</i>. Oxford University Press. Striegel-Moore, R. H., & Smolak, L. (2016). <i>Eating disorders: Innovative directions in research and practice</i>. American Psychological Association. 		

COs- POs Matrix

Pos/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	1	2	2	2	2	2	2	3	3	2
CO2	2	1	3	3	2	2	2	2	3	2	2
CO3	2	1	3	3	2	2	2	2	2	3	3
CO4	2	1	3	3	2	2	2	2	3	3	2
CO5	2	1	3	3	2	2	2	2	3	2	3
CO6	2	3	2	3	3	1	2	3	3	3	3

1- Low

2- Medium

3- High

School: SSHSS		Batch: 2023-25
Programme: M.A. Clinical Psychology		Current Academic Year: 2023-24
Branch: Psychology		Semester: II
1	Course Code	MPY133
2	Course Title	Psychodiagnostics
3	Credits	4
4	Contact Hours (L-T-P)	3-0-2
	Course Type	Core Course (CC)
5	Course Objective	<ol style="list-style-type: none"> 1. To provide students with a comprehensive understanding of the principles and methods of psychodiagnostics assessment. 2. To develop students' proficiency in administering and interpreting a range of psychological tests commonly used in clinical practice. 3. To enhance students' skills in conducting diagnostic interviews and utilizing clinical observation techniques. 4. To enable students to integrate assessment data from multiple sources and formulate accurate diagnostic impressions. 5. To foster cultural competence in psychodiagnostics assessment and consider diverse cultural factors in diagnostic decision-making. 6. To develop students' ability to write clear, concise, and clinically relevant assessment reports.
6	Course Outcomes	<p>Student will be able to:</p> <p>CO1 Define the theoretical foundations and ethical considerations in psychodiagnostics assessment.</p> <p>CO2 demonstrate the ability to integrate cognitive assessment findings into diagnostic formulations.</p> <p>CO3 Develop proficiency in administering and interpreting personality inventories and projective techniques.</p> <p>CO4 Examine the effective diagnostic interviewing skills and utilize structured diagnostic interviews.</p> <p>CO5 Measure the use of clinical observation and utilizing collateral information.</p> <p>CO6 Originate the ability to write comprehensive and clinically relevant assessment reports.</p>
7	Course Description	The course aims to equip students with the knowledge and skills necessary for conducting comprehensive psychodiagnostics assessments in clinical psychology practice. Through a combination of theoretical instruction and hands-on training, students will learn about various assessment methods, including psychological tests, interviews, and behavioral observations. The course will cover the

		administration, scoring, interpretation, and integration of assessment data to formulate accurate diagnoses and treatment plans. Ethical considerations, cultural factors, and contemporary issues in psychodiagnostics assessment will also be explored.	
	Unit 1	Introduction to Psychodiagnostics Assessment	CO Mapping
	A	Overview of psychodiagnostics assessment in clinical psychology Ethical and professional considerations in assessment	CO1
	B	Diagnostic and Statistical Manual of Mental Disorders (DSM) criteria for diagnosis The role of cultural competence in psychodiagnostics assessment	CO1
		Introduction to assessment methods: interviews, psychological tests, behavioral observations	CO1
	Unit 2	Cognitive and Intellectual Assessment	
	A	Principles of cognitive assessment Administration and interpretation of intelligence tests (e.g., Wechsler scales)	CO2
	B	Assessment of specific cognitive domains (e.g., memory, executive functions) Cultural considerations in cognitive assessment	CO2
	C	Integration of cognitive assessment findings into diagnostic formulations	CO2
	Unit 3	Personality Assessment	
	A	Personality theories and assessment frameworks Administration and interpretation of personality inventories (e.g., MMPI-2, NEO-PI-R)	CO3
	B	Projective techniques and their applications (e.g., Rorschach, TAT) Cultural considerations in personality assessment	CO3
	C	Integration of personality assessment findings into diagnostic formulations	CO3
	Unit 4	Diagnostic Interviewing and Clinical Observation	
	A	Techniques and strategies for conducting diagnostic interviews	
	B	Structured and semi-structured diagnostic interviews (e.g., SCID, MINI), Clinical observation skills in assessment	CO4
	C	Use of collateral information in diagnostic decision-making Integration of interview and observational data in diagnostic formulations	CO4
	Unit 5	Integrative Assessment and Report Writing	CO5, CO6
	A	The process of integrative assessment Integration of assessment data from multiple sources	CO5, CO6



	B	Formulating diagnostic impressions and treatment recommendations Effective report writing in psychodiagnostics assessment		CO5, CO6
	C	Ethical considerations in reporting assessment findings		
	Mode of examination	Theory		
	Weightage Distribution	IA	EA	
		25%	75%	
	Readings Textbooks	<ol style="list-style-type: none"> American Psychological Association. (2013). Ethical principles of psychologists and code of conduct. <i>American Psychologist</i>, 68(9), 791-812. Butcher, J. N., Williams, C. L., & Ben-Porath, Y. S. (2018). <i>Essentials of MMPI-2 and MMPI-2-RF interpretation</i> (3rd ed.). University of Minnesota Press. Groth-Marnat, G. (2009). <i>Handbook of psychological assessment</i> (5th ed.). Wiley. Wood, J. M., Nezworski, M. T., Lilienfeld, S. O., & Garb, H. N. (2012). <i>What's wrong with the Rorschach? Science confronts the controversial inkblot test</i>. Jossey-Bass. Widiger, T. A., & Samuel, D. B. (Eds.). (2010). <i>DSM-5 personality disorders</i>. American Psychiatric Publishing. 		

COs- POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	3	2	3	3	2	2	2	2	3	3
CO2	3	3	3	3	2	2	2	2	2	3	2
CO3	3	2	3	2	2	2	2	2	3	3	3
CO4	2	3	3	2	2	2	2	2	2	3	3
CO5	2	2	3	3	3	3	3	3	3	3	2
CO6	2	2	2	2	2	2	3	3	2	3	2

- 1- Low
- 2- Medium
- 3- High

School: SSHSS		Batch: 2023-25
Programme: M.A. Clinical Psychology		Current Academic Year: 2023-24
Branch: Psychology		Semester: II
1	Course Code	SEC101
2	Course Title	Academic Writing, Research and Publication
3	Credits	3
4	Contact Hours (L-T-P)	2-1-0
	Course Type	Core Course (CC)
5	Course Objective	<ol style="list-style-type: none"> 1. Familiarize students with different academic writing styles used in contemporary scientific journals. 2. Develop students' ability to appropriately use in-text and reference citations following APA formatting guidelines. 3. Enhance students' awareness of plagiarism and its various forms, enabling them to avoid academic misconduct. 4. Cultivate critical thinking and analytical skills necessary for effective literature review and research synthesis. 5. Equip students with the necessary tools to generate coherent and well-structured academic papers. 6. Enhance students' ability to present and communicate research findings effectively.
6	Course Outcomes	<p>Student will be able to:</p> <p>CO1: define appropriate citation practices to acknowledge sources in academic writing.</p> <p>CO2: Demonstrate proficiency in writing academic documents in APA format.</p> <p>CO3: Identify and avoid instances of plagiarism in academic work.</p> <p>CO4: classify effective literature reviews and synthesize research findings.</p> <p>CO5: compare well-structured and coherent academic papers.</p> <p>CO6: Discuss and Present research findings in a clear and engaging manner.</p>
7	Course Description	<p>This course provides students with the necessary knowledge and skills to excel in academic writing within various disciplines. Students will explore different styles of academic writing prevalent in contemporary scientific journals and develop proficiency in adhering to style guidelines, citation practices, and ethical considerations. Through practical exercises and collaborative activities, students will enhance their research skills and gain insight into critical aspects of scholarly communication.</p>

Unit 1	Introduction to Academic Writing	CO Mapping
A	Overview of academic writing and its significance in scholarly communication	CO1
B	Different approaches and processes in academic writing	CO1
C	Addressing key issues: plagiarism, biases, and common errors in academic writing	CO1
Unit 2	Guidelines and Rules in Academic Writing	
A	Introduction to style and formatting guidelines from the American Psychological Association (APA)	CO2
B	In-text citations: proper usage, formatting, and citation styles	CO2
C	Reference list: formatting guidelines and examples for different types of sources	CO2
Unit 3	Reporting Research	
A	Abstract writing: components, structure, and key elements	CO3
B	Literature review: techniques for reviewing and synthesizing research literature	CO3
C	Scientific poster presentations: design principles and effective communication strategies	CO3
Unit 4	Critical Analysis, Argumentation and Effective Communication	
A	Analytical and critical thinking skills for academic writing Developing a logical argument and supporting it with evidence	CO4
B	Evaluating and critiquing research articles	CO4
C	Enhancing academic writing style: grammar, vocabulary, and sentence structure Presentation skills: delivering effective oral presentations and visual aids	CO4
Unit 5	Publication Process and Peer Review	
A	Selecting an Appropriate Journal: Understanding the journal publication process. Criteria for choosing the right journal. Impact factor and journal rankings.	CO5, CO6
B	Writing Cover Letters and Abstracts: Crafting an effective cover letter for manuscript submission. Writing a concise and informative abstract. Keywords and indexing for discoverability.	CO5, CO6
C	Peer Review Process and Responding to Reviewers:	CO5, CO6

		Understanding the peer review process. Strategies for addressing reviewer comments and revisions. Ethical considerations and responsible publishing practices.		
Mode of examination	Theory			
Weightage Distribution	IA	EA		
	25%	75%		
Readings Textbooks	<ol style="list-style-type: none"> 1. American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association. 2. Gastel, B., & Day, R. A. (2022). How to write and publish a scientific paper (8th ed.). Greenwood. 3. Machi, L. A., & McEvoy, B. T. (2016). The literature review: Six steps to success (3rd ed.). Corwin. 4. Mitchell, M. L., Jolley, J. M., & O'Shea, R. J. (2017). Writing for psychology (6th ed.). Cengage Learning. 5. Swales, J. M., & Feak, C. B. (2012). Academic writing for graduate students: Essential skills and tasks (3rd ed.). University of Michigan Press. 6. Graff, G., & Birkenstein, C. (2018). They say / I say: The moves that matter in academic writing (4th ed.). W. W. Norton & Company. 			

COs- POs Matrix

POs/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	2	3	2	3	2	2	3	3	3
CO2	2	2	1	2	2	3	2	3	3	3	3
CO3	2	2	2	2	3	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	3	3	3	3
CO5	2	3	3	2	3	2	3	3	2	3	3
CO6	3	3	3	3	2	2	3	2	2	2	2

1- Low

2- Medium

3- High

School:SSHSS		Batch: 2023-25
Programme: M.A. Clinical Psychology		Current Academic Year: 2023-24
Branch: Psychology		Semester: II
1	Course Code	MPY181
2	Course Title	Introduction to Psychiatry
3	Credits	3
4	Contact Hours (L-T-P)	2-1-0
	Course Type	Discipline Specific Elective Courses (DSE)
5	Course Objective	<ol style="list-style-type: none"> 1. Identify and describe the clinical presentation and assessment methods used in psychiatry, including disorders of consciousness, attention, orientation, motor behavior, speech abnormalities, and disturbances in self-experience, thought, perception, emotion, and memory. 2. Differentiate between different psychotic disorders, including schizophrenia, affective disorders, delusional disorders, and other psychotic disorders, by understanding their clinical features, etiology, and available management strategies. 3. Recognize and classify neurotic, stress-related, and somatoform disorders, including their clinical features, etiology, and interventions. 4. Understand the classification and clinical features of personality disorders, mental and behavioral disorders due to substance use, and habit and impulse disorders, sexual disorders, and dysfunctions, and explore various treatment approaches for these conditions. 5. Gain knowledge of organic mental disorders such as dementia, delirium, and neuralgic and systemic disorders associated with mental disorders, including their types, clinical features, and available management options. 6. Utilize relevant reference textbooks and resources in psychiatry, such as the Oxford Textbook of Psychiatry, Comprehensive Textbook of Psychiatry, Child and Adolescent Psychiatry: Modern Approaches, Symptoms in Mind: Introduction to Descriptive Psychopathology, and Textbook of Postgraduate Psychiatry, to deepen understanding and enhance learning in the field.
6	Course Outcomes	<p>Student will be able to:</p> <p>CO1 Define different psychological disorders. Understand clinical presentation and assessment methods used in psychiatry, and apply this knowledge to recognize and evaluate various mental disorders.</p>

		<p>CO2 classify and differentiate between different psychotic disorders based on their clinical features, etiology, and available management strategies.</p> <p>CO3 identify neurotic, stress-related, and somatoform disorders, and recommend appropriate interventions for each.</p> <p>CO4 analyze and assess personality disorders, mental and behavioral disorders due to substance use, and habit and impulse disorders, sexual disorders, and dysfunctions, and propose suitable treatment approaches.</p> <p>CO5 Interpret and manage organic mental disorders such as dementia, delirium, and neurologic and systemic disorders associated with mental disorders, utilizing appropriate management techniques.</p> <p>CO6 adapt and critically evaluate relevant reference textbooks and resources in psychiatry, enhancing knowledge and expanding comprehension of the subject matter.</p>	
7	Course Description	<p>Course Description: This course provides an introductory overview of the field of psychiatry, focusing on the clinical presentation, assessment, and management of various psychiatric disorders. Students will learn about the different types of mental disorders, their clinical features, etiology, and treatment approaches. The course covers topics such as psychotic disorders, neurotic and stress-related disorders, personality and behavioral disorders, and organic mental disorders. Through lectures, case studies, and discussions, students will develop a foundational understanding of psychiatry and its role in mental healthcare.</p>	
	Unit 1	Clinical Presentation and Assessment	CO Mapping
	A	Disorders of consciousness, attention, and orientation	CO1
	B	Motor behavior and speech abnormalities	CO1
	C	Experience of self, thought, perception, emotion, and memory disturbances	CO1
	Unit 2	Psychotic Disorders	
	A	Schizophrenia: Types, clinical features, and etiology	CO2
	B	Affective disorders: Types, clinical features, and management	CO2
	C	Delusional disorders and other psychotic disorders: Clinical features and interventions	CO2
	Unit 3	Neurotic, Stress-Related, and somatoform disorders	
	A	Neurotic disorders: Types, clinical features, and management	CO3
	B	Stress-related disorders: Types, clinical features, and interventions	CO3
	C	Somatoform disorders: Clinical features and treatment approaches	CO3
	Unit 4	Personality and Behavioral Disorders	
	A	Specific personality disorders: Classification and clinical features	CO4

	B	Mental and behavioral disorders due to substance use: Etiology and management	CO4
	C	Habit and impulse disorders, sexual disorders, and dysfunctions: Clinical features and interventions	CO4
	Unit 5	Organic Mental Disorders	
	A	Dementia: Types, clinical features, and management	CO5, CO6
	B	Delirium and related conditions: Etiology and treatment approaches	CO5, CO6
	C	Neuralgic and systemic disorders associated with mental disorders: Clinical features and interventions.	CO5, CO6
Mode of examination	Theory		
Weightage Distribution	IA	EA	
	25%	75%	
Readings Text books	<ol style="list-style-type: none"> 1. Gelder, M., Gath, D., & Mayon, R. (1989). Oxford Textbook of Psychiatry (2nd ed.). New York: Oxford University Press. 2. Kaplan, B.J. & Sadock, V.A., (1995). Comprehensive Textbook of Psychiatry (6th ed.). London: William & Wilkins. 3. Rutter, M. & Herson, L. (1994). Child and Adolescent Psychiatry: Modern approaches (3rd ed.). London: Blackwell Scientific Publications. 4. Sims, A. & Bailliere, T. (1988). Symptoms in mind: Introduction to descriptive psychopathology. London: WB Saunders. 5. Vyas, J.N. & Ahuja, N. (1999). Textbook of postgraduate psychiatry (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers. 		

COs- POs Matrix

POs/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	2	3	2	3	2	2	3	3	3
CO2	2	2	1	2	2	3	2	3	3	3	3
CO3	2	2	2	2	3	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	3	3	3	3
CO5	2	3	3	2	3	2	3	3	2	3	3
CO6	3	3	3	3	2	2	3	2	2	2	2

1- Low

2- Medium

3- High

School: SSHSS		Batch: 2023-2024	
Programme: M.A. Clinical Psychology		Current Academic Year: 2023-2025	
Branch: Psychology		Semester: II	
1	Course Code	MPY183	
2	Course Title	Social Psychology	
3	Credits	3	
4	Contact Hours (L-T-P)	2-1-0	
	Course Type	DSE	
5	Course Objective	<ul style="list-style-type: none"> To develop insight about the basic assumptions and scope of social psychological perspectives. To learn the use of research methodologies in Social Psychology. To explore the use of social psychological perspectives in addressing the issues and problem of the real world. 	
6	Course Outcomes	<p>The student will be able;</p> <p>CO1: to define the use of social psychological perspectives in addressing the issues and problem of the real world.</p> <p>CO2: to develop insights about the basic assumptions and scope of social psychological perspectives.</p> <p>CO3: to make the use of research methodologies in social psychology.</p> <p>CO4: to examine how psychological theory and empirical research are used to help explain human behavior in individuals and groups.</p> <p>CO5: to determine students acquire and practice critical thinking skills to dissect and incorporate scientific information.</p> <p>CO6: to discuss the limits in generalizing psychological research to all cultural/gender/ethnic/age group.</p>	
7	Course Description	<p>This course is helps to understand the forces that create group differences in patterns of social behavior and ability to tolerate the behavior of other people, particularly that of members of the diverse array of groups and social categories to which they do not belong. It is also giving insight to identify the limitations in generalizing psychological research to all cultural/gender/ethnic/age groups and comprehend the dynamics of intergroup relationships, conflict, and cooperation.</p>	
	Unit 1	Introduction to Social Psychological	CO Mapping
	A	<ul style="list-style-type: none"> Nature and scope of social psychology; brief history of social psychology 	CO1
	B	<ul style="list-style-type: none"> cultural and cross-cultural psychology; traditional theoretical perspectives (field theory, cognitive dissonance) 	CO1
	C	<ul style="list-style-type: none"> Methods in Social Psychology: Experimental, Observation, Co-relational, Survey, Field study 	CO1, CO6
	Unit 2	Social Influence and Responding to Social Situations	

	A	<ul style="list-style-type: none"> Social facilitation; social loafing; conformity, compliance, obedience 	CO1, CO2
	B	<ul style="list-style-type: none"> Cultural context of getting influenced or resisting influence 	CO1, CO2
	C	<ul style="list-style-type: none"> Social perception; attitude and its change within cultural context 	CO1, CO2
	Unit 3	Social Process	
	A	<ul style="list-style-type: none"> Aggression and ways to manage aggression 	CO3, CO6
	B	<ul style="list-style-type: none"> Theories of aggression 	CO3, CO6
	C	<ul style="list-style-type: none"> Pro-social Behaviour 	CO3, CO6
	Unit 4	Intergroup relations	
	A	<ul style="list-style-type: none"> Group dynamics, leadership style and effectiveness 	CO4, CO6
	B	<ul style="list-style-type: none"> Theories of intergroup relations; social identity theory, relative deprivation theory, realistic conflict theory, equity theory 	CO4, CO6
	C	<ul style="list-style-type: none"> Conflicts and resolution 	CO4, CO6
	Unit 5	Applications in real world	
	A	<ul style="list-style-type: none"> Challenges of societal development 	CO5, CO6
	B	<ul style="list-style-type: none"> Issues of gender, poverty, marginalization and social suffering 	CO5, CO6
	C	<ul style="list-style-type: none"> Facilitating wellbeing and self- growth in diverse cultural and socio-political contexts 	CO5, CO6
	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Readings Textbook/s*	<ul style="list-style-type: none"> Baron, R. A., & Byrne, D. (2000). (8th ed.). Social psychology. New Delhi: Prentice Hall of India. Alcock, J., & Sadava, S.(2014).An Introduction to School Psychology: Global Perspectives. New Delhi: Sage Publication. Myers, D.G., Sahajpal, P.& Behera, P. (2012).Social Psychology. New Delhi: Tata McGraw-Hill. 	
	Reference Book	<ul style="list-style-type: none"> Feldman, R.S. (1998). Social Psychology, Singapore: McGraw Hill. 	

COs- POs Matrix

POs/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	2	3	2	3	2	2	3	3	3
CO2	2	2	L	2	2	3	2	3	3	3	3
CO3	2	2	2	2	3	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	3	3	3	3
CO5	2	3	3	2	3	2	3	3	2	3	3
CO6	3	3	3	3	2	2	3	2	2	2	2

1- Low

2- Medium

3- High

School: SSHSS		Batch: 2023-2025	
Programme: M.A. Clinical Psychology		Current Academic Year: 2023-2024	
Branch: Psychology		Semester: II	
1	Course Code	MPY184	
2	Course Title	Psychology of Creativity & Innovation	
3	Credits	3	
4	Contact Hours (L-T-P)	2-1-0	
	Course Type	DSE	
5	Course Objective	<ul style="list-style-type: none"> • To understand the concept of creativity and innovation, further highlighting various approaches related to it. • To be able to apply learnt concepts in real world situations. • To express the value of creativity and its relation to various fields of life. • To explore various therapeutic uses of creativity in countless formants. • To understand the link between creativity and problem solving. 	
6	Course Outcomes	<p>The student will be able;</p> <p>CO1: to spell in depth knowledge about the field of creativity and innovation.</p> <p>CO2: to classify the cognitive approaches, and cognitive models which can be used for thinking and problem solving.</p> <p>CO3: to apply the concepts of creativity to the field of research, organization and leadership.</p> <p>CO4: to examine creativity and innovation in various domains such as business, science, and the arts.</p> <p>CO5: to evaluate the therapeutic uses of techniques in different setting of real life.</p> <p>CO6: to develop knowledge base on emerging trends, complexity, challenges and choices related to Creativity and Innovation.</p>	
7	Course Description	<p>This course helps to develop the skill to combine frequently familiar pieces of information in unexpected ways, develop something fresh and useful, and recognise analogies and other connections between seemingly unrelated things. The scientific literature on the causes of creativity and invention, such as feelings, thoughts, individual differences, and social circumstances, will be familiar to students by this course.</p>	
	Unit 1	Introduction	CO Mapping
	A	<ul style="list-style-type: none"> • Creativity and conceptualization of creativity; Creativity and Innovation 	CO1, CO2

	B	<ul style="list-style-type: none"> • Creativity across psychological paradigm 	CO1, CO2
	C	<ul style="list-style-type: none"> • Genius, and Madness 	CO1, CO2
	Unit 2	Cognitive approaches	
	A	<ul style="list-style-type: none"> • Different approaches to Creativity, A three facet model of creativity 	CO2, CO3
	B	<ul style="list-style-type: none"> • Problem solving and creativity 	CO2, CO3
	C	<ul style="list-style-type: none"> • The 4P's Creativity model and its application In different fields 	CO2, CO3
	Unit 3	Creativity and Individual Differences	
	A	<ul style="list-style-type: none"> • Creativity, Biology, and the Brain; Creativity and Intelligence 	CO2
	B	<ul style="list-style-type: none"> • Creativity as a personality trait; an achievement parameter 	CO2, CO3
	C	<ul style="list-style-type: none"> • Childhood: Imagination, Play, Prodigies, Practice 	CO3, CO4
	Unit 4	Creativity Within Domains	
	A	<ul style="list-style-type: none"> • Attitude and Creativity 	CO2, CO3,
	B	<ul style="list-style-type: none"> • Measuring Creativity 	CO3, CO4
	C	<ul style="list-style-type: none"> • Dark Side of Creativity 	CO3, CO4
	Unit 5	Creativity in Different Fields	
	A	<ul style="list-style-type: none"> • Creative functioning in social contexts 	CO2, CO3,
	B	<ul style="list-style-type: none"> • Creativity and innovations in organizations 	CO2, CO3,
	C	<ul style="list-style-type: none"> • Therapeutic use of creativity 	CO3, CO4
	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Readings Text book/s*	<ul style="list-style-type: none"> • Sternberg R. (1988). The Nature of Creativity: Contemporary Psychological Perspective (edited). Cambridge University Press, New York. • Gruber H., Bodeker K. (2005). Creativity, Psychology and the History of Science.(edited) Springer, Netherlands. • Bateson P., Matrín P. (2013) Play, Playfulness, Creativity and Innovation Cambridge University Press, New York. • Shalley C., Hitt M, Zhou J. (2015) The Oxford Handbook of Creativity, Innovation, and Entrepreneurship. Oxford University Press. New York. 	

		<ul style="list-style-type: none"> Goller I., Bessant J. (2017) Creativity for Innovation Management. Routledge. New York 6. Edwards D. () Art Therapy. Sage Publications. New Delhi.
	Reference Books	<ul style="list-style-type: none"> Ryan V. & Wilson K. (2005). Play Therapy: A Non-directive Approach for Children and Adolescents. Elsevier. Turner B. ()The Routledge International Handbook of Sandplay Therapy. Routledge

COs- POs Matrix

POs/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	2	3	2	3	2	2	3	3	3
CO2	2	2	1	2	2	3	2	3	3	3	3
CO3	2	2	2	2	3	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	3	3	3	3
CO5	2	3	3	2	3	2	3	3	2	3	3
CO6	3	3	3	3	2	2	3	2	2	2	2

1- Low

2- Medium

3- High

School: SSHSS		Batch: 2023-25
Programme: M.A. Clinical Psychology		Current Academic Year: 2023-24
Branch: Psychology		Semester: II
1	Course Code	AEC101
2	Course Title	SPSS and NVivo Lab
3	Credits	2
4	Contact Hours (L-T-P)	0-0-4
	Course Type	Ability Enhancement Course
5	Course Objective	<ol style="list-style-type: none"> 1. Understand the basic functionalities and features of SPSS and NVivo software. 2. Develop proficiency in data management, data analysis, and visualization using SPSS. 3. Gain skills in organizing, coding, and analysing qualitative data using NVivo. 4. Apply statistical techniques in SPSS for descriptive and inferential analysis. 5. Utilize NVivo for qualitative data exploration, coding, and thematic analysis. 6. Integrate SPSS and NVivo for mixed methods research and comparative analysis.
6	Course Outcomes	<p>Student will be able to:</p> <p>CO1 Define how to navigate and utilize SPSS for data management, descriptive statistics, and inferential analysis.</p> <p>CO2 illustrate NVivo for organizing, coding, and analysing qualitative data.</p> <p>CO3 Make use of advanced analysis such as factor analysis, cluster analysis, and mixed methods integration.</p> <p>CO4 Discover skills in data visualization and presentation of research findings using SPSS and NVivo.</p> <p>CO5 appraise ethical considerations and responsible use of data analysis software.</p> <p>CO6 Formulate research studies that utilize SPSS and NVivo for data analysis.</p>
7	Course Description	This course aims to provide students with an introduction to the statistical analysis software SPSS (Statistical Package for the Social Sciences) and the qualitative research software NVivo. Students will learn the basic

		functionalities of SPSS for data management, descriptive statistics, and inferential analysis. Additionally, they will explore the features of NVivo for organizing, analysing, and visualizing qualitative data. Through hands-on exercises and practical applications, students will develop proficiency in using SPSS and NVivo as tools for data analysis and research.	
	Unit 1	Introduction to SPSS	CO Mapping
	A	<ul style="list-style-type: none"> • Overview of SPSS and its applications in research. • Interface and basic functionalities of SPSS. • Data entry, manipulation, and data cleaning in SPSS 	CO1
	B	Descriptive Statistics in SPSS: <ul style="list-style-type: none"> • Descriptive Statistics in SPSS: Measures of central tendency (mean, median, mode). • Measures of dispersion (variance, standard deviation). • Frequency distribution and graphical representation. 	CO1
	C	Inferential Statistics in SPSS: <ul style="list-style-type: none"> • Hypothesis testing and p-values. • t-tests and analysis of variance (ANOVA). • Correlation and regression analysis. 	CO1
	Unit 2	Advanced SPSS Analysis	
	A	Data Transformation and Recoding: <ul style="list-style-type: none"> • Variable transformation and recoding in SPSS. • Creating new variables and scales. • Missing data handling techniques. 	CO2
	B	Multivariate Analysis in SPSS: <ul style="list-style-type: none"> • Factor analysis and principal component analysis. • Cluster analysis and discriminant analysis. • Introduction to structural equation modeling (SEM). 	CO2
	C	Data Visualization in SPSS: <ul style="list-style-type: none"> • Creating charts, graphs, and plots in SPSS. • Customizing visualizations. • Exporting and presenting results. 	CO3
	Unit 3	Introduction to NVivo	
	A	Introduction to Qualitative Research and NVivo: <ul style="list-style-type: none"> • Overview of qualitative research methodology. • Introduction to NVivo and its features. • Creating projects and importing data in NVivo. 	CO3
	B	Data Organization and Coding in NVivo:	CO3

		<ul style="list-style-type: none"> • Creating and managing nodes for coding. • Applying coding schemes and frameworks. • Analysing coded data and exploring relationships. 	
	C	Data Analysis and Visualization in NVivo: <ul style="list-style-type: none"> • Querying and retrieving data in NVivo. • Text search and content analysis. • Visualizing qualitative data with charts and diagrams. 	CO2
CO3 CO3 CO3	Unit 4	Advanced NVivo Techniques	
	A	Mixed Methods Analysis in NVivo: <ul style="list-style-type: none"> • Integrating qualitative and quantitative data in NVivo. • Linking and merging datasets. • Analysing mixed methods data. 	CO4
	B	Framework Analysis and Reporting: <ul style="list-style-type: none"> • Using frameworks for analysis in NVivo. • Writing memos and annotations. • Generating reports and summaries. 	CO4
	C	Collaboration and Project Management in NVivo: <ul style="list-style-type: none"> • Sharing and collaborating on NVivo projects. • Managing project files and resources. • Best practices for NVivo project organization. 	CO4
	Unit 5	Data Integration and Comparative Analysis	
	A	Importing and Exporting Data between SPSS and NVivo: <ul style="list-style-type: none"> • Integrating SPSS and NVivo for mixed methods research. • Importing SPSS datasets into NVivo. • Exporting NVivo data for statistical analysis in SPSS. 	CO5. CO6
	B	Comparative Analysis and Triangulation: <ul style="list-style-type: none"> • Comparing quantitative and qualitative findings. • Triangulation of data sources and methods. • Drawing conclusions and making inferences. 	CO5. CO6
	C	Ethical Considerations and Data Security: <ul style="list-style-type: none"> • Ethical issues in data analysis and research. • Ensuring data security and confidentiality. • Responsible use of software tools and data management. 	CO5. CO6
	Mode of examination	Practical	

	Weightage Distribution	CA	Viva	EA
		25%	25%	50%
	Readings Textbooks	<ol style="list-style-type: none"> Field, A. P. (2021). <i>Discovering Statistics Using IBM SPSS Statistics</i> (6th ed.). Sage Publications. Pallant, J. (2021). <i>SPSS Survival Manual: A Step-by-Step Guide to Data Analysis Using IBM SPSS</i> (7th ed.). Open University Press. Richards, L., & Richards, T. (2019). <i>NVivo 12 Essentials: Your Guide to the Most Powerful Data Analysis Software for Qualitative Research</i>. Sage Publications. Fielding, N., & Lee, R. M. (2018). <i>Computer Analysis and Qualitative Research</i>. Sage Publications. Bazeley, P., & Jackson, K. (2019). <i>Qualitative Data Analysis with NVivo</i> (3rd ed.). Sage Publications. Tabachnick, B. G., & Fidell, L. S. (2019). <i>Using Multivariate Statistics</i> (7th ed.). Pearson. Braun, V., & Clarke, V. (2019). <i>Successful Qualitative Research: A Practical Guide for Beginners</i>. Sage Publications. 		

COs- POs Matrix

POs/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	2	3	2	3	2	2	3	3	3
CO2	2	2	1	2	2	3	2	3	3	3	3
CO3	2	2	2	2	3	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	3	3	3	3
CO5	2	3	3	2	3	2	3	3	2	3	3
CO6	3	3	3	3	2	2	3	2	2	2	2

1- Low

2- Medium

3- High

School: SSHSS		Batch: 2023-2025	
Programme: M.A. Clinical Psychology		Current Academic Year: 2024-2025	
Branch: Psychology		Semester: III	
1	Course Code	MPY221	
2	Course Title	Philosophical and Historical Foundations of Indian Thought	
3	Credits	4	
4	Contact Hours (L-T-P)	3-1-0	
	Course Type	Core	
5	Course Objective	A basic understanding of the historical and philosophical foundations of mainstream science, leading to a critical appraisal of what in it helps and what in it hinders a comprehensive understanding of human nature in Indian thought perspective.	
6	Course Outcomes	<p>The student will be able.</p> <p>CO1: to define the role of ancient Indian thoughts in the area of psychology.</p> <p>CO2: to describe the role of Indian system to enhance the inner strength and achieve the level of self- actualization.</p> <p>CO3: to identify the limitations of western enlistment and the strength of Indian explanation of human behaviour.</p> <p>CO4: to analyse the conceptual framework of yoga practices to enhance consciousness.</p> <p>CO5: to assess the major constructs of Indian philosophical thoughts and its positive practices.</p> <p>CO6: to connect the spirituality with science and find out their applicability in real life.</p>	
7	Course Description	This course will examine the utilisation of the historical context to comprehend the nature of Indian philosophy and Buddhist psychology, including its fundamental elements of mindfulness meditation. It also gives comprehend explanation of the psychological principles included in the Bhagavad Gita, applications of Sri Aurobindo's theory of awareness and critical analysis of Indian psychology with its difficulties in the future	
	Unit 1	Psychology in the context of global civilization	CO Mapping
	A	<ul style="list-style-type: none"> The strengths and limitations of the European enlightenment 	CO1,CO2

	B	<ul style="list-style-type: none"> The social and philosophical foundations of modern science 	CO1,CO2
	C	<ul style="list-style-type: none"> American pragmatism and the rise of science and technology 	CO1,CO2
	Unit 2	Major Indian systems influencing and exploring mind and behaviour:	
	A	<ul style="list-style-type: none"> Emergence of Indian Psychology; Journey to the roots 	CO2,CO3
	B	<ul style="list-style-type: none"> Philosophical bases and fundamental assumptions of; Vedas, Upanishads, Bhagavad Gita, Tantra, Buddhism & Sufism 	CO2, CO3
	C	<ul style="list-style-type: none"> Yoga as technology of consciousness; Kriya Yoga and Integral Yoga of Sri Aurobindo 	CO2, CO3
	Unit 3	The need for integrality and a comprehensive synthesis	
	A	<ul style="list-style-type: none"> Different concepts of consciousness and ways of understanding reality 	CO2
	B	<ul style="list-style-type: none"> Personality, Self and Identity & Motivation and Emotion in Indian Psychology 	CO2, CO3
	C	<ul style="list-style-type: none"> A critical evaluation of the strengths and weaknesses of the Indian tradition with regards to a comprehensive understanding of human nature 	CO3, CO4
	Unit 4	Applications of Indian Psychology	
	A	<ul style="list-style-type: none"> Management of Mental Health, 	CO2,CO3, CO4
	B	<ul style="list-style-type: none"> Resolution of Social Conflicts 	CO3, CO4
	C	<ul style="list-style-type: none"> Value and Teacher Education 	CO3, CO4
	Unit 5	Science and spirituality	
	A	<ul style="list-style-type: none"> Science and spirituality (avidyaand vidya) as two distinct forms of knowing in Indian psychology 	CO2,CO3, CO4
	B	<ul style="list-style-type: none"> The primacy of self-knowledge in Indian psychology 	CO2, CO3, CO4
	C	<ul style="list-style-type: none"> Some traditional and contemporary attempts at synthesis of major schools of psychology 	CO3, CO4
	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Readings Textbook/s*	<ul style="list-style-type: none"> Matthijs Cornelissen, R.M., Misra, G., & Varma, S. (2014). Foundations and Applications of Indian Psychology. India: Pearson Rao, K.R., Paranjpe, A.C., & Dalal, A.K. (2008). Handbook of Indian Psychology. New Delhi: Foundation Books. Joshi, K. (2009). Integral yoga: Major aims, methods, processes, and results. New Delhi, India: The Mother's Institute of Research. 	

		<ul style="list-style-type: none"> • Joshi, K. (2009). The new synthesis of yoga. New Delhi, India: The Mother's Institute of Research. • Misra, G., & Kumar, M. (2011). Psychology in India: Retrospect and prospect. In G. Misra (Ed.), Psychology in India Vol.4: Theoretical and methodological developments (pp. 339-376). New Delhi: Pearson. • Misra, G. (Ed.) (2011). Handbook of psychology in India. New Delhi: Oxford University Press.
	Reference Book	<ul style="list-style-type: none"> • Misra, G., & Paranjpe, A. C. (2012). Psychology in modern India. In Robert B. Rieber (Ed.), Encyclopedia of the history psychological theories (Part 1, pp. 881-892). New Delhi, India: Springer Science. • Rao, K. R., & Paranjpe, A. C. (2016). Psychology in the Indian tradition. New Delhi, India: Springer. • Aurobindo, Sri. (2010). The synthesis of yoga. Pondicherry, India: Sri Aurobindo Ashram Trust. Retrieved on August 14, 2016 from http://www.sriarobindoashram.org/ashram/sriau/writings.php

COs- POs Matrix

POs/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	2	3	2	3	2	2	3	3	3
CO2	2	2	1	2	2	3	2	3	3	3	3
CO3	2	2	2	2	3	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	3	3	3	3
CO5	2	3	3	2	3	2	3	3	2	3	3
CO6	3	3	3	3	2	2	3	2	2	2	2

1- Low

2- Medium

3- High

School: SSHSS		Batch: 2023-2025	
Programme: M.A. Clinical Psychology		Current Academic Year: 2024-2025	
Branch: Psychology		Semester: III	
1	Course Code	MPY222	
2	Course Title	Statistics in Psychology	
3	Credits	4	
4	Contact Hours (L-T-P)	3-1-0	
	Course Type	Core	
5	Course Objective	<ul style="list-style-type: none"> To help students develop knowledge and understanding of the application of statistics within Psychology. To develop an understanding among students regarding various statistical methods, their uses and interpretations. To understand methodology of quantitative and qualitative research. To enable them to analyse the data of practical and project work. 	
6	Course Outcomes	<p>The student will be able.</p> <p>CO1: to define the nature of psychological variables and how to measure them with appropriate scale.</p> <p>CO2: to explain the processes of describing and reporting statistical data.</p> <p>CO3: to know the methods of drawing inferences and conclusions for hypothesis testing by using appropriate statistical analysis.</p> <p>CO4: to compare and use of the parametric & non- parametric techniques in research to analyze the result.</p> <p>CO5: The student will be able to evaluate different data collection techniques.</p> <p>CO6: The student will be able to design research.</p>	
7	Course Description	This course will introduce the different statistical methods to analyze and discuss the result and steps taken during a social science research study, aims to provide students with the knowledge and competencies necessary to plan and conduct research projects of their own.	
	Unit 1	Research in Social Sciences	CO Mapping
	A	<ul style="list-style-type: none"> Purpose and types of research: Introduction to Qualitative and Quantitative Research; basic research; applied research; action research; Cross-cultural research; Need and benefits of interdisciplinary research 	CO1

	B	<ul style="list-style-type: none"> Process of defining and developing research problem; research questions, hypotheses; objectives 	CO1
	C	<ul style="list-style-type: none"> Sample size determination, level of significance & Graphical Presentation of Data 	CO1, CO2
	Unit 2	Quantitative Research Methods	
	A	<ul style="list-style-type: none"> Descriptive Statistics: Measures of Central Tendency, Measures of variability 	CO2
	B	<ul style="list-style-type: none"> Normal Distribution Curve- characteristics & properties; Scales of measurement 	CO2
	C	<ul style="list-style-type: none"> Chi-square test 	CO1, CO2
	Unit 3	Inferential Statistics	
	A	<ul style="list-style-type: none"> Inferential Statistics—Hypothesis Testing, Concept and Characteristics of Random 	CO3, CO6
	B	<ul style="list-style-type: none"> Parametric and Non-parametric tests— Assumptions and applications 	CO3, CO6
	C	<ul style="list-style-type: none"> Parametric tests--Student's distribution of 't'— Independent and Dependent; ANOVA and Pearson Correlation 	CO2, CO3, CO6
	Unit 4	Non- Parametric Statistics	
	A	<ul style="list-style-type: none"> Simple Regression analysis & Concept of Multiple regression analysis 	CO2, CO3, CO4, CO5,
	B	<ul style="list-style-type: none"> Non- Parametric Statistics; Mann-Whitney U test, Sign Rank test. Kruskal, Walis Test 	CO1, CO2, CO3, CO4
	C	<ul style="list-style-type: none"> Spearman's Rank Correlation Method 	CO1, CO2,
	Unit 5	Factor Analysis and Software Packages	
	A	<ul style="list-style-type: none"> Factor analysis: basic concepts, methods of extraction and methods of rotation 	CO2, CO3, CO4, CO6
	B	<ul style="list-style-type: none"> Confirmatory factor analysis 	CO1, CO3,
	C	<ul style="list-style-type: none"> R interface; syntax; importing and exporting data; data management 	CO2, CO3, CO5, CO6
	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%

	Readings Text book/s*	<ul style="list-style-type: none"> • Minium, E. W., King, B. M., & Bear, G. (2001). Statistical reasoning in psychology and education. Singapore: John-Wiley. • Gupta, K. R. (2016). Statistical Methods in Education and Psychology. Atlantic Publishers and Distributors (P) Ltd. • Aron & Aron (2008). Statistics for Psychology (5th ed). New Delhi: Pearson. • Howell, D. (2009). Statistical Methods for Psychology (7 th ed.). Wadsworth. • Broota, K. D. (1989). Experimental Design in Behavioural Research. New Delhi: Wiley Eastern. • Garrett.H.E. (2015). Statistics in Psychology and Education. New York: Denis Mckey Co. • Guilford, J.P., & Fruchter, B. (1978). Fundamental Statistics in Psychology and Education. N Y: Mcgraw Hill Series.
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COs- POs Matrix

POs/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	2	3	2	3	2	2	3	3	3
CO2	2	2	1	2	2	3	2	3	3	3	3
CO3	2	2	2	2	3	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	3	3	3	3
CO5	2	3	3	2	3	2	3	3	2	3	3
CO6	3	3	3	3	2	2	3	2	2	2	2

1- Low

2- Medium

3- High

School: SSHSS		Batch: 2023-2025
Programme: M.A. Clinical Psychology		Current Academic Year: 2024-2025
Branch: Psychology		Semester: III
1	Course Code	MPY223
2	Course Title	Psychotherapy I
3	Credits	4
4	Contact Hours (L-T-P)	3-0-2
	Course Type	Core
5	Course Objective	<ol style="list-style-type: none"> 1. Develop a comprehensive understanding of various theoretical approaches in psychotherapy. 2. Gain proficiency in conducting psychotherapeutic assessments and formulating treatment plans. 3. Apply evidence-based interventions and techniques from different psychotherapy modalities. 4. Enhance interpersonal and therapeutic skills necessary for effective client engagement. 5. Develop cultural sensitivity and awareness in delivering psychotherapy to diverse populations. 6. Understand and adhere to ethical guidelines and professional standards in psychotherapy practice.
6	Course Outcomes	<p>Student will be able to:</p> <p>CO1 Define different theoretical foundations and concepts in psychotherapy.</p> <p>CO2 Demonstrate assessment techniques to evaluate clients' needs and formulate appropriate treatment plans.</p> <p>CO3 Apply the evidence-based interventions from various psychotherapy modalities.</p> <p>CO4 Analyze effective communication and therapeutic skills in working with clients.</p> <p>CO5 Appraise cultural competence in psychotherapy practice and address cultural considerations.</p> <p>CO6 Estimate ethical principles and professional standards in psychotherapy.</p>
7	Course Description	This course provides an in-depth understanding of various psychotherapeutic approaches used in clinical psychology. Students will explore theoretical foundations, assessment techniques, therapeutic interventions, and ethical considerations related to psychotherapy. Through a combination of theoretical lectures, case studies, and experiential learning, students will develop the

		knowledge and skills necessary to apply different psychotherapy modalities in clinical practice.	
Unit 1	Introduction to Psychotherapy		CO Mapping
A	History and evolution of psychotherapy		CO1
B	Theoretical foundations of psychotherapy		CO1
C	Ethical and professional considerations in psychotherapy		CO1
Unit 2	Psychodynamic Approaches		
A	Freudian psychoanalysis: Concepts and techniques		CO2
B	Jungian analytical psychology: Individuation and symbolic interpretation		CO2
C	Object relations theory: Understanding interpersonal relationships		CO2
Unit 3	Cognitive-Behavioral Approaches		
A	Cognitive restructuring: Identifying and challenging cognitive distortions		CO3
B	Behavioral interventions: Exposure therapy and systematic desensitization		CO3
C	Dialectical Behavior Therapy (DBT): Skills training and emotion regulation		CO3
Unit 4	Humanistic-Existential Approaches		
A	Person-centered therapy: Empathy, unconditional positive regard, and congruence		CO4
B	Existential therapy: Meaning, choice, and responsibility		CO4
C	Gestalt therapy: Awareness, integration, and the here-and-now		CO4
Unit 5	Family Systems Approaches		
A	Structural family therapy: Boundaries, subsystems, and power dynamics		CO5, CO6
B	Strategic family therapy: Communication patterns and problem-solving techniques		CO5, CO6
C	Bowenian family therapy: Differentiation of self and emotional triangles		CO5, CO6
Mode of examination	Theory		
Weightage Distribution	IA	EA	
	25%	75%	
Readings	1. Corey, G. (2021). Theory and Practice of Counseling and Psychotherapy (11th ed.). Cengage Learning.		

Text books	<ol style="list-style-type: none"> 2. Kessler, R. C., & Pecora, P. J. (Eds.). (2019). <i>Encyclopaedia of Clinical Psychology</i>. Wiley-Blackwell. 3. Corsini, R. J., & Wedding, D. (Eds.). (2017). <i>Current Psychotherapies</i> (11th ed.). Cengage Learning. 4. Norcross, J. C., & Goldfried, M. R. (Eds.). (2019). <i>Handbook of Psychotherapy Integration</i> (3rd ed.). Oxford University Press. 5. Cautin, R. L., & Lilienfeld, S. O. (Eds.). (2014). <i>The Encyclopaedia of Clinical Psychology</i>. Wiley-Blackwell. 6. Prochaska, J. O., & Norcross, J. C. (2018). <i>Systems of Psychotherapy: A Transtheoretical Analysis</i> (9th ed.). Oxford University Press.
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COs- POs Matrix

POs/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	2	3	2	3	2	2	3	3	3
CO2	2	2	1	2	2	3	2	3	3	3	3
CO3	2	2	2	2	3	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	3	3	3	3
CO5	2	3	3	2	3	2	3	3	2	3	3
CO6	3	3	3	3	2	2	3	2	2	2	2

1- Low

2- Medium

3- High

School: SSHSS		Batch: 2023-2025
Programme: M.A. Clinical Psychology		Current Academic Year: 2024-2025
Branch: Psychology		Semester: III
1	Course Code	MPY224
2	Course Title	Basics of Neuropsychology
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	Core
5	Course Objective	<ol style="list-style-type: none"> 1. Understand the basic principles and theoretical foundations of neuropsychology. 2. Gain knowledge of brain anatomy and its relationship to cognitive and behavioral functions. 3. Familiarize with neurodevelopmental disorders and their neuropsychological profiles. 4. Learn about acquired brain injuries and their impact on cognitive and emotional functioning. 5. Develop skills in administering and interpreting neuropsychological tests. 6. Apply neuropsychological knowledge in clinical assessment and intervention planning.
6	Course Outcomes	<p>Student will be able to:</p> <p>CO1 Define the relationship between brain structure and function in the context of behavior.</p> <p>CO2 Explain and describe the cognitive and emotional functions associated with different brain regions.</p> <p>CO3 Identify and evaluate the neuropsychological profiles of neurodevelopmental disorders.</p> <p>CO4 Analyse the effects of acquired brain injuries on cognitive and emotional functioning.</p> <p>CO5 Assess and interpret a range of neuropsychological tests accurately and ethically.</p> <p>CO6 Adapt neuropsychological principles in the formulation of treatment plans for individuals with neurological conditions.</p>
7	Course Description	<p>This course provides an introduction to the fundamentals of neuropsychology, focusing on the relationship between brain function and behavior. Students will explore the theoretical underpinnings, assessment methods, and practical applications of neuropsychological principles in the context of clinical psychology. The course covers topics such as brain anatomy and function, neurodevelopmental disorders, acquired brain injuries, and neurocognitive assessment. Students will</p>

		gain knowledge and skills to evaluate and interpret neuropsychological test results, understand the impact of brain dysfunction on behavior, and apply this knowledge in clinical practice.		
	Unit 1	Introduction to Neuropsychology		
	A	Definition, scope, and historical background of neuropsychology	CO1	
	B	Methods and techniques used in neuropsychological assessment	CO1	
	C	Ethical considerations in neuropsychological practice	CO1	
	Unit 2	Brain Anatomy and Function		
	A	Introduction to brain anatomy and organization	CO2	
	B	Brain imaging techniques and their applications in neuropsychology	CO2	
	C	Relationship between brain regions and cognitive functions	CO2	
	Unit 3	Neurodevelopmental Disorders		
	A	Neuropsychological profiles of neurodevelopmental disorders (e.g., autism spectrum disorders, attention-deficit/hyperactivity disorder)	CO3	
	B	Assessment and diagnosis of neurodevelopmental disorders	CO3	
	C	Intervention strategies for individuals with neurodevelopmental conditions	CO3	
	Unit 4	Acquired Brain Injuries		
	A	Traumatic brain injury: Causes, classifications, and cognitive sequelae	CO4	
	B	Stroke and its impact on cognitive and emotional functioning	CO4	
	C	Neurorehabilitation approaches for individuals with acquired brain injuries	CO4	
	Unit 5	Neuropsychological Assessment		
	A	Selection and administration of neuropsychological tests	CO5, CO6	
	B	Interpretation of test results and formulation of diagnostic impressions	CO5, CO6	
	C	Integrating neuropsychological assessment findings into treatment planning	CO5, CO6	
	Mode of examination	Theory		
	Weightage Distribution	IA	EA	
		25%	75%	

Readings Text book/s*	<ol style="list-style-type: none"> 1. Lezak, M. D., Howieson, D. B., Bigler, E. D., & Tranel, D. (2012). <i>Neuropsychological Assessment</i> (5th ed.). Oxford University Press. 2. Kolb, B., & Whishaw, I. Q. (2018). <i>Fundamentals of Human Neuropsychology</i> (8th ed.). Worth Publishers. 3. Golden, C. J. (2014). <i>The Practitioner's Guide to Neuropsychology</i>. Springer Publishing Company. 4. Strauss, E., Sherman, E. M. S., & Spreen, O. (2006). <i>A Compendium of Neuropsychological Tests: Administration, Norms, and Commentary</i> (3rd ed.). Oxford University Press. 5. Stuss, D. T., & Knight, R. T. (2013). <i>Principles of Frontal Lobe</i>
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COs- POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	3	3	2	2	3	3	3	3	2
CO2	2	3	3	2	2	3	2	2	3	2	2
CO3	3	3	3	3	3	2	2	3	2	3	3
CO4	3	2	3	3	2	2	3	3	3	3	2
CO5	2	2	3	2	2	3	2	3	3	2	3
CO6	3	2	3	3	2	3	3	3	3	3	3

1- Low

2- Medium

3- High

School: SSHSS		Batch: 2023-25
Programme: M.A. Clinical Psychology		Current Academic Year: 2024-25
Branch: Psychology		Semester: III
1	Course Code	MPY281
2	Course Title	Developmental Psychopathology
3	Credits	3
4	Contact Hours (L-T-P)	2-1-0
	Course Type	Discipline Specific Elective Course (DSE)
5	Course Objective	<ol style="list-style-type: none"> 1. Understand the concept of developmental psychopathology and its significance in studying mental health issues in children and adolescents. 2. Recognize the normal developmental milestones and identify common problems that may arise during different stages of development. 3. Explore the etiological factors and risk factors associated with the development of psychopathology in children and adolescents. 4. Familiarize oneself with the classification systems used in diagnosing psychiatric disorders in children and adolescents, such as ICD-10 and DSM-V. 5. Develop skills in assessing and evaluating childhood psychiatric disorders using appropriate diagnostic criteria and assessment tools. 6. Gain knowledge of evidence-based interventions and therapeutic approaches for addressing various childhood disorders, including externalizing and internalizing disorders.
6	Course Outcomes	<p>Student will be able to:</p> <p>CO1 Define and describe the key features of normal development and recognize deviations from typical development.</p> <p>CO2 Explain the etiology and risk factors associated with the development of psychopathology in children and adolescents.</p> <p>CO3 Apply the classification systems (ICD-10, DSM-V) to diagnose and classify psychiatric disorders in children and adolescents accurately.</p> <p>CO4 Analyze appropriate assessment tools and techniques to evaluate the clinical presentation of childhood psychiatric disorders.</p> <p>CO5 Measure intervention plans and apply evidence-based therapeutic approaches for managing externalizing and internalizing disorders in children and adolescents.</p> <p>CO6 Appraise and develop an understanding of the importance of early identification, intervention, and preventive measures in</p>

		promoting optimal mental health outcomes for children and adolescents.	
7	Course Description	Course Description: This course provides an in-depth exploration of developmental psychopathology, focusing on the understanding, assessment, and intervention of psychiatric disorders in children and adolescents. Students will gain knowledge about normal developmental milestones, common challenges during development, and the etiology and risk factors associated with psychopathology. The course covers the classification of psychiatric disorders, clinical presentation, assessment techniques, and evidence-based interventions for various childhood disorders. Emphasis is placed on externalizing and internalizing disorders, as well as the importance of early identification and intervention.	
	Unit 1	Introduction to Developmental Psychopathology	CO Mapping
	A	Normal development and developmental milestones	CO1
	B	Common problems during normal development phase	CO1
	C	Etiology and risk factors of psychopathology in children and adolescent	CO1
	Unit 2	Classification of Psychiatric Disorders in Children and Adolescents	
	A	ICD-11 and DSM-V TR: Overview and comparison	CO2
	B	Epidemiology of psychiatric disorders in children and adolescents	CO2
	C	Diagnostic criteria and assessment tools for childhood psychiatric disorders	CO2
	Unit 3	Psychopathology of Childhood Disorders: Clinical Picture, Assessment, and Intervention	
	A	Mental Retardation: Characteristics, assessment, and intervention approaches	CO3
	B	Specific Learning Disorders: Reading disorder, spelling disorder, disorder of written expression, arithmetical disorder - Clinical features, assessment, and interventions	CO3
	C	Pervasive Developmental Disorders: Autism, Asperger's Disorder, Rett's Disorder, Childhood Disintegrative Disorder, PDD NOS - Clinical presentation, assessment, and interventions	CO3
	Unit 4	Externalizing Disorders	
	A	Attention Deficit Hyperactivity Disorder (ADHD): Clinical features, assessment, and management.	CO4
	B	Oppositional Defiant Disorder (ODD) and Conduct Disorder (CD): Characteristics, assessment, and intervention strategies	CO4
	C	Alcohol and Substance Use Disorders in children and adolescents: Identification, assessment, and interventions	CO4
	Unit 5	Internalizing Disorders	

	A	Anxiety Disorders: Separation Anxiety Disorder, Social Phobia, Selective Mutism, Obsessive-Compulsive Disorder - Clinical presentation, assessment, and therapeutic approaches		CO5, CO6
	B	Depressive Disorders: Symptoms, assessment, and treatment options		CO5, CO6
	C	Suicide and Injurious Behavior: Risk factors, assessment, and preventive measures		CO5, CO6
Mode of examination	Theory			
Weightage Distribution	IA	EA		
	25%	75%		
Readings Textbooks	<ol style="list-style-type: none"> 1. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). American Psychiatric Publishing. 2. Cicchetti, D., & Cohen, D. J. (Eds.). (2018). Developmental psychopathology (3rd ed., Vol. 1): Theory and method. Wiley. 3. Mash, E. J., & Barkley, R. A. (Eds.). (2014). Child psychopathology (3rd ed.). Guilford Press. 4. Silverman, W. K., & Field, A. P. (Eds.). (2011). Anxiety disorders in children and adolescents: Research, assessment, and intervention. Cambridge University Press. 5. Weisz, J. R., & Kazdin, A. E. (Eds.). (2017). Evidence-based psychotherapies for children and adolescents (3rd ed.). Guilford Press. 6. Kazdin, A. E. (Ed.). (2010). The Oxford handbook of child and adolescent oppositional defiant disorder and conduct disorder. Oxford University Press 			

COs- POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	3	3	2	2	3	3	3	3	2
CO2	2	3	3	2	2	3	2	2	3	2	2
CO3	3	3	3	3	3	2	2	3	2	3	3
CO4	3	2	3	3	2	2	3	3	3	3	2
CO5	2	2	3	2	2	3	2	3	3	2	3
CO6	3	2	3	3	2	3	3	3	3	3	3

1- Low

2- Medium

3- High

School: SSHSS		Batch: 2023-25	
Programme: M.A. Clinical Psychology		Current Academic Year: 2024-25	
Branch: Psychology		Semester: III	
1	Course Code	MPY283	
2	Course Title	Rehabilitation Psychology	
3	Credits	3	
4	Contact Hours (L-T-P)	2-1-0	
	Course Type	Discipline Specific Elective	
5	Course Objective	<ul style="list-style-type: none"> To know the origin and scope of Rehabilitation Psychology. To understand various Approaches and Essentials to Rehabilitation. To know the different organizations and supportive systems in the society. To know the Rehabilitation Techniques of Mentally Handicapped. To understand the various Interventions for the Disabled and their Family Members. 	
6	Course Outcomes	<p>The student will be able:</p> <p>CO1: to define basic theories in the field of psychology and recognize the importance of theoretical foundations in psychology for the study of rehabilitation, disability, and health.</p> <p>CO2: to demonstrate knowledge of models and concepts of disability and chronic illness to education, employment, rehabilitation, and healthcare services.</p> <p>CO3: to apply complex social issues using skills gained through the study of communication, quantitative reasoning, humanities & social sciences.</p> <p>CO4: to analyse knowledge of the health and human services delivery systems.</p> <p>CO5: to explain pre-professional skills in communication, teamwork, problem solving, and ethical issues through engagement with the healthcare and rehabilitation services professional community.</p> <p>CO6: to maximize the knowledge and skills necessary for graduate study in a variety of health and human service fields related to disability and rehabilitation.</p>	
7	Course Description	This course is to check the behavioral and mental health issues related to the injury or chronic condition of patients that leads to disability and promote behavior for positive adaptation to disability conditions. It also deals with psychological and physical problems that affect the patients including severe brain injuries and post-traumatic stress disorders.	
8	Outline syllabus	CO Mapping	
	Unit 1	Introduction to Rehabilitation Psychology	
	A	<ul style="list-style-type: none"> Nature & scope 	CO1
	B	<ul style="list-style-type: none"> Functions of Rehabilitation Psychology 	CO1,CO2
	C	<ul style="list-style-type: none"> Methods in Rehabilitation Psychology 	CO2
	Unit 2	Approaches of Rehabilitation Psychology	
	A	<ul style="list-style-type: none"> History and Philosophy of Disability Rehabilitation 	CO2

B	<ul style="list-style-type: none"> Goals and objectives of rehabilitation 	CO1
C	<ul style="list-style-type: none"> Multi-disciplinary approach to rehabilitation: Biological, medical, psychological, educational and social aspects 	CO2
Unit 3	Disabilities	
A	<ul style="list-style-type: none"> Disability - Concept and definitions 	CO3
B	<ul style="list-style-type: none"> Classification of various disabilities 	CO1, CO3
C	<ul style="list-style-type: none"> Mental retardation, Cerebral palsy, Autism, Mental illness Learning disabilities, Multiple handicaps 	CO4, CO5, CO6
Unit 4	Etiological Factors & Personality Development	
A	<ul style="list-style-type: none"> Etiological factors; pre-natal, natal and post-natal, chromosomal aberrations and genetic errors 	CO1,CO4
B	<ul style="list-style-type: none"> Factors influencing personality development of disabled individuals 	CO3, CO4
C	<ul style="list-style-type: none"> Life span development of people with disabilities & Assessment of personality 	CO5,CO6
Unit 5	Interventions	
A	<ul style="list-style-type: none"> Screening and early identification of people with developmental disabilities 	CO1,CO4
B	<ul style="list-style-type: none"> Social, Psychological Perspective in Rehabilitation Psychology 	CO4
C	<ul style="list-style-type: none"> Early intervention: definition, assessment and strategies for intervention 	CO5,CO6
Mode of examination	Theory	
Weightage Distribution	IA	EA
	25%	75%
Text book/s*	Stahl, S.M. (2013). Stahl's Essential Psychopharmacology: Neuroscientific Basis and Practical Applications 4 th Edition; Cambridge University Press: UK.	
Other References	<ul style="list-style-type: none"> Mark L. Batshaw, M.D., 2000. Children with Disabilities, Fourth Edition. Paul H. Brookes Publishing Co. Pandey, R.S., & Advani, L., 1995. Perspectives in Disability and Rehabilitation. Vikas Publishing House, New Delhi. Rakesh Agarwal, Lal Advani & Rajinder Raina. Handbook on Disability Rehabilitation. Viba Press Pvt. Ltd., New Delhi. Evans, P. & Verma V. (Eds), 1990. Special Education: Past, Present and Future. The Falmer Press. Robert A. Paton & James McCalman, 2000. Change Management: A Guide to Effective Implementation. Response Books, New Delhi. Edward Zigler & Dianne Bennett-Gates, 1999. Personality Development in Individuals with Mental Retardation. Cambridge University Press. Kundu C.L. 1994. Personality Development. -Indian Studies. Sterling Publication, Delhi. 	

COs- POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	3	3	2	2	3	3	3	3	2
CO2	2	3	3	2	2	3	2	2	3	2	2
CO3	3	3	3	3	3	2	2	3	2	3	3
CO4	3	2	3	3	2	2	3	3	3	3	2
CO5	2	2	3	2	2	3	2	3	3	2	3
CO6	3	2	3	3	2	3	3	3	3	3	3

1- Low

2- Medium

3- High

School: SSHSS		Batch: 2023-25	
Programme: M.A. Clinical Psychology		Current Academic Year: 2024-25	
Branch: Psychology		Semester: III	
1	Course Code	MPY284	
2	Course Title	Foundation of Forensic Psychology	
3	Credits	3	
4	Contact Hours (L-T-P)	2-1-0	
	Course Type	DSE	
5	Course Objective	<ul style="list-style-type: none"> To develop a general orientation towards different filed of forensic psychology and criminal behaviour. To learn different techniques used in forensic investigation. 	
6	Course Outcomes	<p>The student will be able;</p> <p>CO1: to define forensic psychology, major subareas of forensic psychology, roles and tasks performed by forensic psychologists, and trace its historical development.</p> <p>CO2: to classify the roles of psychologists and mental health professionals in assessing and treating officers after critical incidents, such as hostage taking, mass casualties, and shootings.</p> <p>CO3: to apply appropriately various forensic risk assessments.</p> <p>CO4: to analyse developmental factors most relevant to criminal behavior.</p> <p>CO5: to judge the psychological effects of being victimized, and the role played by mental health professionals in working with victims.</p> <p>CO6: to construct suitable methodology reported in scientific papers on legal rights of victims and psychological effects of imprisonment for project.</p>	
7	Course Description	Forensic psychology is a field that combines the practice of psychology and the law. Those who work in this field utilize psychological expertise as it applies to the justice system. Forensic psychology is the application of clinical specialties to the legal arena. This definition emphasizes the application of clinical psychology to the forensic setting.	
	Unit 1	Forensic Psychology: Introduction and overview	CO Mapping
	A	<ul style="list-style-type: none"> Forensic Psychology: Historical Perspective; Forensic Psychology, Forensic Psychiatry, and Forensic Social Work 	CO1
	B	<ul style="list-style-type: none"> Fields of Forensic Psychology; Education and Training; Ethical Issues 	CO1
	C	<ul style="list-style-type: none"> Correctional Psychology In Adult Settings: Correctional Facilities; Legal Rights of Inmates; 	CO1, CO2

		Right to Treatment; Roles of the Correctional Psychologist	
	Unit 2	Police and Investigative Psychology	
	A	<ul style="list-style-type: none"> Police and Public Safety Psychology: Police Culture 	CO2
	B	<ul style="list-style-type: none"> Psychology of Investigations: Profiling, Detection of deception, Eyewitness evidence 	CO2
	C	<ul style="list-style-type: none"> Psychological Intervention Responsibilities: Stress Management 	CO1, CO2
	Unit 3	Legal Psychology	
	A	<ul style="list-style-type: none"> Consulting and Testifying: Civil and criminal courts, Judicial process 	CO3
	B	<ul style="list-style-type: none"> Consulting With Criminal Courts: competency to stand trials, Assessment of Criminal Responsibility. 	CO3
	C	<ul style="list-style-type: none"> Family Law and Other Forms of Civil Litigation: Family or Domestic Courts; Child Custody Evaluations; Sexual and Gender Harassment 	CO2, CO3
	Unit 4	Criminal Psychology	
	A	<ul style="list-style-type: none"> The Development of Delinquent and Criminal Behavior: Juvenile Offenders 	CO2, CO3, CO4, CO5,
	B	<ul style="list-style-type: none"> Psychology of Violence and Intimidation: Factors leading to Violent behaviour; Cyberbullying; Stalking 	CO1, CO2, CO3, CO4
	C	<ul style="list-style-type: none"> Psychology of Sexual Assault: Typologies of Men who Rape; Child Sex Offenders; Female Sex Offender Typologies, Human Trafficking 	CO1, CO2, CO3
	Unit 5	Victimology and Victim Services	
	A	<ul style="list-style-type: none"> Forensic Psychology and the Victims of Crime: Victims with Disabilities; Legal Rights of Victims, Psychological Effects of Criminal Victimization 	CO2, CO3, CO4, CO6
	B	<ul style="list-style-type: none"> Family Violence and Child Victimization: Intimate Partner; Sexual Assault, Child Abuse 	CO1, CO3, CO4, CO6
	C	<ul style="list-style-type: none"> Juvenile Justice and Corrections: Juvenile Courts; Juvenile Assessment; Out-of-Home Placements; Juvenile Detention; Approaches to Rehabilitation 	CO2, CO3, CO5, CO6
	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%

	Readings Textbook/s*	<ul style="list-style-type: none"> • Bartol, C. R. & Bartol, A. M. (2004) Introduction to forensic psychology. New Delhi: Sage. • Blackburn, R., (1993). The psychology of criminal conduct: Theory research and practice. Chichester: Wiley & Sons. • Dhanda, A. (2000) Legal order and mental disorder. New Delhi: Sage. • Harari, L. (1981) Forensic psychology. London: Batsford Academic.
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COs- POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	3	3	2	2	3	3	3	3	2
CO2	2	2	3	2	2	3	2	1	3	2	2
CO3	3	1	2	3	3	2	1	3	2	3	3
CO4	3	2	2	3	2	2	3	3	3	3	2
CO5	2	2	3	1	2	3	2	1	3	2	3
CO6	3	2	3	3	2	3	3	3	3	3	3

1- low

2- Medium

3- High

School: SSHSS	Batch: 2023-25
Programme: M.A. Clinical Psychology	Current Academic Year: 2024-25
Branch: Psychology	Semester: III

Course Title: Fieldwork/ Summer Internship

Credit Units: - L-T-P (0-0-4)/ L-T-P (0-0-4)

Course Credit 02/02

Course Level: PG

Course Code: MPP110/MPP211

Course Objectives:

To provide initial exposure and experience to students looking to gain the relevant knowledge and skills required to enter a particular field of psychology.

This course would also enable the students to understand the practical implications of principles of psychology at work and develop professional ethics.

Prerequisites: NIL

GUIDELINES

The procedure for doing Internship is as following:

- a) Selection of organization/ NGO/ school/ clinical setup etc by students for observation as per their interest and course requirement.
- b) Registration by the students
- c) Allocation of faculty guides by the School/Department
- d) Submission of Weekly Progress Report (WPR) to the respective faculty guide.
- e) Maintenance of Daily Logsheet of work done by the student and submitting the same to the faculty guide.
- f) Editing and preparing the report.
- g) Submission of Final Report

The **layout guidelines** for the Internship Report:

- A4 size Paper
- Font: Times New Roman (12 points)
- Line spacing: 1.5.

- Top and bottom margins: 1 inch/ 2.5 cm; left and right margins: 1.25 inches/ 3 cm

The Manuscript consists of following parts:

1. Preliminaries

- Title Page
- Acknowledgments
- Signatory page (Work experience Certificate)

2. Content

- Daily attendance sheet (Signed by internal and external supervisor)
- Daily Log Sheets
- Discussion & Conclusion
- Key Learnings

Submission of the Final Report

The most important aspect of the course is the final report. Therefore, the following must be ensured for producing the quality report.

- a) The student will submit the Internship report as per the prescribed **guidelines**.
- b) The report is to be submitted on A4 sized sheets and spiral bound.
- c) The following will be submitted along with the final report.
 - WPR
 - In and Out Sheet

Student Learning Outcomes:

- Provide students with opportunities to apply the concepts learnt in the classroom to real-life situations.
- Sensitize students to the nuances of a workplace by assigning time-bound projects.
- Enable students to network which will be useful to further their career prospects.

Pedagogy for Course Delivery: Discussion, Mentoring

School: SSHSS		Batch: 2023-25
Programme: M.A. Clinical Psychology		Current Academic Year: 2024-25
Branch: Psychology		Semester: IV
1	Course Code	MPY231
2	Course Title	Psychotherapy II
3	Credits	4
4	Contact Hours (L-T-P)	3-0-2
Course Type		
5	Course Objective	<ol style="list-style-type: none"> 1. Develop a comprehensive understanding of integrative and eclectic approaches in psychotherapy. 2. Acquire skills in applying solution-focused brief therapy and narrative therapy techniques. 3. Understand the theoretical foundations of group therapy and the dynamics that influence therapeutic outcomes. 4. Gain knowledge of theoretical approaches, assessment methods, and intervention techniques in couples' therapy. 5. Learn therapeutic techniques for working with children and adolescents, including play therapy and cognitive-behavioral therapy. 6. Cultivate cultural competence and awareness of ethical considerations in cross-cultural psychotherapy.
6	Course Outcomes	<p>Student will be able to;</p> <p>CO1 define knowledge of integrative and eclectic approaches, including the ability to integrate multiple theoretical perspectives.</p> <p>CO2 illustrate solution-focused brief therapy techniques to facilitate goal setting and solution-focused interventions.</p> <p>CO3 apply narrative therapy techniques to help clients externalize problems and reauthor their narratives.</p> <p>CO4 analyse the theoretical foundations of group therapy and apply group dynamics and therapeutic factors to facilitate effective group interventions.</p> <p>CO5 appraise play therapy and cognitive-behavioral therapy techniques in working with children and adolescents and utilize family-based interventions for child and adolescent mental health.</p> <p>CO6 adapt cultural competence in psychotherapy practice, addressing cultural biases, and adapting therapeutic interventions to diverse populations.</p>

7	Course Description	This course provides an in-depth exploration of various psychotherapeutic approaches used in clinical psychology. Students will examine integrative and eclectic approaches, group therapy, couples therapy, child and adolescent psychotherapy, and cross-cultural considerations in psychotherapy. The course covers theoretical foundations, assessment techniques, intervention strategies, and ethical considerations associated with each modality. Through theoretical lectures, case discussions, and practical exercises, students will develop the knowledge, skills, and cultural competence necessary for effective psychotherapy practice.	
	Unit 1	Integrative and Eclectic Approaches	CO Mapping
	A	Integrative psychotherapy: Blending multiple theoretical approaches	CO1
	B	Solution-focused brief therapy: Setting goals and finding solutions	CO1
	C	Narrative therapy: Externalizing problems and reauthoring narratives	CO1
	Unit 2	Group Therapy	
	A	Theoretical approaches to couples therapy	CO2
	B	Assessment and intervention techniques in couples therapy	CO2
	C	Common challenges and ethical issues in couples therapy	CO2
	Unit 3	Couples Therapy	
	A	Theoretical approaches to couples therapy	CO3
	B	Assessment and intervention techniques in couples therapy	CO3
	C	Common challenges and ethical issues in couples therapy	CO3
	Unit 4	Child and Adolescent Psychotherapy	
	A	Play therapy: Therapeutic techniques and applications	CO4
	B	Cognitive-behavioral therapy for children and adolescents	CO4
	C	Family-based interventions for child and adolescent mental health	CO4
	Unit 5	Cross-Cultural Considerations in Psychotherapy	
	A	Cultural competence in psychotherapy	CO5, CO6
	B	Addressing cultural biases and adapting therapeutic interventions	CO5, CO6
	C	Ethical considerations in cross-cultural psychotherapy	CO5, CO6
	Mode of examination	Theory	

Weightage Distribution	IA	EA
	25%	75%
Readings Text books	<ol style="list-style-type: none"> 1. Corey, G. (2020). Theory and Practice of Counseling and Psychotherapy (10th ed.). Cengage Learning. 2. Wachtel, P. L. (2018). Therapeutic Communication: Principles and Effective Practice. Guilford Press. 3. Yalom, I. D., & Leszcz, M. (2005). The Theory and Practice of Group Psychotherapy (5th ed.). Basic Books. 4. Gurman, A. S., Lebow, J. L., & Snyder, D. K. (Eds.). (2015). Clinical Handbook of Couple Therapy (5th ed.). The Guilford Press. 5. Kaduson, H. G., & Schaefer, C. E. (Eds.). (2010). Play Therapy with Children in Crisis: Individual, Group, and Family Treatment (3rd ed.). Guilford Press. 6. Sue, D. W., & Sue, D. (2015). Counseling the Culturally Diverse: Theory and Practice (7th ed.). Wiley. 	

COs- POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	3	3	2	2	3	3	3	3	2
CO2	2	2	3	2	2	3	2	1	3	2	2
CO3	3	1	2	3	3	2	1	3	2	3	3
CO4	3	2	2	3	2	2	3	3	3	3	2
CO5	2	2	3	1	2	3	2	1	3	2	3
CO6	3	2	3	3	2	3	3	3	3	3	3

1- low

2- Medium

3- High

School: SSHSS		Batch: 2023-25
Programme: M.A. Clinical Psychology		Current Academic Year: 2024-25
Branch: Psychology		Semester: IV
1	Course Code	MPY285
2	Course Title	Psycho-oncology
3	Credits	3
4	Contact Hours (L-T-P)	2-1-0
	Course Type	Discipline Specific Elective
5	Course Objective	<ol style="list-style-type: none"> 1. Understand the field of psycho-oncology and its importance in supporting individuals and families affected by cancer. 2. Gain knowledge of the psychological and psychosocial impact of cancer diagnosis, treatment, and survivorship. 3. Develop skills in assessing psychosocial needs and utilizing appropriate assessment tools in the context of psycho-oncology. 4. Explore various theoretical frameworks and their application in understanding and addressing the psychosocial aspects of cancer. 5. Acquire knowledge of evidence-based interventions and approaches used in psycho-oncology. 6. Enhance cultural sensitivity and develop an understanding of the ethical considerations in providing psycho-oncology support.
6	Course Outcomes	<p>Student will be able to:</p> <p>CO1 define theoretical frameworks to understand the psychological impact of cancer on individuals and families.</p> <p>CO2 demonstrate comprehensive psychosocial assessments and identify appropriate interventions for individuals affected by cancer.</p> <p>CO3 apply and implement evidence-based psychosocial interventions to address the unique needs of cancer patients and their caregivers.</p> <p>CO4 Utilize cultural sensitivity in providing psycho-oncology support, considering diverse backgrounds and experiences.</p> <p>CO5 Explain ethical guidelines and principles in psycho-oncology practice, maintaining professional boundaries and confidentiality.</p> <p>CO6 elaborate effectively with a multidisciplinary team to provide holistic care and support to individuals with cancer.</p>
7	Course Description	This course provides an in-depth exploration of the field of psycho-oncology, focusing on the psychological and psychosocial aspects of

		cancer diagnosis, treatment, and survivorship. Students will gain a comprehensive understanding of the impact of cancer on individuals and their families, as well as develop skills in providing psychosocial support and interventions. The course will cover various theoretical frameworks, assessment methods, and evidence-based interventions used in psycho-oncology. Cultural considerations, ethical issues, and the role of a multidisciplinary approach will also be addressed.	
	Unit 1	Introduction to Psycho-Oncology	CO Mapping
	A	Meaning and concept of psycho-oncology	CO1
	B	Historical overview and development of psycho-oncology as a field	CO1
	C	Multidisciplinary approach in psycho-oncology	CO1
	Unit 2	Introduction to Cancer	
	A	Understanding cancer as a disease: Causes, risk factors, and prevalence	CO2
	B	Cancer biology: Cell cycle, tumour development, and metastasis	CO2
	C	Psychosocial aspects of cancer diagnosis and treatment	CO2
	Unit 3	Psychological Impact on Cancer Patients and Caregivers	
	A	Psychological impact of cancer on individuals and families	CO3
	B	Assessment methods and tools in psycho-oncology	CO3
	C	Psychosocial interventions for cancer patients and their caregiver	CO3
	Unit 4	Theory and Application of Psycho-Oncology	
	A	Theoretical frameworks in psycho-oncology: Psychodynamic, cognitive-behavioral, and existential perspectives	CO4
	B	Psychosocial issues across the cancer continuum: From diagnosis to survivorship and end-of-life care	CO4
	C	Cultural and ethical considerations in psycho-oncology practice	CO4
	Unit 5	Treatment and Rehabilitation in Psycho-Oncology	
	A	Onco-genetic counseling: Skills and ethical issues in genetic testing and counseling	CO5, CO6
	B	Palliative counseling: Providing support for patients and families facing advanced or terminal cancer. Pediatric counseling: Addressing the unique	CO5, CO6

		psychological needs of children and adolescents with cancer.	
	C	Support and rehabilitation counseling: Enhancing emotional well-being and quality of life during and after cancer treatment. Primary, secondary, and tertiary prevention strategies in psycho-oncology	CO5, CO6
Mode of examination	Theory		
Weightage Distribution	IA	EA	
	25%	75%	
Readings Textbooks	<ol style="list-style-type: none"> Holland, J. C., Breitbart, W. S., Jacobsen, P. B., Lederberg, M. S., Loscalzo, M. J., & McCorkle, R. (Eds.). (2015). <i>Psycho-Oncology</i> (3rd ed.). Oxford University Press. Kissane, D. W., Bultz, B. D., & Butow, P. N. (Eds.). Clark-Snow, R. A., & Clark, M. J. (Eds.). (2017). <i>Counseling Persons with Cancer: An Integrative Approach</i> (3rd ed.). Springer Publishing Company. Baider, L., Cooper, C. L., & Kaplan De-Nour, A. (Eds.). (2012). <i>Cancer and the Family</i> (2nd ed.). John Wiley & Sons. Mehnert, A., & Kissane, D. W. (Eds.). (2017). <i>Handbook of Psychotherapy in Cancer Care</i>. John Wiley & Sons. 		

COs- POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	3	3	2	2	3	3	3	3	2
CO2	2	2	3	2	2	3	2	1	3	2	2
CO3	3	1	2	3	3	2	1	3	2	3	3
CO4	3	2	2	3	2	2	3	3	3	3	2
CO5	2	2	3	1	2	3	2	1	3	2	3
CO6	3	2	3	3	2	3	3	3	3	3	3

1- low

2- Medium

3- High

School: SSHSS		Batch: 2023-25
Programme: M.A. Clinical Psychology		Current Academic Year: 2024-25
Branch: Psychology		Semester: IV
1	Course Code	MPY286
2	Course Title	Behavioural Medicine
3	Credits	3
4	Contact Hours (L-T-P)	2-1-0
	Course Type	Discipline Specific Elective
5	Course Objective	<ol style="list-style-type: none"> 1. Understand the theoretical foundations and key concepts of behavioral medicine. 2. Identify and critically evaluate the biopsychosocial factors influencing health and illness. 3. Apply evidence-based behavioral and psychological interventions to promote health and prevent illness. 4. Develop skills in assessing and diagnosing behavioral health issues in the context of medical settings. 5. Collaborate effectively with multidisciplinary healthcare teams to provide integrated care. 6. Demonstrate ethical and culturally sensitive practices in behavioral medicine.
6	Course Outcomes	<p>students will be able to:</p> <p>CO1 Define the biopsychosocial model and its relevance to understanding health and illness.</p> <p>CO2 demonstrate behavior change theories and models to develop effective interventions for health promotion.</p> <p>CO3 Identify and evaluate common behavioral risk factors associated with chronic diseases.</p> <p>CO4 Analyse knowledge of evidence-based strategies for stress management and coping.</p> <p>CO5 Assess comprehensive behavioral assessments in medical settings.</p> <p>CO6 Adapt ethical guidelines and cultural considerations in the practice of behavioral medicine.</p>
7	Course Description	This course introduces students to the field of behavioral medicine, which focuses on the interaction between behavior and physical health. Students will explore the theoretical foundations, research findings, and practical applications of behavioral medicine in the context of clinical psychology.

		The course will cover various topics related to the promotion of health, prevention of illness, and management of chronic conditions using behavioral and psychological interventions. Students will gain knowledge and skills to assess, design, and implement evidence-based interventions that address the biopsychosocial aspects of health and illness.	
	Unit 1	Introduction to Behavioral Medicine	CO Mapping
	A	Definition, scope, and historical background of behavioral medicine	CO1
	B	Biopsychosocial model and its application in understanding health and illness	CO1
	C	Role of behavioral medicine in integrated healthcare settings	CO1
	Unit 2	Health Promotion and Behavior Change	
	A	Theories and models of behavior change in health promotion	CO2
	B	Strategies for promoting healthy lifestyle behaviors (e.g., physical activity, nutrition, smoking cessation)	CO2
	C	Motivational interviewing and its application in behavior change interventions	CO2
	Unit 3	Psychosocial Factors in Health and Illness	
	A	Stress and its impact on health and illness	CO3
	B	Coping strategies and resilience in the face of medical challenges	CO3
	C	Psychological factors influencing the experience and management of chronic conditions	CO3
	Unit 4	Behavioral Assessment in Medical Settings	
	A	Assessment of health behaviors, risk factors, and patient adherence	CO4
	B	Psychosocial assessment techniques for medical populations	CO4
	C	Integration of assessment findings with medical diagnoses and treatment plans	CO4
	Unit 5	Integrated Care and Ethical Considerations	
	A	Collaboration with healthcare professionals in multidisciplinary teams	CO5, CO6
	B	Ethical issues in behavioral medicine practice	CO5, CO6

C	Cultural competence and diversity considerations in healthcare settings		CO5, CO6
Mode of examination	Theory		
Weightage Distribution	IA	EA	
	25%	75%	
Readings Textbooks	<ol style="list-style-type: none"> 1. Baum, A., Revenson, T. A., & Singer, J. E. (Eds.). (2012). Handbook of Health Psychology. Psychology Press. 2. DiMatteo, M. R., Martin, L. R., & Kahn, K. L. (Eds.). (2012). The Oxford Handbook of Health Communication, Behavior Change, and Treatment Adherence. Oxford University Press. 3. Gatchel, R. J., & Oordt, M. S. (2018). Clinical Health Psychology and Primary Care: Practical Advice and Clinical Guidance for Successful Collaboration. Springer Publishing Company. 4. Stone, A. A., Shiffman, S., Atienza, A. A., & Nebeling, L. (Eds.). (2007). The Science of Real-Time Data Capture: Self-Reports in Health Research. Oxford University Press. 5. Taylor, S. E., & Sirois 		

COs- POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	3	3	2	2	3	3	3	3	2
CO2	2	2	3	2	2	3	2	1	3	2	2
CO3	3	1	2	3	3	2	1	3	2	3	3
CO4	3	2	2	3	2	2	3	3	3	3	2
CO5	2	2	3	1	2	3	2	1	3	2	3
CO6	3	2	3	3	2	3	3	3	3	3	3

1- low

2- Medium

3- High

School: SSHSS		Batch: 2023-25	
Programme: M.A. Clinical Psychology		Current Academic Year: 2024-25	
Branch: Psychology		Semester: IV	
1	Course Code	MPY287	
2	Course Title	Approaches of Positive Psychology	
3	Credits	3	
4	Contact Hours (L-T-P)	2-1-0	
	Course Type	DSE	
5	Course Objective	<ul style="list-style-type: none"> To introduce concepts of positive psychology. To acquaint students with Positive cognitive, emotional states and processes and pro-social behavior and wellbeing To enhance the knowledge of interventions and techniques that are used in mindfulness and other positive practices like gratitude and compassion. 	
6	Course Outcomes	<p>The student will be able.</p> <p>CO1: to define the scientific basis of psychological states such as, happiness, character strength, optimism, and gratitude.</p> <p>CO2: to classify through research that how can they thrive and flourish personality and professionally.</p> <p>CO3: to utilize the important role of positive emotions, relationship and meaning play in happiness, life satisfaction and mental health.</p> <p>CO4: to discover both conceptual and applied aspects related to positive emotions and positive traits.</p> <p>CO5: to mark an insight on applications of positive psychology for mental health and other fields.</p> <p>CO6: to build knowledgebase on emerging trends, complexity, challenges, and choices related to cognitive psychology.</p>	
7	Course Description	This course is the scientific study of positive traits that help people and society flourish and develop positive perspective in real life concept. Students investigate the theories, the supporting research, the ideas, and the practices that improve subjective as well as social wellbeing.	
	Unit 1	Introduction to positive psychology	CO Mapping
	A	<ul style="list-style-type: none"> Need for a science of human strengths and virtues; Deconstruction of illness ideology and inclusion of human strengths 	CO1, CO2
	B	<ul style="list-style-type: none"> Positive psychology: assumptions, goals and definitions 	CO1, CO2

	C	<ul style="list-style-type: none"> Three pillars of positive psychology 	CO1, CO2
	Unit 2	Positive emotional states and processes	
	A	<ul style="list-style-type: none"> Subjective well-being 	CO2, CO3
	B	<ul style="list-style-type: none"> Positive emotions 	CO2, CO3
	C	<ul style="list-style-type: none"> Positive psychology of emotional intelligence 	CO2, CO3
	Unit 3	Positive cognitive states and processes	
	A	<ul style="list-style-type: none"> Self-efficacy 	CO2
	B	<ul style="list-style-type: none"> Wisdom, hope & Love 	CO2, CO3
	C	<ul style="list-style-type: none"> The flow experience 	CO3, CO4
	Unit 4	Positive Practices: Gratitude, Compassion & Flourishing	
	A	<ul style="list-style-type: none"> The Psychology of Gratitude: An Introduction, A conceptual analysis, Gratitude and other positive emotions and Resentment 	CO2, CO3, CO4
	B	<ul style="list-style-type: none"> Compassion: Meaning and Basic requirements; Compassion's Core: Connecting and Identifying with others. 	CO3, CO4
	C	<ul style="list-style-type: none"> Flourishing: Meaning of Flourishing; Role of Resilience, Protective factors, Resilient personalities, Growth through trauma, Optimism & Flourishing 	CO3, CO4
	Unit 5	Pro-social behavior and wellbeing	
	A	<ul style="list-style-type: none"> Empathy and altruism 	CO2, CO3,
	B	<ul style="list-style-type: none"> Psychology of forgiveness 	CO2, CO3,
	C	<ul style="list-style-type: none"> Personal Goals, Life Meaning, and Virtue: Wellsprings of Positive life. 	CO3, CO4
	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Readings Textbook/s*	<ul style="list-style-type: none"> Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. New Delhi: Sage South Asia Edition. Snyder, C. R. & Lopez, S. J. (2002). Handbook of Positive Psychology. New York: Oxford University Press Seligman, M. E. P., Steen, T. A., Park, N., & Peterson, C. (2005). Positive Psychology Progress: Empirical Validation of Interventions. American Psychologist, 60 (5), 410-421. Dorjee, Dusana, Mind, Brain and the Path to Happiness: Buddhist Minds Training Neuroscience of Meditation (London, 2014, Routledge). 	

		<ul style="list-style-type: none"> • Baumgardner, S., Crothers, M. (2009). Positive psychology. New Delhi, India: Pearson. • Carr A. (2011). Positive Psychology: The Science of Happiness and Human strengths, 2nd Edition. Routledge Taylor & Francis Group, New York. • Csikszentmihalyi, M. (1996). Flow and the psychology of discovery and invention. New York: Harper Collins. Chicago.
	Reference Books	<ul style="list-style-type: none"> • Seligman, M. E. P (1991). Learned Optimism. New York, NY: Knopf. • Seligman, M.E.P. & Csikszentmihalyi, M. (2000). Positive Psychology: An Introduction. American Psychologist, 55 (1), 5-14. • Carr, A. (2004). Positive Psychology: a science of happiness and human strengths. New York, NY: BR Publishers.

COs- POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	2	3	3	3	3	3	3
CO2	3	2	3	2	2	3	2	3	3	2	3
CO3	3	3	2	3	3	3	2	3	3	3	3
CO4	3	3	2	3	3	3	2	3	3	3	3
CO5	3	3	2	2	3	3	2	2	3	3	3
CO6	3	2	2	3	3	3	3	3	3	2	3

1- low

2- Medium

3- High

School: SSHSS	Batch: 2023-25
Programme: M.A. Clinical Psychology	Current Academic Year: 2024-25
Branch: Psychology	Semester: IV

Course Title: Fieldwork

Credit Units: - L-T-P (0-0-4)

Course Credit 02

Course Level: PG

Course Code: MPP213

Course Objectives:

To provide exposure and experience to students looking to gain the relevant knowledge and skills required to enter a particular field of psychology.

This course would also enable the students to understand the practical implications of principles of psychology at work and develop professional ethics.

Prerequisites: NIL

GUIDELINES

The procedure for doing Field work is as following:

- h) Selection of organization/ NGO/ school/ clinical setup etc by students for observation as per their interest and course requirement.
- i) Registration by the students
- j) Allocation of faculty guides by the School/Department
- k) Submission of Weekly Progress Report (WPR) to the respective faculty guide.
- l) Maintenance of Daily Logsheet of work done by the student and submitting the same to the faculty guide.
- m) Editing and preparing the report.
- n) Submission of Final Report

The **layout guidelines** for the Internship Report:

- A4 size Paper
- Font: Times New Roman (12 points)
- Line spacing: 1.5.
- Top and bottom margins: 1 inch/ 2.5 cm; left and right margins: 1.25 inches/ 3 cm

The Manuscript consists of following parts:

3. Preliminaries

- Title Page
- Acknowledgments
- Signatory page (Work experience Certificate)

4. Content

- Daily attendance sheet (Signed by internal and external supervisor)
- Daily Log Sheets
- Discussion & Conclusion
- Key Learnings

Submission of the Final Report

The most important aspect of the course is the final report. Therefore, the following must be ensured for producing the quality report.

- a) The student will submit the Internship report as per the prescribed **guidelines**.
- b) The report is to be submitted on A4 sized sheets and spiral bound.
- c) The following will be submitted along with the final report.
 - WPR
 - In and Out Sheet

Student Learning Outcomes:

- Provide students with opportunities to apply the concepts learnt in the classroom to real-life situations.
- Sensitize students to the nuances of a workplace by assigning time-bound projects.
- Enable students to network which will be useful to further their career prospects.

Pedagogy for Course Delivery: Discussion, Mentoring

School: SSHSS		Batch: 2023-2025	
Programme: M.A. Clinical Psychology		Current Academic Year: 2024-2025	
Branch: Psychology		Semester: IV	
1	Course Code	DIS213	
2	Course Title	Dissertation	
3	Credits	24	
4	Contact Hours (L-T-P)	0-0-12	
	Course Type	Core	
5	Course Objective	<ul style="list-style-type: none"> To acquaint students with the philosophy, ethics, design, and evaluation of research in Social Sciences. To create awareness about the basics of scientific research in Social Sciences. To understand methodology of quantitative and qualitative research. To provide the theoretical orientation and background for research. 	
6	Course Outcomes	The student will be able; CO1: to define the nature of his/her research. CO2: to describe different variables associated with his/her study. CO3: to use the variables to study their relevance and effect. CO4: to examine the gap in his/her research topic. CO5: to defend his experimental findings CO6: to design and conduct their research in real setting.	
7	Course Description	This course will introduce the principal steps taken during a social science research study and aims to provide students with the knowledge and competencies necessary to plan and conduct research projects of their own.	
	Unit 1	Introduction, Review & Data collection	CO Mapping
		Selection of topic , Data collection, Analysis, developing graphs, pie charts	CO1, CO2
	Unit 2	Results and interpretation	
		Analysis of findings, interpretation with supporting researches, merits and demerits	CO1, CO2
	Unit 3	References	
		References as per APA	CO3, CO6
	Unit 4	Pre- submission	
		Departmental presentation of research work, correction.	CO2, CO4, CO5, CO6



	Unit 5	Dissertation		
		Submission and defending the research work, Sending paper for publication	CO2, CO3, CO4, CO6	
	Mode of examination	Practical		
	Weightage Distribution	CA	Viva	External
		25%	25%	50%
	Readings Text book*	<ul style="list-style-type: none"> • Relevant Journals • E-library at Sharda university • PubMed • Shodganga 		

COs- POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	3	3	2	2	3	3	2	3	3
CO2	2	3	3	2	2	3	2	2	3	2	2
CO3	3	3	3	3	3	2	2	3	2	2	3
CO4	3	2	3	3	2	2	3	3	2	3	3
CO5	2	2	3	2	2	3	2	3	3	2	3
CO6	3	2	3	3	2	3	3	3	3	3	3

1- low

2- Medium

3- High