



**MAHATMA GANDHI UNIVERSITY**  
*of*  
**MEDICAL SCIENCES & TECHNOLOGY**  
JAIPUR

# **Syllabus**

## **B.Sc. Clinical Psychology**

**(3Years Degree Course)**

## **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.

**SYLLABUS**  
**B.Sc. Clinical Psychology (CODE)**  
(3 Years Degree Course)

**Rules & Regulations**

**1. TITLE OF THE COURSE**

The title of the course shall be "B.Sc. Clinical Psychology".

**2. DURATION OF COURSE/TRAINING**

The course shall be of three years duration from the date of commencement of academic session

**3. MEDIUM OF INSTRUCTION**

English shall be the medium of instruction.

**4. ELIGIBILITY FOR ADMISSION:**

- For admission a candidate should have passed the 10+2 (PCB) with 45% marks in the aggregate for General Category and 40% for SC/ST/OBC/MBC candidates or as per Govt. Guidelines from a recognized Board.
- Candidate should have completed the minimum age of 17 years as on 31st December of the year of admission.

**5. CRITERIA FOR ADMISSION**

Selection shall be done by an Admission Board of the University strictly on merit. It will consist of two-step process –Written Entrance Examination followed by Counseling/Personal Interview (PI).

**6. RESERVATION POLICY**

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

**7. ENROLMENT**

Every candidate who is admitted to the Course in Mahatma Gandhi Medical College shall be required to get himself/herself enrolled with the Mahatma Gandhi University of Medical Sciences & Technology 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, through the college Principal, duly filled enrolment form along with original documents including migration certificate required for enrolment within two months of his/her admission or up to November 30 of the year of admission whichever is later, he/she will have to pay late fee prescribed by the University.

**8. MIGRATION RULES**

- No student, once admitted to the course and enrolled by the University, will be permitted to migrate to any other Course/ University.
- No student will be admitted to the Course on migration from any other Course/ University.

## 9. ATTENDANCE

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

## 10. CONDUCTION OF THE UNIVERSITY EXAMINATION:

University examination shall be conducted twice in a year; that is Main and Supplementary Examination. Supplementary examination shall be conducted after 2-4 months of the main examination.

## 11. SCHEME OF EXAMINATION

### i. Theory

- (a) Each Theory paper examination shall be of 3 hours duration and of maximum marks **70**.
- (b) Internal assessment shall be of **30** marks for each Theory Paper.

Theory Papers	Theory		Paper Set & Evaluated	
	Total Marks	Pass Marks	No. of Internal Paper Setters	No. of External Paper Setters
Ist Year: Three Theory Papers	300	150	3	-
IIInd Year: Three Theory Papers	300	150	3	-
IIIrd Year: Three Theory Papers	300	150	2	1

- (c) For the First and Second year examinations – these respective above theory papers shall be set by the Internal Examiners covering their respective areas of syllabus. For each question paper there shall be a separate Internal Examiner. The answer books shall be evaluated by the concerned Internal Examiners (Papers Setters).
- (d) In Third (Final) Year examination, one of the papers shall be set and evaluated by an External Examiner. In other words, one of the Internal has to be substituted by the External Examiner. The External Examiner (Paper Setter) shall evaluate his/her paper.
- (e) 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. Model question paper is annexed herewith.
- (f) It is to be noted that the Internal and External Examiners of all the three years (First, Second and Third year) shall be appointed by the President of the University. This exercise shall be conducted through the office of the Controller of the Examinations of the University. The External Examiner of Third year shall also be appointed by the President out of the panel of names submitted by the Concerned Coordinator of the course through the Dean to the Controller of Examinations for appointment of Examiners by the President of the University.
- (g) Passing Marks: A candidate will have to obtain at least 50% marks in each Theory paper including internal assessment to pass. This shall include the marks obtained in Theory paper of 70 marks and internal assessment for that paper of 30 marks.

## Practical and Viva-Voce Examination

- (a) Each year there shall be practical and viva-voce examination. It shall consist of one University practical and viva-voce examination of 70 marks and internal assessment of 30 marks. A candidate will have to obtain atleast 50% marks in practical and viva-voce examination inclusive of internal assessment to pass.
- (b) The pattern of practical examination shall be as follows –

B. Sc. Course	Practical		Practical Examiners
	Total Marks	Pass Marks	
First Year	100	50	02 Internal Examiners
Second Year	100	50	02 Internal Examiners
Third Year	100	50	01 Internal & 01 External Examiner

### iii. Result

1. 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 inclusive of internal assessment for him to be declared pass.
2. A Candidate who has failed in theory paper/s will reappear in respective theory papers/s in supplementary examination.
3. Candidate who has failed in Practical examination only will reappear only in practical examination in Supplementary examination.

### iv. Supplementary Examination

- (a) Eligibility for the failed candidates to appear at the supplementary examination shall be as below –
- i. Failed in Theory Paper(s) and failed in Practical – shall reappear in the respective failed Theory paper(s) and Practical examination.
  - ii. Failed in Theory paper/papers and passed in Practical examination – shall reappear only in the concerned failed Theory paper(s).
  - iii. Passed Theory papers but failed in Practical – shall reappear only in the Practical Examination.
- (b) There shall be a supplementary examination within two months of the declaration of the result of the main examination. Internal assessment marks obtained in main examination in the concerned failed paper/papers/ practical shall be carried forward for working out the result of supplementary Theory paper(s) and/or practical examination. Such candidate who has secured less than 50% marks in the internal assessment will be allowed to improve his internal assessment marks in the repeat supplementary internal assessment examination.
- (c) Marks secured by the candidate in passed main examination/supplementary examination Theory paper(s) and/or practicals, as the case may be, will be carried forward for working out his result.

(d) **Result:**

- i. A candidate obtaining at least 50% marks in the supplementary Theory paper(s) and 50% marks in the supplementary practical examination, as the case may be, shall be declared successful.
- ii. A candidate who has failed in supplementary theory paper(s) examination shall have to reappear only in the failed theory paper(s) at the subsequent examination.
- iii. A candidate who has failed in supplementary practical examination shall have to reappear both in theory (all papers) and practical at the next main examination.

**v. Promotion to Second/Third Year**

1. A candidate appeared in the University examination and failed in theory paper(s) /Practical examination shall be promoted to next year
2. A candidate will be allowed to appear for the Final (3<sup>rd</sup>) year examination only when the backlog of all papers (theory and practical) of first year and second year exams is cleared
3. The student is required to complete the course within 6 years from the joining of the course

**vi. Result - Division:** Successful candidates will be categorized as under –

1.	Those, securing 50% and above but less than 60% in the aggregate marks of First, Second & Third year taken together	-	Pass
2	Those, securing 60% and above but less than 75% in the aggregate marks of First, Second & Third year taken together	-	Pass with I Division
3	Those, securing 75% and above in the aggregate marks of First, Second & Third year taken together	-	Pass with Honors

## Curriculum Outline

### Distribution of Teaching hours

#### 1<sup>ST</sup> Year B.Sc. Clinical Psychology

Course Title	Hours
General Psychology	250
Biological Psychology	250
Abnormal Psychology	300
<b>Total Theory Hours</b>	<b>800</b>
Practical	400
<b>Total Hours :</b>	<b>1200</b>

#### 2<sup>nd</sup> Year B.Sc. Clinical Psychology

Course Title	Hours
Social and cultural Psychology	250
Statistics and Research Methodology	250
Experimental Psychology	300
<b>Total Theory Hours</b>	<b>800</b>
Practical	400
<b>Total Hours :</b>	<b>1200</b>

#### 3<sup>rd</sup> Year B.Sc. Clinical Psychology

Course Title	Hours
Developmental Psychology	250
Psychological Measurements and Tests	250
Foundation of Psychotherapy and Counselling	300
<b>Total Theory Hours</b>	<b>800</b>
Practical	400
<b>Total Hours :</b>	<b>1200</b>

# SYLLABUS

## B.Sc.-Clinical Psychology

(3 Years Degree Course)

### Learning Objectives:

At the completion of this course, the student should be –

1. To impart in-depth knowledge of Clinical Psychology in particular and various fields of Psychology at large.
2. Basic understanding of various mental health issues and practical skills to handle it.
3. To gain knowledge and practical skills to evaluate the clients by Psychological assessments and techniques.
4. To develop observation skills, interviewing skills, analytical thinking, empathic understanding and problem solving skills.
5. To develop foundation skills to shape future mental health professionals.

### First Year

#### 1. COURSE OF STUDY

##### Theory Paper:

Paper-I - **General Psychology**

Paper-II – **Biological Psychology**

Paper-III - **Abnormal Psychology**

#### PART-I

##### a) Theory

##### Paper I: General Psychology

##### Course Content

##### General Psychology

**Unit I: Introduction:** Definition of Psychology; Domains of behaviour; Nature; Goals of Psychology; History of Psychology: Different schools of Psychology; Branches of Psychology; Application of Psychology; Role of a psychologist in society

**Unit II: Sensation and Perception:** Sensation, Nature of perception, Attention and Perception, Perceptual organization.

**Unit III: Learning, Remembering and Thinking:** Concept of learning: Definition, Nature of Learning, Verbal learning: Nature, Materials and Experimental methods, Procedures of learning; Conditioning: Classical conditioning and Operant conditioning; Trial and Error, Insightful Learning, Learning Curve; Basic principles of learning, Acquisition delayed conditioning, trace conditioning, Shaping, role of Reinforcement, schedule of reinforcement.



**Unit IV: Remembering and Forgetting:** Nature of Remembering: Retention and Forgetting: STM and LTM, Basic nature, Methods of measuring Short Term Memory and Long Term Memory; Retention, Forgetting and factors involved in forgetting, Factors of forgetting- Level of original learning, interpolated activity, testing situation, Experimental procedure of Retroactive Inhibition. Thinking: Nature of Thinking, Problem Solving: Methods and Materials.

**Unit V: Transfer of Learning:**

Transfer of learning: Nature & Types of transfer, Design of Transfer Experiment.

**Unit VI: Emotion:** Definition; Nature; Types; Physiological responses-Arousal and emotional intensity; Theories of Emotion – James Lange Theory, Cannon Bard Theory and Schacter Singer Theory, Richard Lazarus' theory; Communication of Emotion – Emotional expression, Characteristics, Innate Expression of Emotions, Social Aspects of Emotional Expressions, Biology of emotion.

**Unit VII: Motivation:** Definition; Motivation Cycle; Nature of Motivation, Need, Drive and Incentive, Primary and Secondary Motives; Types of motivation-Physiological Motivation – Hunger, Thirst, Psychological motivation – Achievement, Affiliation, Power, Parenting; Theories of Motivation – Need theories; Drive Reduction Theories; Current status of motivational Psychology

**Unit VIII: Personality:** Definition; Determinants; Approaches – Dispositional approaches – Type approach – Hippocrates, Sheldon, Kretschmer, Jung's typology, Trait theory – Allport, Cattell, Eysenck & BIG Five; Psychoanalytic – Freud; Assessment of personality – Objective, Subjective and Projective.

**Unit IX: Intelligence:** Nature of Intelligence, Nature vs Nurture, Theories of intelligence; Individual Differences in Intelligence, Intellectual disability and Gifted children; Measurement of intelligence: Verbal, Non-verbal, Individual and Group Tests.

**Unit IX: Language:** Definition, stages in the development of language; Theories of language

**References:**

1. Fernald (2018). Munn's Introduction to Psychology (5/Ed.) AITBS Publishers, India
2. Kendler, H. H. Basic psychology (2nd ed.). New York: Appleton-Century-Crofts, 1968.
3. Munn, N., Fernald, L. D., Jr., & Fernald, P. S. Introduction to psychology (3rd ed.). Boston: Houghton-Mifflin. 1972.
4. Morgan, C. T., & King, R. A. Introduction to psychology (4th ed.). New York: McGraw-Hill, 1971
5. Morgan, King and Robinson: Introduction to Psychology, New Delhi, Tata McGraw Hill, 6/e, 1999
6. Hilgard, Atkinson & Atkinson: Introduction to Psychology, New Delhi, Oxford & IBH, 6/e, 1998
7. Baron: Psychology: An Introduction, New Delhi: Prentice Hall of India, Pearson Education, 5/e, 2005

## **Paper II: Biological Psychology**

### **Course Content**

- Unit I:** Foundations of Biological Psychology and Neurophysiology: Nerve cells: Structure of neurons, axon, Dendrites; Communication between neurons; Synaptic connection, nerve impulse and synaptic transmission. Glial cells, types of glial cells.
- Unit II:** Central nervous system: brain; the hind brain, the midbrain and the forebrain; Function of cerebellum; Blood-Brain barrier role in brain protection.
- Unit III:** The autonomic nervous system; Peripheral nervous system: Cranial nerves, spinal cord; structure and function of the spinal cord.
- Unit IV:** Sensory systems: The visual system, the auditory system, touch and smell and the somatosensory system.
- Unit V:** Techniques of studying brain imaging and its structure and function: X-ray, CT scan (computerized tomography), Positron-Emission Tomography, Magnetic Resonance Imaging, Functional Magnetic Resonance Imaging.
- Unit VI:** Neurotransmitter: Acetylcholine, Dopamine, Norepinephrine, Epinephrine and Serotonin functioning.
- Unit VII:** Sleep: sleep cycle, REM Sleep, NREM Sleep, circadian rhythm sleep, role of reticular activating system and hypothalamus in sleep.
- Unit VIII:** Hunger and Thrust; biological basis of hunger and thrust.
- Unit IX:** Emotion; definition of emotion, role of brain structures in emotion.
- Unit X:** Memory; Long term memory and Short term memory, Implicit and Explicit Memory, Episodic Memory and Semantic Memory, role of hippocampus, Amnesia ; Anterograde and Retrograde Amnesia, causes of amnesia.

### **References:**

1. Carlson, N. R. (2008). Foundations of Physiological Psychology. Singapore: Pearson.
2. Kolb, B. & Whishaw, Q. (2008). Fundamental of human Neuropsychology. NY: Worth Publishers.

## **Paper III: Abnormal Psychology**

### **Course Content**

- Unit I:** Introduction to abnormal psychology: historical context, Overview of past and present views on the nature of psychiatric illnesses, their causes, treatment and diagnosis.
- Unit II:** Concepts of normality and Abnormality, Myths and Misconceptions of abnormal behavior, classification of mental disorder; Stress and Mental health, Religious and spiritual coping.
- Unit III:** Different models of abnormal behavior and psychopathology, Clinical Assessment and Diagnosis, Defense Mechanisms.
- Unit IV:** Clinical features, causes and management of childhood behaviour disorders.
- Unit V:** Developmental Disorders and Disabilities: Types, clinical features, Causes and management.

- Unit VI:** Obsessive Compulsive Disorder, Generalized anxiety disorder and other neurotic disorders: Clinical features, causes and management,
- Unit VII:** Somatoform and Dissociative Disorders: Clinical features, causes and management; Eating and Sleep Disorders: Clinical features, causes and management.
- Unit VIII:** Mood disorders: Clinical features, causes and management.
- Unit IX:** Schizophrenia and other Psychotic disorders: Clinical features, causes and management.
- Unit X:** Substance-Related and Impulse-Control Disorders; organic brain disorders.
- Unit XI:** Main clinical features, causes and management of major personality disorders

**References:**

1. Hooley, J.M., Butcher, J.N., Nock, M.K. & Mineka, S. Abnormal Psychology, Global Edition (2016), or 16th edition (2017), or other recent edition, Pearson.
2. Davey, G. (2014): Psychopathology . Wiley/BPS Textbooks. Page: Abnormal Psychology, Tata Mc-Graw Hill, New Delhi, 1987
3. Shanmugam: Abnormal Psychology, Tata Mc-Graw Hill, New Delhi, 1988

**b) Practical (Code)**

1. Observational methods
2. Interviewing skills
3. Stroop effect
4. Effect of Chunking on Recall
5. Effect of Cueing on Recall
8. Trial and error learning
9. Two point threshold scale
10. Locus of control
11. Effect of set on problem solving
12. Concept learning
13. Maze learning
14. Signal Detection
15. Mapping of Retinal Colour Zones
1. 16. Muller-lyer illusion
16. Tachistoscope test
17. Verbal, Numerical and Mechanical Reasoning

## **PART-II**

### **Theory Paper:**

#### **Paper-I - Social and cultural Psychology**

#### **Paper-II – Statistics and Research methodology**

#### **Paper-III – Experimental Psychology**

##### **a) Theory**

#### **Paper I: Social and cultural Psychology**

##### **Course Content**

##### **Paper-I–Social and Cultural Psychology**

- Unit I:** History, Nature, Fields, Applications, Methods of Social Psychology, Socialization and Social Learning: Nature and Determinants of Socialization.
- Unit II:** Meaning and nature of Social Motivation, Achievement Motivation, Interpersonal Attraction, Bases of Attraction, attribution and person perception.
- Unit III:** Attitudes; Foundations, functions and consequences; nature and Characteristics of Attitudes, Attitude formation and change, measurement of Attitude.
- Unit IV:** Prejudice, stereotyping and Discrimination – Nature of Prejudice and Discrimination, Measurement, Prevention of Prejudice.
- Unit V:** Leadership and Conformity: Functions of Leader, characteristic and Types of Leadership, Social Conformity and determinants.
- Unit VI:** Culture and Personality, Culture and Cultural Products, influence of Culture on Personality.
- Unit VII:** Social Problems; National Integration, Social change, Social Tension, Social performance.
- Unit VIII:** Interpersonal attraction and Intimate relationship; Human aggression: A social Cognitive view; Altruism and helping behavior.
- Unit IX:** Social inference and social memory, Intergroup behavior and social identity.

##### **BOOKS RECOMMENDED**

1. Hogg and Cooper. The Sage handbook of Social Psychology
2. Mc David, J.W. and Harari, H.: Social Psychology, New Delhi, DBS Publishers, 1985.
3. Lindgren, G.: An Introduction to Social Psychology, New Delhi, Wiley Eastern, 1979.

#### **Paper II: Statistics and Research methodology**

##### **Course Content**

- Unit I:** Introduction to Research design and statistical analysis for Psychology: Meaning, Definition, Characteristics, Scope, Uses, and Limitations of Statistics, Application of Statistics in Psychology, Types of Variables; Types of Research designs: descriptive, correlational and experimental research designs.
- Unit II:** Organisation of Data Introduction, Planning and Designing of Enquiry, Primary Data, Secondary Data, Framing a Schedule, Classification and Tabulation of Data, Frequency Distribution, Diagrammatic and Graphic Representation of Grouped Data, Cumulative Percentages, Centile Ranks, Frequency Polygons, Ogives.

- Unit III:** Measures of Central Tendency Purpose, Characteristics and Types of Measures, Characteristics of Mean, Median and Mode, Computation of Mean, Median and Mode, Uses, Percentiles and Percentile Ranks, Applications in Psychology.
- Unit IV:** Measures of Variability Concept of Variability, Meaning and Importance, Range, Quantity Deviations, Mean Deviation, Standard Deviation, Computation and Uses, Applications in Psychology;Skewness and kurtosis; Graphical representation of Data.
- Unit V:** Correlation Meaning, Characteristics, Types, Pearson's Product Moment Correlation, Spearman's Rank Correlation.
- Unit VI:** Introduction: Measurement Scales, Sources of error in measurement, levels of measurement; test construction - item analysis, concept and methods of reliability, validity and norms.
- Unit VII:** Sampling: Definition, universe, sample, different types of sampling methods: Probability and Non Probability sampling; sampling and non-sampling errors.
- Unit VIII:** Hypothesis, types of hypothesis, testing of Hypotheses-I and Testing of Hypotheses-II.
- UnitIX:** Basics of Analysis of variance One-way and two-way, analysis of covariance, repeated measures analysis of variance, correlation and regression; Multivariate analysis: Concept, types and applications; Non-parametric tests: Concept, types and applications.
- Unit X:** Basics of Variance tests;- Chi-square test of a single variance, F-tests of two variances, Tests of homogeneity
- Unit XI:** Research: Concept, Designs, Methods and Techniques.
- Unit XII:** Data Analysis: Quantitative and Qualitative analysis of data, Introduction to qualitative and mixed methods research;Report Writing, Interpretation, Guidelines of Research Reporting, Style Manuals;Ethics in research.

**Essential References:**

1. Kothari, C. R. (2003). Research Methodology. New Delhi: WishwaPrakshan. Siegal, S. & Castellan, N.J. (1988). Non-parametric statistics for the behavioral sciences. McGraw Hill: New Delhi
2. Dillon, W.R. & Goldstein, M. (1984). Multivariate analysis: Methods & Applications. New York: John Wiley & Sons.
3. Kerlinger, F.N. (1995). Foundations of Behavioral Research. New York: Holt, Rinehart & Winston.
4. Garrett, H. E. (2004). Statistics in Psychology and Education, 6th ed. New Delhi: Paragon International Publishers.
5. Mangal, S. K. (2004). Statistics in Psychology and Education. 2nd ed. New Delhi: Prentice Hall.
6. Guilford, J. P., &Fruchter. (1987). Fundamental Statistics in Psychology and Education. 6th ed. Singapore: McGraw Hill.
7. Warren, P., Fisher, A. & Edge, D. (2013). Statistics and Research Methods (3<sup>rd</sup> ed.). Harlow: Pearson.
8. Howell, D. C. (2009) Statistical methods for Psychology, International *edition* (7th Edition). Wadsworth.

## **Paper III: Experimental Psychology**

### **Course Content**

- Unit I:** Introduction to Experimental Psychology and the scientific method; the basics of experimentation, the characteristics, objectives and tools of modern psychological science, need for scientific methodology; Observation in experimental Psychology, Types of observation methods.
- Unit II:** Psychophysics: Basic concept, Sensory Threshold, Absolute Threshold, Just Noticeable Difference, Classical Psycho physical Methods- Method of limits; Method of constant Stimuli and Method of Averageerror, Fechner and Weber's Law, Problems of Psychophysics.
- Unit III:** Perception: Figure and ground, Geometrical Illusions, Perception of distance, perceptual size constancy.
- Unit IV:** Conditioning: Classical conditioning. Basic principles (Acquisition delayed conditioning, trace conditioning, phenomena observed in conditioning and explanation Operant conditioning: Basic principles: Shaping, role of Reinforcement, schedule of reinforcement; Experimental methods in learning and conditioning.
- Unit V:** Verbal Learning and Concept Learning:  
Verbal learning: Nature, Materials and Experimental methods, Basic variables in verbal learning experiments; Condition of practice and Learner's characteristics. Concept learning: Definition, Experimental Paradigm.
- Unit VI:** Retention and Forgetting: STM and LTM, Basic nature, Methods of measuring STM and LTM Factors of forgetting- Level of original learning, interpolated activity, testing situation, Experimental procedure of Retroactive Inhibition.
- Unit VII:** Transfer of Learning: Transfer of learning: Nature & Types of transfer, Design of Transfer Experiment and its applications.

### **Essential References**

1. Postman and Egan: Experimental Psychology: An Introduction, New York, Harper and Row, 1998
2. D. Amato, M.R.: Experimental Psychology, New Delhi, TMH, 1979
3. Kothmkar V.K.: Experimental Psychology, New Delhi: NewAgePublication, 1996.

## **b) Practical (Code)**

- Measurement of Prejudice
- Measurement of Altruism
- Attitude Measurement
- Measurement of Aggression
- Measurement of Social conformity
- Self-concept
- Emotional Intelligence
- 8.Habit interference
- Bilateral Transfer of Training
- Free Association
- 11.Paired Association
- Clerical speed and accuracy
- Tweezers Dexterity
- General Mental Ability Test
- State-Trait Anxiety Inventory
- Sociometric
- Leadership Effectiveness Scale

## **PART-III**

### **Theory Paper:**

#### **Paper-I - Developmental Psychology**

#### **Paper-II – Psychological Measurements and Tests**

#### **Paper-III – Foundation of Psychotherapy and Counselling**

### **a) Theory**

#### **Paper I: Developmental Psychology Course Content**

- Unit I:** Introduction to human development and its determinants: Concepts of growth development and maturation. Developmental stages; Struggle involved in various stages of developments.
- Unit II:** Infancy: Characteristics of infancy, major adjustment of infancy, Sensory and perceptual development; language, condition influencing emotional and social development; Risks at infancy.
- Unit III:** Early Childhood: Cognitive Development at childhood; Skills of early childhood, socialization, moral development, family relationship and personality development; Risk and happiness in early childhood.
- Unit IV:** Late Childhood: Characteristics of late childhood. Developmental tasks of late childhood; Skills of late childhood; Emotion and emotional expressions, social grouping and social behaviour in late childhood, play interests and activities in late Childhood.

- Unit V:** Puberty: Characteristics of Puberty, Physical, cognitive, social development; Self image or personal identity; sex role identification the puberty growth, body change at puberty, effect of puberty change; Risk of puberty.
- Unit VI:** Adolescence: Characteristics of adolescence, Developmental tasks; physical , psychological and social changes; change in morality during adolescents, approved sex role and family relationship during adolescence, personality development and happiness in adolescence.
- Unit VII:** Adulthood: developmental tasks; Early adulthood personal and social adjustments, vocational and family adjustments; vocational, marital, parenthood, adjustment to singlehood; Freud's psychosexual stages of personality development; Adjustment problems, psychological changes.
- Unit VIII:** Middle age: charters ticks of middle age; physical, emotional and social development, adjustment hazards in vocational and marital aspects, life of singlehood and adjustment; Risks at middle age.
- Unit IX:** Old Age: Developmental tasks; adjustment issues in aspect of personal, familial and social; Various types of risk at old age; Cultural and moral values at old age.

**References:**

1. Berk, L. E. (1994). Child development. New Delhi: Prentice Hall.
2. Handbook of Psychology (Vol. 6), Developmental Psychology
3. Kaluger, G. S., & Kaluger, M. F. (1984). Human development: The span of life, (3rd edition). St. Louis: Times mirror

**Paper II: Psychological Measurement and Tests**

**Course Content**

- Unit I:** Introduction, Principles, application and issues of Psychological Testing, Characteristics and psychometric properties of psychological assessment and procedures.
- Unit II:** Reliability, validity and norms – meaning, types and techniques; The Generalizability of Test Scores, Factor Analysis of Tests.
- Unit III:** Types of Psychological Tests, Ethics in Psychological Testing and Assessment..
- Unit IV:** Assessment in Intelligence - The Evolution of Intelligence, theories and different types of Standardized Intelligence and Achievement Tests.
- Unit V:** Assessment in personality – Theories, Different types of personality tests, Projective hypothesis.
- Unit VI:** Psychological Test Development Strategies: test construction and Item analysis.
- Unit VII:** Measurement of interest, Unidimensional Item Response Theory, Bias in Psychological Assessment and Other Measures.
- Unit VIII:** Introduction to assessment in Industrial and Organizational Psychology, Work Analysis for Assessment, Assessment of Leadership, Personality Measurement and Use in Industrial and Organizational Psychology, Job Satisfaction and Other Job Attitudes.



### Essential References:

1. Anastasi, A. (1997) Psychological Testing. New York, MacMillon Company.
2. Kaplan & Saccuzzo (2009) Psychological Testing Principles, Applications, and Issues (7th edition)
3. APA Handbook of Testing and Assessment in Psychology (Vol. 1): Test Theory and Testing and Assessment in Industrial and Organizational Psychology, edited by K. F. Geisinger, B. A. Bracken, J. F. A. Carlson, J.-I. C. Hansen, N. R. Kuncel, S. P. Reise, and M. C. Rodriguez

### Paper III: Foundation of Psychotherapy and Counselling

#### Course Content

- Unit I:** Introduction and Overview of Counselling and psychotherapy; Ethical Issues in Counselling and psychotherapy, Specific and non specific factors of psychotherapy, Outcome issues.
- Unit II:** Counselling and Psychotherapy with Children and Adolescents: Historical, Developmental, Integrative, and Effectiveness Perspectives, Ethical and Legal Issues in Psychological Interventions with Children and Adolescents.
- Unit III:** Introduction to Psychoanalytic, Brief Analytic, Object Relations, and Interpersonal Approaches.
- Unit IV:** The Person-centered theory and therapy; Historical Context, theoretical principles and Practice of Person-Centered Therapy.
- Unit V:** Existential Theory and Therapy; Historical Context, theoretical principles, techniques and Practice of Existential Therapy.
- Unit VI:** Behavioral Theory and Therapy; Historical Context, theoretical principles, techniques and Procedure; Therapy Outcomes Research.
- Unit VII:** Cognitive Theory and Therapy; Historical Context, theoretical principles, techniques and Practice; Therapy Outcomes Research.
- Unit VIII:** Choice Theory and the New Reality Therapy; Historical Context, theoretical principles and Practice.
- Unit IX:** Gestalt Therapy; Historical Context, theoretical principles and Practice; Family Systems Therapy.
- Unit X:** Historical and Theoretical Trends in Counseling and Psychotherapy Integration, the Practice of Specific Eclectic or Integrative Therapies.

#### REFERENCES

1. Baker, P, (1992). Basic family therapy. New Delhi: Blackwell Scientific Pub.
2. Bellack, A.S. & Hersen, M., (1998). Comprehensive Clinical Psychology (Vol. 6). London: Elsevier Science Ltd.
3. Bellack, A.S., Hersen, M., & Kazdin, A.E. (1985). International handbook of behavior modification and therapy. New York: Plenum Press.
4. Capuzzi, D. & Gross, D.R. (2003). Counseling and Psychotherapy: Theories and interventions (3rd ed.). New Jersey: Merrill Prentice Hall.
5. Hersen M & Sledge W. (2002). Encyclopedia of psychotherapy (Vols. 1-2). New York: Academic Press.
6. Gibson, R.L. & Mitchell M.H. (2006). Introduction to counseling and guidance (6th ed.). New Delhi: Pearson.
7. Sharf, R.S. (2000). Theories of psychotherapy and counseling (2nd ed.). New York: Brook

**b) Practical**

- Adolescent Problem Checklist
- Concept formation
- Personal Value Questionnaire
- Effect of Restriction on Movement
- Guidance Need Inventory
- Eysenk Personality Inventory
- Personal Stress Inventory
- Self Analysis Form (Anxiety)
- Achievement Motivation
- Bell's Adjustment Inventory
- Emotional Maturity
- General Health Questionnaire
- General Well Being
- Bhatia Battery of Intelligence Test
- NEO-PI-R
- Draw A Person Test

## MODEL PAPER

B.Sc. Cli.Psy.-I  
Code

Short Name

### **B.Sc. Clinical Psychology** Part-I (Main) Examination Month Year

#### **Paper - I** **General Psychology**

**Time: Three Hours**  
Maximum Marks: 70

Students shall be allowed to take only one supplementary copy along with one main answer book. All the parts of one question should be answered at one place. Different parts of one question should not be answered at different places in the answer book  
Draw diagrams wherever necessary

**Attempt all questions**

- |     |  |        |
|-----|--|--------|
| Q.1 | What is emotion? Explain different theories of emotion.        | 15     |
| Q.2 | Explain Classical conditioning and its theories with examples. | 15     |
| Q.3 | Long Answer Type   |        |
|     | a) Trait theory by Allport                                     | 10     |
|     | b) Maslow's Need theory  | 10     |
| Q.4 | Short Notes (any 4 out of 6)                                   | 4x5=20 |
|     | a) Perceptual organization                                     |        |
|     | b) Methods of measuring memory                                 |        |
|     | c) Transfer of learning  |        |
|     | d) Stages in the development of language                       |        |
|     | e) Measurement of intelligence                                 |        |
|     | f) Problem Solving   |        |

## MODEL PAPER

B.Sc. Cli.Psy.-I  
Code

Short Name

### **B.Sc. Clinical Psychology** Part-I (Main) Examination Month Year

#### **Paper - II** **Biological Psychology**

**Time: Three Hours**  
Maximum Marks: 70

Students shall be allowed to take only one supplementary copy along with one main answer book. All the parts of one question should be answered at one place. Different parts of one question should not be answered at different places in the answer book

Draw diagrams wherever necessary

**Attempt all questions**

- |     |  |        |
|-----|--|--------|
| Q.1 | Explain Structure of neurons and synaptic transmission with diagrams | 15     |
| Q.2 | Techniques of studying structure and functions of brain              | 15     |
| Q.3 | Long Answer Type   |        |
|     | a) Describe the role of brain structures in emotion                  | 10     |
|     | b) Explain central nervous system and its functions                  | 10     |
| Q.4 | Short Notes (any 4 out of 6)   | 4x5=20 |
|     | a) Norepinephrine  |        |
|     | b) REM Sleep   |        |
|     | c) Amnesia   |        |
|     | d) Cerebellum  |        |
|     | e) Somatosensory system  |        |
|     | f) Glial cells   |        |

## MODEL PAPER

B.Sc. Cli.Psy.-I  
Code

Short Name

### **B.Sc. Clinical Psychology** Part-I (Main) Examination Month Year

#### **Paper - III** **Abnormal Psychology**

**Time: Three Hours**  
Maximum Marks: 70

Students shall be allowed to take only one supplementary copy along with one main answer book. All the parts of one question should be answered at one place. Different parts of one question should not be answered at different places in the answer book  
Draw diagrams wherever necessary

**Attempt all questions**

- |     |   |        |
|-----|---|--------|
| Q.1 | Describe in detail about Clinical features and causes of Schizophrenia. | 15     |
| Q.2 | Explain obsessive compulsive disorder and its management.               | 15     |
| Q.3 | Long Answer Type  |        |
|     | a) Describe the concepts of normality and abnormality                   | 10     |
|     | b) Explain Ego defense mechanisms                                       | 10     |
| Q.4 | Short Notes (any 4 out of 6)  | 4x5=20 |
|     | a) Dissociative Disorders   |        |
|     | b) Impulse-Control Disorders  |        |
|     | c) Mood disorders   |        |
|     | d) Classification of mental disorders                                   |        |
|     | e) Developmental disabilities   |        |
|     | f) Behaviour Therapy  |        |

## MODEL PAPER

B.Sc. Cli.Psy.-II  
Code

Short Name

### **B.Sc. Clinical Psychology** Part-II (Main) Examination Month Year

#### **Paper - I** **Social and Cultural Psychology**

**Time: Three Hours**  
Maximum Marks: 70

Students shall be allowed to take only one supplementary copy along with one main answer book. All the parts of one question should be answered at one place. Different parts of one question should not be answered at different places in the answer book  
Draw diagrams wherever necessary

**Attempt all questions**

- |     |   |        |
|-----|---|--------|
| Q.1 | Explain characteristic and types of leadership with examples.       | 15     |
| Q.2 | Describe in detail about social cognitive view of human aggression. | 15     |
| Q.3 | Long Answer Type  |        |
|     | a) Explain methods of measurement of attitude                       | 10     |
|     | b) Describe the nature and determinants of socialization            | 10     |
| Q.4 | Short Notes (any 4 out of 6)  | 4x5=20 |
|     | a) Altruism   |        |
|     | b) Influence of culture on personality                              |        |
|     | c) Social conformity  |        |
|     | d) Social tension   |        |
|     | e) Achievement Motivation   |        |
|     | f) Social inference   |        |

## MODEL PAPER

B.Sc. Cli.Psy.-II  
Code

Short Name

### **B.Sc. Clinical Psychology** Part-II (Main) Examination Month Year

#### **Paper - II** **Statistics and Research Methodology**

**Time: Three Hours**

Maximum Marks: 70

Students shall be allowed to take only one supplementary copy along with one main answer book. All the parts of one question should be answered at one place. Different parts of one question should not be answered at different places in the answer book  
Draw diagrams wherever necessary

**Attempt all questions**

- |     |   |        |
|-----|---|--------|
| Q.1 | Explain the characteristics and types of measures of central tendency | 15     |
| Q.2 | Describe the steps in test construction                               | 15     |
| Q.3 | Long Answer Type  |        |
|     | a) Explain different types of sampling methods                        | 10     |
|     | b) Explain levels of measurement with examples                        | 10     |
| Q.4 | Short Notes (any 4 out of 6)  | 4x5=20 |
|     | a) Correlation  |        |
|     | b) Research designs   |        |
|     | c) Cumulative percentages   |        |
|     | d) Quantity deviations  |        |
|     | e) Reliability  |        |
|     | f) Ogives   |        |

## MODEL PAPER

B.Sc. Cli.Psy.-II  
Code

Short Name

### **B.Sc. Clinical Psychology** Part-II (Main) Examination Month Year

#### **Paper - III** **Experimental Psychology**

**Time: Three Hours**

Maximum Marks: 70

Students shall be allowed to take only one supplementary copy along with one main answer book. All the parts of one question should be answered at one place. Different parts of one question should not be answered at different places in the answer book  
Draw diagrams wherever necessary

**Attempt all questions**

- |     |  |        |
|-----|--|--------|
| Q.1 | Explain the classical Psycho physical methods                | 15     |
| Q.2 | Explain the experimental procedure of retroactive inhibition | 15     |
| Q.3 | Long Answer Type   |        |
|     | a) Explain Perception of distance with examples              | 10     |
|     | b) Describe the experimental methods in verbal learning      | 10     |
| Q.4 | Short Notes (any 4 out of 6)                                 | 4x5=20 |
|     | a) Design of Transfer Experiment                             |        |
|     | b) Factors of forgetting                                     |        |
|     | c) Schedule of reinforcement with examples                   |        |
|     | d) Size constancy  |        |
|     | e) Weber's Law   |        |
|     | f) Absolute Threshold  |        |



## MODEL PAPER

B.Sc. Cli.Psy.-III  
Code

Short Name

### **B.Sc. Clinical Psychology** Part-III (Main) Examination Month Year

#### **Paper - I** **Developmental Psychology**

**Time: Three Hours**  
Maximum Marks: 70

Students shall be allowed to take only one supplementary copy along with one main answer book. All the parts of one question should be answered at one place. Different parts of one question should not be answered at different places in the answer book  
Draw diagrams wherever necessary

**Attempt all questions**

- |     |  |        |
|-----|--|--------|
| Q.1 | Describe the stages of cognitive development at childhood          | 15     |
| Q.2 | Explain the characteristics of adolescence and developmental tasks | 15     |
| Q.3 | Long Answer Type   |        |
|     | a) Describe Freud's psychosexual stages of personality development | 10     |
|     | b) Explain self - image and its hazards                            | 10     |
| Q.4 | Short Notes (any 4 out of 6)                                       | 4x5=20 |
|     | a) Moral development   |        |
|     | b) Puberty   |        |
|     | c) Developmental tasks of old age                                  |        |
|     | d) Major adjustment of infancy                                     |        |
|     | e) Developmental stages  |        |
|     | f) Emotional development at late childhood                         |        |

## MODEL PAPER

B.Sc. Cli.Psy.-III  
Code

Short Name

### **B.Sc. Clinical Psychology** Part-III (Main) Examination Month Year

#### **Paper - II** **Psychological Measurements and Tests**

**Time: Three Hours**

Maximum Marks: 70

Students shall be allowed to take only one supplementary copy along with one main answer book. All the parts of one question should be answered at one place. Different parts of one question should not be answered at different places in the answer book  
Draw diagrams wherever necessary

**Attempt all questions**

- |     |   |        |
|-----|---|--------|
| Q.1 | Explain in detail about reliability and its types                           | 15     |
| Q.2 | Describe about different types of personality tests                         | 15     |
| Q.3 | Long Answer Type  |        |
|     | a) Explain what is intelligence and its theories                            | 10     |
|     | b) Explain briefly regarding ethics in psychological testing and assessment | 10     |
| Q.4 | Short Notes (any 4 out of 6)  | 4x5=20 |
|     | a) Measurement of interest  |        |
|     | b) Item analysis  |        |
|     | c) Norms  |        |
|     | d) Principles of Psychological testing                                      |        |
|     | e) Projective tests   |        |
|     | f) Work Analysis  |        |

## MODEL PAPER

B.Sc. Cli.Psy.-III  
Code

Short Name

### **B.Sc. Clinical Psychology** Part-III (Main) Examination Month Year

#### **Paper - III** **Foundation of Psychotherapy and Counselling** **Time: Three Hours** Maximum Marks: 70

Students shall be allowed to take only one supplementary copy along with one main answer book. All the parts of one question should be answered at one place. Different parts of one question should not be answered at different places in the answer book  
Draw diagrams wherever necessary

#### **Attempt all questions**

- |     |  |        |
|-----|--|--------|
| Q.1 | Explain about principles and practice of person-centered therapy | 15     |
| Q.2 | Describe techniques and procedures of major behaviour therapies  | 15     |
| Q.3 | Long Answer Type   |        |
|     | a) Describe new reality therapy                                  | 10     |
|     | b) Explain about integrative therapies                           | 10     |
| Q.4 | Short Notes (any 4 out of 6)                                     | 4x5=20 |
|     | a) Cognitive theory  |        |
|     | b) Techniques of existential therapy                             |        |
|     | c) Family systems therapy  |        |
|     | d) Psychoanalytic therapies                                      |        |
|     | e) Recent trends in Counselling                                  |        |
|     | f) Existential Therapy   |        |