



ఆంధ్ర ప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయ - ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయం

CENTRAL UNIVERSITY OF ANDHRA PRADESH Ananthapuramu

Postgraduate Programme Structure as per the UGC Credit Framework (NEP 2020)



Vidya Dadati Vinayam
(Education Gives Humility)

M.Sc. Clinical Psychology

"The privilege of a lifetime is to become you truly are."

- Carl Jung



Programme Structure
(With effect from AY 2024 - 25)



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M.Sc. Clinical Psychology

Introduction to the Programme

The Department of Psychology offers a two-year full-time M Sc program in Psychology with specialization in Clinical Psychology. Keeping pace with the disciplinary advances the program would address knowledge about psychological functioning at individual and social levels in an all - encompassing manner. With the goal of acquiring specialized knowledge, the program would allow students to nurture their academic interest in clinical psychology, along with personal growth and awareness. The spirit of interdisciplinary growth is kept in view while conceptualizing a three-tier system- A) CORE COURSES in the first three PG semesters (courses, which can be considered to be fundamental in giving PG students a larger perspective of Psychology as a social science discipline, irrespective of specialization); B) SPECIALIZATION COURSES (specific theory courses within the subject of Clinical Psychology); and C) ELECTIVE COURSES (a wide variety, across all disciplinary specializations, primarily conceptualized by individual faculties (based on their own interest/expertise), offered from time to time and chosen by students according to their preference. The program would strive to prepare competent professional psychologists who would excel in knowledge, orientation, and practice in psychology, with high ethical standards and social relevance.

Programme Objectives

The programme has been devised to achieve the following specific objectives:

- Employ skills and competencies required for practicing as a clinical psychologist.
- Conduct research in the area of clinical psychology relevant to needs of the practice.
- Have an adequate grasp of the ethical standards of the profession and apply them in their practice.

Learning Outcomes

At the end of the Post Graduate Programme in Clinical Psychology, The students will able to:

- Demonstrate theoretical knowledge of general and clinical psychology.
- Identify and distinguish between disorders, evaluate and assess various conditions that arise in clinical practice; use clinical judgment in case conceptualization and intervention.
- Review and analyze scientific texts, develop research proposals and conduct, document and disseminate research.
- Demonstrate social and cultural competence in interactions with individuals of diverse

backgrounds.

- Identify, approach and engage diverse communities or stakeholders and support them through promotion, prevention and psychosocial interventions.
- Demonstrate ethical codes of conduct in practice, reflect on professional development and review mental health laws.

Program Details

- The duration of the programme shall be of four semesters and shall consists of – core courses.
- The total credits for the programme are **86**.
- Every student shall undertake a dissertation in the final s e m e s t e r of the programme.



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M.Sc. Clinical Psychology Semester and Course wise Credits

Semester	Discipline Specific Core (DSC) (L+T+P)	Discipline Elective (DSE) / Elective (EL)	Project Work/ Dissertation	Common Compulsory Course (CCC)	Inter-Disciplinary Elective	Internship	Lab	Total credits
I	DSE-1(4) DSE-2(3) DSE-3(2) DSE-4(4)	MOOC elective - 3	-	-	-	-	Computer applications - 4	20
II	DSE-1(3) DSE-2(4) DSE-3(2) DSE -4 (2)	MOOC-2	-	CCE-1 (4)	IDE-2	-	Lab-4	23
III	DSE-1(3) DSE-2(3) DSE-3(2) DSE-4(3)	MOOC-2	-	CCE-2 (4) Mathematics	IDE-2	-	Lab-4	23
IV	DSE-1(2)	-	Dissertation-16	-	-	Internship-2	-	20
Total	37	7	16	8	4	2	12	86
Percentage	43.02	8.14	18.60	9.30	4.65	2.33	13.95	100

IDE: Interdisciplinary Elective **AECC:** Ability Enhancement Compulsory Course **SEC:** Skill Enhancement Courses **VAC:** Value-Added Courses
MOOCs: Massive Open Online Course

**Programme Structure with Course Titles**

Sl. No.	Course Code	Title of the Course	Credit Points	Credit Distribution		
				L*	T*	P*
Semester I						
1	MCP101	History of Philosophy of Clinical Psychology	4	4	0	0
2	MCP102	Biological Foundations of Behavior	4	4	0	0
3	MCP103	Computer Applications in Psychology	3	2	0	1
4	MCP104	Psychopathology	4	3	1	0
5	MCP105	Research Methodology	2	2	0	0
6	MCP106	MOOC-1/Online/Elective	3	3	0	0
Total			20	18	1	1
Semester II						
1	MCP201	Laws and ethics in Clinical Psychology	3	3	0	0
2	MCP202	Therapeutic Techniques	4	3	1	0
3	MCP203	Child and Adolescent pathology	4	4	0	0
4	MCP204	Behavior Medicine Psychology	2	2	0	0
5	MCP205	Field Work	2	0	0	2
6	CCC01-L	Introduction to AI	4	2	0	2
7	DSE-1	Discipline Specific Elective-1 (Online)	2	2	0	0
8	IDE	MOOC-1/Online/Elective	2	2	0	0
Total			23	18	1	4
Semester III						
1	MCP301	Psychosocial Rehabilitation	3	3	0	0
2	MCP302	Cognitive electrophysiology	3	3	0	0
3	MCP303	Community Psychology	2	1	1	0
4	MCP304	Psychodiagnostics' Lab	4	0	0	4
5	MCP305	Neuro Psychology	3	3	0	0
6	CCC02	Building Mathematical Ability and Financial Literacy	4	3	1	0
7	DSE-2	Discipline Specific Elective-1 (Online)	2	2	0	0
8	IDE	MOOC-1/Online/Elective	2	2	0	0
Total			23	17	2	4
Semester IV						
1	MCP401	Dissertation	16	0	0	16
2	MCP402	Internship	2	0	0	2
3	MCP403	Positive Psychology	2	2	0	0
Total			20	2	0	18



Semester-Wise Credit Distribution

Semester	Total Credits	Cumulative credit at the end of the semester
I	20	20
II	23	43
III	23	66
IV	20	86



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CENTRAL UNIVERSITY OF ANDHRA PRADESH
Ananthapuramu

M.Sc. Clinical Psychology

Important Information to Students

- i. Eligibility: Bachelor's degree with 50% marks in psychology from a recognized university.
- ii. The minimum duration for completion of the programme is four semesters (two academic years) and the maximum duration is eight semesters (four academic years) or as per amendments made by the regulatory bodies from time to time.
- iii. A student should attend at least 75% of the classes, seminars, practicals in each course of study.
- iv. All theory courses in the programme carry a Continuous Internal Assessment (CIA) component to a maximum of 40 marks and End Semester Examination (ESE) for a maximum of 60 marks. The minimum pass marks for a course are 40%. All lab components carry a Continuous Internal Assessment (CIA) component to a maximum of 60 marks and End Semester Practical Examination (ESE) for maximum of 40 marks. The minimum pass marks for a course are 40%.
- v. A student should pass separately in both CIA and the ESE, i.e., a student should secure 16 (40% of 40) out of 40 marks for theory and 24 (40% of 60) out of 60 marks for lab components in the CIA. Therefore, a student should secure 24 (40% of 60) out of 60 marks for theory and 16 (40% of 40) out of 40 marks for lab components in the end semester examination.
- vi. A student failing to secure the minimum pass marks in the CIA is not allowed to take the end semester examination of that course. S/he has to redo the course by attending special classes for that course and get the pass percentage in the internal tests to become eligible to take the end semester examination.
- vii. Students failing a course due to lack of attendance should redo the course.
- viii. Re-evaluation is applicable only for theory papers and shall not be entertained for other components such as practicals/thesis/dissertation/internship, etc.
- ix. An on-campus elective course is offered only if a minimum of ten or 40% of the students registered, whichever is higher, exercise their option for that course.

Marks for the Attendance will be considered as follows:

S.NO	ATTENDANCE %	MARKS
1	95% or more	5
2	90-94%	4
3	85-89%	3
4	80-84%	2
5	75-79%	1



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M.Sc. Clinical Psychology

SYLLABUS

SEMESTER-1	COURS TITLE
Course Code: MCP 101 Course Type: Core No Of Credits: 4	HISTORY OF PHILOSOPHY OF CLINICAL PSYCHOLOGY

Course Objectives

To enable the students:

- To Understand the Philosophical roots and Historical events that have shaped the field of Clinical psychology.
- Understand the Evolution of Clinical Psychology globally and within India.
- Critically evaluate different Perspectives of the Philosophy of the Mind.
- Introduce Psychological Assessment and interventions in the Field of Clinical Psychology.

Learning Outcomes

At the end of the Course Student should be able to:

- Trace the historical Contributions to Clinical Psychology in India and across the World.
- Critically evaluate different Philosophical Perspectives of the mind.
- Provide a basic description of different assessments and interventions in Clinical Psychology.

Course Outline

UNIT-1

Introduction Meaning and Nature of Clinical Psychology Background of Clinical Psychology: First Fifty years of Clinical Psychology (Establishment of Psychological Clinics and Influence of World War I) Clinical Psychology: between World War I and II; From World War II to Present.

UNIT-II

Foundation of Clinical Psychology Historical origin, the Psychometric tradition, the influence of health and child guidance movement, the influence of Sigmund Freud & the American Psychologist 's in America. The influence of World War II on development of Clinical Psychology Roots of Clinical Psychology in India: the pre-independence phase, post-independence to the present scenario.

UNIT-III

Development of clinical Psychology as a profession. Activities of Clinical Psychologist: psychological assessment, Psychotherapy, research, community mental health programme, teaching, consultation, administration. Differences & similarities with other mental health professions Subspecialties of clinical Psychology: Clinical health Psychology, Forensic Psychology, Geropsychology, Clinical Neuropsychology, and

child clinical psychology. Professional identity, responsibilities.

UNIT-IV

Diagnosis and assessment. Nature and purpose of Clinical diagnosis & assessment Stages in the Assessment Process Clinical Assessment Techniques: observation, interview, case-study, psychological tests. Employment Setting for Clinical Psychologist Subspecialties of Clinical Psychology Organizations in Clinical Psychology, current scenario & future prospects.

Suggested reading:

Hergenhahn, B. R., & Henley, T. (2013). An introduction to the history of psychology. Cengage Learning

References:

Gentile, B. F., & Miller, B. O. (2009). Foundations of psychological thought: A history of psychology. Sage Publications, Inc.

Hecker, J., & Thorpe, G. (2015). Introduction to clinical psychology. Psychology Press.

SEMESTER-I	COURES TITLE
Course Code: MCP 102 Course Type: Core No Of Credits: 4	Biological Foundations of Behavior

Course Objectives:

- Help the students to have knowledge on the Physiological behavior.
- Understand the structure and functioning of nervous system.
- Distinguish the sensory process in relation to the Nervous System.

Learning Outcome:

- Students shall be able to understand the nature, goals and prerequisites of biological foundations and techniques in psychology.
- Understanding the biological bases of human behavior, its nature and scope.
- Developing critical thinking to use scientific techniques for biological psychology and developing an awareness of ethical issues accompanying them.
- Having basic knowledge about the structures of human brain, their functions and impact on human behavior.
- Realizing the importance of hormones in behavior, cognition and emotions.

Course Outline:

UNIT-I

Introduction to Physiology, Neural conduction and transmission: resting membrane potential, action potential, synaptic - transmission, neuro muscular transmission: Information process Learning and memory: Locus of memory and trace, changes and synapse in learning, neural structures involved in learning and memory, biological basis of memory.

UNIT-II

Evolution of Brain. Organization and functions of the brain (hind brain, mid brain and fore brain); cerebral cortex and its lobes, hemispheres and related structures Methods of physiological psychology; invasive physiological methods, methods of visualizing the living human brain, recording human psychophysiological activity Brain and higher mental process.

UNIT-III

Basic Features of Nervous System Blood Supply Meanings the Ventricular System and Production of CSF. The Central Nervous System the Peripheral Nervous System the Autonomic Nervous System Methods and Strategies of Studying Brain - Experimental Ablation - Stereotaxic Surgery Stereotaxic Apparatus CT scans-EEG-MRI and FMRI - PET. Endocrine system and neurotransmitters in relation to cognition, affect and behavior and its relation to stress. Muscular and Glandular system: Types and functions - Biological basis of motivation: Hunger, Thirst, Sleep and Sex - Biological basis of emotion: The Limbic system, Hormonal regulation of behavior - Genetics and Behavior: Chromosomal anomalies; Nature-nurture controversy (Twin studies and adoption Studies) - Hormones of growth, sexual behavior and reproduction.

UNIT-IV

Vision The Stimulus Anatomy of the Visual System the Eyes the Photoreceptors Connections between Eye and Brain - Audition the Stimulus Anatomy of the Ear Auditory Hair Cells and the Transduction of Auditory Information the Auditory Pathway the Vestibular Apparatus Somatosenses the Stimuli Anatomy of the Taste Buds and Gustatory Cells - Olfaction the Stimulus Anatomy of the Olfactory Apparatus Transduction of Olfactory Information.

Suggested reading:

Brodal P. (1992). The central nervous system: Structure and function. New York: Oxford University Press.
Carlson, N.R. (2000).
Carlson, N.R. (2000). Physiology of behavior. Boston: Allyn & Bacon. Ganong, W.F. (2002). Review of medical physiology. Norwalk, C.T: Appleton & Lange. Guyton, A. C. (2000). Text book of medical physiology Philadelphia: W.B. Saunders. Kalat, J. W. (2001). Biological psychology. C.A.: Wadsworth. Nicholls, J.G., Martin, A.R., Wallace, B.G. & Fuchs, P.A. (2000) From neuron to brain. Sunderland, MA: Sinauer.
Beatty, J. (2001). The human brain: Essentials of behavioral neuroscience. Thousand Oaks: Sage Publication, Inc. Boller, F., & Grafman, J. (1998). Handbook of neuropsychology. New York: Elsevier.

References:

Carlson, N.R. (2004). Physiology of behavior (8th.ed.). Boston: Allyn & Bacon.
Schneider M Alles (1990). An introduction to Physiological Psychology (3rd Edition) USA: Random House.

SEMESTER-I	COURES TITLE
Course Code: MCP 103 Course Type: Core No Of Credits: 3	Computer applications in Psychology

Course Objectives:

- To understand the basic components of computer
- To know and working in MS Office, power point and internet services
- To comprehend the application of computer knowledge through creating emails, scientific journals and data scoring
- To be able to understand Statistical Packages

Learning Outcomes:

- Understood the basic components of computer
- Acquainted with MS Office, power point and internet services.
- Comprehended the application of computer knowledge through creating emails, scientific journals and data scoring
- Able to understand Statistical Packages and its application

Course Outline:

UNIT-I

Installation of the software LaTeX Understanding Latex Compilation Basic Syntax, Writing equations, Matrix, Tables, Page Layout – Titles, Abstract Chapters, Sections, References, Equation references, citation. List making environments Table of contents, generating new commands, Figure handling numbering, List of figures, List of tables, Generating index.

Unit – II

MS Office-I MS word: Creating, Opening and saving files- Editing and formatting text- spell and grammar check- auto correct- creating of tables and columns- mail merge- word art concept of a macro print preview. MS PowerPoint: Creating power point slide- editing and formatting the presentation etc.,

Unit – III

MS Office-II & Internet Services a. MS Excel: Work sheet- entering data and creating work sheets and work books- opening and saving workbooks- editing and formatting-sorting, filtering and pivot tables- creating graphs and charts- mathematical and statistical functions. MS accesses; opening and saving, features and data entry and usage. Use of Internet Services – Creating e-mail- sending mails- browsing websites of Psychology, browsing scientific journals- search engines- data storing

Unit – IV:

Statistical Packages. Use of Statistical Packages in Psychological Researches - Introduction to SPSS - What is SPSS – Purposes – Using the Windows in SPSS Windows – SPSS file types – Creating and modifying Data Files.

Suggested readings:

Linda Hobbs Collier (2010). Essential Skills - Have You Used Yours Today? Skill Book - Practical Computer (Training Package) Use. Newfoundland and Labrador Laubach Literacy Council Inc.

References:

Manfred T., Grotenhuis & Anneke Matthiessen (2016). Basic SPSS Tutorial. New Delhi: Sage Publications.
 Manfred T., Grotenhuis & Chris Visscher (2014). How to use SPSS Syntax. New Delhi: Sage Publications.
 Vinod Babu Bandari. (2012). Fundamentals of Information Technology including lab work. New Delhi: Pearson. ITL-Educational Solutions Limited.

SEMESTER-I	COURES TITLE
Course Code: MCP 104 Course Type: Core No Of Credits: 4	Psychopathology - I

Course Objectives:

- Understand the issues involved in defining normal and abnormal behavior.
- Describe the definitions, symptoms, classifications, etiology, and treatment of abnormal behavior.
- Formulate an understanding of psychopathology which includes an integration of biology,
- Recognize how culture and social context affect our understanding of psychopathology.
- Use critical thinking, skeptical inquiry and the scientific approach to evaluate psychopathology.

Learning Outcomes:

- Critically evaluate the strengths, weaknesses and historical development of the major diagnostic systems and their diagnostic criteria.
- Develop and apply a multidimensional integrated model of psychopathology to the major mental health disorders.

Course Outline:

Unit-I

Introduction to Mental Disorder and Paradigms of Psychopathology Definition and Criteria of mental disorder, Mental Disorder Classification Systems before DSM, DSM system and its brief history, DSM-5 and ICD-11 based classification of mental disorders (main categories). Various Paradigms in Psychopathology: Biological, Psychoanalytical, Behavioristic, Cognitive, Humanistic-existential, Diathesis- Stress Model.

Unit-II

Neurodevelopmental Disorders, Schizophrenia Spectrum & Other Psychotic Disorders Intellectual Disability: Definition, types, causes and treatment. Communication Disorders: Autism, Hyperactivity, Learning and Motor Disorders. Schizophrenia: Definition, phases, symptoms, etiology and treatments. Schizophrenia Spectrum Psychotic Disorders: Brief Psychotic Disorder, Schizotypal, Schizophreniform Disorder, Schizoaffective Disorder, Delusional Disorder.

Unit-III

Depression, Anxiety, Obsessive-Compulsive, Trauma and Stress Related Disorders Depression: Definition, types- Disruptive Dysregulation Disorder, Major Depression, Dysthymia, Premenstrual Dysphoric Disorder. Symptoms, causes of and treatments for Depression. Bipolar Disorder: Types-bipolar I & bipolar II, Cyclothymic Disorder. Symptoms, causes and treatments. Anxiety Related Disorder: Separation Anxiety Disorder, Selective Mutism, Phobia, Panic Disorder, Generalized Anxiety Disorder. Obsessive-Compulsive Related Disorders: Obsessive-Compulsive Disorder (OCD), Body Dysmorphic Disorder, Hoarding Disorder, Trichotillomania, Excoriation Disorder. Trauma & Stress Related Disorder: Reactive Attachment Disorder, Disinhibited Social Engagement Disorder, Posttraumatic Stress Disorder, Acute Stress Disorder. Adjustment Disorders.

Unit- IV

Dissociative Disorders, Somatic Symptom Related Disorders, Eating, Elimination and Sleep-Wake Disorders
Dissociative Disorder: Definition & types- Dissociative Identity Disorder, Dissociative Amnesia, Dissociative Fugue, Depersonalization. Somatic Symptom Related Disorders: Types, Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion Disorder, Factitious Disorder. Eating Disorder: Pica, Rumination, Avoidant food Intake Disorder, Bulimia. Elimination Disorder: Types Enuresis, Encopresis. Sleep-wake Disorders: Insomnia types: Insomnia, Hypersomnia, Narcolepsy, Breathing related disorder. Parasomnia: Types- non-REM sleep arousal disorder, Sleep-waking, Sleep Terror, Nightmare, REM sleep behavior disorder, Restless legs syndrome.

Suggested reading:

Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). *Abnormal Psychology: current perspectives*. 9th Ed. Tata McGraw-Hill: New Delhi, India.

American Psychiatric Association. (2013) *Diagnostic and Statistical Manual of Mental Disorders, DSM-5* (5th Ed). American Psychiatric Publishing. Washington DC.

Barlow, D.H. & Durand, V.M. (2005). *Abnormal psychology: An Integrative Approach* (4th ed.). Wadsworth/Thompsons. Belmont CA

Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) *Abnormal Psychology* (15th Ed.) Dorling Kindersley Pvt. Ltd. of Pearson Education. New Delhi.

References:

Puri, B.K., Laking, P.J. & Treasaden, I.H. (1996). *Textbook of psychiatry*. Churchill Livingsto. New York.

Sarason, I.G, & Sarason, R.B. (2002). *Abnormal psychology: The problem of maladaptive behavior* (10th ed.). Pearson Education. Delhi.

Sue, D., Sue D. W. & Sue S. (2006). *Abnormal Behavior*. (8th Ed.). Houghton Mifflin Company. Boston, USA.

World Health Organization (1992). *The ICD-10 Classification of mental and behavioral disorders: Clinical description and diagnostic guidelines*. Oxford University Press. Delhi.

SEMESTER-I	COURES TITLE
Course Code: MCP 105 Course Type: Core No Of Credits: 2	Research Methodology

Course Objectives:

- To create awareness about the critical aspects of psychological research
- To appreciate the descriptive methods and their applications
- To facilitate appreciations of differential interpretation of psychological realities
- To create in-depth understanding of quantitative designs and techniques in psychological research.
- To analyze quantitative psychological data and learn the usefulness and application of different statistical methods
- To enable the students to understand the need and purpose of research, various types of research and its importance in overall social development.

Learning Outcomes:

- Demonstrate knowledge of research designs in research and the scientific process of research
- Design an experiment with manipulation can control of the variables.
- Differentiate various data collection and sampling methods employed in research
- Write a research proposal in the domain of Psychology.
- Understand different methods of data analysis in research methods.

Course Outline:

UNIT-1

. Foundations of Research: Meaning, Objectives, Motivation, Utility. Concept of theory, empiricism, deductive and inductive theory. Characteristics of scientific method – Understanding the language of research – Concept, Construct, Definition, Variable. Research Process. Problem Identification & Formulation – Research Question – Investigation Question – Measurement Issues – Hypothesis – Qualities of a good Hypothesis –Null Hypothesis & Alternative Hypothesis. Hypothesis Testing – Logic & Importance.

UNIT-II

Research Design: Concept and Importance in Research – Features of a good research design – Exploratory Research Design – concept, types and uses, Descriptive Research Designs – concept, types and uses. Experimental Design: Concept of Independent & Dependent variables. Qualitative and Quantitative Research: Qualitative research – Quantitative research – Concept of measurement, causality, generalization, replication. Merging the two approaches. Measurement: Concept of measurement– what is measured? Problems in measurement in research – Validity and Reliability. Levels of measurement – Nominal, Ordinal, Interval, Ratio.

Unit- III

Data Analysis: Data Preparation – Univariate analysis (frequency tables, bar charts, pie charts, percentages), Bivariate analysis – Cross tabulations and Chi-square test including testing hypothesis of association. Sampling: Concepts of Statistical Population, Sample, Sampling Frame, Sampling Error, Sample Size, Non-Response. Characteristics of a good sample. Probability Sample – Simple Random Sample, Systematic Sample, Stratified Random Sample & Multi-stage sampling. Determining size of the sample – Practical considerations in sampling and sample size.

Unit-IV

Interpretation of Data and Paper Writing – Layout of a Research Paper, Journals in Computer Science, Impact factor of Journals, When and where to publish? Ethical issues related to publishing, Plagiarism and Self-Plagiarism.

Suggested reading:

Business Research Methods – Donald Cooper & Pamela Schindler, TMGH, 9th edition

Business Research Methods – Alan Bryman & Emma Bell, Oxford University Press.

Research Methodology – C.R. Kothari

References:

Herson, M. & Barlow, and D.H. (1980) Single – Case Experimental Designs New Delhi: Prentice – Hall of India Limited.

Kerlinger, F.N. (1978) Foundations of Behavioral Research, New Delhi: Subject Publications.

Kurtz, A.K. & Mayo, S.T. (1980). Statistical methods in Education and Psychology. New Delhi: Narosa Publishing House.

Mc.Guigan, F.J. (1990) Experimental Psychology New Delhi: Prentice Hall of India Limited.

SEMESTER-II	COURES TITLE
Course Code: MCP 201 Course Type: Core No Of Credits: 3	Laws and Ethics in Clinical Psychology

Course Objectives:

- This course will help the learner to gain a familiarity with foundations of ethics, historical violations of ethical principles in research and practice, commonly encountered ethical dilemmas in research and clinical practice
- It will help the learner gain awareness about different codes of ethics and develop a personal ethical decision- making model to resolve ethical dilemmas.

Learning Outcomes:

- Understand the foundational principles of ethics in clinical psychology.
- Analyze and resolve common ethical dilemmas in research and practice.
- Examine ethical issues specific to special population.
- Develop a personal ethical decision model.
- Understand legal aspects of licensure and practice of Clinical Psychology in India.

Course Outline:

UNIT-1

History and Principles of ethics in psychology. History and Principles of ethics in psychology. General Ethical Principles: Beneficence and Nonmaleficence, Fidelity and Responsibility, Integrity, Justice, Respect for People’s Rights and Dignity; Ethical standards: Resolving Ethical Issues, Competence, Human Relations, Privacy and Confidentiality, Advertising and Other Public Statements, Record Keeping and Fees, Education and Training, Research and Publication, Assessment, Therapy, Ethics in Indian context.

UNIT-II

Ethics and the personal context: Morals, Virtues, Emotions; Developing a personal model for ethical decision making; Multiple relationships and Boundary issues, Close Encounters, Attraction, & Sexual Misconduct; Psychotherapy contract: Informed consent, confidentiality and guidelines for contacting; Ethics and confidentiality in digital age, Ethics in online therapy.

UNIT-III

Ethics in child psychotherapy; Couples and families, Survivors of sexual violence; Therapy with LGBT; Ethical Issues in the Consultation-Liaison Context; Assessment and Management of Suicide Risk; Ethics in Multicultural and Interpersonal context

UNIT-IV

Mental healthcare act 2017; Rights of Persons with Disabilities Act, 2016; RCI Regulations and Act 2000; Process of getting certified as licensed clinical psychologists; Representing clients in court of law.

Suggested reading:

American Psychological Association. (2010). Ethical Principles of Psychologists and Code of Conduct. <http://www.apa.org/ethics/code/principles.pdf>

References:

Bhola, P.& Raguram, A. (Eds.) (2016). Ethical Issues in Counselling and Psychotherapy Practice Walking the line. New Delhi: Springer

SEMESTER-II	COURES TITLE
Course Code: MCP 202 Course Type: Core No Of Credits: 4	Therapeutic Techniques.

Course Objectives:

- Understand and develop skills of assessment and case history taking.
- Develop psychodiagnostics formulations.

Learning Outcomes:

- Understand various approaches to therapies
- Conduct a clinical interview and create a structured assessment report including case history and MSE.
- Formulate diagnoses and differential diagnoses.
- Develop a psychodiagnostics formulation.
- Demonstrate active listening skills.
- Develop treatment plans.
- Initiate therapeutic goals with clients using a CBT Approach.

Course Outline:

Unit-I

Psychoanalytic psychotherapy: Introduction to Freud and his personality theory, Therapeutic process, Techniques, Application of techniques and procedures, Therapy with diverse populations. Adlerian psychotherapy: Introduction to Adler and his personality theory, Therapeutic process, Techniques, Application of techniques and procedures, Adlerian therapy with diverse population.

Unit-II

Person Centered Psychotherapy: Introduction to Carl Rogers and Rogerian theory of personality; Therapeutic process; Techniques; Application of techniques and procedures; Therapy with diverse populations. Existential therapy: Introduction to Existentialism; Logotherapy - Therapeutic process; Techniques; Application of techniques and procedures; Therapy with diverse populations. Gestalt Therapy: Introduction to Gestalt therapy; Therapeutic process; Techniques; Application of techniques and procedures; Therapy with diverse populations.

Unit-III

Behavior Therapy: Introduction to behavioral theories; Behavioral therapeutic process; Techniques; Application of behavioral techniques and procedures; Therapy with diverse populations. Lazarus Multimodal Approach to Psychotherapy: Introduction to Multimodal Psychotherapy theory; Therapeutic process; Application of techniques and procedures; Therapy with diverse populations. Cognitive Behavior Modification: Donald Meichenbaum's approach to therapy.

Unit-IV

Cognitive Therapy: Introduction to Albert Ellis Rational Emotive Behavioral (REBT) theory; Therapeutic process; Techniques; Application of techniques and procedures; REBT with diverse populations. Aaron Beck's Cognitive Therapy: Introduction to Aaron Beck's cognitive theory (CT); therapeutic process; Techniques; Application of techniques and procedures; CT with diverse population.

Suggested Reading:

Corey, G. (2012). *Theory and practice of counseling and psychotherapy (9th ed.)*. Belmont, CA: Brooks/Cole

References:

Corey, G. (2008). Student manual for Theory and Practice of Counselling and Psychotherapy (8th ed.). CA: Brooks/Cole.

SEMESTER-II	COURES TITLE
Course Code: MCP 203 Course Type: Core No Of Credits: 4	Child and Adolescent psychopathology

Course Objectives:

- To develop a general orientation towards abnormal behavior and disease process through various models of psychopathology.
- To understand causes of pathological behavior in child hood and adolescence and its psychodiagnostics assessment.
- To develop skills for diagnosis and classification of mental disorders.

Learning Outcomes:

- Acquiring knowledge and skills for distinguishing normal and abnormal behavior and learn the criteria of determining abnormality.
- Developing familiarity with the current diagnostic systems (current edition of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental Disorder section).
- Acquiring knowledge about anxiety disorders and Trauma & Stressor-related, Dissociative and Personality Disorders.
- Developing sensitivity towards individual and cultural diversity.

Course Outline:

UNIT-I

Childhood psychopathology Historical overview; Models: Medical, behavioral, psychodynamic, cognitive, and developmental, Approaches to classification Descriptive-behavioral, descriptive-inferential, dynamic-etiological, DSM-IV.

UNIT-II

Specific disorders in children attention deficit hyperactivity disorder, learning disability and mental retardation: Symptoms and causes. Neurotic disorders Childhood compulsive, obsessive and phobic reactions. Childhood psychosis Autism and childhood schizophrenia: Symptoms and causes. Mood disorders Depression and mania: Symptoms and causes.

UNIT-III

Concept, characteristic features and developmental tasks of adolescence Theoretical approaches Biological: Genetic, cellular and physiological; Psychological: Erikson and Peck; Social: Role theory, activity vs. disengagement theory. Significant concerns in adolescence Choosing a career, marriage, family, successful parenting, coping with stressors.

Unit-IV

Adolescent problems and disorders – Persistent anti-social behavior, Delinquency Adulthood problems and disorders – Neurosis, Psychosis, Anxiety, Depression, Psychosomatic, Psychoactive substance abuse – Alcohol, stimulants, depressants, narcotics (opioids), hallucinogens, and marijuana (cannabis) Sleep and impulse control disorder Personality disorders Sexual disorders Suicide.

Suggested reading:

Clarizio, H.F., & McCoy, G.F. 1983. Behavior Disorder in Children. New York: Harper & Row.
Kakar, S. 1981. The inner world: A psycho-analytic study of childhood and society in India. Delhi: Oxford University Press.

References:

Birren, J.E. (1996). Encyclopedia of Gerontology (Vol I & II). California: Academic Press.

Botwinick, J. (1973). Aging and Behaviour. New York: Springer.

Hurlock, J.B. (1997). Developmental Psychology-The life Span Perspective. New York: McGraw Hill.

Kaluger, G., & Kaluger, M.F. (1984). Human Development-The span of life. St. Louis: Times Mirror.

SEMESTER-II	COURES TITLE
Course Code: MCP 204 Course Type: Core No Of Credits: 2	Behavior Medicine Psychology

Course Objectives:

- To expand the student knowledge regarding the importance of health and illness.
- To examine various medical conditions from the etiology, prevention and treatment.
- To know the importance, and holistic treatment.

Learning Outcomes:

- Understand the aims and scope of Behavior Medicine.
- Developing insight to health and various psycho-social models of health.

Course Outline:

UNIT-1

Introduction to Behavioral Medicine. Goals and aims of the course, history, definitions of Behavior Medicine. Biology of Stress reactions.

Unit-II

Chronic Pain -- include gate control theory, acute v. chronic pain, self-management of pain, CBT model, therapy. Cancer includes smoking cessation

UNIT-III

Cardiovascular Disease--- include hypertension, Type A, depression, lifestyle. Diabetes and Asthma -- include issues of compliance.

UNIT-IV

Gastrointestinal Disorders Crohn's, IBS, GI reflux Psychosomatic illnesses.

Suggested readings:

Ch. 1 from HCPMS: Clinical Psychology in Medical Settings: Past and Present- Pomerleau, O.F., & Brady, J. P. (1979).

Reference Books

Introduction: The scope and promise of behavioral medicine. In O. F. Pomerleau and J. P. Brady (Eds.), Behavioral Medicine: Theory and Practice (pp. xi-xxvi). Baltimore: Williams and Wilkins.
Asterita, M. F. (1985). The physiology of stress. (pp. 7-34). New York: Human Sciences Press.

SEMESTER-II	COURES TITLE
Course Code: MCP 205 Course Type: Core No Of Credits: 2	Field work

Course Objectives:

- To develop, in students the skills of observation, collection and documentation of data for conducting theoretically correct and practically relevant research.

Learning Outcomes:

- Understand the importance of Field Exposure
- Helps to understand the difference between theory and applicability.

Course Outline:

Each student will engage themselves in interaction and observation of psychological processes in a subject/ field of their choice. Student will then present their findings in the form of a paper for seminar discussions. Similarly, field work will be done by students in their area of interest and present their practical observations, as a report with analysis and suggestions.

SEMESTER-II	COURES TITLE
Course Code: MCP 213 Course Type: CCC-I No Of Credits: 4	Introduction to Artificial Intelligence and Machine Learning.

Introduction:

The course Introduction to Artificial Intelligence (AI) & Machine Learning (ML)& is designed to provide postgraduate students with a comprehensive foundation in two crucial domains: AI & ML by using Python programming. This interdisciplinary course aims to equip students with fundamental concepts and practical skills that are increasingly valuable in today's technology-driven world.

Course Objectives:

- To familiarize students with the fundamental concepts, theories, and applications of artificial intelligence. Students will gain insight into the various subfields of AI, such as machine learning, natural language processing, computer vision, and robotics.
- To introduce students to the basics of Python programming, enabling them to write code, solve problems, and understand programming constructs. This objective emphasizes building a programming foundation as a prerequisite for implementing AI.

Learning Outcomes:

After completion of the course, students will be able to:

- Students will have a clear understanding of the fundamental concepts and terminology of Artificial Intelligence, enabling them to discuss and comprehend AI-related topics.
- Students will be proficient in writing Python programs, understanding syntax, and applying programming constructs.
- This skill set will serve as a solid foundation for further programming endeavors.

Course Outline:

Unit-I:

Introduction To Artificial Intelligence: Definition – Future of Artificial Intelligence - Characteristic of Intelligent Agents – Typical Intelligent Agents –Problem Solving Approach to Typical AI problems. Problem solving by Searching: Uninformed and informed strategies and implementation; Path planning; Constraint Satisfaction Problems (CSP).

Unit-II:

Knowledge Representation: Logical Agents– Propositional and first order Predicate logic - inference - Knowledge representation and Automated Planning– Uncertain Knowledge and Reasoning: Quantifying uncertainty– probabilistic reasoning.

Unit-III:

Machine learning & AI Applications: Machine learning basics - Learning from examples - forms of learning (supervised, unsupervised, reinforcement learning) - simple models (linear & logistic regression) - Deep Learning AI applications: Natural Language Processing - Language Models - Machine Translation; Speech Recognition; Computer Vision - Image classification.

Unit-IV:

Python Programming: Introduction-The Python Programming Language, History, features, Installing Python, Running Python program, Debugging: Syntax Errors, Runtime Errors, Semantic Errors – Experimental Debugging, Formal and Natural Languages, The Difference between Brackets, Braces, and Parentheses. Variables and Expressions Values and Types - Variables, Variable & Keyword Type conversion - Operator and Operands – Expressions – Interactive – Mode and script Mode, Order of Operations. Conditional Statements: if, if-else, nested if –else -Looping: for, while, nested-loops. Control statements: Terminating loops, skipping specific conditions.

Unit-V:

Functions: Function Calls, Type Conversion Functions, Math Functions, Adding New Functions, Definitions and Uses, Flow of Execution, Parameters and Arguments, Variables and Parameters. Strings: Strings, String Slices, Strings are immutable, and Searching–Looping–and counting String methods - the in operator–String Comparison – String operations Lists: Values and Accessing Elements, Lists are mutable, traversing a List, Deleting elements from List–, Built-in List Operators, Concatenation, In Operator, Built-in List functions and methods.

Suggested Reading:

M. Tim Jones, Artificial Intelligence: A Systems Approach (Computer Science), Jones and Bartlett Publishers, Inc.; 1 st Edition, 2008.

Burkhard A Meier, Python GUI programming Cookbook, Packt Publication 2 nd Edition.

S. Russell and P. Norvig, Artificial Intelligence: A Modern Approach, Prentice Hall, 4 th Edition 2022.

References:

Barry, P., Head first Python: A brain-friendly guide. “O’Reilly Media, Inc.”. Lutz, 2016.

Lavika Goel, Artificial Intelligence: Concept and Applications, Willy, 2021

Mark Lutz, Learning python: Powerful object-oriented programming. “O’Reilly Media, Inc.”, 2013.

Nils J. Nilsson, The Quest for Artificial Intelligence, Cambridge University Press, 2009.

SEMESTER-III	COURES TITLE
Course Code: MCP 301 Course Type: Core No Of Credits: 3	Psycho-social Rehabilitation

Course Objectives:

- Understand different etiologies of disability.
- Analyze psycho-social and legal aspects of disability.
- Plan interventions for psycho-social issues faced by individuals with disabilities.

Learning Outcomes:

- To understand in detail Gifted children.
- To know about the policies and acts concerning disability.
- Debate policy and legal provisions for the individuals in disabilities in the Indian context.
- Understand different intervention strategies and explore the ideology behind inclusion, in principle and practice.

Course Outline:

UNIT-1

Concept of Rehabilitation: History, Growth and Scope. Evolution of Rehabilitation and Paradigm Shift in Rehabilitation Professional Role and Functions Current Issues and Trends.

UNIT-II

Disability assessment; Various Skills training; Vocational evaluation and training; Job development and placement; Career counseling.

Unit-III

community-based Rehabilitation services; Family education; Awareness programs; Technological adaptation.

UNIT-IV

Rehabilitation Techniques: Individual Therapy, Cognitive Therapy, Family Therapy, Behavior Modification, Social Skill Training Activity Therapy, Physiotherapy, Occupational Therapy, and Assistive Technology.

Suggested readings:

Encyclopedia of Disability, Gary L. Albrecht, Vol. 1 – 5, Sage Publications, Chicago, 2006
 Encyclopedia of Disability and Rehabilitation, Arthur E. Dell Orto and Robert P. Marinelli (Eds.), MacMillan Reference Books, 1995.

References:

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

SEMESTER-III	COURES TITLE
Course Code: MCP 302 Course Type: Core No Of Credits: 3	Cognitive Electro Physiology

Course Objectives:

- One of the strongest tools in the hands of human cognitive neuroscientists is neuroimaging, which is based either on regional blood flow in the brain (measured with fMRI) or on the electrical activity of the brain during experimental tasks
- The goal of the course is to introduce cognitive electrophysiology, based on scalp EEG, with an emphasis on event-related responses and related topics
- The course will include both lectures and hands-on practice (as much as the circumstances will allow) **on real EEG data.**

Learning Outcomes:

- Students will be able to read and evaluate papers in the field, and (with due practice) even take EEG data from raw signals to event-related potentials, select and extract appropriate dependent variables and perform inferential statistics on the data.

Course Outline:

UNIT-1

General introduction and overview - The place of EEG in cognitive neuroscience, The place of EEG in cognitive neuroscience, Temporal and spatial resolution issues.

UNIT-II

Signals from neurons to scalp - Synaptic potentials; Local Field Potentials; Dipole concept; Electrical conduction and magnetic properties; topographies; Current source density maps; Forward and inverse models.

UNIT-III

Major EEG components - Exogenous and endogenous potentials: sensory evoked potentials, N170, mismatch negativity, P3, N400.

UNIT-IV

Connectivity” - Inter-regional correlations, coherence, graph measures, functional vs. effective connectivity.

Suggested readings:

Luck, S., J. (2014). An Introduction to the Event-Related Potential Technique, Second Edition, Vol Second edition (Cambridge, Massachusetts: Bradford Books

Reference Books

Pernet, C., Garrido, M.I., Gramfort, A., Maurits, N., Michel, C.M., Pang, E., Salmelin, R., Schoffelen, J.M., Valdes-Sosa, P.A., and Puce, A. (2020). Issues&recommendations from OHBM COBIDAS MEEG committee for reproducible EEG&MEG research. Nat Neurosci. DOI: 10.1038/s41593-020-00700

SEMESTER-III	COURES TITLE
Course Code: MCP 303 Course Type: Core No Of Credits: 2	Community Psychology

Course Objectives:

- To acquaint the students about the history & present status of community mental health services.
- To develop a community-based orientation towards mental health.

Learning Outcomes:

- Understand in detail about the community, based on interrelation to mental health
- To acquaint students with the history & current status of community psychology and community mental health services.
- To develop a community-based orientation towards mental health.

Course Outline:

UNIT-1

Introduction to community psychology Nature and scope of community psychology. Historical overview Structural perspectives and first-order and second-order change Ecological levels of analysis in Community Psychology – Individuals, Microsystems, Organizations, Localities, Macrosystems, Levels of intervention Seven core values in Community psychology Role of community psychologist The development and practice of Community psychology.

UNIT-II

Three Philosophies of science for community psychology research Problem definition in Research Promote Community participation and collaboration in Research design Cultural and Social context of research.

UNIT-III

Key dimensions of human diversity – Culture, Race/Ethnicity, Gender, Social class, social inequalities and dimensions of diversity receiving greater attention in community psychology Attending to diversity in the practice of community psychology.

UNIT-IV

Definition of prevention Caplan – Primary, Secondary and Tertiary the IOM Report – Universal, Selective, and Indicated measures Prevention of disorder and Promotion of wellness and competence Promotion – Risk and Resiliency Prevention – Risk factors and Protective factors Some of the successful Prevention and Promotion programs the implementation and Sustainability of programs.

Suggested reading:

Koos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M.J., & Dalton, J. H (2011) Community Psychology: Linking Individuals & Communities (3RD ed). Belmont, CA: Wadsworth/Cengage Learning.**Cape Town: University of Cape Town Rudkin, J, K. (2003). Community Psychology: Guiding Principles and Orientation Concepts. Upper Saddle River, NJ: Prentice Hall**

SEMESTER-III	COURES TITLE
Course Code: MCP 304 Course Type: Core No Of Credits: 4	Psycho-Diagnostics Lab

Course Objectives:

- To introduce central concepts of psychological measurement – personality and cognitive functions.
- To critically examine psychometric considerations, methodologies, data acquisition, data analyses, and communications related to real world applications of using psychometrics within social science and educational environments.

Learning Outcomes:

- Understand the psychometric structure of psychological tests.
- Administer psychological assessments relevant to client needs.
- Interpret the scores obtained on the assessments.
- Develop a report and convey the findings to clients.

Course Outline:

UNIT-1

Assessment of Personality- Sixteen Personality Factor Questionnaire (16PF), Myers Briggs Type Indicator (MBTI), Eysenck's Personality Questionnaire- Revised (EPQ-R), Minnesota Multiphasic Personality Inventory (MMPI), Neo Five Factor Inventory (Neo FFI).

UNIT-II

Assessment of Intelligence and Memory- Raven's Progressive matrices: Colored progressive matrices (CPM); Standard progressive matrices (SPM); Advanced progressive matrices. Wechsler's Adult Performance Intelligence Scale (WAPIS); Binet-Kamat test of Intelligence (BKT) Other tests of Intelligence (Bhatia's performance battery; WAIS, Seguin Form Board, Vineland social maturity scale, Draw a man test, PGI memory scale, Wechsler Memory Scale (WMS), NIMHANS Neuropsychological Battery.

UNIT-III

PROJECTIVE AND SEMI-PROJECTIVE TESTS-

Rorschach Inkblot Test
Thematic Apperception Test (TAT)
Children's Apperception Test (CAT)
Sack's Sentence Completion Test (SSCT)
Raven's Controlled Projection Test (RCPT)

UNIT-IV

APTITUDE-
Differential Aptitude Test (DAT)
Comprehensive Interest Schedule (CIS)
ASSESSMENT OF CHILDREN WITH SPECIAL NEEDS
Childhood Autism Rating Scale (CARS)
Connor's rating scale for Attention deficit hyperactive disorder
NIMHANS index for Specific learning
Child Behavior Checklist (CBCL)
Clinical Rating Scales: BDI, HDRS, HARS, CARS-training
Neuropsychological battery (adult)-training.

References:

- Groth – Marnat, G (2003). Handbook of Psychological Assessment. John Wiley & Sons Inc., Hoboken, New Jersey
- Kaplan, R.M & Saccuzzo, D. P (2009). Psychological testing: Principles, Applications and Issues. 7th Edition, Wadsworth, Belmont, USA.

SEMESTER-III	COURES TITLE
Course Code: MCP 305 Course Type: Core No Of Credits: 3	Neuro Psychology

Course Objective:

- The objective of this course is to give a better knowledge of brain and its various functions to understand its role in human behavior.

Learning Outcomes:

- Understand the Structure of the Nervous System, brain, and Functions of Different lobes.
- Understand the Evaluation and interventions of brain Pathology.

Course Outline:

UNIT-1

Understanding the concept of Neuropsychology The rationale for Neuropsychological evaluation Common problems with brain damage.

UNIT-II

Neuropsychological aspect of plasticity of brain Cerebral cortex and lateralization / localization of functions. Behavioral/ emotional/ personality/ cognitive changes associated with the lobe functions.

UNIT-III

Behavioral / emotional/ cognitive functions associated with each lobe. Module V: Neuropsychological Rehabilitation (Holistic Approach) Planning, process and outcome of cognitive retraining Role of family and larger community Financial/ employment Rehabilitation Neuropsychological Assessment - Bender Gestalt Test - Benton 's Visual Retention Test.

UNIT-IV

Factors for Personality and Health Link Types of Social Support Link between social support and Health Cross cultural images of health.

Suggested reading:

Luria, A.R. (1966), Higher cortical functions in man, New York, basic books.

References:

Hecaen, H. and Albert, M.L. (1978), Human Neuropsychology, New York, John Wily and Sons.

Brannon, L. & Feist, J. (2007): Introduction to Health Psychology. Cengage Learning.

SEMESTER-III	COURSES TITLE
Course Code: MCP 313 Course Type: CCC-II No Of Credits: 4	Building Mathematical ability and financial literacy.

Course Objectives:

- Master basic set theory, permutations, combinations, and mathematical logic.

Apply logical reasoning to analyze propositions and conditional statements.

- Understand financial instruments like stocks, shares, loans, insurance, and income tax liabilities.
- Analyze data using graphical representations. Compute measures of central tendency, dispersion, correlation, and regression.
- Understand money functions, banking operations, and monetary policy tools. Evaluate the role of Reserve Bank of India and monetary policy objectives.
- Apply mathematical and statistical techniques to financial scenarios. Make informed decisions about personal finance and economic policies based on analytical reasoning.

Learning Outcomes:

After completion of the course student should be able to:

- Ability to apply set theory, permutations, combinations, and logical reasoning to solve problems effectively. Proficiency in analyzing propositions and conditional statements using mathematical logic.
- Competence in calculating cost price, profit, loss, and various financial aspects like simple and compound interest.
- Proficiency in understanding and managing financial instruments such as stocks, shares, loans, insurance, and income tax liabilities.
- Competency in analyzing and interpreting data through graphical representations. Proficiency in computing measures of central tendency, dispersion, and conducting correlation and regression analyses.
- Financial Literacy Enhancement Understanding the functions of money, banking operations, and monetary policy tools. Ability to evaluate the role of the Reserve Bank of India and comprehend monetary policy objectives.

Course Outline:

Unit-I:

Mathematics: Basic set theory and Permutations and combinations. Mathematical logic: Introduction, proposition and truth values, logical connectives, tautology and contradiction, logical equivalences, converse, inverse and Contrapositive of a conditional statement.

Unit-II:

Commercial Mathematics: Cost price, selling price, profit and loss, simple interest, compound interest (reducing balance and flat rate of interest), stocks and shares. Housing loan and insurance, simple equated monthly installments (EMI) calculation. Income tax: simple calculation of individual tax liability

Unit-III:

Statistics: Sources of data: primary and secondary; types of data, graphical representation of data. Population, sample, variable, parameter. Statistic, simple random sampling, use of random number tables. Measures of central tendency: arithmetic mean, median and mode; measures of dispersion: range, variance, standard deviation and coefficient of variation Bivariate data: scatter plot, Pearson's correlation coefficient, and simple line or regression.

Unit-IV:

Financial Literacy: Definition, Function and Theories of Money: Money and its functions–The concepts and definitions of money–Measurement of money –Advantages of money – Scheduled and Non- scheduled Banks- Commercial Banks, its functions and credit creation – High powered Money- usage of debit and credit cards- Functions of a central bank- Quantitative and qualitative methods of credit control-Bank rate policy-Cash reserve ratio - Open market operations –Statutory liquidity ratio-Repo rate –Reverse Repo rate-Selective credit control-, role and functions of Reserve Bank of India-Objectives and limitations of monetary policy With special reference to India.

Suggested Reading:

Building Mathematical Ability, Foundation Course, University of Delhi, S. Chand Publications.

J. Medhi. Statistical Methods (An Introductory text); Wiley Eastern Ltd. (latest edition).

Lewis, M. K. and p. d., Monetary Economics. Oxford University press, New York, 2000.

References:

Brahmaiah, B. and P. Subbarao, Financial Futures and Options, Himalaya Publishing House, Mumbai, 1998.

C Rangarajan: Indian Economy: Essays in Money and Finance, UBS Publishers & Distributors Ltd, 1999.

SEMESTER-IV	COURES TITLE
Course Code: MCP 401 Course Type: Core No Of Credits:16	Dissertation

Course Objective:

- This course will help the learner to gain familiarity and develop skills associated with the processes of data collection, data analysis, writing a manuscript and publishing it.

Learning Outcomes:

- Identify appropriate journals for publication.
- Describe the Research Process and the principal activities, skills and ethics associated with
- Compose a project proposal.
- Practice selects and defines appropriate Research Problem and Parameters.
- Organize and conduct research using various interventions.
- Write a project report with good APA style for scholarly writing
- Create a research manuscript.
- Critically evaluate the work of self and peers.

Course Outline:

Identifying appropriate research journals, preparing manuscripts according to author guidelines.

The Dissertation / Project work shall be conducted under the supervision of an allotted guide of the opted subject.

The work shall relate to the lab investigations and quality management/survey of the specialization area.

Determine the purpose of the study with assumed outcomes

Initiate relevant intervention to meet the challenges on research

Validate the result outcomes with societal needs

References:

Barker, C., & Pistrang, N. (2015). Research methods in clinical psychology: An introduction for students and practitioners. John Wiley & Sons.

Giles, D. (2013). Advanced research methods in psychology. Routlez

Semester-IV	Course Title
Course Code: MCP 402 Course Type: Internship No Of Credits:2	Internship

Course Objective:

- This is a final end of the academic programme internship for 30 days. Students are required to search, Examine and Crave their niche in the field. The basic purpose of this internship is to create awareness for the students about the areas that they want to specialize in and also to charter their future course of action. The students should submit their internship report along with the nature of work done during the Internship and the certificate from the organization where the Internship was carried out. The candidates should also present their internship report in the seminar before the department faculty which will evaluate the Internship work. The internship report carries marks of 60 (sixty) and remaining 40 (Forty) marks would be for Viva-Voce that will be conducted by the Department as per the rules and regulations of the University

Learning outcomes:

- Students will understand and bridge the gap between the theoretical knowledge and practical skills they have gained in four semesters in a clinical setting of their choice and interest.

Course Outline:

Students can apply the theoretical knowledge and skills.

UNIT-1

INTERNSHIP

Clinical assessment, Conceptualization and intervention in a mental health institute.

References:

Murdock N.L (2016) Theories of Counselling and Psychotherapy: A case approach.

SEMESTER-IV	COURES TITLE
Course Code: MCP 403 Course Type: Core No Of Credits: 2	Positive Psychology

Course Objective:

- To enable the students to acquaint with fundamental concepts of positive psychology.
- To bring an experience marked by preponderance of positive emotions and informing them about emerging paradigm of Positive Psychology.
- Build relevant competencies for experiencing and sharing happiness as lived experience and its implications

Learning Outcomes:

- Understand the importance of Positive Psychology.
- Developed the competence to practice the tools in the field.
- Familiarize the concepts and perspectives in Positive psychology.
- Articulate the implications of Signature strengths.
- Application of Positive Psychology in Everyday life.

Course Outline:

Unit-1

Introduction to Positive Psychology, Assumption and Goals of Positive Psychology; Genesis of Positive Psychology as a separate Branch; Eastern and Western Perspectives of Positive Psychology.

Unit-II:

Happiness: Meaning and Measure; Hedonic and Eudaemonic Approach to Happiness; Determinants of happiness; Happiness and Well-being, Positive Emotion: Defining Emotional Terms; Distinguishing the Positive and the negative affect; Broaden-and-Built Theory; Cultivating Positive Emotion.

Unit-III:

Positive Cognitive States: Optimism; Mindfulness; Flow; Courage. Self-regulation and self-control: The value of self-control; Personal goals and self-regulation; goals that create self-regulation problems; everyday explanations for self-control failure; goal disengagement.

Unit-IV:

Prosocial Behavior: Altruism; Gratitude; Forgiveness; Positive Relationship, Successful Aging: Physical and Mental Health; Social Interaction and Support; Cognitive reserve. Positive Schooling: Care; Trust; Respect for Diversity; Goals; Plans; Motivation, Positive 39 Behavior at Workplace: Positive Organizational Behavior; Positive Organizational Scholarship; Psychological Capital; Thriving; Flow at Work; Employee Engagement.

Suggested readings:

Argyle, M. 1987. The psychology of happiness. London: Methuen.
Baumgardner, S.R. & Crothers, M.K. (2009). Positive Psychology. New Delhi: Pearson Education.

References:

Carr, A. Positive psychology: The science of happiness and human strengths. Routledge, 2011.
Snyder. C.R, & Lopez, S.J, Positive Psychology: The Scientific & Practical exploration of human strengths. New Delhi: Sage Publications, 2007.
Baltes, P. B., & Smith, J. New frontiers in the future of aging: From successful aging of the young old to the dilemmas of the fourth age. Gerontology, 49(2), 123-135, 2003.

Kumar, U, Archana & Prakash, V., Positive Psychology: Applications in Work, Health and Well-being. New Delhi: Pearson, 2015.