



MAHATMA GANDHI UNIVERSITY
of
MEDICAL SCIENCES & TECHNOLOGY
JAIPUR

SYLLABUS

M. Sc. in CLINICAL PSYCHOLOGY (M.Sc. CP)
(4 SEMESTERS P.G. DEGREE PROGRAM)

DEPARTMENT OF CLINICAL PSYCHOLOGY

2023 – 2024 ONWARDS

NOTICE

- 1.** Amendments made by the University in Rules/ Regulations of the courses shall automatically apply.
- 2.** The University reserves the right to make changes in the syllabus/ books/ guidelines, fee-structure, or any other information at any time without prior notice. The decision of the University shall be binding on all.
- 3.** The jurisdiction of all court cases shall be Jaipur Bench of Hon'ble Rajasthan High Court only

M. Sc. in CLINICAL PSYCHOLOGY (M.Sc. CP)

(4 SEMESTERS P.G. DEGREE PROGRAM)

1. INTRODUCTION:

Objectives/Aims of the Course: The program of M. Sc. in Clinical Psychology will help students to learn the advanced concepts of Clinical Psychology. This program will enable students to learn the theories and mechanisms that explain human behaviour and thought processes. This will enhance their knowledge along with practical aspects and such knowledge will able them to learn the applications of the different theories, methods, and concept in Clinical Psychology, and work as a practicing Psychologist.

Expectation from the future graduate in the providing patient care:

This program will offer good progression where individuals are seeking to practice as a psychologist or to attain higher studies in the field of Clinical Psychology.

Upon completion of this course, the students will be able to –

- Evaluate knowledge of practice relevant to the field of clinical psychology
- Identify professional training learning needs to pursue a career in clinical psychology
- Provide a career diverse point and sought-after psychology-related qualifications and assures numerous avenues
- Be well-versed with the stimulating subject modules designed to engage students in fascinating topics in Clinical Psychology, enabling them to develop career focused skills
- Gain an in-depth understanding of human behaviour, cognitive processes, and expertise in research
- Enable students to develop confidence, capability, and knowledge in both the research and practical applications of psychological theory
- Develop and use interpersonal skills to facilitate effective communication with various health care professionals

SYLLABUS

2. TITLE OF THE PROGRAM:

M. Sc. in Clinical Psychology (M.Sc. CP)

3. DURATION OF THE COURSE:

Duration of the course: 2 Years (4 Semesters)

4. MEDIUM OF INSTRUCTION:

English shall be the medium of instruction for all the subjects of study and for examination of the course.

5. ELIGIBILITY FOR ADMISSION:

Candidate should have passed the Bachelor's degree with Psychology (B.A or B.Sc. in General Psychology, Applied Psychology or Clinical Psychology or at least One Major Related to Psychology) as the main subject with aggregate of 50% marks for general category students and 45% mark for reserved category.

6. PROCESS OF ADMISSION:

Admission to M. Sc. in Clinical Psychology program shall be made based on written entrance examination and a personal interview conducted for the purpose.

7. RESERVATION POLICY:

Reservation in admissions shall be applicable as per policy of the State Government.

8. ENROLMENT:

Every candidate who is admitted to M.Sc. in Clinical Psychology Degree Program in Mahatma Gandhi Medical College and Hospital shall be required to get himself/herself enrolled with the Mahatma Gandhi University of Medical Sciences & Technology (MGUMST) after paying the prescribed eligibility and enrolment fees.

A candidate shall deposit enrolment fees along with tuition fees at the time of his/her admission to the course. Such a candidate who fails to submit, to the college Principal, duly filled

enrolment form along with original documents including migration certificate required for enrolment within prescribed period then after he/she shall pay late fee applicable at that time. No student will be allowed to appear in the university examination without his/her enrolment.

9. REGISTRATION:

A candidate admitted to the M.Sc. in Clinical Psychology degree course shall register his/her name by submitting the prescribed application form for registration duly filled by remitting the prescribed fee to the MGUMST within 30 days from the cut-off date prescribed for M.Sc. in Clinical Psychology degree course.

10. ATTENDANCE:

Minimum 75% attendance is required in each year, both for theory and practical classes separately, student with deficient attendance will not be permitted to appear in university examination.

11. WORKING DAYS:

Each semester shall consist of not less than 120 working days including examination.

12. CONDUCTION OF THE UNIVERSITY EXAMINATION:

University semester examination shall be conducted twice in a year with an interval of six months. Even Semester examination shall be conducted after 6 months of odd semester examination.

13. ELIGIBILITY TO APPEAR FOR UNIVERSITY EXAMINATION

Student is required to have minimum 75% attendance (in theory and practical separately) /to make him/her eligible to Candidates failing in one or more, subject in a semester will be required to appear in their failing subject in the next examination of the same semester next year.

A candidate will have to clear all the subjects of First to Third Semester before appearing at Fourth Semester University Examination.

14. APPOINTMENT OF EXAMINER & PAPER SETTER

- For setting of theory question paper and evaluation of answer sheets, there will be 02 (Two) Externals (Out of State) and 03 (Three) Internals (In State, outside the University) examiners for all paper setters, theory examination answer books evaluators, External and Internal Examiners.
- For Practical examinations there will be 01 (One) External Examiner & 01 (One) Internal Examiner.
- All Examiners (External/Internal) shall be appointed by HOD/Convener of the respective COC through concerned dean of faculty.
- Practical examiner can be appointed to evaluate answers sheets.
- Professor/ Assoc. Professor /Assistant Professor/Lecturer/Allied Health Professional having PG qualification and 5 years' teaching experience after PG in respective field is eligible to act as Internal/External examiner of theory/practical examination.

15. SCHEME OF EXAMINATION

The University Examination (End of Semester Examination or EOSE) for the Course shall be conducted semester wise at the end of every semester.

(I) Theory:

- a) There shall be five Theory papers in each semester of the study of study.
- b) Each Theory paper examination shall be of 3 hours duration and of maximum 70 marks
- c) Internal assessment (IA) shall be of 30 marks for each Theory Paper.
- d) The Paper Setter shall set the questions within the prescribed course of study of the concerned paper. There will be a set pattern of question papers duly approved by Academic Council. Pattern of question papers (Annexure 1)
- e) Passing Marks: A candidate will have to obtain at least 50% marks including internal assessment in each theory paper to pass.

(II) Practical and Viva-Voce Examination:

- a) At the end of each semester there shall be practical and viva-voce examination of 200 marks. It shall be conducted after the Theory examination is over. A candidate will have to obtain at least 50% marks in practical and viva-voce examination.
- b) University practical and viva-voce examination shall be of 140 marks (Practical 100 marks + viva voce 40 marks) and internal assessment of 60 marks.
- c) The pattern of practical examination shall be as follows –

Semester	Practical Marks				Practical Examiners
	University Exam		Total Marks	Min. Pass Marks	
	Practical and Viva-Voce	Internal Assessment			
I to IV	140	60	200	100	One Internal & one External Examiner

(III) Result:

- a) A candidate will have to obtain at least 50% marks separately in each Theory paper including internal assessment and a minimum of 50% marks in the practical examination including viva-voce for him to be declared pass.
- b) A Candidate who has failed in a subject(s) will reappear in respective paper(s) in next examination of the same semester next year.
- c) Candidate who has failed in Practical examination will reappear in practical examination only.

16. SUPPLEMENTARY EXAMINATION:

- a) There shall be a supplementary examination of IV semester only within two months of the declaration of the result of the main examination of IV Semester.
- b) Internal assessment marks obtained in main examination in the concerned failed paper(s)/practical shall be carried forward for working out the result of next Theory paper(s) and/or practical examination.

- c) A failing candidate, if opt for improvement his/her internal assessment marks shall be allowed to do so. In case he does appear for improvement or gets lesser marks in internal assessment, his earlier marks will be considered for working out the result of the failing subject.

17. PROMOTION TO THE NEXT SEMESTER

- a) A candidate who has passed or failed in one or more subjects shall be promoted to respective next semester.
- b) A candidate will be allowed to appear for the IV semester examination only when the backlog of all papers (theory papers and practical) of I semester to III semester exams including elective papers (if any) is cleared.
- c) The student is required to clear all the University examination within 4 years from the joining of the course otherwise he/she will not to be allowed to join internship program and he/she will have to leave the course.

18. LETTER GRADES AND GRADE POINTS

LETTER GRADE	GRADE	PERCENTAGE OF MARKS
O (Outstanding)	10	100 %
A+(Excellent)	9	90-99.99 %
A (Very Good)	8	80-89.99 %
B+(Good)	7	70-79.99 %
B (Above Average)	6	60-69.99 %
C(Average)	5	50-59.99 %
F(Fail)	0	0 Less than 50 %
Ab (Absent)	0	0 Absent

19. Grades Qualifying for Pass:

Theory and Practical Examination

- Minimum 5 Grade** in the university examination and **5 Grade** in internal assessment evaluated by the department are required to pass **who fails to obtain 5 Grade shall be declared failed.**
- A student obtaining **Grade F** shall be considered **failed** and will be required to reappear in the examination.

3. Letter Grade **Ab (Absent)** will be showing the absent of the candidate in examination and will be required to reappear in the examination.

Continuous Assessment

Continuous assessments will be conducted two times in a semester. Continuous assessments will consist of departmental examinations, assignments, departmental posting, and evaluations. The objective is to allow students to have hands on experience. It would also help students to develop and formulate the data collection process and data analysis.

End of Semester Examination

- 1) Each theory paper examination shall be of 3 hours duration.
- 2) There will be Five papers of theory in Each Semester as following-

Practical:

1. Ability Enhancement Course Component will be taken as Practical's therefore, there will be one practical exam in each Semester as following:

Semester	Practical
I	Psychological Testing – I and Academic Writing and Research Skills
II	Psychological Testing – II and Dissertation Research Proposal
III	Psychological Testing – III and Clinical Observation
IV	Dissertation

20. CREDIT WEIGHTAGE DISTRIBUTION (%)

Item	Credit Weight (%)
1. Continuous Assessment	
Class participation/presentation, study records	10.00%
Assignment, quizzes, and summer training report	10.00%
Departmental Postings, case studies, project reports	10.00%
2. End of Semester Examination	
70.00%	
Total	100%

21. Authority to Issue Transcript:

The Controller of Examination of the University shall be the authority for issuing transcript after receiving the described fee from the candidate.

22. Working Hours/Days:

Duration	3 Years (6 Semesters)
Working Days	6 Days/Week
Working Hours	36 Hours/Week

23. Distribution of Courses Semester-Wise:

Semester	Core Course Component (CCC)	Elective Course Component (ECC)	Ability Enhance Component (AEC)/Practical	Total No. of Courses
Semester I	3	2	1	6
Semester II	3	2	1	6
Semester III	3	2	1	6
Semester IV	3	2	1	6
Total	12	08	28	24

24. Distribution of Courses in Each Semester

S. No.	Type of Course	Numbers
1	Core Course	3
2	Elective Course	2
Total		05 (Five)

25. Types of Courses in M. Sc. in Clinical Psychology:

1. **Core Course** – The course designed under this category aim to cover the basics that a student is expected to imbibe in the discipline of M. Sc. Clinical Psychology, a course which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
2. **Elective Course** – A course which can be chosen from a pool of courses. It has options of both specific and specialized to the discipline of M. Sc. Clinical Psychology. Students can **CHOOSE ANY TWO COURSE IN EACH SEMSTER** from the pool of course given to that semester.
3. **Ability Enhancement Courses (AEC)/Practical:** The Ability Enhancement (AE) Courses or practical are the courses based upon the content that leads to knowledge enhancement. They are skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

Computation of SGPA and CGPA

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- i. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.

$$\text{SGPA (Si)} = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

where C_i is the number of credits of the i^{th} course and G_i is the grade point scored by the student in the i^{th} course.

- ii. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a program, i.e.

$$\text{CGPA} = \frac{\sum(C_i \times S_i)}{\sum C_i}$$

where S_i is the SGPA of the semester and C_i is the total number of credits in that semester.

- iii. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

Illustration of Computation of SGPA and CGPA and Format for Transcripts

i. Computation of SGPA and CGPA

Illustration for SGPA

Course	Credit	Grade Letter	Grade Point	Credit Point (Credit x Grade)
Course 1	3	A	8	3 x 8 = 24
Course 2	4	B+	7	4 x 7 = 28
Course 3	3	B	6	3 x 6 = 18
Course 4	3	O	10	3 x 10 = 30
Course 5	3	C	5	3 x 5 = 15
Course 6	4	B	6	4 x 6 = 24
	20			139

Thus, SGPA = $139/20 = 6.95$

Illustration for CGPA

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Credit: 20	Credit: 22	Credit: 25	Credit: 26	Credit: 26	Credit: 25
SGPA: 6.9	SGPA: 7.8	SGPA: 5.6	SGPA: 6.0	SGPA: 6.3	SGPA: 8.0

Thus, CGPA = $20 \times 6.9 + 22 \times 7.8 + 25 \times 5.6 + 26 \times 6.0 + 26 \times 6.3 + 25 \times 8.0 = 6.73$

M.Sc. in Clinical Psychology Marks Distribution of Semester – I Examination

Course/Paper Name	Course/Paper Code	Credits	Theory/Practical/Viva			Pass Marks
			UE	IA	Total	
CORE COURSES			UE	IA	Total	50% aggregate including continuous assessment marks separately in theory and in practical
Personality Studies	MSC0623S101T	7	70	30	100	
Biological Foundations of Behaviour	MSC0623S102T	7	70	30	100	
Research Methods in Psychology	MSC0623S103T	7	70	30	100	
ELECTIVE COURSES (ANY TWO)						
Clinical Interview and Assessment	MSC0623S104T	6	70	30	100	
Stress Management	MSC0623S105T	6	70	30	100	
Trauma and Crisis Intervention	MSC0623S106T	6	70	30	100	
Gender Based Violence	MSC0623S107T	6	70	30	100	
PRACTICAL/ABILITY ENHANCEMENT COURSE						
Psychological Testing – I and Academic Writing and Research Skills	MSC0623S108P	7	140	60	200	
TOTAL	06 (05 Theory Paper 01 Practical)	40	490	210	700	

M.Sc. in Clinical Psychology Marks Distribution of Semester – II Examination

Course/Paper Name	Course/Paper Code	Credits	Theory/Practical/Viva			Pass Marks
			UE	IA	Total	
CORE COURSES			UE	IA	Total	50% aggregate including continuous assessment marks separately in theory and in practical
Cognitive Psychology	MSC0623S201T	7	70	30	100	
Clinical Neuropsychology	MSC0623S202T	7	70	30	100	
Developmental Psychology	MSC0623S203T	7	70	30	100	
ELECTIVE COURSES (ANY TWO)						
Disaster Management	MSC0623S204T	6	70	30	100	
Life Skills Training	MSC0623S205T	6	70	30	100	
Substance Abuse	MSC0623S206T	6	70	30	100	
Sports Psychology	MSC0623S207T	6	70	30	100	
PRACTICAL/ABILITY ENHANCEMENT COURSE						
Psychological Testing – II and Dissertation Research Proposal	MSC0623S208P	7	140	60	200	
TOTAL	06 (05 Theory Paper 01 Practical)	40	490	210	700	

M.Sc. in Clinical Psychology Marks Distribution of Semester – III Examination

Course/Paper Name	Course/Paper Code	Credits	Theory/Practical/Viva			Pass Marks
			UE	IA	Total	
CORE COURSES						50% aggregate including continuous assessment marks separately in theory and in practical
Psychopathology – I	MSC0623S301T	7	70	30	100	
Psychotherapy – I	MSC0623S302T	7	70	30	100	
Child and Adolescent Psychology	MSC0623S303T	7	70	30	100	
ELECTIVE COURSES (ANY TWO)						
Professional Ethics and Human Rights	MSC0623S304T	6	70	30	100	
Terminal Illness	MSC0623S305T	6	70	30	100	
Trauma Informed Care	MSC0623S306T	6	70	30	100	
Queer Affirmative Practices	MSC0623S307T	6	70	30	100	
PRACTICAL/ABILITY ENHANCEMENT COURSE						
Psychological Testing – III and Clinical Observation	MSC0623S308P	7	140	60	200	
TOTAL	06 (05 Theory Paper 01 Practical)	40	490	210	700	

M.Sc. in Clinical Psychology Marks Distribution of Semester – IV Examination

Course/Paper Name	Course/Paper Code	Credits	Theory/Practical/Viva			Pass Marks
			UE	IA	Total	
CORE COURSES			UE	IA	Total	50% aggregate including continuous assessment marks separately in theory and in practical
Psychopathology – II	MSC0623S401T	7	70	30	100	
Psychotherapy – II	MSC0623S402T	7	70	30	100	
Psychosocial Rehabilitation	MSC0623S403T	7	70	30	100	
ELECTIVE COURSES (ANY TWO)						
Positive Psychology	MSC0623S404T	6	70	30	100	
Psychology of Disability	MSC0623S405T	6	70	30	100	
Marital and Family Counseling	MSC0623S406T	6	70	30	100	
Military Psychology	MSC0623S407T	6	70	30	100	
PRACTICAL/ABILITY ENHANCEMENT COURSE						
Dissertation	MSC0623S408P	7	140	60	200	
TOTAL	06 (05 Theory Paper 01 Practical)	40	490	210	700	

Course Structure of M. Sc. in Clinical Psychology

SEMESTER I	SEMESTER II	SEMESTER III	SEMESTER IV
CORE COURSE COMPONENT (ALL THREE)			
Personality Studies	Cognitive Psychology	Psychopathology – I	Psychopathology – II
Biological Foundations of Behaviour	Clinical Neuropsychology	Psychotherapy – I	Psychotherapy – II
Research Methods in Psychology	Developmental Psychology	Child and Adolescent Psychology	Psychosocial Rehabilitation
ELECTIVE COURSE COMPONENT (ANY 2 OUT OF 4)			
Clinical Interview and Assessment	Disaster Management	Professional Ethics and Human Rights	Positive Psychology
Stress Management	Life Skills Training	Terminal Illness	Psychology of Disability
Crisis Intervention in Suicide	Substance Abuse	Trauma Informed Care	Marital and Family Counselling
Gender Based Violence	Sports Psychology	Queer Affirmative Practices	Military Psychology
ABILITY ENHANCEMENT COMPONENT / PRACTICAL			
Psychological Testing – I and Academic Writing and Research Skills	Psychological Testing – II and Dissertation Research Proposal	Psychological Testing – III and Clinical Observation	Dissertation

CLASS	SEMESTER	PAPER TYPE	PAPER NO.	PAPER CODE	PAPER TITLE
MSC I	I	Core Subjects	1	MSC0623S101T	Personality Studies
			2	MSC0623S102T	Biological Foundations of Behaviour
			3	MSC0623S103T	Research Methods in Psychology
		Elective Paper (2 out of 4)	4	MSC0623S104T	Clinical Interview and Assessment
			5	MSC0623S105T	Stress Management
			6	MSC0623S106T	Trauma and Crisis Intervention
			7	MSC0623S107T	Gender Based Violence
		Practical	8	MSC0623S108P	Psychological Testing – I and Academic Writing and Research Skills
	II	Core Subjects	1	MSC0623S201T	Cognitive Psychology
			2	MSC0623S202T	Clinical Neuropsychology
			3	MSC0623S203T	Developmental Psychology
		Elective Paper (2 out of 4)	4	MSC0623S204T	Disaster Management
			5	MSC0623S205T	Life Skills Training
			6	MSC0623S206T	Substance Abuse
			7	MSC0623S207T	Sports Psychology
		Practical	8	MSC0623S208P	Psychological Testing – II and Dissertation Research Proposal
MSC II	III	Core Subjects	1	MSC0623S301T	Psychopathology - I
			2	MSC0623S302T	Psychotherapy - I
			3	MSC0623S303T	Child and Adolescent Psychology
		Elective Paper (2 out of 4)	4	MSC0623S304T	Professional Ethics and Human Rights
			5	MSC0623S305T	Terminal Illness
			6	MSC0623S306T	Trauma Informed Care
			7	MSC0623S307T	Queer Affirmative Practices
		Practical	8	MSC0623S308P	Psychological Testing – III and Clinical Observation
	IV	Core Subjects	1	MSC0623S401T	Psychopathology – II
			2	MSC0623S402T	Psychotherapy – II
			3	MSC0623S403T	Psychosocial Rehabilitation
		Elective Paper (2 out of 4)	4	MSC0623S404T	Positive Psychology
			5	MSC0623S405T	Psychology of Disability
			6	MSC0623S406T	Marital and Family Counselling
			7	MSC0623S407T	Military Psychology
		Practical	8	MSC0623S408P	Dissertation

SEMESTER 1 – PAPER 1 (THEORY) – PAPER CODE - MSC0623S101T**PERSONALITY STUDIES**

Unit 1: Introduction: Definition, Organization of Personality, Scope and Concept of the Study of Personality, Determinants of Personality, Biological, Physiological, Genetic, Environmental, Socialization, Social, Educational, Family, Cultural, Idiographic and Nomothetic Approaches, Type and Trait Approach to Personality, Structural Models of Personality, McCrae and Costa's Five-Factor Model, Storied Construction of Personality, Personality and Social Support Processes, Social Pain and Hurt, Personality in Cross-Cultural Perspective, Culture and Personality, Personality and Politics, Factors Influencing Personality Development

Unit 2: Early Theoretical Perspectives: Classical Psychoanalysis, Ego Theory, Heinz Hartmann, Robert Holt, Noninstinctual Determinants of Personality, Eric Erikson, Carl Jung: Analytical Psychology. Alfred Adler: Individual Psychology, Gordon Allport: Trait Psychology, Goldstein's Organismic Theory, Sheldon's Constitutional Psychology, Trait Theories, Cattell's Factor Theory, Winnicott: Object Relations, Social Psychological Theories – Harry Stack Sullivan, Karen Horney, Erich Fromm, Attachment Theories, Melanie Klein – Early Object Relations, , Eysenck's Model of Personality and Temperament, Behaviour Genetics and Evolution, Criticisms, Application of Theories to Real Life Situations

Unit 3: Cognitive-Behavioural Perspectives: Skinner – Radical Behaviourism, Key Principles, Operant Conditioning, Pavlov's Classical Conditioning, Dollard and Miller's Stimulus Response Theory, Bandura's Social Cognitive Theory, Self-System, Cognitive Style, Perceptual Mechanisms, Schema Theory, Kelly's Personal Construct Theory, Principles, Beck's Cognitive Behaviour Theory, Ellis's Rational Emotive Behaviour Theory, Piaget's Cognitive Development Stages, Rotter's Social Learning Theory, Locus of Control, Lazarus' Cognitive Mediation Theory, Expressive Styles, Criticisms, Application of Theories to Real Life Situations

Unit 4: Humanistic and Existential Perspectives: Meaning, History, Philosophy of Existentialism, Modes of Existence, Nietzsche, Heidegger, Jaspers, Sartre, Roots in Gestalt, Kurt Lewin's Field Theory, Martin Seligman's Learned Helplessness and the Optimistic/Pessimistic Explanatory Style (Explanatory Styles Theory), Rotter: Locus of Control, Maslow: Hierarchy of Needs, Self-Actualization, Carl Rogers' Person Centered Theory, Growth, Inner Control, Becoming One's Self, Rollo May's Existential Perspective, Viktor Frankl's

Personality Theory, Murray's Personology – Need Theory, Motivation and Emotion Perspectives of Personality – Needs, Drives, Incentives, Types of Motivators, Emotion Components and Role in Personality Formation, Criticisms, Application to Real-Life Situations

Unit 5: Personality Assessment and Application: Case Studies Related to All Theories of Personality, Assessment of Personality, Methods to Assess Personality, Personality Tests and Types, Objective, Projective, Semi-Projective, Rating Scales, Interview Schedules, Personality Assessment in the Context of Work, Education, Personnel Selection, and Psychopathology, Indian Psychology and Personality, Eastern Philosophy and Personality, Application in Socio-Cultural Psychology – Altruism, Pro-Social Behaviour, Aggression, Community Violence, Gender Identity and Stereotypes, Bem's Model, Crime and Terrorism

References:

1. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). Theories of personality, Bengaluru, India: Wiley India Private Limited.
2. Schultz, P. D., Schultz, S. E., & Schultz, S. (2012). Theories of personality, Delhi, India: Cengage Learning.
3. Friedman, H. S., & Schustack, M. W. (2016). Personality: Classic theories and modern research, Boston, MA: Pearson/Allyn and Bacon.
4. Larsen, R. J., & Buss, D. M. (2018). Personality psychology: Domains of knowledge about human nature, Boston, MA: McGraw-Hill.
5. Ewen, R.B. (2010). An Introduction to theories of personality. Academic Press, Inc. (London) Ltd.
6. Hergenhann, B.R & Olson, M.H (1999). An Introduction to Theories of Personality, 5th Edition, Prentice Hall, Upper Saddle River, New Jersey

SEMESTER 1 – PAPER 2 (THEORY) – PAPER CODE - MSC0623S102T**BIOLOGICAL FOUNDATIONS OF BEHAVIOUR**

Unit 1: Introduction: The Origins of Foundations of Biopsychology, Nature, Scope, Characteristics, Basic Cytology and Biochemistry, Mind-Body Relationship, Viewpoints to Explore Biology of Behaviour, Approaches That Relate Brain and Behaviour, Relationship Between Biopsychology and Other Disciplines, Divisions of Biopsychology, Evolution of Human Brain, Levels of Analysis, Laboratory, Clinical Approaches and Animal Research, Genetics and Biological Differences, Research Methods in Biopsychology, Ethical Issues in Research with Animals, Careers in Neurosciences, Methods of Study to Understand Human Psychophysiological Activity – Invasive and Non-Invasive Techniques – Anatomical Methods, Degeneration Techniques, Lesion Techniques, Chemical Methods, Stereotaxic Surgery, Micro-Electrode Studies, Oscilloscope, Polygraph, Scanning Methods

Unit 2: Nervous System: Development of the Central Nervous System, Brain, Forebrain, Hind Brain, and Mid Brain, Cerebral Cortex, Temporal, Parietal and Occipital Lobes, Prefrontal Cortex, Division of Nervous System, Central Nervous System, Peripheral Nervous System, Spinal Nerves, Cranial Nerves, Autonomic Nervous System, Sympathetic and Parasympathetic, Basic Features of the Nervous System: An Overview, Meninges, Ventricular System and Production of Cerebrospinal Fluid. Cells of the Nervous System, Neurons, Supporting Cells, Blood-Brain Barrier

Unit 3: Neural Communication: Measuring Electrical Potentials of Axons, Resting Membrane Potential, Action Potential, Conduction of Action Potential, Neuromuscular Transmission, Communication between Neurons: Structure of Synapses, Neurotransmitters, Meaning, Types, Release of Neurotransmitter, Neural Conduction, Activation of Receptors, Postsynaptic Potentials, Termination of Postsynaptic Potentials, Endocrine Secretion and Effect on Behaviour

Unit 4: Psychobiology of Cognitive Functions: Learning: Neurophysiology of Learning, Synaptic Plasticity, Memory, Neurological Basis of Memory, Brain Damage and Dysfunction of Memory, Localized Representations of Memory, Hippocampus, Types of Amnesia, Korsakoff's Syndrome, Alzheimer's Disease, Language, Lateralization, Evolution and Neurophysiology of Speech, Disorders of Reading, Writing, Aphasia, Alexia, Dyslexia. Emotions as Response Patterns, Fear, Anger and Aggression, Hormonal Control of Aggressive

Behavior, Neural Basis of Communication of Emotions, Recognition and Expression, Stress and Health, The Stress Response, Stress and Gastric Ulcers, Psychoneuroimmunology, Stress and the Hippocampus, Fear Conditioning, Amygdala, Contextual Fear Conditioning and the Hippocampus

Unit 5: Psychobiology of Behaviour: Biological Basis of Sleep and Arousal, Physiological Correlations of Arousal: Consciousness and Sleep, Factors Affecting Consciousness. Sleep, Rhythms of Sleeping and Waking, Neural Basis of Biological Clocks, Stages of Sleep, Brain Mechanisms of REM Sleep and Dreaming, Physiological Mechanisms of Sleep and Waking, Disorder of Sleep. Biological Basis of Hunger, Theories, Neural Signals, Thirst, Neural Mechanisms of Water Regulation, Osmotic and Hypovolemic Thirst, Eating Disorders, Human Obesity, Anorexia Nervosa, Sex, Hormones and Sexual Development, Neural Mechanism of Sexual Behavior, Sexual Orientations, Hormones and the Brain

References:

1. Neil. R. Carlson (2007) Foundations of Physiological Psychology, 6th Edition, Pearson Education, New Delhi.
2. Pinel, J.P.J. (2000). Biopsychology (4th ed.). Boston: Allyn & Bacon.
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4. Baron, R. A. (2010). Psychology (5th ed.). New Delhi, India: Pearson India Education Services Pvt Ltd.
5. Morgan, C.T., King, R.A. Weisz, J.R., & Schopler, J. Introduction to Psychology, 7th Edition.: McGraw-Hill, Singapore.
6. Hilgard, E.R., Atkinson, R.L.R.C. (2003). Introduction to Psychology. 14th Edition Wordsworth Pub. Co

SEMESTER 1 – PAPER 3 (THEORY) – PAPER CODE - MSC0623S103T**RESEARCH METHODS IN PSYCHOLOGY**

Unit 1: Introduction: Statistics in Research, Meaning, Importance, Categories of Statistics, Variables and Types, Population, Sample, Probability Theory, Measurement, Scales of Measurement, Development of Psychological Tests and Steps, Item Analysis and Purpose, Item Response Theory, Item Difficulty, Item Discrimination, Errors in Measurement, Sources of Errors, Tests of Sound Measurement, Methods of Estimating Reliability and Validity, Test Norms, Types of Norms, Development of Norms, Scaling, Meaning, Basis, of Scale Classification, Scaling Techniques, Scale Construction Techniques

Unit 2: Statistical Conjecture: Data Collection, Methods and Techniques, Collection of Primary and Secondary Data, Data Analysis, Normal Distribution, Properties of Normal Curve and Areas Under Normal Curve, Skewness and Kurtosis and Its Importance, Sampling, Meaning, Characteristics of a Sample, Types of Sampling Techniques, Probability Sampling method and Non-Probability Sampling Method, Difference between Objectives and Hypothesis, Forming Hypothesis, Types of Hypotheses, Hypothesis Testing, One-tailed and Two-tailed Tests, Type I and Type II Errors

Unit 3: Descriptive Statistics: Understanding Need and Concept of Descriptive Statistics, Purpose and Types of Descriptive Statistics, Measures of Central Tendency, Calculations of Mean, Median and Mode from Frequency Distribution, Variability (Dispersion), Range, Calculating Range, Calculating Standard Deviation from Grouped and Ungrouped Data, Variance, Semi Interquartile Range, Calculating Q1, Q3 and Quartile Deviation, Univariate Descriptive Statistics, Tables of Frequency Description, Pie Graphs, Scatter Plots, Frequency Polygon Histograms, Bar Graphs, Bivariate Descriptive Statistics and Applications, Difference Between Univariate and Bivariate

Unit 4: Inferential Statistics: Parametric and Non-Parametric Tests of Significance – Types and Assumptions, Parametric Tests, T-Test, Analysis of Variance, One-Way and Two-Way, Analysis of Covariance, Repeated Measures ANOVA, F Test, Statistical Analysis of Single Sample Study, Statistical Analysis of Two-Sample Experiments, Independent Sample t-test, Dependent Sample t-test, Correlation and Regression, Types and Assumptions, Uses, Concepts, Multivariate Analysis MANOVA, Concept, Types, Significance of Difference Between Means - Critical Ratio and t-test Calculation (Large and Small Sample) Assumption

& Uses, Non-Parametric tests, Concept, Types, Chi-Square Tests, Kruskal-Wallis, Mann Whitney U Test, K-Sample, Friedman Two-Way ANOVA, Degree of Freedom, Sign Test, Kolmogorov and Smirnov Two Sample Tests, Tests of Homogeneity, F-Tests of Two Variances, Post-Hoc Tests

Unit 5: Statistics: SPSS- Inferential Statistical Analysis, Introduction to SPSS, Usage and Functioning, Understanding Concepts of Parametric Tests and Non-Parametric Tests in SPSS, Learning Data Entry, Importing Data, Variable Types in SPSS, Defining Variables, Sporting Data, Frequencies and Descriptives, Compare Means, Basics of Data Analysis. APA Style of Report Writing

References:

1. Kothari, C.R., (1986). Research Methodology, Methods and Techniques. ND: Wiley Eastern Ltd.
2. Mohsin, S.M.: Research Methods in Behavioral Sciences, Orient Longman Ltd.
3. Fergusen, G.A. (1971). Statistical Analysis in Psychology and Education. 3rd Edition, New Delhi, McGraw Hill.
4. Garrett, H.E.: Statistics in Psychology and Education, Mumbai, Vakil Feffer and Simous Pvt Ltd.
5. Guilford, J.P.: Fundamental Statistics in Psychology and Education, New York, McGraw Hill (Asian Student Edition).
6. Siegel, S: Nonparametric Statistics for the Behavioral Sciences, New York, McGraw Hill (international Students Edition)
7. Kerlinger, F.N. Foundations of Behavioral Research, 2nd Edition, Holt Rinehart and Winston, Inc., New York, 1973.

SEMESTER 1 – PAPER 4 (ELECTIVE) – PAPER CODE – MSC0623S104T**CLINICAL INTERVIEW AND ASSESSMENT**

Unit 1: Introduction: Clinical Interviewing, Observational Skills, Client & Self, Attending Skills, Questioning: Open and Closed, Encouragers, Paraphrases, Summaries, Reflection of Feeling and Empathy, Relationship Skills, Basic Listening, Focus Skills, Influencing Skills, Defining Clinical Assessment, Key Concepts, Methods of Assessment, Observation, Interviews, Medical and Psychological/Neurological Testing, Inventories, Behavioural Assessments

Unit 2: Clinical Interviewing & Mental Status Examination: Goal Directed Interviewing and Intake Interview, Report Writing, Goal Directed Interviewing Diagnosis and Treatment Planning, Suicide Assessment, MSE, Multi-Cultural Considerations in Interview Process, Key Issues in Clinical Interviewing and Counseling, Clinical Interview Practice, Interviewing Individuals with Mental Health Issues, Suicide Assessment in Interview

Unit 3: Counseling and Assessment Skills: Micro and Macro Skills, Attending and Empathy, Listening Sequence, Encouraging, Paraphrasing, Reframing, Self-Disclosure, Summarizing, Confrontation, Focusing, Influencing, Responding, Questioning, Reflecting, Observation, Therapeutic Alliance and Rapport Building, Intake Interview and Report Writing, Assessing Children, Making a Clinical Diagnosis, Classifying and Differential Diagnosis, Syndromes and Symptoms, Neurological and Medical Tests, Personality/Intelligence Tests

Unit 4 Multi-Cultural Considerations: Cultural Considerations in the Interview Process, Appearance, Body Language, Interaction, Formality, Questions, Goal – Directed Interviewing, Cultural Agility, Mirroring, Universal Norms, Curiosity, Ethical Considerations, Assessing Terminally Ill Clients, Cross-Cultural Semi-Structured Interview, Language, Non-Verbal Cues, Translation, Cross-Cultural Interviewing Techniques and Processes

References:

1. Clinical Interviewing. Fourth Edition - Update (2012). Sommers-Flanagan, J. & Sommers-Flanagan, R. John Wiley & Sons: New York. The Mental Status Exam Explained. Second Edition (2008).
2. Robinson, D, J. Rapid Cyclor Press: Point Huron Michigan. Recommended; Intentional Interviewing and Counseling: Facilitating Development in a Multicultural Society (2010).
3. Ivey, A. E., Bradford Ivey, M., Zalaquet, C. P. Brooks Cole: Belmont, CA

SEMESTER 1 – PAPER 5 (ELECTIVE) – PAPER CODE – MSC0623S105T**STRESS MANAGEMENT**

Unit 1: Introduction: Meaning and Nature of Stress, Difference between Eustress and Distress, Frustration, Conflict and Pressure, Meaning of Stressors, Types of Stress, Consequences of Stress, Common Stressors at Workplace, Stressors of Age and Gender, Biological Basis of Stress, Relationship of Stress and Emotions To Human Disease, Stress Responses, Stress and Hippocampus

Unit 2: Cognitive Appraisal of Stress: General Adaptation to Stress, Consequences of Stress, Physiological and Psychological Changes Associated with Stress Response, Stress and Memory, Stress and Other Cognitive Variables; Fear Conditioning, Amygdala and Contextual Fear Conditioning, Stressful Environmental Conditions on Performance, Mental Health Impact of Stress

Unit 3: Behavioural Aspects of Stress: Adaptive and Maladaptive Behaviour, Individual and Cultural Differences, Sources of Stress – Across the Lifespan, College and Occupational Stress. Stress and Conflict in Relationships, Lifestyle Disorders Related to Stress – CAD, CAH, Hypertension, Stroke, Peptic Ulcer, Migraine, Asthma, Obesity, Diabetes

Unit 4: Interventions for Stress: Performance and Stress Intervention – Relationship of Stress and Performance, Strategies of Stress Management, Prevention of Stress, Maintenance of Health, Diet, Nutrition, Relaxation, Challenging Stressful Thinking, Problem Solving, Emotional and Cognitive Coping Styles, Strategies of Synthesis and Prevention, Resilience and Stress, Optimal functioning, Stress Management Techniques

References:

1. Baron, L & Feist, J (2000) Health Psychology 4th edition, USA Brooks/Cole
2. Dutta, P, K, (2010) Stress management Himalaya, Himalaya Publishing House
3. Olpin, M. & Hesson, M. (2015). Stress Management for Life: A Research-Based Experiential Approach. 4th edition. Wadsworth Publishing.
4. Rice. P. L. (1992) Stress and Health, 2nd edition, California, Brooks/Cole

SEMESTER 1 – PAPER 6 (ELECTIVE) – PAPER CODE – MSC0623S106T**TRAUMA AND CRISIS INTERVENTION**

Unit 1: Introduction: Understanding Crisis, and Crisis Intervention, Trauma, Multicultural Aspects, History and Theoretical Foundations, Crisis Algorithms, Caplan's Paradigm, BASIC-ID Model and Case Studies, People in Crisis, Individual Responses to Crisis, Neuropsychology of Trauma, Biological Response to Trauma, Grief and Loss as Trauma, Trans-Generational Trauma, Mourning, Essential Crisis Intervention Skills, Safety and Self-Care, Ethical and Legal Considerations, Dealing with Difficult Clients, Confidentiality

Unit 2: Theoretical Perspectives: Definition, Concept, Theories of Crisis, Models of Crisis Intervention, Hybrid Model, Basic ID Model, Multimodal Dimensions, NOVA Crisis Response Model, Psychological First Aid, Stages of Impact Model, Dixon Model, FIRST Model, SAFE-R Model and Chart, Green's Crisis Intervention Model. Development of Crisis Assessment, Intervention and Multiple Models, ABC Model, Solution Focused, CBT, MI, Systematic Desensitization, Developmental-Ecological Perspective of Crisis, Concept and Theory of Risk Assessment

Unit 3: Risk Assessment: Self-Injurious Behaviour, Typology, Assessment, Lethality Scale, Suicide and Self-Injury Risk and Assessment, Survivors of Attempted Suicide, Assessing Impact of Sexual Assault with Adults and Children, Battery, Control and Power in Intimate Relationships, Intimate Partner Violence, Child Sexual Abuse, Substance Use, Bullying, Cultural Diversity and Racism, Hostage Taking, War and Terrorism, Sexual Harassment, Chronic and Terminal Illness – Reviewing Issues, Features, Typology, Presentation, Assessing Crisis Using Interviews, Observation, Psychological Tools, Assessing PTSD

Unit 4: Intervention Techniques: Current Treatment Modalities for Trauma Victims, Functions and Types of Individuals, Group and Community Interventions, Advanced Preparation for Disaster Response, Response Incident Intervention, School-Based Crisis Interventions, Avoiding Burnout, Fatigue, Stress, Creative Art Therapies for Children of PTSD, Psychosocial Rehabilitation, Psychodynamic Therapy, EMDR, CBT, Psychological Debriefing, Acute Interventions, Anger and Conflict Management, Parent Management Training

References:

1. Dass-Brailsford, P. (2007). *A practical approach to trauma: Empowering interventions*. Sage
2. Aguilera, D.C. (1998). *Crisis intervention: Theory and methodology*. (Rev. ed.). Missouri: Mosby.
3. Cavaiola, A. & Colford, J. (2006). *A practical guide to crisis intervention*. Boston, MA.: Houghton Mifflin Company.
4. Collins, B. & Collins, T. (2005). *Crisis and Trauma: Developmental-ecological intervention*. Boston, MA.: Lahaska Press. Dixon, S. (1987). *Working with people in crisis*. (Rev. ed.). Ohio: Merrill Publishing Company.
5. Everly, G.S., & Lating, J.M. (Eds.). (1995). *Psychotraumatology: Key papers and core concepts in post-traumatic stress*. New York: Plenum Press.
6. Figley, C. (Ed.), (2002). *Brief treatments for the traumatized* Westport, CT: Greenwood Press.

SEMESTER 1 – PAPER 7 (ELECTIVE) – PAPER CODE – MSC0623S107T**GENDER BASED VIOLENCE**

Unit 1: Introduction: Violence Against Women and Gender Based Violence, Intersectionality, Intersectional Debates Forms of Intersectionality – Structural, Political, Representational, Matrix of Domination, Feminist Studies and Various Stands of Feminism, Queer Studies, Gendering Violence and Understanding the Maleness of Law and its Impact on Women in Marginalized Groups, Law, Gender and Violence, Conceptual Frameworks for understanding Gender and Violence: Theories & Critiques, Deconstructing Gender and Gendered Violence, Embodiments of Violence, Multiplicities & Responses

Unit 2: Violence: Gender, Gender Discrimination, Patriarchy and Power, Power and Violence, Individuals & Community Nation-States, Invisible Vulnerabilities, Domestic and Intimate Partner Violence, Sexual Violence, Violence in the Family, Sexual Exploitation on a Global Scale, Impact of Violence, Short-Term, Long-Term, Physical and Mental Health Consequences, Sexuality and Violence, Sex-Related Violence, Social Impact of Violence, Prostitution, Human Trafficking, Divorce, Rape, Eve Teasing, Abduction, Kidnapping, Indecent Representation of Women in Media, Workplace Harassment, Violence Prohibition Acts in India, Violence Against Women of Colour, Violence in Indigenous Communities, From Victimization to Survivorship

Unit 3: Women's Issues: Problems of Girl Child, Child Abuse, Child Labour, Child Marriage, Female Foeticide, Infanticide, Women's Health and Education, Equal Access to Health Services, Nutrition, Reproductive Health, Safe Motherhood, Disability, HIV/AIDS, Equal Access to Education and Literacy, Primary, Secondary and Vocational Education, Gender: Aggression, Achievement, Communication, Friendship and Romantic Relationships, Psychological Well-Being, Coping, Personal Growth, Human Rights & Legal Discourses on Gender Violence: Local and Global Experiences

Unit 4: Gender and Women's Development: From Growth to Development, Women's Role in Development, Different Approaches to Development, Economic and Social Aspects of Globalization, Women Empowerment, Programmes of Central and State Government of India for Women Empowerment, Support Services to Women Employment, Women's Writings in India, Women and Print Media, Electronic Media, Films, Advertisements, Mega Serials.

International and National Women's Movements, Working Women's Rights, Waves of Feminism, Student Assignment Paper/Report on "Gender and Violence in India"

References:

1. Sally Engle Merry. 2009. *Gender Violence: Cultural Perspective*. Wiley-Blackwell.
2. Ann J. Canhill. 2001. *Rethinking Rape*. Cornell University Press.
3. Vasanth Kannabiran and Kalpana Kannabiran, *Caste and Gender: Understanding Dynamics of Power and Violence*, *Economic and Political Weekly*, Vol. 26, No. 37 (Sep. 14, 1991), pp. 2130-2133
4. . Durfee, Alesha. 2011. "I'm Not a Victim, She's an Abuser": Masculinity, Victimization, and Protection Orders." *Gender & Society* 25 (3): 316–34.
5. Loy, Pamela Hewitt, and Lea P. Stewart. 'The Extent and Effects of the Sexual Harassment of Working Women'. *Sociological Focus* 17(1) (1984): 31-43

SEMESTER 1 – PAPER 8 (PRACTICAL) – PAPER CODE – MSC0623S108P**PSYCHOLOGICAL TESTING – I AND ACADEMIC WRITING AND RESEARCH SKILLS****OBJECTIVES:**

1. To familiarize with psychological instruments and tools.
2. To generate interest in the analysis of psychological tests.
3. To develop the skills of testing and scientific reporting in psychology.

Topics: Purpose of Testing, Types of Tests Used, Bias & Fairness, Ethical Issues in Psychological Testing, Overview of Tests, Norms, Scoring Interpretation and Report Writings, Issues in Measurement, Emerging Trends of Online Testing

LIST OF EXPERIMENTS: (all tests are compulsory)

1. Bender – Gestalt Test
2. Rotter's Incomplete Sentences Blank
3. 16 Personality Factor Questionnaire
4. Vineland Social Maturity Scale
5. Clinical Analysis Questionnaire
6. Raven's Standard Progressive Matrices
7. Minnesota Multiphasic Personality Inventory
8. Weschler Intelligence Test
9. Binet Kamat Test of Intelligence
10. Developmental Screening Test
11. Bhatia Battery
12. Eysenck's Personality Questionnaire

ACADEMIC WRITING AND RESEARCH SKILLS

This Course will introduce students to the domain of academic writing and its intricacies. Every student, regardless of his or her area of interest, will be called upon to use an academic style of writing at different levels and at various points in time. This Course will therefore seek to impart such knowledge about the styles of writing used in the current academic scenario. It will

provide students with opportunities in the classroom setting to practice such styles, both individually and in collaboration with others.

Course Objectives:

- a) To identify and practice the elements, style and language of academic writing
- b) To practice and engage in various forms of academic writing
- c) To develop an ability to write in scientific style

Unit I: Introduction to Academic Writing: An Overview of Current Status of Academic Writing and its Importance, Different Approaches and Processes, Key Issues, Plagiarism, Biases and Frequent Errors, Guidelines and Rules in Academic Writing, Introduction to Style and Formatting Guidelines from the American Psychological Association (APA), Chicago Style, Vancouver etc, Specific Guidelines Pertaining to In-Text Citations, References, and Structures of Academic Courses

Unit 2: Forms of Academic Writing: Abstract Writing, Summarisation, Review of Literature; Scientific Oral Paper and Poster Presentations; Reflective, Analytic and Descriptive Reports, Book Review, Film Review, Tables and Graphs in Academic Courses, Experiential Learning as Assessment Strategies, Individual/Group Presentations on Forums and Issues in Academic Writing, Classroom Assignments in Generating Abstracts, Posters, Reviews, etc. Creating a Research Protocol, Terminologies and Techniques of Writing Methodology and Hypothesis, Aims and Objectives, Writing a document in APA Format

References:

1. Bailey, S. (2011). Academic writing : A handbook for international students 3rd Edition. New York: Routledge.
2. Publication Manual of the American Psychological Association (6th ed.). (2009). Washington, DC: American Psychological Association.
3. Hartley, J (2008). Academic Writing and Publishing, Routledge, New York
4. Leki, L (2010). Academic Writing 2/E South Asian Edition, Cambridge University Press

SEMESTER 2 – PAPER 1 (THEORY) – PAPER CODE - MSC0623S201T**COGNITIVE PSYCHOLOGY**

Unit 1: Introduction: Cognitive Psychology, Definition, Emergence of Cognitive Psychology, Nature, Types of Cognitions, Core Concepts, Mental Representations/Mental Imagery, Concept, Stages of Processing, Serial vs. Parallel Processing, Hierarchical Systems, Information Processing, Connectionism, Embodied Cognition, The Brain and Cognition, Basic Neuroanatomical Principles, Research Methods in Cognitive Psychology, Neuroscience Measures (EEG, fMRI, PET, etc) Designing Cognitive Experiments, Current Areas of Research in Cognitive Psychology, Approaches to the Study of Cognition and Behaviour, Recent Trends in Cognitive Psychology, Evidence for Cognitive Theories

Unit 2: Psychophysics: Introduction to Psychophysics, Concept, History and Development, Areas of Investigation, Classical Psychophysics, Sensitivity (Absolute Sensitivity, Difference Sensitivity), Concept of Sensory Thresholds – Absolute and Discrimination, Point of Subjective Equality (P.S.E.), Errors in Experiment (Variables Error & Constant Error), Weber's Law, Fechner's Law, Psychophysical Methods, Method of Limits, Method of Constant Stimuli, Method of Average Error, Gradation Method, Methods of Paired Comparison, Methods of Rating, Contemporary Psychophysics, Steven's Power Law, Signal Detection Theory, Assumptions and Application of Psychophysics

Unit 3: Attention and Perceptual Processes: Sensation, Nature of Attention, Attention and Consciousness, Types of Attention, Theories and Current Developments, Bottleneck and Capacity Theories, Automatic and Controlled Processing, Factors Affecting Attention, Conditions of Attention, Sensation and Perception, Perceptual Processes, Visual and Auditory Recognition, Perceptual Organization and Constancy, Visual Perception, Theories of Perception, Top-Down and Bottom-Up Approaches, Information Processing, Pattern Recognition, Feature Detection, Template Matching, Prototype Matching, Dorsal and Ventral Pathways, Determinants of Perception, Perceiving Forms, Patterns and Objects, Illusions

Unit 3: Memory and Language: Memory, Architecture, Definition, Types, Short-Term and Long-Term Memory, Types of Long-Term Memory, Encoding, Storage, Retrieval, Working Memory, Semantic, Episodic, Procedural (Explicit and Implicit) Memory, Memory Distortions, Reconstructive Retrieval, Eyewitness Testimony, Remembering,

Autobiographical Memories, Traumatic and False Memory, Confabulation, Forgetting, Process and Theories of Forgetting, Reproduction and Reconstruction in Memory, Simple Association Models and SAM model, Prospective Memory – Event Based, Time Based, Current Model, Mnemonics and TOT, Metacognition, Language, Origins, Structure, Chomsky's Universal Grammar, Psycholinguistics, Semantics, Pragmatics, Syntax, Characteristics of Language. Modularity Hypothesis, Whorfian Hypothesis, Lateralization, Language Production, Processes and Factors in Speaking, Writing, Comprehension, Reading, Amnesias, Disorders of Memory

Unit 4: Thinking, Problem Solving and Creativity: Concepts and Categorization, Function of Concepts, Structure of Natural Object Categories, Association and Hypothesis Testing, Use of Categories in Reasoning, Problem Solving, Types of Problem, Understanding the Problem, Strategies of Problem Solving (Sub Goals, Analogues), Problem Solving Steps and Approaches, Gestalt, Newell and Simon's Theory, Factors Influencing Problem Solving, Obstacles and Aids in Problem Solving. Creativity, Nature, Steps in Creative Thinking, Divergent Thinking, Block to Creativity, Nature of Creative People, Promoting Creativity, Meta Cognition, Strategies of Meta Cognition, Artificial Intelligence, Robotics, Information Processing Models and Consciousness

Unit 5: Reasoning and Decision Making: Reasoning, Types of Reasoning, Deductive, Inductive and Everyday Reasoning, Categorical Syllogism – Syllogistic Reasoning (Conditional Reasoning) Wason's Card Task, Approaches to Study Reasoning, Componential, Rules/Heuristics – Biases and Types, Mental Models Approach, Patterns of Reasoning Performance, Basic concepts, Estimating Probabilities, Combining Probabilities and Values, Risk Dimensions, Models in Decision Making, Types of Decision Making, Utility Models (Expected Utility, Multi-attribute Utility, Dual Processing), Cognitive Illusions in Decision Making, Availability, Representativeness, Framing Effects, Illusory Correlations, Hindsight Effects, Overconfidence, Decision Making Models, Compensatory and Non-Compensatory, Types of Decisions, Influence of Risk, Uncertainty, Emotions and Decision Making

References:

1. Kellogg, R.T. (2007). *Fundamentals of Cognitive Psychology*. New Delhi, India: Sage Publication.

2. Sternberg, R.J. (2009). *Applied Cognitive Psychology: Perceiving, Learning and Remembering*. New Delhi, India: Cengage Learning.
3. Parkin, A.J. (2000) *Essential Cognitive Psychology*. London: Psychology Press.
4. Smith, E.E & Kosslyn, S.M. (2007). *Cognitive Psychology: Mind and Brain*. New Delhi, India: Prentice Hall of India.
5. Maliam, T. and Birch, A. (1998) *Introductory Psychology*. London: McMillan.
6. Morgan, C.T. King, R.A. & Weizs J.R., Schopler, J (1986). *Introduction to General Psychology*. NY: McGraw Hill.

SEMESTER 2 – PAPER 2 (THEORY) – PAPER CODE - MSC0623S202T**CLINICAL NEUROPSYCHOLOGY**

Unit 1: Introduction: History, Basic Anatomy of the Human Brain, Elements of Neurology, Field of Clinical Neuropsychology, Concept of Neuropsychology, Scope and Emergence of Field, Perspectives for Examining Architecture and Function of Human Brain, Relationship of Brain Structure and Function, Rationale for Neuropsychological Evaluation, Brain Damage and Associated Common Problems, Brain Plasticity, Cerebral Cortex and Lateralization/Localization of Functions, Cognitive Neurosciences Perspectives and Challenges, Early Development of Neuronal Circuitry of Prefrontal Cortex, Brain Changes Underlying Development of Cognitive Functions, Neuropsychological Practice, Psychiatry, Psychology and Neurosciences

Unit 2: Developmental Neuropsychology: Evolution of the Brain and Adaptive Specializations of Structure and Function, Implications for Cognition, Lifespan Perspectives of Piaget & Vygotsky, Brain Development and Critical Periods, Influence of Genes and Environment, Neurocognitive Development in Childhood – Neuronal Changes and Cortical Development, Nutrition and Brain, Perceptual and Motor Development, Attention & Memory; Language and Learning, Neurocognitive Development in Adolescence and Early Childhood – Brain Maturation, Hormones and its Influence on Motivational and Cognitive Changes, Reasoning and Decision Making, Emotional Processing, Neurocognitive Changes and Processes in Adulthood and Aging – Aging Processes in the Brain, Attention, Memory, Language & Problem Solving, Arousal and Awareness

Unit 3: Neurocognitive and Neurodevelopmental Disorders: Classification, Epidemiology, Risk Factors, Etiopathogenesis, Diagnosis, Differential Diagnosis, Pharmacological and Non-Pharmacological Treatment of Delirium, Dementia and its Types, Mild Cognitive Impairment, Amnesic Disorder, Secondary Neurocognitive Syndrome, Normal Aging, Mild Cognitive Impairment, and Alzheimer's Disease, Traumatic Brain Injury, Intellectual Developmental Disorder, Communication Disorders, Autism Spectrum Disorder, Specific Learning Disorder, Other Neurodevelopmental Disorders, ADHD, Motor Disorders, Tic Disorders, Other Mental Disorders

Unit 4: Neuropsychological Assessments: Clinical Presentation of Neuropsychiatric Disorders Chapter 33: The Clinical Assessment of Neuropsychiatric Disorders, Process of

Neuropsychological Assessment, Need and Importance, Concepts and Principles, Role in Diagnosis and Interventions, History Taking, Test Selection and Administration, Preparation of Patient, Types of Assessments and Tools, Neuropsychological Batteries, Cognitive Assessment, Behavioural and Psychosocial Assessment, Case Formulation, Neuropsychological Assessment Report, Procedures and Interpretation, Intervention Planning, Assessment of Memory Disorders, Language Disorders

Unit 5: Neuropsychological Techniques: Methods of Investigating the Brain, Functional Brain Mapping, Evidence from Neuroimaging, Invasive Techniques; Electrical Procedures; In-Vivo Imaging: Structural and Functional, Techniques in Neuroanatomy and Neurophysiology, Histology, Electrophysiology and Other Current Methods, Methods to Study Paediatric and Forensic Neuropsychology, Neuroscience Measures (EEG, fMRI, PET, etc)

References:

1. Kolb, B., Whishaw, I. Q., & Teskey, G. C. (2016). An introduction to brain and behavior. Worth
2. Carlson, N. R., & Birkett, M. A. (2017). Physiology of behavior (12th edition). Pearson.
3. Kalat, J. W. (2019). Biological psychology. Cengage.
4. Matlin M W (2013). Cognitive Psychology. 8th Edition. John Wiley & Sons.
5. Galotti, K.M. (2017). Cognitive Psychology In and Out of the Laboratory. 6th Edition. SAGE Publications, Inc.
6. Berk, L. E. (2018). Development through the lifespan. Seventh edition. Pearson Education, Inc.
7. Bauer, R. M., & Dunn, C. B. (2012). Research methods in Neuropsychology. In I. B. Weiner, J. A. Schinka, & W. F. Velicer (Eds.), Handbook of Psychology: Research Methods in Psychology. (Vol. 2, pp. 274).
8. Purves, D., & Brannon, E. M. (2013). Principles of cognitive neuroscience. Sinauer Associates, Publishers.
9. Beaumont, J. G. (2008). Introduction to neuropsychology (2nd ed.). Guilford Press.
10. Lezak, M. D. (2012). Neuropsychological assessment (5th ed.). Oxford University Press.

SEMESTER 2 – PAPER 3 (THEORY) – PAPER CODE - MSC0623S203T**DEVELOPMENTAL PSYCHOLOGY**

Unit 1: Introduction: Foundations of Developmental Psychology, History of Developmental Sciences, Role of Parents, Biological and Genetic Roots, Contributions of Early Theorists, Change Processes in Development, Developmental Theories and Theorists, Evolutionary Theory and Ethology, Cognitive Development Theory, Psychosocial Theory, Learning Theory, Social Role Theory, Prenatal Development, Stages of Development, Contribution of Schools of Psychology in Developmental Psychology, Theory, Research and Practice of Applied Developmental Psychology

Unit 2: Developmental Influences: Biological and Genetic Influences, Family and Parent Influences, Parenting Styles, Role of Abuse and Neglect, Development of Altruism, Anti-Social Behaviour and Aggression in Childhood and Adolescence, Peer Relations and Peer Influence, Social Habits, Development of Self, Development of Mental Disorders, Life Experiences and Outcomes, Developmental Influence on Learning, Role in Health Behaviour, Cultural Influences, Influences on Mental, Emotional and Behavioural Development, Risk Factors

Unit 3: Development Across Lifespan: Understanding Lifespan Human Development, Science of Lifespan Development, The Lifespan Perspective, Importance of Studying Lifespan Development, Characteristics of Lifespan Perspective, The Nature of Development: Biological, Cognitive, and Psychosocial Processes, Periods of Development, Age and its Significance, Developmental Issues, Theories of Development: Psychoanalytic Theories, Cognitive Theories, Behavioural and Social Cognitive Theories, Body, Brain and Health – The Child, The Adolescent, and The Adult, Intelligence and Creativity in Different Life Stages, Cognition – Piaget’s Constructivist Approach, Vygotsky’s Sociocultural Perspective, Fischer’s Dynamic Skill Framework

Unit 4: Biological and Cognitive Development: Epigenetics, Brain Development, Physical, Sensory, and Perceptual Development in Infancy, Physical and Cognitive Development in Early Childhood, Early Beginnings – Forming a New Life, Fertilization, Heredity, Genetic Code, Genetic Transmission, Nature-Nurture Debate, Chromosomal Abnormalities, Cognitive Development Theories, Social Cognition, Executive Functions, Language Development, Physical and Cognitive Development in Different Life Stages – Infancy, Childhood, Adolescence, Adulthood, Old Age

Unit 5: Social and Emotional Development: Psychosocial, Behavioural and Emotional Development in Different Life Stages - Infancy, Childhood, Adolescence, Adulthood, Old Age, Personality Development in Different Stages of Development, Temperament, Emotions, Self and Personality, Child Behavioural Styles, Emotional Development, Communication and Expressive Behaviours, Parent-Child Attachment, Moral Development, Gender Development and Gender Identity, Death, Dying and Bereavement

References:

1. Feldman, R.S., & Babu, N. (2018). Development across the life span (8th Ed). New Delhi: Pearson.
2. Hurlock, E. B. (1980). Developmental psychology: a life-span approach (5th Ed.). Chennai: McGraw Hill Education India.
3. Papalia, D.E., Olds S.W., & Feldman, R.D. (2004). Human development. New Delhi:
4. Santrock, J. W. (2011). Life-span development (13th Ed.). Chennai: McGraw Hill Education India
5. Berk, L.E. (2017). Child development (9th Ed.). Noida: Pearson India Education Services.
6. Santrock, J. W. (2008). Adolescence (12th Ed.). New York: McGraw-Hill. 6. Santrock, J. W. (2011). Life-span development (13th Ed.). Chennai: McGraw Hill Education India.

SEMESTER 2 – PAPER 4 (ELECTIVE) – PAPER CODE - MSC0623S204T**DISASTER MANAGEMENT**

Unit 1: Introduction: Introduction to Disasters, Different Types of Disaster, Natural Disasters such as Flood, Cyclone, Drought, Tsunamis, Earthquakes, Landslides etc., Man-made Disasters such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism, Fires, Forest Fires, etc., Causes, Effects and Practical Examples for all Disasters

Unit 2: Disaster Preparedness: Disaster Management: Prevention, Preparedness and Mitigation, Disaster Preparedness: Concept & Nature, Disaster Preparedness Plan, Prediction, Early Warnings and Safety Measures of Disaster, Disaster Preparedness for People and Infrastructure, Role of Information, Education, Communication, and Training, Community based Disaster Preparedness Plan, Roll of Information, Education, Communication & Training, Role and Responsibilities of Central, State, District and Local Administration, Role and Responsibilities of Armed Forces, Police, Para Military Forces, Role and Responsibilities of International Agencies, NGO's, Community Based Org. (CBO's)

Unit 3: Risk Assessment and Vulnerability Analysis: Risk Concepts, Elements of Risk, Perception of Risk, Acceptable risk, Requirements in Risk Assessment, Risk Reduction, Mainstreaming "Risk", Role of Science and Technology in Disaster Risk Reduction, Strategies of Risk Reduction, International Mobilization of Risk Reduction, Risk Analysis Techniques, Process of Risk Assessment, Analytical Systems for Risk Assessment, Natural Hazard/Risk Assessment, Mapping Risk Assessment, Decision Making for Risk Reduction, Problems in Risk Assessment, Vulnerability Identification, Vulnerability Types and Dimensions, Vulnerability – Social Factors and Economic Factors

Unit 4: Rehabilitation and Recovery: Reconstruction and Rehabilitation as a Means of Development, Damage Assessment, Post Disaster Effects and Remedial Measures, Creation of Long-term Job Opportunities and Livelihood Options, Disaster Resistant House Construction, Sanitation and Hygiene, Education and Awareness, Dealing with Victims' Psychology, Long-term Counter Disaster Planning, Role of Educational Institutes, Psychological Response and Management (Trauma, Stress, Rumor and Panic)

References:

1. Bryant Edwards (2005): Natural Hazards, Cambridge University Press, U.K.
2. Kasperson, J.X., R.E. Kasperson, and B.L. Turner III (Eds.), 1995, Regions at Risk: Comparisons of Threatened Environments, United Nations University Press, Tokyo
3. Singh Satendra (2003): Disaster Management in the Hills, Concept Publishing Company, New Delhi.
4. Dr. Mrinalini Pandey Disaster Management Wiley India Pvt. Ltd.
5. Tushar Bhattacharya Disaster Science and Management McGraw Hill Education (India) Pvt. Ltd.
6. Jagbir Singh Disaster Management: Future Challenges and Opportunities, K W Publishers Pvt. Ltd.

SEMESTER 2 – PAPER 5 (ELECTIVE) – PAPER CODE - MSC0623S205T**LIFE SKILLS TRAINING**

Unit 1: Introduction: Concept of Life Skills, Meaning, Significance, Life Skills, Survival and Livelihood Skills, Models of Life Skills – WHO Model, 4 H Targeting Life Skills Model, Conceptual Framework – UN Inter-Agency Meeting: Hamburg Declaration, Quality Education and Life Skills: Dakar Framework, Life Skills through the Capability Approach. Theoretical Foundations – Theories of Self (Looking Glass, Self-Determination Theory), Theories of Emotion and Coping (Psychological Stress – Lazarus, Broaden and Build Theory of Emotions-Fredrickson), Theory of Risk and Resilience (Masten, Luther, Becker)

Unit 2: Life Skills Education: Life Skills Identified by WHO: Self-Awareness, Empathy, Critical Thinking, Creative Thinking, Decision Making, Problem Solving, Effective Communication, Interpersonal Relationship, Coping with Stress, Coping with Emotions. Techniques of Self-Awareness, Stress Management Approaches (Action-Oriented, Emotion-Oriented, Acceptance-Oriented), Gratitude Training, Creativity, Critical Thinking, Collaboration, Problem Solving, Decision Making, Need for Creativity in the 21st century, Imagination, Intuition, Experience, Sources of Creativity

Unit 3: Applications of Life Skills: Life Skills Education for Well-being, Life Skills Education for Peace and Civic Engagement, Life Skills Education for Disaster Management. Communication and Presentation Skills, Application of Learning Styles – Visual, Aural, Verbal, Kinaesthetic, Logical, Social, Solitary. REAP Method, KWL Table, Note-Taking Skills, Memory Techniques, Time Management

Unit 4: Practicing Life Skills: Assignment Paper/Report on “Communication Skills” (Communication Problems, Non-Verbal Messages, Role of Communication in Teaching-Learning Process, Communicating Through Digital Media, Communicating Beyond Language); Assignment Paper/Report and Presentation on “Professional Skills” (Career and Team Skills – Making a Resume, Resume Skills Preparation and Presentation, Common Errors, Interview Skills Preparation and Presentation, Errors, Group Discussion Skills, Exploring Career Opportunities)

References:

1. Shiv Khera, You Can Win, Macmillan Books, New York, 2003.
2. Barun K. Mitra, "Personality Development & Soft Skills", Oxford Publishers, Third impression, 2017.
3. ICT Academy of Kerala, "Life Skills for Engineers", McGraw Hill Education (India) Private Ltd., 2016.
4. Caruso, D. R. and Salovey P, "The Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional Skills of Leadership", John Wiley & Sons, 2004.
5. Kalyana, "Soft Skill for Managers"; First Edition; Wiley Publishing Ltd, 2015.
6. Larry James, "The First Book of Life Skills"; First Edition, Embassy Books, 2016.
7. Shalini Verma, "Development of Life Skills and Professional Practice"; First Edition; Sultan Chand (G/L) & Company, 2014.
8. Daniel Goleman, "Emotional Intelligence"; Bantam, 2006.

SEMESTER 2 – PAPER 6 (ELECTIVE)– PAPER CODE - MSC0623S206T**SUBSTANCE ABUSE**

Unit 1: Introduction: Problem of Drug Abuse, Concept and Overview, Types of Drugs Often Abused, Concept and Overview, Drugs and Its Constitutes, Prevalence of Menace of Drug Abuse, Drug Abuse, Drug Dependence and Drug Addiction, Physical and Psychological Dependence, Concepts of Drug Tolerance, Meaning, Nature and Drug Abuse in India, Consequences of Drug Abuse for Individual, Education, Employment, Income, Family Violence, Societal Crime, National Law and Order Problem

Unit 2: Abuse and Vulnerability: Vulnerable Age Groups Signs and Symptoms of Drug Abuse, Physical Indicators, Academic Indicators, Behavioral and Psychological Indicators, Causes – Physiological, Psychological and Sociological, Physical and Behavioural Consequences, Epidemiology of Substance Use in India, Aetiology of Addiction, Brain Biology of Drug Abuse and Addiction

Unit 3: Assessment of Substance Abuse: , History and Classification of Psychoactive Drugs, Psychoactive Drugs Categories, Action on Brain and Body, Mechanisms of Tolerance, Dependence, Withdrawal, Craving, Physical and Emotional Effects, Theories of Addiction, Family Systems, Drug Use Across Lifespan, Screening, Diagnosis, Assessment, and Referral, Assessment Tools, Substance Use and Personality Correlates

Unit 4: Intervention and Prevention: Medical Management: Medication for Treatment and to Reduce Withdrawal Effects, Psychological Management, Counseling, Behavioral and Cognitive Therapy, Social Management, Family, Group Therapy and Environmental Intervention, Co-Occurring Disorders with Substance Use, Recovery and Relapse, Family Systems and Chemical Dependency, Ethnicity, Culture, and Substance Use Disorders, Substance Abuse Treatment with Sexual Minorities, Alcohol and Drug Use Among Elders, Addiction Counseling, Prevention of Drug Abuse: Role of Family, Parent Child Relationship, Family Support, Supervision School: Counselling, Teacher as Role-Model, Parent-Teacher-Health, Professional Coordination

References:

1. Ahuja, Ram (2003), Social Problems in India, Rawat Publication, Jaipur.

2. Extent, Pattern and Trend of Drug Use in India, Ministry of Social Justice and Empowerment, Government of India, 2004.
3. Inciardi, J.A. 1981. The Drug Crime Connection. Beverly Hills: Sage Publications.
4. Kapoor. T. (1985) Drug epidemic among Indian Youth, New Delhi: Mittal Pub.
5. Modi, Ishwar and Modi, Shalini (1997) Drugs: Addiction and Prevention, Jaipur: Rawat Publication.
6. National Household Survey of Alcohol and Drug abuse. (2003) New Delhi, Clinical Epidemiological Unit, All India Institute of Medical Sciences, 2004.
7. Sain, Bhim 1991, Drug Addiction Alcoholism, Smoking obscenity New Delhi: Mittal Publications.
8. Sandhu, Ranvinder Singh, 2009, Drug Addiction in Punjab: A Sociological Study. Amritsar: Guru Nanak Dev University.
9. Singh, Chandra Paul 2000. Alcohol and Dependence among Industrial Workers: Delhi: Shipra.
10. Sussman, S and Ames, S.L. (2008). Drug Abuse: Concepts, Prevention and Cessation, Cambridge University Press.

SEMESTER 2 – PAPER 7 (ELECTIVE) – PAPER CODE - MSC0623S207T**SPORTS PSYCHOLOGY**

Unit 1: Introduction: Introduction, Meaning, Definition, Historical Development, Need and Scope of Sports Psychology, History of Sports Psychology in India, Relationship of Sports Psychology with other Sports Sciences, Methods of Psychology, Introspection Method, Observation Method, Experimental Method, Case Study Method. Questionnaire Method, Interview Method, Survey Method, Importance of Sport Psychology for Athletes, Coaches and other related to Sport Setting, Role of Sports Psychologists

Unit 2: Fundamentals of Sports Psychology: Physical Activity and Health Benefits of Physical Activity, Exercise and Nutrition, Effect of Physical Health on Mental Health, Emotional Health, Mind Body Connection, Exercise Adherence, Factors Affecting Exercise Adherence, Personal, Environmental and Physical Activity, Characteristics, Lifestyle and Physical Activity, Psychological Factors Affecting Sport Performance, Factors Influencing Mental Demands of Given Sport, Theoretical Frameworks in Sport Behavior, Belief-Attitude Theories, Competence-Based Theories, Control-Based Theories, Stage-Based Theories, Hybrid Model

Unit 3: Psychology of Sports: Motivation in Sports, Definition and Theories of Motivation, Types of Motivation and Implication in Sports, Techniques of Motivation Enhancement, Motivation-Performance Relationship, Achievement Motivation and Competitiveness, Goal Setting – Locke GST, Implications for Professional Practice, Stress and Anxiety in Sports, Definition and Meaning of Stress and Anxiety, Sources of Stress and Anxiety, Coping with Stress, Management of Anxiety, Arousal-Performance Relationship in Sports, Implications for Practice

Unit 4: Personality and Emotional Influences: Meaning, Definition and Structure of Personality, Types and Traits of Personality, Personality and Performance (Meaning, Definition and Structure of Personality), Personality Theories, Psychoanalysis, Humanistic, Trait Theories and Models, Constitutional Theories (Sheldon, Trait) and Social Learning (Bandura), Personality and Performance in Sports (Iceberg Profile by Morgan), Assessment of Personality in Sports, Emotion and Performance, Meaning and Definition of Emotion, Meaning, Definition of Anxiety, Types of Anxiety, Meaning, Definition and Nature of Arousal

and Stress, Theories, Drive theory, Inverted –U theory & IZOF, Emotion Performance Relationship

References:

1. Ciccarelli, S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson
2. Glassman, W. E. (2000). Approaches to Psychology (3rd Ed.) Buckingham: Open University Press.
3. Passer, M.W., Smith, R.E., Holt, N. and Bremner, A. (2008). Psychology: The Science of Mind and Behaviour. McGraw-Hill Education.UK
4. Weinberg, R. S., & Gould, D. (1995). Foundations of sport and exercise psychology (Vol. 4). Champaign, IL: Human Kinetics.
5. Robbins, J. E & Madrigal, L. (2016). Sport, Exercise and Performance Psychology. Springer Publisher Company.
6. Jarvis, M. (2006). Sport Psychology: A Students handbook. Rutledge.

SEMESTER 2 – PAPER 8 (PRACTICAL) – PAPER CODE – MSC0623S208P**PSYCHOLOGICAL TESTING – II AND DISSERTATION RESEARCH PROPOSAL****OBJECTIVES:**

1. To familiarize with psychological instruments and tools.
2. To generate interest in the analysis of psychological tests.
3. To develop the skills of testing and scientific reporting in psychology.

Topics: Purpose of Testing, Types of Tests Used, Bias & Fairness, Ethical Issues in Psychological Testing, Overview of Tests, Norms, Scoring Interpretation and Report Writings, Issues in Measurement, Emerging Trends of Online Testing

LIST OF EXPERIMENTS: (all tests are compulsory)

1. Thematic Apperception Test
2. MCMI - III
3. Rorschach Inkblot Test
4. NEO Personality Inventory
5. Beck's Anxiety Inventory
6. Beck's Depression Inventory
7. Myers-Briggs Type Indicator
8. Beck Hopelessness Scale
9. MMSE
10. Binet Kamat Test
11. Sack's Sentence Completion Test
12. Temperament and Character Inventory

DISSERTATION RESEARCH PROPOSAL**Proposal Overview and Format**

Students are urged to begin thinking about a dissertation topic early in their degree program. Concentrated work on a dissertation proposal often includes a “mini” proposal, an extended literature review, or a theoretical essay. In defining a dissertation topic, the student collaborates with her or his faculty guide in the choice of a topic for the dissertation.

The dissertation proposal is a comprehensive statement on the extent and nature of the student's dissertation research interests. Students should submit a draft of the proposal to their dissertation guide. The student must provide a written copy of the proposal for the purpose of ethics research committee approval.

Components of The Proposal

The major components of the proposal are as follows, with some variations across areas and disciplines:

- A detailed statement of the problem that is to be studied and the context within which it is to be seen. This should include a justification of the importance of the problem on both theoretical and educational grounds.
- A thorough review of the literature pertinent to the research problem. This review should provide proof that the relevant literature in the field has been thoroughly researched. Good research is cumulative; it builds on the thoughts, findings, and mistakes of others.
- A statement on the overall design of the proposed study, which includes its general explanatory interest, the overall theoretical framework within which this interest is to be pursued, the model or hypotheses to be tested or the research questions to be answered, a discussion of the conceptual and operational properties of the variables, an overview of strategies for collecting appropriate evidence (sampling, instrumentation, data collection, data reduction, data analysis), a discussion of how the evidence is to be interpreted

If applicable, students should submit a request letter for approval of research with human subjects. Except for pilot work, the University requires the approval of the Ethics Committee Approval on Human Subjects in Behavioral Science Research before any data can be collected from human subjects.

SEMESTER 3 – PAPER 1 (THEORY) – PAPER CODE – MSC0623S301T**PSYCHOPATHOLOGY – I**

Unit 1: Introduction : Mental Disorders, Stigma and Classification, Definition of Mental Disorder, Historical Roots of Mental Disorders, Epidemiological Concepts, Incidence, Prevalence, Lifetime Prevalence, Risk Factors, History and Evolution, Systems of Classification of Mental Disorders, Basics of DSM-5 and ICD-10 & ICD 11. Overview of Nosology of Classification Systems, Signs, Symptoms and Syndromes in Psychiatry, Contemporary Views and Theoretical Approaches to Psychopathology, Stigma, Definition, Aspects, Dimensions & Consequences

Unit 2: Assessment and Diagnosis: Principles of Diagnosis, Treatment, and Referral, Course, Symptomatology, Epidemiology of Psychological Disorders, Case History Taking, Mental Status Examination, Diagnosis Formulation, Provisional Diagnosis, Differential Diagnosis, Clinical Case Formulation, Use of Rating scales: BPRS, PANSS, HAM-D, BDI, HAM-A, YBOCS, CAGE, CBCL, Suicide Risk Assessment, Psychiatric Model of Treatment, Medications and Side Effects, Screening and Prevention of Mental and Emotional Disorders, Importance of Family and Community in Treatment and Prevention

Unit 3: Neuro Cognitive Disorders: Nature and Types, Clinical Features, Biological, Psychological and Social Aetiological Aspects, Epidemiology, Pathogenesis, Comorbidity and Management of Alzheimer's, Dementia, Delirium and Other Mental Disorders Due to Brain Disease and Dysfunction and to Physical Disease

Unit 4: Psychotic Disorders: Nature and Types, Clinical Features, Biological, Psychological and Social Aetiological Aspects, Pathogenesis, Epidemiology, Comorbidity and Management of Schizophrenia, Schizotypal Disorder, Persistent Delusion Disorder, Acute and Transient Psychotic Disorders, Induced Delusional Disorders, Schizoaffective Disorders

Unit 5: Mood Disorders: Nature and Types, Clinical Features, Biological, Psychological and Social Aetiological Aspects, Epidemiology, Pathogenesis, Comorbidity and Management of Mania, Hypomania, Bipolar Affective Disorder, Depression, Recurrent Depressive Disorder, Persistent Mood Disorder

References:

1. Diagnostic and Statistical Manual -5 (2013). American Psychiatric Association.
2. Carson, R.C., Butcher, J.N., & Mineka, S. (2014). Abnormal psychology and modern life 16th edition.
3. Wenar, C., & Kerig, P. (2000). Developmental Psychopathology: From Infancy through Adolescence (4th ed.), Singapore: The McGraw-Hill Co. Inc.
4. Korchin, J. S. (2004). Modern clinical psychology: Principles of intervention in the clinic and community. CBS Publishing Co.
5. Bellack, A.S., & Hersen, M. (1998). Comprehensive Clinical Psychology. Volume 6 Adults: Clinical Formulation & Treatment. Imprint of Elsevier Science.
6. Kaplan, Sadock & Grebb.(1994). Synopsis of psychiatry, 7th Edition.
7. Comer R.J. (1996). Fundamentals of abnormal psychology. New York: W.H. Freeman and Co.
8. Millon, T., Blaney, H. P., & Davis, D. R. (1999). Oxford Textbook of Psychopathology. New York: Oxford University Press.
9. Pomerantz, A. M. (2008). Clinical Psychology: Science, practice and culture. New Delhi: Sage Publications.
10. Hecker, J. E., & Thorpe, G. L. (2011). Introduction to Clinical psychology: Science, practice, and ethics. 4th edition, India: Dorling Kindersley Pvt. Ltd.
11. Ahuja, A. (2000). A Short Textbook of Psychiatry. 4th edition. Jaypee.
12. Murthy, R. S. (2017). National mental health survey of India 2015–2016. Indian journal of psychiatry, 59(1), 21.

SEMESTER 3 – PAPER 2 (THEORY) – PAPER CODE – MSC0623S302T**PSYCHOTHERAPY – I**

Unit 1: Introduction to Psychotherapy: Main Features, Objectives of Psychotherapy, Therapeutic Process, Effectiveness of Psychotherapy, Negative Beliefs vs Self Attitudes, Therapeutic Skills (Preliminary Considerations, Setting, Phases of Sessions), Mental Status Examination, Definitions, Goals, Process, Rights and Responsibilities in Psychotherapy, Ethical Considerations in Counseling and Psychotherapy, Eastern Approaches, Therapy Process and Outcome Researches, Evidence-Based Therapies, Professional and Ethical Issues in Psychotherapy, Ethical Issues in Practice

Unit 2: Psychoanalytic Therapy: Introduction to Psychoanalytical and Psychodynamic Perspectives of Psychotherapy, Sigmund Freud: Classical Psychoanalysis, Structure of Mind, Stages of Psychosexual Development, Carl Jung: Analytical Psychology, Psychological Types, Collective Unconscious, Philosophy and Basic Assumptions; Key Concepts, Therapeutic Goals, Therapeutic Relationship, Techniques and Procedures, Applications, Contributions and Limitations

Unit 3: Neo-Freudians: Alfred Adler, Individual Psychology, Inferiority Feelings, Role of Birth Order, Winnicott: Object Relations, Other Neo-Freudian Perspectives – Harry Stack Sullivan, Karen Horney, Erich Fromm, Attachment Theories, Concept, Philosophy and Basic Assumptions, Individual Psychology, Key Concepts, Therapeutic Goals, Therapeutic Relationship, Techniques and Procedures, Applications, Contributions and Limitations

Unit 4: Existential Therapy: Gestalt Roots of Psychology, Kurt Lewin's Field, Martin Seligman, Learned Helplessness, Optimistic/Pessimistic Explanatory Style, Maslow's Hierarchy of Needs, Self-Actualization. Rollo May's Existential Perspective, Viktor Frankl's Personality Theory, Irvin Yalom, Philosophy and Basic Assumptions, Key Concepts, Therapeutic Goals, Therapeutic Relationship, Techniques and Procedures, Applications, Contributions and Limitations

Unit 5: Person-Centered Therapy: Carl Rogers, Humanistic Approach, Carl Rogers, Growth, Inner Control, Becoming One's Self, Philosophy and Basic Assumptions, Key Concepts,

Therapeutic Goals, Therapeutic Relationship, Techniques and Procedures, Applications, Contributions and Limitations

References:

1. American Psychological Association. (2002) Ethical principles of psychologists and code of conduct. American Psychologist.
2. Corey G. (1996). Theory and Practice of Counselling and Psychotherapy. Brooks/ Cole.
3. Feltham. C & Horton. I (2000). Handbook of Counselling and Psychotherapy, Sage Publications. London.
4. Hall, C.S., Lindzey, G. & Campbell J.B. (1998). Theories of Personality. Wiley 4th Edition
5. Lazarus, A. A. (1989). The practice of multimodal therapy. Baltimore: John Hopkins.
6. Mitchell, Stephen A., Black Margaret J. Freud and Beyond. (1993). Basic Books.
7. Patterson, C. H. (1986). Theories of counseling and psychotherapy (4th ed.). New York: Harper 7 Ros.
8. Pedersen, P. (1994.) A handbook for developing multicultural awareness (2nd ed.). Alexandria, VA: American Counseling Association
9. Seligman, Linda & Reichenberg, Lourie, W. (2010) Theories of Counselling and Psychotherapy. Pearson. India

SEMESTER 3 – PAPER 3 (THEORY) – PAPER CODE – MSC0623S303T**CHILD AND ADOLESCENT PSYCHOLOGY**

Unit 1: Theories of Child and Adolescent Development: Introduction, Physical Development, Motor Development, Social and Personality Development in Childhood and Adolescence, Piaget's theory of Cognitive Constructivism, Vygotsky's Social Constructivism, Kohlberg's Moral Development Theory, Erik Erikson Theory, John Bowlby's Attachment Theory. Ronald Fairbairn's Object Relations Theory, Temperament Theory, Parenting Styles

Unit II: Developmental Disorders: Intellectual Disability, Types; Etiology, Prevention and Management, Communication Disorders, Specific Developmental Disorders of Scholastic Skills, Language Disorder, Childhood-Onset Fluency Disorder (Stuttering) and Social Communication Disorder Specific Disorders of Reading, Writing, Spelling, Arithmetic Skills and Mixed Disorder of Scholastic Skills, Clinical Features, Types, Aetiology and Management

Unit III: Behavioural and Emotional Disorders: Pervasive Developmental Disorders, Behavioural and Emotional Disorders, Behavioural Disorder: Hyperkinetic disorder, Conduct Disorder, ODD, Autism Spectrum Disorders, Clinical Features, Aetiology and Management

Unit IV: Emotional Disorders: Separation Anxiety Disorder of childhood, Phobic Anxiety Disorder of Childhood, Social Anxiety Disorder of Childhood, Sibling Rivalry Disorder and Elective Mutism, Pervasive Developmental Disorders (PDD), Clinical Features, Types, Aetiology and Management

Unit V: Other Disorders: Behavioral and Emotional Disorder Tic Disorders – Types, Causes, and Management, Nonorganic Enuresis and Encopresis, Feeding Disorder of Infancy and Childhood, Pica, Clinical Features, Types, Aetiology and Management

References:

1. Advanced Educational Psychology S K Mangal 2nd Edn Prentice Hall of India 2002. 5. Autism Diagnosis and after Mythily Chari IRIS 2004.
2. American Psychiatric Association (1994) Diagnostic and Statistical Manual of Mental Disorders 4th Ed. Washington DE APA.

3. Barlow H. David and Durnad V. Mark (1999) – Abnormal Psychology; India, Brooks/Cole Publishing Company.
4. Bowar G. H & Hilgard E. R, (1966). Theories of Learning (3rded) ,New York ,Meredith Publishing Company
5. Counselling and Life Span Development. Thomas Murray Sage Pub 1990.
6. Developmental Psychology. A life Span approach 6th Edn. Elizabeth B. Hurlock, Tata McGraw Hill 1990.
7. Developmental Psychopathology. Weiner Charles.MC Graw Hill 1994.

SEMESTER 3 – PAPER 4 (ELECTIVE) – PAPER CODE - MSC0623S304T**PROFESSIONAL ETHICS AND HUMAN RIGHTS**

Unit 1: Introduction: Introduction to Ethics: Terminology in Ethics, Integrity, Honesty, Courage, Empathy, Personality, Character, Self-Confidence, Respect for Others, Work Culture, Social Responsibility, Responsibilities as a Citizen, Cooperation and Commitment – Religion vs. Spirituality, Philosophy, Customs and Practices, Self-interest, Fear, Deception, Ignorance, Ego, Uncritical Acceptance of Authority

Unit II: Ethics and Virtues: Cultivation of Virtues, Control of Senses and Mind – Concentration, Meditation and Enlightenment. Competence (Emotional, Professional, Clinical) and Law & Mental Health

Unit III: Ethical Principles: General Principles of the APA Ethics Code, Resolving Ethical Issues, Human Relations, Privacy, & Confidentiality, Informed Consent. Consent Issues and “Assent” with Child and Adolescent Clients

Unit IV: Ethical Considerations: Boundaries, Relationships (Sexual, Non-sexual, Multiple), and Avoiding Harm & Exploitation, Ethical, Clinical & Legal Dimensions of Telepsychology; Digital Ethics, Student Assignment Report/Paper on “Ethical Practices in Indian Professions”

References:

1. Koocher, G. P. & Keith-Spiegel, P. (2016). Ethics in psychology and the mental health professions: Standards and cases (4th Ed.). New York: Oxford.
2. Nagy, T.F. (2011). Essential ethics for psychologists: A primer for understanding and mastering core issues. Washington, DC: American Psychological Association.
3. Pope, K.S., Vasquez, M.J.T., Chavez-Dueñas, N.Y., & Adames, H.Y. (2021). Ethics in psychotherapy and counseling: A practical guide (6th ed.). San Francisco, CA: John Wiley & Sons, Inc.

SEMESTER 3 – PAPER 5 (ELECTIVE) – PAPER CODE - MSC0623S305T**TERMINAL ILLNESS**

Unit I: Introduction: Introduction to Terminal Illness, Palliative and End of Life Care and Bereavement. Definition of Terminally Ill, Types of Terminal Illness, Psychosocial Complications in Terminally Ill Patients and Family Members, Palliative Care, Differences between Palliative Care, End-of-Life Care and Bereavement. History of Development of Palliative Care in India and Abroad., Principles, Values and Models of Palliative Care: Hospital-based, Hospice and Home-based Care, Process of Bereavement, Multidisciplinary Team in Palliative Care

Unit II: Palliative Care Across the Life Span: Differences Between Palliative Care across the Lifespan and Challenges During Each Stage, Paediatric Palliative Care, Conditions for Palliative Care Across the Lifespan, Community Participation in Palliative Care, When to Consider Palliative Care, Benefits and Barriers, Paediatric Palliative Care, Benefits, Barriers and Solutions, Role of Family, Veteran Palliative Care, Effectiveness, Role of Family, Costs

Unit III: Palliative Care Skills: Skills and Ethical Consideration during Palliative, End of Life Care and Bereavement. Building Empathetic Relationships, Importance of Relationship and Boundaries in Palliative Care, Communication Skills During Palliative, End of Life Care and Bereavement, Ethical Dilemmas and Critical Decision-Making During Palliative, and End-of-Life Care

Unit IV: Therapeutic Interventions: Therapeutics Management in Palliative, End of Life Care and Bereavement Phase. Grief Therapy and Grief Counselling: Stages and Models of Grief, Tasks of Mourning, Supportive Counselling and Psychotherapy During Bereavement Phase, Theoretical Models for Interventions During Palliative End-of-Life Care and Bereavement Phase

SEMESTER 3 – PAPER 6 (ELECTIVE) – PAPER CODE - MSC0623S306T**TRAUMA INFORMED CARE**

Unit 1: Introduction: Introduction to Trauma and Traumatology, Understanding Stress, Crisis and Trauma, Therapeutic Relationship, Trauma and Self-Care, Forms of Trauma, Trauma Reactions, Cultural Influences on Trauma, Intergenerational Trauma, Vicarious Trauma, Attachment Related Trauma, Diversity Issues in Trauma, Trauma Informed Approach, Biology of Trauma and Brain Development, Impact of Trauma, Adverse Childhood Experiences and Associated Outcomes, Attachment and Attunement, Secondary Trauma, Integrated Approaches in Trauma, Ethical Issues in Trauma

Unit 2: Childhood Abuse and Trauma: Understanding Child Abuse, Neglect, and Trauma, Short- and Long-Term Consequences of Childhood Trauma, Identifying and Recognizing Signs of Childhood Abuse, Epidemiology and Theories in Child Maltreatment, Child Sexual Abuse, Perpetrators, Repressed Memories, Ethical Issues in Working with Child Abuse and Trauma, Legislations Related to Child Abuse, Prevention, Interventions, and Treatment of Child Abuse

Unit 3: Assessment: Basics of Assessment with Children and Adults, Forensic and Clinical Assessment of Childhood Abuse, Mandated Reporting, Assessing Resilience and Post-Traumatic Growth, Mental Health of Victims of Childhood Abuse, Cognitive and Behavioural Assessments, Assessment of Personality and Psychopathology, Main Issues and Debates Regarding Forensic Assessment of Allegations of Child Sexual Abuse

Unit 4: Interventions: Treating Acute and Chronic Trauma, Psychoeducation, Stability Interventions, Crisis Intervention, Cognitive Interventions, Cognitive and Emotional Processing of Trauma, Interventions for Issues in Relational Functioning & Self-Organisation, Specific Applications of Trauma Treatment, Cognitive Processing and Exposure Therapy, Treating Grief and Loss, Emotional Regulation and Expression, CBT, TF-CBT, EMDR, NET and other Therapies, Basic Features of Major Approaches to Psychosocial Interventions for Maltreated Children and Their Families

References:

1. Myers, J.E.B. (2010). The ASPAC Handbook on Child Maltreatment, 3rd Edition. Sage Publications.
2. Cohen, J. A., & Mannarino, A. P. (2015). Trauma-focused cognitive behaviour therapy for traumatized children and families. *Child and Adolescent Psychiatric Clinics*, 24(3), 557-570.
3. Levers, L. L. (2012). *Trauma counselling: Theories and Interventions*. New York: Springer Pub.
4. Gilliland, Burl E. & James, Richard K. (1998). *Crisis Intervention Strategies*. Brooks/Cole Publishing Company: USA.

SEMESTER 3 – PAPER 7 (ELECTIVE) – PAPER CODE - MSC0623S307T**QUEER AFFIRMATIVE PRACTICES**

Unit 1: Introduction: Introduction to Gender and Sexuality, Transgender and Transexual, Gender Dysphoria, Terminologies and Meaning of Different Gender Identities, Gender Transitioning Process – Social and Medical Transitioning, Transgender-Specific and LGBTQ+ Individuals, Identity Confusion, Gender Non-Conforming Children/Adolescents, Coming Out, Intersectionality, Physical Health, HIV/AIDS, Other STDs, Obesity, Risk and Protective Factors – Harassment, Victimization, Violence, Substance Use, Homelessness, Childhood Abuse, Family and Social Factors, Barriers and Challenges, Contextual Influences

Unit 2: LGBTQIA+ Mental Health: Queer Movement and Politics in India (Transgender Bill and IPC section 377), Sexuality in Personal and Professional/Clinical Context, Paradigms Informing Queer Affirmative Counselling Practices, LGBTQIA+ Communities and Mental health, Minority Stress, Major Mental Health Issues, Suicide, Self-Harm, Societal and Structural Problems Associated with Mental Health of Queer People, Working with Queer Individuals and Queer-Related Distress

Unit 3: Queer Affirmative Counseling Skills: Queer Affirmative Counselling Skills, Principles, Role of Language, Person-Centred Therapeutic Practices, Trans-Affirmative Practices, Cognitive Behavioural Interventions, Working with Families, Peers, Allies, and Healthcare Professionals, Coping with Discrimination and Oppression, Social Expectations and Pressures, Psychological Diagnostic Frameworks from a Queer Affirmative Lens

Unit 4: Issues and Challenges: Difficulties with Self-Acceptance, Hetero-normativity, Internalized Homophobia, Invisibility, Heterosexual Privilege, Difference in Developmental Trajectories of Queer Individuals, Isolation and Silence around Homosexuality, Social Support Systems and Rejection, Taboo and Stigmatization, Queer Bias Practice, Discrimination and Harassment, Relationship Issues, Marginalization

References:

1. Narrain, A., & Chandra, V. (2015). Nothing to fix: Medicalisation of sexual orientation and gender identity. SAGE Publications India.

2. Ranade, K., Chakravarty, S., Nair, P., Shringarpure, G. (2022). *Queer Affirmative Counselling Practice - A Resource Book for Mental Health Practitioners in India*, Mumbai: Mariwala Health Initiative.
3. Ranade, K. (2018). *Growing up gay in urban India. Critical Psychosocial perspectives*. Springer Singapore.
4. Kumar, P. (2021). *Sexuality, Abjection and Queer Existence in Contemporary India*. Routledge.
5. Ranade, K., Hastak, Y. *Growing Up and Sexual Identity Formation - Mental Health Concerns of lesbian women*, In Davar, B.V., Ravindran, S. (2015). (eds), *Gendering Mental Health: Knowledges, Identities, Institutions*, New Delhi: Oxford University Press.
6. Sharma H. *Are we being trained to discriminate? Need to sensitize doctors in India on issues of gender and sexuality*. *Research & Humanities in Medical Education (RHIME)*. 2018;5: 35-43.

SEMESTER 3 – PAPER 8 (PRACTICAL) – PAPER CODE – MSC0623S308P**PSYCHOLOGICAL TESTING – III AND CLINICAL OBSERVATION****OBJECTIVES:**

1. To familiarize with psychological instruments and tools.
2. To generate interest in the analysis of psychological tests.
3. To develop the skills of testing and scientific reporting in psychology.

Topics: Purpose of Testing, Types of Tests Used, Bias & Fairness, Ethical Issues in Psychological Testing, Overview of Tests, Norms, Scoring Interpretation and Report Writings, Issues in Measurement, Emerging Trends of Online Testing

LIST OF EXPERIMENTS: (all tests are compulsory)

1. Connor's ADHD Rating Scale
2. Human Figure Drawing Test
3. Indian Scale for Assessment of Autism
4. Childhood Autism Rating Scale
5. Childhood Trauma Questionnaire
6. State-Trait Anxiety Inventory
7. Dissociative Experiences Scale
8. PANSS
9. Scale for Assessment of Thought Language and Communication
10. PGI-BBD

CLINICAL OBSERVATION**Course Objectives**

1. Describe appropriate ethical behavior in clinical practice.
2. Describe at least 3 environments in which psychologists provide clinical services.
3. Describe the core academic and clinical content areas for the profession of Clinical Psychology
4. Apply theoretical principles learned within the major to your clinical observation experiences.

5. Describe clinical populations and disorders impacted by different mental disorders

Requirements: Every student will need to complete a minimum of 25 hours of clinical observation by the end of the semester. You will be required to submit a Final Case Report and Observation Report for 5 patients with different psychiatric diagnosis, including a minimum of one child case.

Report Format:

Students shall follow the following format for the 5 reports:

- Demographic Information
- Reason for Referral
- Case History (Format will be provided)
- Mental Status Examination
- Diagnostic Formulation and Diagnosis
- Test Administered (Relevant scale/test to be administered on patient)
- Behavioural Observation Summary
- Recommendations

SEMESTER 4 – PAPER 1 (THEORY) – PAPER CODE – MSC0623S401T**PSYCHOPATHOLOGY – II**

Unit 1: Neurotic and Stress-Related Disorders: Nature and Types, Clinical Features, Signs and Symptoms, Biological Psychological and Social Aetiological Aspects, Epidemiology, Comorbidity and Management of Phobic Anxiety Disorders, Other Anxiety Disorders, Obsessive Compulsive Disorders

Unit 2: Stress- Related, Somatoform and Dissociative Disorders: Nature and Types, Clinical Features, Biological, Psychological and Social Aetiological Aspects, Epidemiology, Comorbidity and Management of Reaction to Severe Stress and Adjustment Disorders, Dissociative Disorders, Somatoform Disorders and Other Neurotic Disorders

Unit 3: Behavioural Syndromes Associated with Physiological Disturbances: Nature and Types, Clinical Features, Biological, Psychological and Social Aetiological Aspects, Epidemiology, Comorbidity and Management of Eating Disorder, Non-Organic Sleep Disorders, Sexual Dysfunctions and Paraphilias, Post-Partum Disorders, Abuse of Non-Dependence Substances Disorders.

Unit 4: Disorders of Adult Personality and Behaviour: Nature and Types, Clinical Features, Biological, Psychological and Social Aetiological Aspects, Epidemiology, Comorbidity and Management of Paranoid, Schizoid, Dissocial, Emotionally Unstable, Histrionic, Anankastic, Anxious–Avoidant, and Dependent Personality Disorders, Habit and Impulse Disorders, Gender Identity Disorders

Unit 5: Substance Use and Addictive Disorders: Nature and Types, Clinical Features, Biological, Psychological and Social Aetiological Aspects, Epidemiology, Comorbidity and Management of Substance Use Disorders, Alcohol, Opioids, Cannabinoids, Sedatives and Hypnotics, Cocaine, Stimulants, Hallucinogens, Tobacco, Volatile Solvents, Other Substances

References:

1. Diagnostic and Statistical Manual -5 (2013). American Psychiatric Association.
2. Carson, R.C., Butcher, J.N., & Mineka, S. (2014). Abnormal psychology and modern life 16th edition.

3. Wenar, C., & Kerig, P. (2000). *Developmental Psychopathology: From Infancy through Adolescence* (4th ed.), Singapore: The McGraw-Hill Co. Inc.
4. Korchin, J. S. (2004). *Modern clinical psychology: Principles of intervention in the clinic and community*. CBS Publishing Co.
5. Bellack, A.S., & Hersen, M. (1998). *Comprehensive Clinical Psychology. Volume 6 Adults: Clinical Formulation & Treatment*. Imprint of Elsevier Science.
6. Kaplan, Sadock & Grebb.(1994). *Synopsis of psychiatry, 7th Edition*.
7. Comer R.J. (1996). *Fundamentals of abnormal psychology*. New York: W.H. Freeman and Co.
8. Millon, T., Blaney, H. P., & Davis, D. R. (1999). *Oxford Textbook of Psychopathology*. New York: Oxford University Press.
9. Pomerantz, A. M. (2008). *Clinical Psychology: Science, practice and culture*. New Delhi: Sage Publications.
10. Hecker, J. E., & Thorpe, G. L. (2011). *Introduction to Clinical psychology: Science, practice, and ethics*. 4th edition, India: Dorling Kindersley Pvt. Ltd.
11. Ahuja, A. (2000). *A Short Textbook of Psychiatry*. 4th edition. Jaypee.
12. Murthy, R. S. (2017). National mental health survey of India 2015–2016. *Indian journal of psychiatry*, 59(1), 21.

SEMESTER 4 – PAPER 2 (THEORY) – PAPER CODE – MSC0623S402T**PSYCHOTHERAPY – II**

Unit 1: Gestalt Therapy: Introduction, Definition, Concept, Goals, Frederick Fritz Perls and Laura Perls, Existential Approach, Psychodrama, Hypnotherapy, Body Centered Psychotherapy, Field Theory, Creative Adjustment, Metaphors, Phenomenological Inquiry and Therapeutic Presence, Phenomenological Inquiry and Therapeutic Presence, Relational Embodied Gestalt Therapy Interactive Gestalt Group Therapy, Philosophy, and Basic Assumptions, Key concepts, Therapeutic Goals, Therapeutic Relationship; Techniques and Procedures; Applications, Theoretical Issues, Contributions and Limitations

Unit 2: Reality Therapy: William Glasser and Robert Wubbolding, Choice Theory, WDEP Model, Philosophy and Basic Assumptions, Key Concepts, Therapeutic Goals, Types and Techniques, Therapeutic Relationship, Techniques and Procedures, Applications, Contributions and Limitations

Unit 3: Behaviour Therapy: Classical Conditioning, Operant Conditioning, Social Learning Approach, Cognitive Behavior Theory, Philosophy and Basic Assumptions, Key Concepts, Therapeutic Goals, Therapeutic Relationship, Techniques and Procedures, Applications, Contributions and Limitations

Unit 4: Cognitive Behaviour Therapy: Aaron Beck's CT, Albert Ellis' REBT and Arnold Lazarus', Multimodal Therapy: Philosophy and Basic Assumptions; Key Concepts, Therapeutic Goals, Therapeutic Relationship; Techniques and Procedures; Applications, Contributions and Limitations

Unit 5: Other Approaches: Solution-Focused Therapy, Integrative or Wholistic Approach, Major Focus, Philosophy and Basic Assumptions; Key Concepts, Therapeutic Goals; Therapeutic Relationship, Techniques and Procedures; Applications, Contributions and Limitations

References:

1. Corey G. (1996). Theory and Practice of Counselling and Psychotherapy. Brooks/ Cole.
2. Feltham. C and Horton. I (2000). Handbook of Counselling and Psychotherapy, Sage Publications. London.

3. Hall, C.S., Lindzey, G. & Campbell J.B. (1998). Theories of Personality. Wiley 4 th Edition
4. Lazarus, A. A. (1989). The practice of multimodal therapy. Baltimore: John Hopkins.
5. Mitchell, Stephen A., Black Margaret J. Freud and Beyond. (1993). Basic Books.
6. Patterson, C. H. (1986). Theories of counseling and psychotherapy (4th ed.). New York: Harper 7 Ros.
7. Pedersen, P. (1994.) A handbook for developing multicultural awareness (2nd ed.) Alexandria, VA: American Counseling Association
8. Seligman, Linda & Reichenberg, Lourie, W. (2010) Theories of Counselling and Psychotherapy. Pearson. India
9. Lewin, Kurt: Resolving Social Conflicts & Field Theory in Social Science, Part 2 Chapters II and III, Constructs in Field Theory, and Defining the “Field at a Given Time”
10. Zinker, Joseph Creative Process in Gestalt Therapy; New York Vintage, 1st Vintage Books edition, Random House Publishing, 1977

SEMESTER 4 – PAPER 3 (THEORY) – PAPER CODE – MSC0623S403T**PSYCHOSOCIAL REHABILITATION**

Unit 1: Introduction to Rehabilitation Psychology: Definition, Scope, Methods and Functions of Rehabilitation, Psychology, Historical Perspectives in Rehabilitation Psychology, Overview of Profession, History and Growth, Current Issues and Trends, Areas of Specialization, Concept and International Classification of Functioning, Disability, Impairment and Handicap, Models of Disability, Role of Psychology in Rehabilitation

Unit 2: Competencies of Rehabilitation Psychologists: Scope and Professional Competencies of Rehabilitation Psychologists, Nature of Work Settings of Rehabilitation Psychologists, Designing Training Programmes for Rehabilitation Psychologists, Training Need Analysis, and Implementation of Training Programmes

Unit 3: Psychological Rehabilitation and Intervention: Definition and Basic Principles of Psychological Rehabilitation, Approaches to Rehabilitation, Rehabilitative Medicine, Supportive Measures, Occupational Therapy, Physical Therapy, Alternative Medicine, Assessment, Diagnosis, and Intervention – Psychoanalytic Therapy, Client Centered Therapy, Cognitive Behaviour Therapy, Rational Emotive therapy, Supportive Therapy, Behaviour Therapy, Family Centered Approaches, Problem Focused, Assertiveness Training, Life Skills Enrichment, Family Crisis Intervention, Family Centered Intervention, Parent Guidance, Parent Training, Community Awareness, Education and Community Based Rehabilitation

Unit 4: Multi-Disciplinary Approach to Rehabilitation: Biological, Medical, Psychological, Educational and Social Aspects, Early Identification of Rehabilitation, Treatment, Aids and Appliances, Education, Vocational Rehabilitation, Family and Community, Self-help Groups, Associations of Disabled Persons and Associations of the Parents with Disability, Rehabilitation for Family Members, Nature of Impact of Disability on the Families. Reactions of Parents, Family Members, Coping Methods for the Family Members Across Lifespan and at Critical Stages in their Lives

Unit 5: Rehabilitation Process in Various Areas: Family and Marital Rehabilitation, Socio Economic Rehabilitation for Persons with Disabilities, Rehabilitation for Children with Mental Disorders, Behavioral Assessment and Treatment Methods, Rewards, Task Analysis, Other

Behavioral Techniques in Teaching Skill Behaviors, Identifying, Analyzing and Managing Problem Behavior, Involving Parents in the Training, Addiction Rehabilitation and Detoxification Services, Vocational Rehabilitation, Community Based Rehabilitation, Disaster Rehabilitation/Reconstruction

References:

1. Golden, C. J. 1984. Current Topics in Rehabilitation Psychology. London: Grune & Stratton.
2. Kundu, C.L. 2000. Status of Disability in India-2000. New Delhi: Rehabilitation Council of India.
3. Nirbhay N. Singh. 1998. Comprehensive Clinical Psychology: Application in Diverse Populations, Volume 9. Pergamon: Elsevier Science.
4. Zigler, E and Gates, D.B. 1999. Personality Development in Individuals with Mental Retardation. New York: Cambridge University Press.
5. Fraser N. Watts and Bennar, D. H. (1983); Theory and Practice of Psychiatric Rehabilitation, New York: John Wiley & Sons
6. Reeta Peshawaria & Venkatesan, (1992): Behavioural Approach in Mentally Retarded Children - A manual for teaching, Secunderabad: NIMH Publication

SEMESTER 4 – PAPER 4 (ELECTIVE) – PAPER CODE - MSC0623S404T**POSITIVE PSYCHOLOGY**

Unit 1: Introduction: Introduction to Positive Psychology, Nature, History, Concept, Assumptions, Goals, Dimensions and Scope, Seligman's PERMA, Brief Overview of Terminologies and Concept of – Character Strengths and Virtues, Happiness and Well-Being, Positive Emotional States and Processes, Hope, Optimism and Success, Self and Related Concepts, Resilience and Well-Being, Growth, Post-Traumatic Growth, Flow, Mindfulness and Spirituality, Creativity and Problem Solving, Positive Leadership and Competency Development, Positive Prevention, Positive Therapy

Unit 2: Positive States and Processes: Positive Emotions and Well-Being: Hope and Optimism, Love, Gratitude and its Characteristics, Cultivating Gratitude, Positive Psychology of Emotional Intelligence, Influence of Positive Emotions, Character Strengths and Virtues, Resilience in the Phase of Challenge & Loss, Empathy and Altruism, Hope Theory, Self-Esteem and Self-Efficacy, Well-Being Therapy, Steps to be Optimistic, Positive Perspectives, Western and Eastern, Character Strengths and Virtues

Unit 3: Biological, Emotion and Cognitive Approaches: Biological – Physical Health and Well-Being Measures and Activities, Positive Social Engagements, Emotion Focused Approaches: Subjective Well-Being: The Science of Happiness and Life Satisfaction – Resilience in Development, Resilient Thinking, Signature Strengths, Relationships and Resilience, Concept of Flow, Positive Affectivity, Positive Emotion, Social Construction of Self-Esteem, Adaptive Potential of Coping through Emotional Approach – Positive Psychology of Emotional Intelligence, Emotional Creativity. Cognitive Approaches: Creativity, Role of Personal Control in Adaptive Functioning, Well-Being: Mindfulness versus Positive Evaluation, Optimism, Hope Theory, Self-Efficacy, Problem Solving, Appraisal and Psychological Adjustment, Setting Goals for Life and Happiness

Unit 4: Self-Based, Interpersonal and Coping Approaches: Self – Based - Self – Based Approaches, Reality Negotiation, Authenticity, Uniqueness Seeking, Humility, Interpersonal approaches – Relationship, Connection, Compassion, Gratitude Forgiveness, Love, Empathy and Altruism, Sources of Moral Motivation, Positive Response to Loss: Perceiving Benefit and Growth - Pursuit of Meaningfulness in Life, Humour, Meditation and Positive Psychology, Spirituality, Mindfulness Based Stress and Pain Management, Happiness and Well-Being

Emotional Intelligence, Resilience, Self-Efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness Applications: Work, Education, Ageing, Health

References:

1. Carr, A. (2013). Positive psychology: The science of happiness and human strengths. Routledge.
2. Handbook of Positive Psychology – C.R. Snyder & Shane J. Lopez – Oxford University Press – 2002
3. Linley, P. A., & Joseph, S. (2012). Positive psychology in practice. John Wiley & Sons.
4. Authentic Happiness – Martin E.P. Seligman – 2002
5. Snyder, Positive Psychology: The Scientific and Practical Explorations of Human, Sage Publication 2011.
6. Lopez, S. J., & Snyder, C. R. (2011). The Oxford handbook of positive psychology. Oxford University Press.
7. Baumgardner and Crothers, Positive Psychology, Pearson, 2014
8. “Mindfulness for Beginners: A Simple Concise & Complete Guide to Mindfulness Meditation” by Jeffrey Holloway (2017)
9. Resilience: The Science of Mastering Life’s Greatest Challenges by Dr. Steven Southwick and Dr. Dennis Charney
10. Seligman, M. E. (2002). Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment. Simon & Schuster.
11. Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). Positive psychology: The scientific and practical explorations of human strengths. SAGE.

SEMESTER 4 – PAPER 5 (ELECTIVE) – PAPER CODE - MSC0623S405T**PSYCHOLOGY OF DISABILITY**

Unit 1: Introduction: Overview, Concept, Definition, Impairment, Disability, Handicap, Historical Development in Understanding Disability, Types of Causes of Impairment, Realms of Impairment, Theoretical Models of Disability – Charity, Welfare, Medical. Social, Cultural and Empowerment Models, Concept of Functional Capacity, Coping and Well-Being, Quality of Life and Functional Domains, Specific and Global Indicators of QoL, Cost and Incidence of Disability, Major National Reports and Surveys, Models of Disability, Emerging Trends and Challenges

Unit 2: Disability Through Life Cycle: Specific Problems Pertaining to Each Stage of Life – Childhood, Adolescence, Young Adulthood, Middle Age, and Older Adulthood, and Adapting Strategies, Definition and Types of Hearing Impairment, Visual Impairment, Intellectual Disability, Neuro-muscular and Autism Spectrum Disorder, Specific Learning Disabilities/Difficulties, Deaf-Blindness, Locomotor Disabilities, Multiple Disabilities, Disability, Gender and Sexuality, Social Exclusion, Disability and Poverty, Empowerment of Individuals with Disability, Impact of Globalization

Unit 3: Disability and Rehabilitation: Early Identification and Intervention, Concept and Need of Early Identification, Screening and Referral, Involvement of Parents and the Community, Role of Special Teacher/Educator in Early Intervention and Related Matters, Models of Early Intervention, Home Based and Centre Based, Inclusive Classrooms, Addressing Categorization and Labelling

Unit 4: Identity and Ethics: Documenting Disability – Problems of Certification, Issues of Access, Built and Psychological, Issues of Education and Employment, Family, Care, and Support Structures, Intimacy and Sexuality, Marriage, Companion Relationships, Legislative Approaches to Disability, Appreciating Heterogeneity of Different Disabilities, Contemporary Debates on Euthanasia and Prenatal Selection, Persons with Disabilities Act, Assistance, Concessions, Social Benefits and Support from Government, and Voluntary Organizations, Contemporary Challenges, Civil Rights and Legislation, Empowerment Issues

References:

1. Encyclopaedia of Disability and Rehabilitation, Arthur E. Dell Orto and Robert P. Marinelli (Eds.), MacMillan Reference Books, 1995
2. Perspectives on Disability and Rehabilitation: Contesting Assumptions, Challenging Practice, Karen Whalley Hammell, Churchill Livingstone, 2006 Status of Disability in India – 2012, Rehabilitation Council of India, New Delhi.
3. The Persons of Persons with Disabilities Act, Ministry of Social Justice & Empowerment, Government of India, New Delhi, 2016
4. Dell Orto, A. E., & Marinelli, R. P. (Eds.) (1995). Encyclopaedia of disability and rehabilitation. NY: Simon & Schuster Macmillan. Eisenberg, M. G., Glueckauf, R. L., & Zaretsky, H. H. (Eds.) (1999). Medical aspects of disability: A handbook for the rehabilitation professional (2nd ed.). NY: Springer.
5. Smart, J. (2012). Disability across the Developmental Life Span: For the rehabilitation counselor. New York: Springer Publishing Company.

SEMESTER 4 – PAPER 6 (ELECTIVE) – PAPER CODE - MSC0623S406T**MARITAL AND FAMILY COUNSELLING**

Unit 1: Introduction: Introduction, Historical Development of Marital and Family Counseling, Origin and Growth, History and Prominent Figures, Interdisciplinary Contributions, Professional Organizations, Code of Ethics, Family Development, Gender, Culture and Ethnicity Factors in Family Therapy, Family Systems in India, Working with Queer Families, Integrative Framework, Professional Issues, Legal Frameworks and Family Therapy in India

Unit 2: Theoretical Perspectives: Systems Theory, Major Theoretical Schools, Psychodynamic Model of Family Therapy, Transgenerational Model, Experiential Model, Structural Model, Milan Systemic Model, Behavioural and Cognitive Model, Social Construction Model, Rational Emotive Approach, Adlerian Perspective, Emotion Focused, Solution Focused and Narrative Approaches

Unit 3: Family & Couple Systems: Understanding Family, Functions and Forms, Family Life Cycle, Couple Systems in India, Stages of Marriage, Marital Satisfaction Curve, History of Couple Therapy, Major Theoretical schools, Integrative Frameworks, Domestic Violence Counselling, Marital Conflicts Resolution, Pre-Marital Therapy, Post-Marriage Therapy, Counseling for Unmarried Couples, Sex Education

Unit 4: Concepts and Issues: Concepts in Family and Marital Counseling, Healthy and Dysfunctional Families, Diagnosis, The "Double Bind", Symbiotic Relationships, Rules (Implicit, Explicit), Role, Meta-Communication, Undifferentiated Ego Mass, Sexual Issues, Divorce, Substance Abuse, Blended Families, Infidelity

References:

1. Bitter, J.R. (Latest Edition). Theory and Practice of Family Therapy and Counseling. Brooks/Cole.
2. Long, L.L. & Young, M.E. (Latest Edition). Counseling and Therapy for Couples. Thomson: Brooks/Cole.
3. Gottman, J. M., & Gottman, J. S. (2008). Gottman Method Couple Therapy. In A. S. Gurman

4. Carr, A. The evidence base for couple therapy, family therapy and systemic interventions for adult-focused problems. *Journal of Family Therapy*. 36, 2, 158-194, May 2014. ISSN: 01634445
5. Patri, V., & Anthors R.(2001), *Counselling Psychology*, Press, New Delhi
6. Anderson, S.A., Rigazio- DiGilio, S.A., Kunkler, K.P. (1995). Training and supervision in family therapy. *Family Relations*, 44, 489-500.
7. Blumer, M. L. C., Hertlein, K. M., & Vanden Bosch, M. L. (2015). Towards the development of educational core competencies for couple and family therapy technology practices. *Contemporary Family Therapy: An International Journal*, 37(2), 113-121. doi:10.1007/s10591-015-9330-1
8. Bray, J. H. (2009). Couple and family assessment. In J. H. Bray, M. Stanton, J. H. Bray, & M. Stanton (Eds.), *The Wiley-Blackwell handbook of family psychology*. (pp. 151-164): Wiley-Blackwell.

SEMESTER 4 – PAPER 7 (ELECTIVE) – PAPER CODE - MSC0623S407T**MILITARY PSYCHOLOGY**

Unit 1: Introduction: Nature and Scope of Military Psychology, Issues and Implications of Psychology in Military Settings, Historical Perspectives of Psychology in Military Settings, Emerging Trends in Military Psychology, Selection, Classification and Placement in Military Services, Use of Ability Tests, Intelligence Tests and Personality Tests for Selection of Military Personnel, Psychological Assessment and Military Personnel Management, Military Officers Selection

Unit 2: Human and Environmental Factors: Human Factors, Need, Human Factors and Safety, Human Error – Ergonomics, System Design Perspective, Helicopters and Human Factors, Aviation Accidents, Cultural Ergonomics, Artificial Intelligence in US and UK Military, Effect of Hot and Cold Environments on Military Performance, Effect of High Terrestrial Altitude, Combatant Fatigue, Rest and Sleep Needs, Effect of Motion Induced Sickness on Military Performance, Military Performance in Acoustic Noise Environment, Effect of Atmospheric Mix and Toxic Fumes, Underwater Behaviour, Diving and Submarine

Unit 3: Psychological Aspects of Combat: Prejudice and Discrimination, Intergroup Conflict, Social Categorization, Ultimate Attribution Error, Cognitive Sources of Prejudice, Challenging Prejudice Based on Gender, Social Influence – Conformity, Group Influence on Action – Compliance, Changing Attitudes and Failure to Change Attitude, Receiving Obedience, Resistance to Persuasion, Cognitive Dissonance, Leadership – Models, Gender Factors, Theories, Styles, Power and Types, Leadership in Battle, Combat Motivation – Will to Fight, Reasons to Fight, Military Staying Power, Competence of Personnel Personality Characteristics, Motivation, Group Cohesion and Leadership, Substance Use Problems Among Personnel, Marital Discord and Family Well Being, Counseling for Spouses, Combat Stress Reactions and PTSD

Unit 4: Psychological Operations: Psychological Warfare, History, Functions of Psychological Warfare, Definition, Propaganda and Active Measures, Hostage Negotiation, Issues and Applications – Psychology During Emergency – Hijacking, Cyclone, Flood, Earthquakes, Cyber Warfare, Insurgency, Terrorism, Religious Terrorism, Ideological

Terrorism, Nuclear Terrorism, Student Assignment Report/Paper on “Psychological Impact on Terrorism Among Residents of Kashmir”.

References:

1. Refuven Hall & David Mangelsdroff, A (1991). Handbook of Military Psychology, USA, John Wiley’s sons.
2. FRANCIS. M.A. (2002). The Application of Human Factors to Personnel Licensing – Internet.
3. BARON. R.S & BRYNE. D. (2000). Social Psychology: Understanding Human Interaction, Boston, Allyn and Bacon

SEMESTER 4 – PAPER 8 (DISSERTATION) – PAPER CODE - MSC0623S408P**Aim of Dissertation**

The aim of the dissertation is to provide you with an opportunity to further your intellectual and personal development in your chosen field by undertaking a significant practical unit of activity, having an educational value at a level commensurate with the award of your degree. The dissertation can be defined as a scholarly inquiry into a problem or issues, involving a systematic approach to gathering and analysis of information / data, leading to production of a structured report.

The Dissertation Plan or Outline:

It is recommended that you should have a dissertation plan to guide you right from the outset. Essentially, the dissertation plan is an outline of what you intend to do, chapter wise and therefore should reflect the aims and objectives of your dissertation. This should have been completed in the previous semester.

Keeping Records

This includes the following:

- Making a note of everything you read; including those discarded.
- Ensuring that when recording sources, author's name and initials, date of publication, title, place of publication and publisher are included. (You may consider starting a card index or database from the outset).
- Making an accurate note of all quotations at the time you read them.
- Make clear what is a direct a direct quotation and what is your paraphrase.

Dissertation Format:

All students must follow the following rules in submitting their dissertation.

- Front page should provide University Logo, Title of Dissertation, Author Name, Guide Name, Name of Degree, Department and University Credentials and Year.
- Acknowledgements Page

- Certificate Page
- Table of contents giving page references for each chapter and section.
- The next page should be the table of appendices, graphs and tables giving titles and page references.
- Next to follow should be a synopsis or abstract of the dissertation (approximately 500 words) titled: Executive Summary.
- Chapter I should be a general introduction, giving the background to the dissertation, the objectives of the dissertation, the rationale for the dissertation, the plan, methodological issues and problems. The limitations of the dissertation should also be hinted in this chapter.
- Other chapters will constitute the body of the dissertation. The number of chapters and their sequence will usually vary depending on, among others, on a critical review of the previous relevant work relating to your major findings, a discussion of their implications, and conclusions, possibly with a suggestion of the direction of future research on the area.
- After this concluding chapter, you should give a list of all the references you have used. These should be cross - references with your text.

Finally, you should give any appendices. These should only include relevant statistical data or material that cannot be fitted into the above categories.

The Layout Guidelines for the Dissertation:

- 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

Guidelines for the Assessment of the Dissertation:

While evaluating the dissertation, faculty guide will consider the following aspects:

1. Has the student made a clear statement of the objective or objective(s)?
2. If there is more than one objective, do these constitute parts of a whole?

3. Has the student developed an appropriate analytical framework for addressing the problem at hand?
4. Is this based on up-to-date developments in the topic area?
5. Has the student collected information / data suitable to the frameworks?
6. Are the techniques employed by the student to analyze the data / information appropriate and relevant?
7. Has the student succeeded in drawing conclusion from the analysis?
8. Do the conclusions relate well to the objectives of the project?
9. Has the student been regular in his work?
10. Layout of the written report

MODEL PAPER**M.Sc. CP Semester I****PS – I****MSC0623S101T**

M. Sc. Clinical Psychology Semester - I
Examination (Month/Year)
Paper I
PERSONALITY STUDIES
Time: Three Hours
Maximum Marks: 70

Attempt all Questions

All the parts of one question should be answered at one place.

Only one Supplementary copy along with one main answer book is allowed

1. Long Answer (Attempt Any Two) 2x15 = 30

- A. Define personality? Discuss various approaches to personality?
- B. Write in detail about assessment of personality, personality tests, and their types.
- C. Discuss in detail the key principles of operant and classical conditioning?

2. Short Essay (Attempt Any Two) 2x10 = 20

- A. Factors influencing personality development
- B. Eysenck model of personality and temperament
- C. Bandura's social cognitive theory.

3. Short notes (Attempt Any Four) 4x5 = 20

- A. Maslow's hierarchy of needs
- B. Motivation and its type
- C. Learned helplessness
- D. Personal construct theory
- E. Cognitive development stages

MODEL PAPER**M.Sc. CP Semester I****BFOB – I****MSC0623S102T**

M. Sc. Clinical Psychology Semester - I
Examination (Month/Year)
Paper II
BIOLOGICAL FOUNDATIONS OF BEHAVIOUR
Time: Three Hours
Maximum Marks: 70

Attempt all Questions

All the parts of one question should be answered at one place.

Only one Supplementary copy along with one main answer book is allowed

1. Long Answer (Attempt Any Two) 2x15 = 30

- A. Discuss in detail about Nature, scope and approaches of Biopsychology.
- B. Write in detail about structure and function of Central nervous system.
- C. Write in detail about neurophysiology of learning.

2. Short Essay (Attempt Any Two) 2x10 = 20

- A. Mind -Body relationship
- B. Structure of synapse
- C. Neural basis of Communication & Emotion

3. Short notes (Attempt Any Four) 4x5 = 20

- A. Korsakoff's syndrome
- B. Stages of sleep
- C. Biological basis of hunger
- D. Anorexia nervosa
- E. Amnesia and its types

MODEL PAPER**M.Sc. CP Semester I****RMIP – I****MSC0623S103T**

M. Sc. Clinical Psychology Semester - I
Examination (Month/Year)
Paper III
RESEARCH METHODS IN PSYCHOLOGY
Time: Three Hours
Maximum Marks: 70

Attempt all Questions

All the parts of one question should be answered at one place.

Only one Supplementary copy along with one main answer book is allowed

1. Long Answer (Attempt Any Two) 2x15 = 30

- A. Define Sampling? Write in detail about type of sampling with example?
- B. Discuss the steps of psychological development?
- C. Write in detail about the measures of central tendency with example?

2. Short Essay (Attempt Any Two) 2x10 = 20

- A. Level of measurement
- B. Parametric and Non- parametric tests
- C. Method of estimating reliability and Validity

3. Short notes (Attempt Any Four) 4x5 = 20

- A. Skewness & Kurtosis
- B. Normal Probability curve
- C. ANOVA
- D. Test of Homogeneity
- E. Mann Whitney U Test

MODEL PAPER**M.Sc. CP Semester I****CIAA – I****MSC0623S104T**

M. Sc. Clinical Psychology Semester - I
Examination (Month/Year)
Paper IV
CLINICAL INTERVIEW AND ASSESSMENT
Time: Three Hours
Maximum Marks: 70

Attempt all Questions

All the parts of one question should be answered at one place.

Only one Supplementary copy along with one main answer book is allowed

1. Long Answer (Attempt Any Two) 2x15 = 30

- A. Discuss in detail the process of Clinical Interviewing
- B. Write in detail about micro & macro skills of Counselling
- C. write in detail about mental status examination

2. Short Essay (Attempt Any Two) 2x10 = 20

- A. Cross -cultural interview techniques
- B. Therapeutic alliance and Rapport building
- C. Behavioral Assessment

3. Short notes (Attempt Any Four) 4x5 = 20

- A. Terminal illness
- B. Intake interview
- C. observation method
- D. Non-verbal cues
- E. Self-Disclosure

MODEL PAPER

M.Sc. CP Semester I

SM – I

MSC0623S105T

**M. Sc. Clinical Psychology Semester - I
Examination (Month/Year)
Paper V
STRESS MANAGEMENT
Time: Three Hours
Maximum Marks: 70**

Attempt all Questions

All the parts of one question should be answered at one place.

Only one Supplementary copy along with one main answer book is allowed

1. Long Answer (Attempt Any Two)

2x15 = 30

- A. Discuss in detail impact of Stress on Mental Health
- B. Write in detail about lifestyle disorders related to stress
- C. Discuss in detail stress management techniques

2. Short Essay (Attempt Any Two)

2x10 = 20

- A. Performance and Stress
- B. Physiological and psychological Changes associated with Stress
- C. Adaptive and Maladaptive behavior

3. Short notes (Attempt Any Four)

4x5 = 20

- A. Stressor related to age
- B. Stressor related to Gender
- C. Common Stressor at work Place
- D. Contextual Fear Conditioning
- E. Stress & Memory.

MODEL PAPER**M.Sc. CP Semester I****CIIS – I****MSC0623S106T**

M. Sc. Clinical Psychology Semester - I
Examination (Month/Year)
Paper VI
TRAUMA AND CRISIS INTERVENTION
Time: Three Hours
Maximum Marks: 70

Attempt all Questions

All the parts of one question should be answered at one place.

Only one Supplementary copy along with one main answer book is allowed

1. Long Answer (Attempt Any Two) 2x15 = 30

- A. Briefly describe various theories of crises intervention
- B. Write in detail about Developmental- ecological perspective of crises
- C. Describe in detail psychosocial management

2. Short Essay (Attempt Any Two) 2x10 = 20

- A. Ethical & legal Consideration
- B. Nova Crisis Response Model
- C. Psychological First aid

3. Short notes (Attempt Any Four) 4x5 = 20

- A. BASIC-ID
- B. ABC Model
- C. EMDR
- D. Parent Management training
- E. Anger & Conflict Management

MODEL PAPER**M.Sc. CP Semester I****GBV – I****MSC0623S107T**

M. Sc. Clinical Psychology Semester - I
Examination (Month/Year)
Paper VII
GENDER BASED VIOLENCE
Time: Three Hours
Maximum Marks: 70

Attempt all Questions

All the parts of one question should be answered at one place.

Only one Supplementary copy along with one main answer book is allowed

1. Long Answer (Attempt Any Two)**2x15 = 30**

- A. Describe Physical & mental health impact of Gender Based Violence
- B. Human Rights & Legal Discourses on Gender Violence
- C. Violence in Indigenous Communities

2. Short Essay (Attempt Any Two)**2x10 = 20**

- A. Embodiments of Violence
- B. Feminist Studies and Various Stands of Feminism
- C. Power and Violence

3. Short notes (Attempt Any Four)**4x5 = 20**

- A. Women Empowerment, Programmes of Central and State Government
- B. Reproductive Health
- C. Human Trafficking
- D. Gender Discrimination
- E. Support Services to Women Employment

MODEL PAPER

M.Sc. CP Semester II

CP – I

MSC0623S201T

M. Sc. Clinical Psychology Semester - II

Examination (Month/Year)

Paper I

COGNITIVE PSYCHOLOGY

Time: Three Hours

Maximum Marks: 70

Attempt all Questions

All the parts of one question should be answered at one place.

Only one Supplementary copy along with one main answer book is allowed

1. Long Answer (Attempt Any Two)

2x15 = 30

- A. Discuss the concept of cognitive psychology and its approaches
- B. Explain the various methods of psychophysics and its applications
- C. Define perceptual organization and theories of perception

2. Short Essay (Attempt Any Two)

2x10 = 20

- A. Discuss in detail about memory types and explain any one model of memory
- B. What is problem solving? Discuss the factors and strategies of problem solving
- C. Explain the process of decision making

3. Short notes (Attempt Any Four)

4x5 = 20

- A. Neuroanatomical Principles
- B. Weber's & Fechner's law
- C. Bottleneck theory
- D. Forgetting
- E. Metacognition

MODEL PAPER

M.Sc. CP Semester II

CN – I

MSC0623S202T

M. Sc. Clinical Psychology Semester - II

Examination (Month/Year)

Paper II

CLINICAL NEUROPSYCHOLOGY

Time: Three Hours

Maximum Marks: 70

Attempt all Questions

All the parts of one question should be answered at one place.

Only one Supplementary copy along with one main answer book is allowed

1. Long Answer (Attempt Any Two)

2x15 = 30

- A. What is neuropsychology? Delineate the relationship between brain structure & function.
- B. Describe the neurocognitive development in childhood and adolescence.
- C. Explain any 3 neurodevelopmental disorders.

2. Short Essay (Attempt Any Two)

2x10 = 20

- A. Explain the significance of neuropsychological assessment.
- B. What are the various methods of assessing brain function?
- C. Explain the lifespan perspectives of Piaget.

3. Short notes (Attempt Any Four)

4x5 = 20

- A. Brain Plasticity
- B. Treatment of dementia
- C. Emotional processing in old age
- D. Neuropsychological assessment report writing
- E. EEG, fMRI, PET scan

MODEL PAPER

M.Sc. CP Semester II

DP – I

MSC0623S203T

M. Sc. Clinical Psychology Semester - II

Examination (Month/Year)

Paper III

RESEARCH METHODS IN PSYCHOLOGY

Time: Three Hours

Maximum Marks: 70

Attempt all Questions

All the parts of one question should be answered at one place.

Only one Supplementary copy along with one main answer book is allowed

1. Long Answer (Attempt Any Two)

2x15 = 30

- A. Explain the process of test construction.
- B. Explain hypothesis testing and its types in detail.
- C. Explain the measures of variability with examples.

2. Short Essay (Attempt Any Two)

2x10 = 20

- A. Differentiate between parametric and non-parametric tests.
- B. Define statistics in detail and the scales of measurement.
- C. Explain regression and its types.

3. Short notes (Attempt Any Four)

4x5 = 20

- A. SPSS
- B. Multivariate Analysis
- C. Sampling
- D. Graphical representation of data
- E. Kurtosis

MODEL PAPER

M.Sc. CP Semester II

DM – I

MSC0623S204T

M. Sc. Clinical Psychology Semester - II

Examination (Month/Year)

Paper IV

DISASTER MANAGEMENT

Time: Three Hours

Maximum Marks: 70

Attempt all Questions

All the parts of one question should be answered at one place.

Only one Supplementary copy along with one main answer book is allowed

1. Long Answer (Attempt Any Two)

2x15 = 30

- A. Explain the various types of disasters.
- B. Describe the process of disaster preparedness.
- C. Explain the application of risk assessment.

2. Short Essay (Attempt Any Two)

2x10 = 20

- A. Explain with example some types of risk concepts.
- B. Describe the how to manage psychological response to disaster.
- C. Explain the role of state and local administration in disaster management.

3. Short notes (Attempt Any Four)

4x5 = 20

- A. Manmade disasters
- B. Problems in risk assessment
- C. Dealing with victim's psychology
- D. Ways of rehabilitation in disaster management
- E. Non- profit organization's role in disaster management.

MODEL PAPER

M.Sc. CP Semester II

LST – I

MSC0623S205T

M. Sc. Clinical Psychology Semester - II

Examination (Month/Year)

Paper V

LIFE SKILLS TRAINING

Time: Three Hours

Maximum Marks: 70

Attempt all Questions

All the parts of one question should be answered at one place.

Only one Supplementary copy along with one main answer book is allowed

1. Long Answer (Attempt Any Two)

2x15 = 30

- A. Explain the concept of life skills in detail with help of a model.
- B. Describe stress management approaches.
- C. Explain the application of life skills in disaster management.

2. Short Essay (Attempt Any Two)

2x10 = 20

- A. Explain with example some significant professional skills.
- B. Describe the WHO identified life skills.
- C. Explain the theories of emotions and coping.

3. Short notes (Attempt Any Four)

4x5 = 20

- A. Theory of risk and resilience
- B. Creativity
- C. Life skills education for well being
- D. REAP method
- E. Communication skills

MODEL PAPER**M.Sc. CP Semester II****SA – I****MSC0623S206T****M. Sc. Clinical Psychology Semester - II****Examination (Month/Year)****Paper VI****SUBSTANCE ABUSE****Time: Three Hours****Maximum Marks: 70**

Attempt all Questions

All the parts of one question should be answered at one place.

Only one Supplementary copy along with one main answer book is allowed

1. Long Answer (Attempt Any Two)**2x15 = 30**

- A. Explain the concept of drug use and its consequences in context of India.
- B. Describe the causes of Drug use in adolescence.
- C. What are the theories of Addiction?

2. Short Essay (Attempt Any Two)**2x10 = 20**

- A. Describe the role of family and peer support in management of drug use.
- B. What is the process of drug use assessment?
- C. Explain the biology of addiction behaviour.

3. Short notes (Attempt Any Four)**4x5 = 20**

- A. Concept of tolerance and withdrawal
- B. Epidemiology of addiction
- C. Types of psychoactive substances
- D. Addiction Counselling
- E. Symptoms of drug abuse

MODEL PAPER**M.Sc. CP Semester II****SP – I****MSC0623S207T****M. Sc. Clinical Psychology Semester - II****Examination (Month/Year)****Paper VII****SPORTS PSYCHOLOGY****Time: Three Hours****Maximum Marks: 70**

Attempt all Questions

All the parts of one question should be answered at one place.

Only one Supplementary copy along with one main answer book is allowed

1. Long Answer (Attempt Any Two)**2x15 = 30**

- A. Explain the concept of sports psychology and its significance.
- B. Describe any two sport behaviour theories.
- C. Explain the concept of sports motivations with its theories.

2. Short Essay (Attempt Any Two)**2x10 = 20**

- A. Explain any 4 theories of personality and their application in sports.
- B. Describe the meaning of anxiety and its treatment in sports persons.
- C. Discuss the benefits of physical exercise in sports.

3. Short notes (Attempt Any Four)**4x5 = 20**

- A. Case study method
- B. Motivation enhancement techniques
- C. Assessment of personality
- D. Psychological factors affecting sports performance
- E. Stress

MODEL PAPER

M.Sc. CP Semester III

PP – I

MSC0623S301T

M. Sc. Clinical Psychology Semester - III

Examination (Month/Year)

Paper I

PSYCHOPATHOLOGY – I

Time: Three Hours

Maximum Marks: 70

Attempt all Questions

All the parts of one question should be answered at one place.

Only one Supplementary copy along with one main answer book is allowed

1. Long Answer (Attempt Any Two)

2x15 = 30

- A. Discuss in detail on the clinical features, types, causes and management of schizophrenia.
- B. Elaborate in depth on the process of case history taking and mental status examination of a psychiatric case.
- C. Explain in detail the diagnostic features, causes and management of depression.

2. Short Essay (Attempt Any Two)

2x10 = 20

- A. Clinical features and causes of Alzheimer's
- B. Role of rating scales in assessment and diagnosis of Mental disorders
- C. Compare and Contrast between Recurrent Depressive Disorders and Bipolar Disorders

3. Short notes (Attempt Any Four)

4x5 = 20

- A. Schizotypal Disorders
- B. Stigma and Mental Health
- C. Delirium
- D. Hypomania
- E. ICD 10 vs ICD 11

MODEL PAPER

M.Sc. CP Semester III

PT – I

MSC0623S302T

M. Sc. Clinical Psychology Semester - III

Examination (Month/Year)

Paper II

PSYCHOTHERAPY – I

Time: Three Hours

Maximum Marks: 70

Attempt all Questions

All the parts of one question should be answered at one place.

Only one Supplementary copy along with one main answer book is allowed

1. Long Answer (Attempt Any Two)

2x15 = 30

- A. Critically evaluate the Professional and Ethical Issues in Psychotherapy and Ethical Issues in Practice
- B. Discuss in depth the Humanistic Perspectives of Psychotherapy
- C. Discuss in detail the Psychoanalytical and Psychodynamic Perspectives of Psychotherapy

2. Short Essay (Attempt Any Two)

2x10 = 20

- A. Analytical Psychology
- B. Therapeutic Relationship
- C. Object relation theory

3. Short notes (Attempt Any Four)

4x5 = 20

- A. Concept of Basic Anxiety
- B. Existential Psychotherapy
- C. Role of birth order in development of personality
- D. Learnt helplessness
- E. Archetypes

MODEL PAPER

M.Sc. CP Semester III

CAAP – I

MSC0623S303T

M. Sc. Clinical Psychology Semester - III

Examination (Month/Year)

Paper III

CHILD AND ADOLESCENT PSYCHOLOGY

Time: Three Hours

Maximum Marks: 70

Attempt all Questions

All the parts of one question should be answered at one place.

Only one Supplementary copy along with one main answer book is allowed

1. Long Answer (Attempt Any Two)

2x15 = 30

- A. Discuss in detail the Piaget's theory of Cognitive Constructivism with the help of suitable examples
- B. Clinical features, causes, comorbidities and management of Conduct Disorders/
- C. Elaborate in depth on the Kohlberg's Moral Development Theory with the help of suitable examples

2. Short Essay (Attempt Any Two)

2x10 = 20

- A. Clinical features and types of Learning Disorders
- B. Management of Anxiety Disorders in children
- C. Clinical features and causes of Hyperkinetic disorders

3. Short notes (Attempt Any Four)

4x5 = 20

- A. Enuresis
- B. Role of temperament in child psychopathology
- C. Parenting Styles
- D. Pica
- E. Sibling rivalry

MODEL PAPER

M.Sc. CP Semester III

PEAHR – I

MSC0623S304T

M. Sc. Clinical Psychology Semester - III

Examination (Month/Year)

Paper IV

PROFESSIONAL ETHICS AND HUMAN RIGHTS

Time: Three Hours

Maximum Marks: 70

Attempt all Questions

All the parts of one question should be answered at one place.

Only one Supplementary copy along with one main answer book is allowed

1. Long Answer (Attempt Any Two)

2x15 = 30

- A. Explain in depth APA Ethics Code for clinical psychologists.
- B. Elaborate on the role of Cultivation of Virtues and Control of Senses and Mind in clinical psychologists
- C. Discuss in detail the role of personality and character in professional practice.

2. Short Essay (Attempt Any Two)

2x10 = 20

- A. Law and Mental Health
- B. Boundaries in Professional Relationship
- C. Clinical & Legal Dimensions of Telepsychology

3. Short notes (Attempt Any Four)

4x5 = 20

- A. Informed Consent
- B. Spirituality
- C. Meditation
- D. Conflict of Interest
- E. Ego in professional practice

MODEL PAPER

M.Sc. CP Semester III

TI – I

MSC0623S305T

M. Sc. Clinical Psychology Semester - III

Examination (Month/Year)

Paper V

TERMINAL ILLNESS

Time: Three Hours

Maximum Marks: 70

Attempt all Questions

All the parts of one question should be answered at one place.

Only one Supplementary copy along with one main answer book is allowed

1. Long Answer (Attempt Any Two)

2x15 = 30

- A. Critically evaluate in strengths and barriers of palliative care.
- B. Discuss in detail the Psychotherapeutic Management in Palliative Medicine.
- C. Elaborate on the Principles, Values and Models of Palliative Care.

2. Short Essay (Attempt Any Two)

2x10 = 20

- A. Stages and models of grief
- B. Ethical Dilemmas and Critical Decision-Making During Palliative care
- C. Compare and contrast challenges in pediatric vs adult palliative care

3. Short notes (Attempt Any Four)

4x5 = 20

- A. Current state of Palliative model in India
- B. Boundaries in critical care
- C. Role of family in palliative care
- D. Psychosocial issues in patients with terminal cancer.
- E. Home bases palliative care

MODEL PAPER

M.Sc. CP Semester III

TIC – I

MSC0623S306T

M. Sc. Clinical Psychology Semester - III

Examination (Month/Year)

Paper VI

TRAUMA INFORMED CARE

Time: Three Hours

Maximum Marks: 70

Attempt all Questions

All the parts of one question should be answered at one place.

Only one Supplementary copy along with one main answer book is allowed

1. Long Answer (Attempt Any Two)

2x15 = 30

- A. Critically evaluate the efficacy of treatment modalities in trauma care
- B. Discuss in depth the various types and forms of trauma and their causes
- C. Explain the detail the Mental Health outcomes of Victims of Childhood Abuse

2. Short Essay (Attempt Any Two)

2x10 = 20

- A. Treatment of Grief and Loss
- B. Adverse Childhood Experiences and Associated Outcomes
- C. Ethical Issues in Working with Child Abuse and Trauma

3. Short notes (Attempt Any Four)

4x5 = 20

- A. Intergenerational trauma
- B. Post traumatic growth
- C. Psychoeducation in trauma
- D. Biology of Trauma
- E. Secondary Trauma

MODEL PAPER**M.Sc. CP Semester III****QAP – I****MSC0623S307T****M. Sc. Clinical Psychology Semester - III****Examination (Month/Year)****Paper VII****QUEER AFFIRMATIVE PRACTICES****Time: Three Hours****Maximum Marks: 70**

Attempt all Questions

All the parts of one question should be answered at one place.

Only one Supplementary copy along with one main answer book is allowed

1. Long Answer (Attempt Any Two)**2x15 = 30**

- A. Critically evaluate the Psychological Diagnostic Frameworks from a Queer Affirmative Lens
- B. Elaborate on the Societal and Structural Problems Associated with Mental Health of Queer People
- C. Explain in detail the Gender Transitioning Process

2. Short Essay (Attempt Any Two)**2x10 = 20**

- A. Risk and Protective factors in Queer mental health
- B. Trans affirmative practices
- C. Queer movements and politics in India

3. Short notes (Attempt Any Four)**4x5 = 20**

- A. Isolation and Silence around Homosexuality
- B. Person-Centered Therapeutic Practice for queer mental health
- C. Self-harm behaviour in queer population
- D. Queer bias practice
- E. HIV/AIDS

MODEL PAPER**M.Sc. CP Semester IV****PP – II****MSC0623S401T****M. Sc. Clinical Psychology Semester - IV****Examination (Month/Year)****Paper I****PSYCHOPATHOLOGY – II****Time: Three Hours****Maximum Marks: 70**

Attempt all Questions

All the parts of one question should be answered at one place.

Only one Supplementary copy along with one main answer book is allowed

1. Long Answer (Attempt Any Two)**2x15 = 30**

- A. Explain the clinical features, types and etiology of personality disorders.
- B. Describe the socio-etiological aspects of substance use disorders.
- C. Explain the clinical features, types, etiology and management of dissociative disorders.

2. Short Essay (Attempt Any Two)**2x10 = 20**

- A. Explain habit and impulse disorders with their clinical features.
- B. What are anxiety disorders? Explain any one disorder from the anxiety spectrum with its clinical features.
- C. Explain gender identity disorders with its types and clinical features.

3. Short notes (Attempt Any Four)**4x5 = 20**

- A. Obsessive Compulsive Disorders
- B. Sleep Disorders
- C. Eating Disorders
- D. PTSD
- E. Adjustment Disorders

MODEL PAPER**M.Sc. CP Semester IV****PT – II****MSC0623S402T****M. Sc. Clinical Psychology Semester - IV****Examination (Month/Year)****Paper II****PSYCHOTHERAPY – II****Time: Three Hours****Maximum Marks: 70**

Attempt all Questions

All the parts of one question should be answered at one place.

Only one Supplementary copy along with one main answer book is allowed

1. Long Answer (Attempt Any Two)**2x15 = 30**

- A. Explain the concept of behaviour therapy. Explain its principles, assumptions and different techniques involved.
- B. Explain the assumptions of CBT with specific application to a case of OCD.
- C. What is Gestalt Therapy? Explain its theoretical underpinnings along with concepts, assumptions and application to psychological issues.

2. Short Essay (Attempt Any Two)**2x10 = 20**

- A. Write a note on REBT and its applications in psychology.
- B. Explain the existential approach to psychotherapy and its related theories.
- C. What are the principles and applications of reality therapy?

3. Short notes (Attempt Any Four)**4x5 = 20**

- A. Lazarus' theory and therapy
- B. Choice theory
- C. Operant conditioning
- D. Field theory
- E. Solution focused therapy

MODEL PAPER**M.Sc. CP Semester IV****PR – I****MSC0623S403T****M. Sc. Clinical Psychology Semester - IV****Examination (Month/Year)****Paper III****PSYCHOSOCIAL REHABILITATION****Time: Three Hours****Maximum Marks: 70**

Attempt all Questions

All the parts of one question should be answered at one place.

Only one Supplementary copy along with one main answer book is allowed

1. Long Answer (Attempt Any Two)**2x15 = 30**

- A. Explain the basic principles of psychological rehabilitation. What are the various approaches to rehabilitation?
- B. Explain family and marital rehabilitation along with its various techniques and interventions.
- C. Explain the process of assessment, diagnosis and intervention using various therapies for rehabilitation.

2. Short Essay (Attempt Any Two)**2x10 = 20**

- A. Write a note on behavioural and cognitive therapy approaches to rehabilitation with examples.
- B. What is rehabilitation psychology? Explain its history, functions, scope and various areas of specialization.
- C. Explain the competencies of rehabilitation psychologists along with the scope of the profession and training programmes.

3. Short notes (Attempt Any Four)**4x5 = 20**

- A. Rational emotive therapy
- B. Supportive therapy
- C. Vocational rehabilitation
- D. Education and community-based rehabilitation
- E. Family crisis intervention

MODEL PAPER**M.Sc. CP Semester IV****POP – I****MSC0623S404T****M. Sc. Clinical Psychology Semester - IV****Examination (Month/Year)****Paper IV****POSITIVE PSYCHOLOGY****Time: Three Hours****Maximum Marks: 70**

Attempt all Questions

All the parts of one question should be answered at one place.

Only one Supplementary copy along with one main answer book is allowed

1. Long Answer (Attempt Any Two)**2x15 = 30**

- A. Explain the emotional and cognitive approaches to positive psychology? Explain its characteristics and its various theories.
- B. What are self-based and interpersonal approaches? Explain the role of the various aspects in the context of stress and pain management.
- C. Give an overview of the nature, history, concepts, and goals of positive psychology? Explain the various terminologies and its relationship to mental health.

2. Short Essay (Attempt Any Two)**2x10 = 20**

- A. Explain the role of positive emotions along with character strengths and virtues in the context of empathy, altruism and hope theory.
- B. Explain the biological approaches to positive psychology and its relationship to physical health and well-being.
- C. Explain well-being, mindfulness-based approaches and emotional creativity.

3. Short notes (Attempt Any Four)**4x5 = 20**

- A. Self-esteem and self-efficacy
- B. Positive leadership and competency development
- C. Seligman's PERMA
- D. Resilience and post-traumatic growth
- E. Emotional intelligence

MODEL PAPER**M.Sc. CP Semester IV****POD – I****MSC0623S405T****M. Sc. Clinical Psychology Semester - IV****Examination (Month/Year)****Paper V****PSYCHOLOGY OF DISABILITY****Time: Three Hours****Maximum Marks: 70**

Attempt all Questions

All the parts of one question should be answered at one place.

Only one Supplementary copy along with one main answer book is allowed

1. Long Answer (Attempt Any Two)**2x15 = 30**

- A. Explain the specific problems pertaining to disability through the life span. Discuss the concept of disability and empowerment.
- B. Describe the process of disability certification and the problems in certification. Explain PwD act and its benefits.
- C. Explain different types of disability and its features, process of screening and interventions.

2. Short Essay (Attempt Any Two)**2x10 = 20**

- A. Write a note on the role of special education in early intervention. Explain its various models and types of interventions.
- B. What is disability? Give an overview of the differentiating terminologies related to disability and explain its theoretical models.
- C. Explain disability in the context of intellectual disability and autism spectrum disorders along with its interventions.

3. Short notes (Attempt Any Four)**4x5 = 20**

- A. Euthanasia and prenatal selection
- B. Need for early identification and intervention
- C. Locomotor disabilities
- D. Disability, well-being and quality of life
- E. Disability in children

MODEL PAPER**M.Sc. CP Semester IV****MAFC – I****MSC0623S406T****M. Sc. Clinical Psychology Semester - IV****Examination (Month/Year)****Paper VI****MARITAL AND FAMILY COUNSELLING****Time: Three Hours****Maximum Marks: 70**

Attempt all Questions

All the parts of one question should be answered at one place.

Only one Supplementary copy along with one main answer book is allowed

1. Long Answer (Attempt Any Two)**2x15 = 30**

- A. Explain the psychodynamic and psychoanalytical model of family therapy.
- B. Describe the process of family and marital counselling in the context of conflict resolution and domestic violence counselling.
- C. Explain the behavioural and cognitive models of family and marital therapy.

2. Short Essay (Attempt Any Two)**2x10 = 20**

- A. Explain the cultural and ethnic factors associated with family therapy in India. Describe working with queer families and how it is different from classical family therapy.
- B. Explain solution focused and emotion focused approaches to family therapy.
- C. Explain the various concepts in family and marital counselling along with the various psycho-social issues that impact families and relationships.

3. Short notes (Attempt Any Four)**4x5 = 20**

- A. Double-bind communication
- B. Blended families
- C. Intimate partner violence
- D. Transgenerational model
- E. Milan systemic model

MODEL PAPER**M.Sc. CP Semester IV****MP – I****MSC0623S407T****M. Sc. Clinical Psychology Semester - IV****Examination (Month/Year)****Paper VII****MILITARY PSYCHOLOGY****Time: Three Hours****Maximum Marks: 70**

Attempt all Questions

All the parts of one question should be answered at one place.

Only one Supplementary copy along with one main answer book is allowed

1. Long Answer (Attempt Any Two)**2x15 = 30**

- A. What are the various human and environmental factors that can impact the mental and physical health of military personnel?
- B. Explain the various psychological aspects of combat with specific focus on group influence on action and leadership in battle.
- C. What is psychological warfare? Explain its functions and the psychology during emergencies.

2. Short Essay (Attempt Any Two)**2x10 = 20**

- A. Describe the use and application of psychological testing for selection of military personnel with specific reference to ability tests and personality testing.
- B. Explain the role of psychological variables and its impact on social influences and group behaviour.
- C. Explain leadership in the military and the various issues and challenges associated with it.

3. Short notes (Attempt Any Four)**4x5 = 20**

- A. Human error factors in military psychology
- B. Prejudice and discrimination in military
- C. Psychology of stage negotiation
- D. Cyber warfare and nuclear terrorism
- E. Combat stress and PTSD