

S G T UNIVERSITY

Choice Based Credit System (CBCS)

UNDERGRADUATE PROGRAMME

**FACULTY OF BEHAVIOURAL
SCIENCES**

DEPARTMENT OF CLINICAL PSYCHOLOGY



PREAMBLE

BACHELOR OF SCIENCE IN CLINICAL PSYCHOLOGY

(Academic Session 2018-19)

Preamble:

Psychology is the science of human behavior and has several branches. Due to numerous biological, social and individual factors, the behavior of people is not always normative, desirable or appropriate. Several kinds of behavioural pathologies are seen in people. Some specialties of medicine, i.e., Psychiatry and Neurology are specifically devoted to the prevention and treatment of abnormal behaviors. Clinical Psychology is a specialized branch of psychology which focuses on the theoretical and practical elements of human behavior in clinical settings focuses on psychogenic behavioral pathologies with its own theory and practice.

Students graduating in this discipline shall acquire the fundamental knowledge of Psychology as well as its applications Clinical Psychology with specific inputs about psychotherapy and psycho-diagnostics. This foundation course shall facilitate development to specialized professional knowledge and ability to opt for further studies in this important area.

In present time there has been a rise in psychopathology owing to various pressures in life, fast paced changes in social structures. These are altering the social dynamics at large and forcing the individuals and make corresponding adaptive changes in life. This program caters to the need for specialized training in clinical area of specialization within the broader discipline of Psychology. There is a need for such an orientation right at the graduate level in order to meet the demand of trained Clinical Psychologists in the country.

Goals:

The primary goal of the course is to introduce students to the basic knowledge of Psychology, the foundation of Clinical Psychology and orienting there to a professional course in the field of Clinical Psychology with emphasis on skill development.

Objectives:

1. To provide an integrated academic, practical and clinical exposure to the students.
2. To orient students to the specialty of Clinical Psychology.
3. To make students understand basic concepts in Psychology and their applications.
4. To develop sensitivity forwards psychological aspects in dealing with every day issues.

Duration:

3 years (6 Semesters) Regular Mode

Eligibility: 10+2 with minimum 50% marks in aggregate of the best 5 papers.

In-take Capacity: 40 seats per year or as decided by the University time to time.

Vocational Opportunities:

1. Master's course in Clinical Psychology/ Counselling Psychology/ Health Psychology/ Applied Psychology/ Cognitive Neuroscience etc.
2. Working as assistants to professionals working in the area of Counseling and Clinical Psychology.

Core Department:

Department of Clinical Psychology, Faculty of Behavioural Sciences, S G T University.

Fee Structure: As decided by the University from time to time

Teaching Strategies:

B. Sc. Clinical Psychology is a six semester (3 years) program with Choice Based Credit System (CBCE). The students will be doing practical work in various settings and in the laboratory. The theory teaching will provide class room based knowledge of the subject matter, while practical exposure shall include work in the laboratory, Clinical and community settings.

The program intends to integrate different pedagogies including student interactive sessions, focused/spot group discussion, problem/project based learning, students' and teachers' seminar etc. Visits to relevant departments in SGT Hospital and Medical College as well as community visits. In addition exposure to subject experts from outside, the University research and seminar activities, field training etc. will enhance student's learning experiences.

Professional/Clinical Training:

- 1) Students shall acquire training in clinical settings, such as hospital, schools for mentally challenged, drug de-addiction centers, rehabilitation centers etc.
- 2) Students shall participate in community settings – institutional, villages, slums etc.

Research Training:

Project is an essential part of the course, where the students will undertake a specific research oriented plan so to get an understanding of research methodology, statistical analysis along with required theoretical inputs for the analysis of data and its interpretation. The project will be undertaken in laboratory/ community settings/ clinical settings. The field training is also oriented to research where the students are supposed to prepare a report.

Choice Based Credit System (CBCS)

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to follow uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, therefore following the UGC guidelines CBCS has been formulated, the details given below.

SCHEME FOR CHOICE BASED CREDIT SYSTEM IN B.SC CLINICAL PSYCHOLOGY

SEMESTER	CORE COURSES (16)	ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) (4)	ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC) (SKILL BASED) (2)	ELECTIVE DISCIPLINE SPECIFIC (DSE) (6)	ELECTIVE GENERIC Interdisciplinary/ Open Elective (GE) (4)
Semester-I	C-PSY-01 Foundations of Human Behavior (Theory+ Practical)	AECC-1 General English: Essentials of Communication (Theory+Tutorial)			GE-1 Child Psychology (Theory+Tutorial)
	C-PSY-02 Schools of Psychology (Theory+ Practical)				FBS_OE-1 ## Positive Psychology and Mindfulness (Theory+ Tutorial)
	C-PSY-03 Experiments in Psychology (Theory+ Practical)				
Semester-II	C-PSY-04 Physiological Psychology (Theory+ Practical)	AECC-2 General English: Communication Skills (Theory+Tutorial)			GE-2 Adolescent Psychology (Theory+Tutorial)
	C-PSY-05 Cognitive Psychology (Theory+ Practical)				FBS_OE-2 # Stress and Anxiety Management (Theory+ Tutorial)
	C-PSY-06 Psychological Testing (Theory+ Practical)				
Semester-III	C-PSY-07 Social Psychology (Theory+ Practical)	AECC-3 Environmental Science (Theory+Tutorial)	AEEC-1 Field Training- Community Setting (Practicum)		GE-3 Inter-group Relations (Theory+Tutorial)
	C-PSY-08 Abnormal Psychology (Theory+ Practical)				FBS_OE-3 # Emotional Intelligence (Theory+ Tutorial)
	C-PSY-09 Basics of Personality (Theory+ Practical)				

Semester-IV	C-PSY-10 Measurement in Psychology (Theory+ Practical)	AECC-4 Gender Studies (Theory+Tutorial)	AEEC-2 Field Training- Clinical Setting (Practicum)		GE-4 Organizational Behaviour (Theory+Tutorial)
	C-PSY-11 Research Methods (Theory+ Practical)				FBS_OE-4 # Happiness and Well-being (Theory+ Tutorial)
	C-PSY-12 Statistical in Psychology (Theory+ Practical)				
Semester-V	C-PSY-13 Neuropsychology (Theory+ Practical)			DSE-1 Disability & Rehabilitation (Theory+ Practical)	
	C-PSY-14 Psychotherapeutic intervention-I (Theory+ Practical)			DSE-2 Community Psychology (Theory+ Practical)	
				DSE-3 Psychology of Aging (Theory+Practic al)	
Semester-VI	C-PSY-15 Psychotherapeutic intervention-II (Theory+ Practical)			DSE-4 or DSE- 9 Integrated Psychological Interventions (Theory+ Practical) **Project	
	C-PSY-16 Guidance & Counseling (Theory+ Practical)			DSE-5 or DSE- 7 Health/Forensi c Psychology (Theory+ Practical)	
				DSE-6 or DSE- 8 Positive /Political Psychology (Theory+ Practical)	

* Wherever there is a practical there will be no tutorial and vice-versa

FBS_OE-1 Positive Psychology and Mindfulness compulsory for all 1st Semester students.

A student can choose any 2 Open Elective from other faculty courses offered in 2nd, 3rd and 4th semester.

****In case of Project chosen as DSE, only those candidates will be allowed to opt DSE-9 in lieu of DSE-4 and DSE-P-4 who have obtained at least 6.0 CGPA up to semester-IV. The total weightage will be of 150 marks/6 credits.**

<u>SUMMARY OF COURSE</u>				
Semester	Type of Course	Nature of course	Hours in a Week	Credits
Semester -I	Core Courses (3)	Theory	12	12
	Core Courses P(3)	Practicum	12	6
	Generic (Elective)(1)	Theory+ Tutorial	3+1	4
	AECC (1)	Theory+ Tutorial	1+1	2
	CBSE Open Elective #	Theory+ Tutorial	2	2 #
		Total	30	24+2
Semester -II	Core Courses (3)	Theory	12	12
	Core Courses P(3)	Practicum	12	6
	Generic (Elective)(1)	Theory+ Tutorial	3+1	4
	AECC (1)	Theory+ Tutorial	1+1	2
	CBSE Open Elective #	Theory+ Tutorial	2	2 #
		Total	30	24+2
Semester -III	Core Courses (3)	Theory	12	12
	Core Courses P(3)	Practicum	12	6
	Generic (Elective)(1)	Theory	3+1	4
	AECC (1)	Theory	1+1	2
	AEEC (1)	Field Training (Community Setting)	8	4
	CBSE Open Elective #	Theory+ Tutorial	2	2 #
		Total	38	28+2
Semester -IV	Core Courses (3)	Theory	12	12
	Core Courses P(3)	Practicum	12	6
	Generic (Elective)(1)	Theory+ Tutorial	3+1	4
	AECC (1)	Theory+ Tutorial	1+1	2
	AEEC (1)	Field Training (Clinical Setting)	8	4
	CBSE Open Elective #	Theory+ Tutorial	2	2 #
		Total	38	28+2
Semester -V	Core Courses (2)	Theory	8	8
	Core Courses P (2)	Practicum	8	4
	DSE (3)	Theory	12	12
	DSE P(3)	Practicum	12	6
		Total	40	30
Semester -VI	Core Courses (2)	Theory	8	8
	Core Courses P(2)	Practicum	8	4
	DSE (3)	Theory	12	12
	DSE P (3)	Practicum	12	6
		Total	40	30

A Student can choose any 2 Open Elective from other faculty courses offered in 2nd, 3rd and 4th semester.

CORE COURSES

(THEORY)

C-PSY-01: Foundations of Human Behaviour
 C-PSY-02: Schools of Psychology
 C-PSY-03: Experiments in Psychology
 C-PSY-04: Physiological Psychology
 C-PSY-05: Cognitive Psychology
 C-PSY-06: Psychological Testing
 C-PSY-07: Social Psychology
 C-PSY-08: Abnormal Psychology
 C-PSY-09: Basics of Personality
 C-PSY-10: Measurement in Psychology
 C-PSY-11: Research Methods
 C-PSY-12: Statistics in Psychology
 C-PSY-13: Neuropsychology
 C-PSY-14: Psychotherapeutic Intervention-I
 C-PSY-15: Psychotherapeutic Intervention-II
 C-PSY-16: Guidance and Counseling

CORE COURSES**(PRACTICUM)**

C-PSY-P-01: Foundations of Human Behaviour
 C-PSY-P-02: Schools of Psychology
 C-PSY-P-03: Experiments in Psychology
 C-PSY-P-04: Physiological Psychology
 C-PSY-P-05: Cognitive Psychology
 C-PSY-P-06: Psychological Testing
 C-PSY-P-07: Social Psychology
 C-PSY-P-08: Abnormal Psychology
 C-PSY-P-09: Basics of Personality
 C-PSY-P-10: Measurement in Psychology
 C-PSY-P-11: Research Methods
 C-PSY-P-12: Statistics in Psychology
 C-PSY-P-13: Neuropsychology
 C-PSY-P-14: Psychotherapeutic Intervention-I
 C-PSY-P-15: Psychotherapeutic Intervention-II
 C-PSY-P-16: Guidance and Counseling

ELECTIVE COURSES

**ELECTIVE: GENERIC (GE)/INTERDISCIPLINARY
 (1 EACH IN SEMESTER I, II, III AND IV)**

GE-PSY-01: Child Psychology (Theory+ Tutorial)
 GE-PSY-02: Adolescent Psychology (Theory+ Tutorial)
 GE-PSY-03: Inter-group Relations (Theory+ Tutorial)
 GE-PSY-04: Organizational Behaviour (Theory+ Tutorial)

**ELECTIVE: DISCIPLINE SPECIFIC (DSE)
 (ANY 6- 3 EACH IN SEMESTER- V AND VI)**

DSE (THEORY)

DSE-PSY-01: Disability & Rehabilitation
 DSE-PSY-02: Community Psychology
 DSE-PSY-03: Psychology of Aging
 DSE-PSY-04: Integrated Psychological Interventions/ DSE-PSY-09: Project*
 DSE-PSY-05: Health Psychology/ DSE-PSY-07: Forensic Psychology
 DSE-PSY-06: Positive Psychology/ DSE-PSY-08: Political Psychology

DSE (PRACTICUM)

DSE-PSY-P-01: Disability & Rehabilitation
 DSE-PSY-P-02: Community Psychology
 DSE-PSY-P-03: Psychology of Aging
 DSE-PSY-P-04: Integrated Psychological Interventions/ DSE-PSY-09: Project*
 DSE-PSY-P-05: Health Psychology/ DSE-PSY-P-07: Forensic Psychology
 DSE-PSY-P-06: Positive Psychology/ DSE-PSY-P-08: Political Psychology

**In case of Project chosen as DSE, only such candidate will allowed to opt to DSE-9 in lieu of DSE-4 and DSE-P-4 who have obtained at least 6.0 CGPA up to semester-IV. The total weightage will be of 150 marks/6 credits.*

ABILITY ENHANCEMENT COMPULSORY COURSES (AECC) (SKILL BASED) (1 EACH IN SEMESTER I - IV)

AECC-PSY-01: General English: Essentials of Communication (Theory +Tutorial)
 AECC-PSY-02: General English: Communication Skills (Theory +Tutorial)
 AECC-PSY-03: Environmental Science (Theory+ Tutorial)
 AECC-PSY-04: Gender Studies (Theory+ Tutorial)

ABILITY ENHANCEMENT ELECTIVE COURSES (AEEC) (SKILL BASED (ANY 2: 1 EACH IN SEMESTER III AND IV)

AEEC-PSY-01: Field Training –Community Setting (Practical)
 AEEC-PSY-02: Field Training –Clinical Setting (Practical)

OPEN ELECTIVE COURSES

FBS_OE-1: Positive Psychology and Mindfulness
 FBS_OE-2: Stress and Anxiety Management
 FBS_OE-3: Emotional Intelligence
 FBS_OE-4: Happiness and Well-being

IV. SCHEME OF EXAMINATION

Semester I (Total Marks=600+50)

S. No.	Paper Name	Course Title	Hrs/ week	Theory/Practical		Total Marks	Credits
				Summative Assessment	Formative Assessment		
1.	Foundations of Human Behavior	C-PSY-01	4	60	40	100	4
2.	Practicum: Foundations of Human Behavior	C-Psy-P-01	2	30	20	50	2
3.	Schools of Psychology	C-PSY-02	4	60	40	100	4
4.	Practicum: Schools of Psychology	C-Psy-P-02	2	30	20	50	2
5.	Experiments in Psychology	C-PSY-03	4	60	40	100	4
6.	Practicum: Experiments in Psychology	C-Psy-P-03	2	30	20	50	2
7.	Child Psychology	GE-PSY-1 (Tutorial)	4	60	40	100	4
8.	General English: Essentials of Communication	AECC-1 (Tutorial)	2	30	20	50	2
	TOTAL	8	24	360	240	600+50	24

Semester II (Total Marks=600)

S. No.	Paper Name	Course Title	Hrs/ week	Theory/Practical		Total Marks	Credits
				Summative Assessment	Formative Assessment		
1.	Physiological Psychology	C-PSY-04	4	60	40	100	4
2.	Practicum: Physiological Psychology	C-Psy-P-04	2	30	20	50	2
3.	Cognitive Psychology	C-PSY-05	4	60	40	100	4
4.	Practicum: Cognitive Psychology	C-Psy-P-05	2	30	20	50	2
5.	Psychological Testing	C-PSY-06	4	60	40	100	4
6.	Practicum: Psychological Testing	C-Psy-P-06	2	30	20	50	2
7.	Adolescent Psychology	GE-PSY-2 (Tutorial)	4	60	40	100	4
8.	General English: Communication Skills	AECC-2 (Tutorial)	2	30	20	50	2
	TOTAL	8	24	360	240	600	24

Semester III (Total Marks=700)

S. No.	Course Code	Course Title	Hrs/ week	Theory/Practical		Total Marks	Credits
				Summative Assessment	Formative Assessment		
1.	Social Psychology	C-PSY-07	4	60	40	100	4
2.	Practicum: Social Psychology	C-Psy-P-07	2	30	20	50	2
3.	Abnormal Psychology	C-PSY-08	4	60	40	100	4
4.	Practicum: Abnormal Psychology	C-Psy-P-08	2	30	20	50	2
5.	Basics of Personality	C-PSY-09	4	60	40	100	4
6.	Practicum: Basics of Personality	C-Psy-P-09	2	30	20	50	2
7.	Inter-group Relations	GE-PSY-3 (Tutorial)	4	60	40	100	4
8.	Environmental Science	AECC-3 (Tutorial)	2	30	20	50	2
9.	Field Training-Community Setting	AEEC-1 (FT)	8	60	40	100	4
	TOTAL	9	32	420	280	700	28

Semester IV (Total Marks=700)

S. No.	Course Code	Course Title	Hrs/ week	Theory /Practical		Total Marks	Credits
				Summative Assessment	Formative Assessment		
1.	Measurement in Psychology	C-PSY-10	4	60	40	100	4
2.	Practicum: Measurement in Psychology	C-Psy-P-10	2	30	20	50	2
3.	Research Methods	C-PSY-11	4	60	40	100	4
4.	Practicum: Research Methods	C-Psy-P-11	2	30	20	50	2
5.	Statistics in Psychology	C-PSY-12	4	60	40	100	4
6.	Practicum: Statistics in Psychology	C-Psy-P-12	2	30	20	50	2
7.	Organizational Behaviour	GE-PSY-4 (Tutorial)	4	60	40	100	4
8.	Gender Studies	AECC-4 (Tutorial)	2	30	20	50	2
9.	Field Training-Clinical Setting	AEEC-2 (FT)	8	60	40	100	4
	TOTAL	9	32	420	280	700	28

Semester V (Total Marks=750)

S. No.	Course Code	Course Title	Hrs/ week	Theory/Practical		Total Marks	Credits
				Summative Assessment	Formative Assessment		
1.	Neuropsychology	C-PSY-13	4	60	40	100	4
2.	Practicum: Neuropsychology	C-Psy-P-13	2	30	20	50	2
3.	Psychotherapeutic Intervention-I	C-PSY-14	4	60	40	100	4
4.	Practicum: Psychotherapeutic Intervention-I	C-Psy-P-14	2	30	20	50	2
5.	Disability & Rehabilitation	DSE-PSY-1	4	60	40	100	4
6.	Practicum: Disability & Rehabilitation	DSE-Psy-P-1	2	30	20	50	2
7.	Community Psychology	DSE-PSY-2	4	60	40	100	4
8.	Practicum: Community Psychology	DSE-Psy-P-2	2	30	20	50	2
9.	Psychology of Aging	DSE-PSY-3	4	60	40	100	4
10.	Practicum: Psychology of Aging	DSE-Psy-P-3	2	30	20	50	2
	TOTAL	10	30	450	300	750	30

Semester VI (Total Marks=750)

S. No.	Course Code	Course Title	Hrs/ week	Theory/Practical		Total Marks	Credits
				Summative Assessment	Formative Assessment		
1.	Psychotherapeutic Intervention-II	C-PSY-15	4	60	40	100	4
2.	Practicum: Psychotherapeutic Intervention-II	C-Psy-P-15	2	30	20	50	2
3.	Guidance and Counseling	C-PSY-16	4	60	40	100	4
4.	Practicum: Guidance and Counseling	C-Psy-P-16	2	30	20	50	2
5.	Integrated Psychological Interventions*	DSE-PSY-4*	4*	60*	40*	100*	4*
6.	Practicum: Integrated Psychological Interventions *	DSE-Psy-P-4*	2*	30*	20*	50*	2*
7.	Health Psychology/ Forensic Psychology	DSE-PSY-5/ DSE-PSY-7	4	60	40	100	4
8.	Practicum: Health Psychology/ Practicum: Forensic Psychology	DSE-Psy-P-5/ DSE-Psy-P-7	2	30	20	50	2
9.	Positive Psychology/ Political Psychology	DSE-PSY-6/ DSE-PSY-8	4	60	40	100	4
10.	Practicum: Positive Psychology/ Practicum: Political Psychology	DSE-Psy-P-6/ DSE-Psy-P-8	2	30	20	50	2
11.	Project	DSE-PSY-9	6	90	60	150	6
	TOTAL	10	30	450	300	750	30

*In case of Project chosen as DSE, only those candidates will be allowed to opt DSE-9 in lieu of DSE-4 and DSE-P-4 who have obtained at least 6.0 CGPA up to semester-IV. The total weightage will be of 150 marks/6 credits.

FBS_OE-1: Positive Psychology and Mindfulness compulsory for all 1st Semester students.

A UG Student can choose any 2 Open Elective from other faculty courses offered in 2nd, 3rd and 4th semesters.

Total Credits = 24+24+28+28+30+30 = 164 Total Marks= 4100*

Total Hours (per week) = 24+24+32+32+30+30 =172 hours

*** Candidates may earn maximum 8 and minimum 6 credits out of Open Elective Courses in first 4 semesters.**

EVALUATION AND EXAMINATION

I. Theory Papers:

A. Summative Assessment:

For each theory course there shall be two parts for evaluation: Part-A (Descriptive) and Part-B (Objective) and they will consist of equal number of questions for which the time will be 3 hours.

B. Formative Assessment:

Formative assessment in each theory paper shall have the following distribution:

- | | | |
|---|---|----------------------|
| 1. Attendance | = | 10% marks (4 Marks) |
| 2. Mid-term Class Tests (subjective & objective) | = | 30% marks (12 Marks) |
| 3. Participation in SIS/SGD/FGD/Role Play | = | 30% marks (12 Marks) |
| 4. Problem/Project based/Student's Seminar/Case Study | = | 30% marks (12 Marks) |

The concerned teacher shall make continual assessment weekly over the content covered during the week and also shall have record of the same. It shall be displayed monthly and finally cumulatively before the start of the semester examination.

I. Practical Examination

A. Summative assessment distribution (30 Marks):

- | | | |
|--|---|----------|
| 1. Demonstration/conduction/presentation | = | 10 marks |
| 2. Viva Voce examination | = | 20 marks |

B. Formative assessment distribution (20 Marks):

- | | | |
|---|---|----------|
| 1. Attendance | = | 5 marks |
| 2. Laboratory work report | = | 5 marks |
| 3. Mid-term oral examination/assessment | = | 10 marks |

II. Field Training

A. Summative assessment distribution (60 Marks):

- | | | |
|-------------------------|---|----------------------|
| 1. Viva Voce Exam | = | 60% marks (36 marks) |
| 2. Training Work Report | = | 40% marks (24 marks) |

B. Formative assessment distribution (40 Marks):

- | | | |
|--------------------------------------|---|----------------------|
| 1. Attendance | = | 20% marks (8 marks) |
| 2. Report Writing | = | 40% marks (16 marks) |
| 3. Presentation /mid term assessment | = | 40% marks (16 marks) |

IV. Project:

A. Summative assessment distribution (100 Marks):

- | | | |
|-------------------|---|----------------------|
| 1. Viva Voce Exam | = | 60% marks (60 marks) |
| 2. Project Report | = | 40% marks (40 marks) |

C. Formative assessment distribution (50 Marks):

- | | | |
|--|---|----------------------|
| 1. Attendance | = | 20% marks (10 marks) |
| 2. Report Writing | = | 40% marks (20 marks) |
| 3. Presentation/mid-term oral assessment | = | 40% marks (20 marks) |

The project work will be starting soon in the beginning of the 5th semester and shall be evaluated by a joint board of internal and external examiners. Pre-submission presentation of the report in the department will be evaluated by the concerned supervisor and the Dean of the Faculty.

**Faculty of Behavioural Sciences
Department of Clinical Psychology**

**B.Sc. Clinical Psychology
SYLLABUS (2018-2021)**

Semester I (Total Marks=600+50)

S. No.	Paper Name	Course Title	Hrs/ week	Theory/Practical		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1.	Foundations of Human Behavior	C-PSY-01	4	60	40	100	4
2.	Practicum: Foundations of Human Behavior	C-Psy-P-01	2	30	20	50	2
3.	Schools of Psychology	C-PSY-02	4	60	40	100	4
4.	Practicum: Schools of Psychology	C-Psy-P-02	2	30	20	50	2
5.	Experiments in Psychology	C-PSY-03	4	60	40	100	4
6.	Practicum: Experiments in Psychology	C-Psy-P-03	2	30	20	50	2
7.	Child Psychology	GE-PSY-1 (Tutorial)	4	60	40	100	4
8.	General English: Essentials of Communication	AECC-1 (Tutorial)	2	30	20	50	2
	TOTAL	8	24	360	240	600+50	24

Paper: C-PSY-01: Foundations of Human Behavior

Unit	Content	Time (Hours)	Domain
I	Introduction Definition and goals of Psychology; psychology as a science, fields of Psychology Psychology as a Science relationship with other social sciences. Methods of research in Psychology: Case history, Observation, Interview <i>Charting a timeline</i> <i>Diagrammatic presentation of fields of psychology in a circle</i>	20 7 6 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
II	Sensation, attention and perception Sensation: meaning, sensory threshold, types of sensory processes Attention: meaning; determinants of attention, types of attention Perception: meaning and nature, laws of perceptual organization, Perceptual processes: form perception, figure-ground law perception, Perceptual Constancy, Movement, Depth perception and Illusion <i>Vigilance</i> <i>Preparing a model of attention</i>	22 8 6 8	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
III	Motivation and Emotion Motivation: Definition and nature of motivation; sources of motivation – instincts & drives. Type of motives: Biological and Social, Theories of Motivation. Emotion: Nature and concept, theories of emotion and universal emotions and culture. <i>Aggression</i> <i>Cultural variations in emotions</i>	22 8 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>

C-PSY-P-01: Practicum: Foundations of Human Behavior

Content	Time (Hours)	Domain
C-PSY-P-01:Practicum: (any four to be reported)	32	Must know
Span of attention	8	
Sensory adaptation: Tactual/Cold pressure	8	
Level of Aspiration	8	
Measurement of Illusion	8	<i>Desirable to Know</i>
<i>Reaction time – simple</i>		<i>Nice to Know</i>
<i>Divided attention</i>		

Syllabus Books:

1. Atkinson, Hilgard, Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Lutz, C. (2014). *Introduction to psychology*. Cengage Learning EME.
2. Baron, R.A. (2002). *Psychology (5th ed.)*. New Delhi: Pearson Education.
3. Meyer, G., & Ciccarelli, S. (2005). *Psychology (Paperback)*. Prentice Hall.
4. G. Levine, & S. Parkinson. (1994). *Experimental Methods in Psychology*. Lawrence Erlbaum Associates.
5. Gerrig, R.F & Zimbardo, P.G. (2005). *Psychology & life*. Allyn & Bacon/New Delhi. Pearson Education.

Reference Books:

1. G. Butler; F. McManus. (1998). *Psychology: A Very Short Introduction* Oxford University Press.
2. N. Sheehy. (2004). *Fifty Key Thinkers in Psychology*. Routledge.
3. A. Demorest. (2005). *Psychology's Grand Theorists: How Personal Experiences Shaped Professional Ideas*. Lawrence Erlbaum Associates.
4. M. P. Munger. (2003). *The History of Psychology: Fundamental Questions* Oxford University Press.

Paper C-PSY-02: Schools of Psychology

Unit	Content	Time (Hours)	Domain
I	Introduction and Early Schools	22	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
	Main systems of Psychology, contribution of Weber & Fechner in scientific psychology; contribution of Ebbinghaus in memory	8	
	Structural content approach of Wundt; and Titchener	8	
	Functionalism as a system, contribution of William James, Dewey	6	
	<i>Pre-scientific psychology</i> <i>Beginnings of scientific psychology</i>		
II	Behaviorism& Third force	20	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
	Behaviorism: Concept and history; Views of Watson, Hull, and Skinner	7	
	Cognitivism: Concept and history; Views of Tolman, Miller, Neisser	7	
	Humanistic Psychology: contributions of Maslow and Rogers	6	
	<i>Cognitive maps and human behaviour</i> <i>Preparing need hierarchy in Indian contexts</i>		
III	Psychoanalytic & Gestalt School of Psychology	22	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
	Psychoanalysis, contributions of Freud	7	
	Neo-Freudians, Ego psychology and object-relation theory	8	
	Gestalt Psychology; Wertheimer, Kohler, Koffka	7	
	<i>Analysing early childhood memories of self</i> <i>Illusions and single trial learning</i>		

C-PSY-P-02: Practicum: Schools of Psychology

Content	Time (Hours)	Domain
C-PSY-P-02:Practicum: (any four to be reported)	32	
Word association Test	8	Must know
Galton bar	8	
Verification of Miller's 7+/- 2 phenomenon	8	
Verbal Learning	8	
Prepare biographical sketch of two pioneer psychologists-soft presentation		<i>Desirable to Know</i>
<i>Perceptual laws – phi phenomenon</i>		<i>Nice to Know</i>

Syllabus Books:

1. Marx, M.H. and Hillix, W.A.C. (1987). *Systems and Theories in Psychology*. New York: McGraw Hill.
2. Wolman, B.B. (1979). *Contemporary Theories and Systems in Psychology*. Delhi: Freeman Book Co.
3. Duane P. Schultz, Sydney Ellen Schultz. (2011). *A History of Modern Psychology*- Wadsworth Publishing.
4. G. Levine, &S. Parkinson. (1994). *Experimental Methods in Psychology*.Lawrence Erlbaum Associates.

Reference Books:

1. G. A. Kimble; K. Schlesinger. (1985). *Topics in the History of Psychology (Vol. 1 & 2)*.Lawrence Erlbaum Associates.
2. G. A. Kimble; M. Wertheimer; C. White. (1991). *Portraits of Pioneers in Psychology*.American Psychological Association.
3. L. B. Murphy; G. Murphy. (1969). *Western Psychology: From the Greeks to William James*.Basic Books.
4. R. Fuller. (1995). *Seven Pioneers of Psychology: Behaviour and Mind*.Routledge.

Paper C-PSY-03: Experiments in Psychology

Unit	Content	Time (Hours)	Domain
I	Introduction	22	Must know
	Nature of science, psychological experimentation: nature, applications of scientific method	7	
	Experimental plan: planning of experiment, Types of experiments, conducting and writing up an experiment	8	
	Experimental designs: within and between subject design, field experiment	7	
	<i>Field experiments and longitudinal experiments</i> <i>Longitudinal study in developmental psychology</i>		
II	Classical Experiments – Experimental Psychology	22	Must know
	Weber's law and its verification by Gustav Fechner, Signal detection experiments and ROC curves	8	
	Experiment of classical conditioning by Pavlov, Tolman's experiment on sign significance learning, Gibson's visual cliff experiment	7	
	Ebbinghaus experiments on learning and retention	7	
	<i>Trying to draw self forgetting curve</i> <i>Trying some mnemonics</i>		
III	Classical Experiments – Social and Emotional Behavior	20	Must know
	Cognitive Physiological experiment of emotions by Schachter and Singer	7	
	Obedience experiments by Stanley Milgram	6	
	Sheriff's experiment of Rober's cave, Stanford prison experiment on roles and rules by Zimbardo, experiments on conformity by Solomon Asch	7	
	<i>The phenomena in Indian contexts</i> <i>Classroom group games</i>		

C-PSY-P-03: Practicum: Experiments in Psychology

Content	Time (Hours)	Domain
C-PSY-P-03 Practicum: (any four to be reported)	32	Must know
Verification of Weber's law – weight lifting experiment	8	
Retention curve with at-least three intervals	8	
Verbal conditioning	8	
Conformity in a small group	8	
<i>Psychophysical methods</i>		<i>Desirable to Know</i>
<i>Sociometry</i>		<i>Nice to Know</i>

Syllabus Books:

1. Gorrige, R.F. and Zimbardo, P.G. (2005). *Psychology and Life*. Allyn and Bacon.
2. Milgram, S. (1974). *Obedience to authority*. New York: Harper Arrow
3. Asch, S.E. (1952). *Social Psychology*. Prentice Hall: NJ.
4. McGuigan, F.J. *Experimental Psychology*. Prentice Hall: NJ
5. Schachter, S. (1971). *Emotion, obesity, and crime*. Academic Press: New York.
6. Gross, R.D. (2005). *Psychology: The Science of Mind and Behaviour*
7. Levinthal. *Physiological Psychology*.
8. D'Amato, M.R. (2010). *Methodology, Psychophysics and Learning*. Tata McGraw Hill: New Delhi.

Reference Books:

1. Ronald Gandelman. (1985). *Autobiographies in Experimental Psychology*.Lawrence Erlbaum Associates.
2. G. Levine; S. Parkinson. (1994).*Experimental Methods in Psychology*.Lawrence Erlbaum Associates.
3. J. W. KlingLorrin A. Riggs. (1971). *Woodworth & Schlossberg's Experimental Psychology*.Holt, Rinehart and Winston.
4. A. RodriguesR. V. Levine. (1999). *Reflections on 100 Years of Experimental Social Psychology*,Basic Books.
5. W. S. Rogers. (2003). *SocialPsychology: Experimental and Critical Approaches*. Open University Press.

Paper GE-PSY-01: Child Psychology

Unit	Content	Time (Hours)	Domain
I	Introduction Concept of development, principles of growth Maturation and development, determinants: biological and socio-cultural Developmental stages: life span approach <i>Observe and prepare developmental charts</i> <i>Some genetic abnormalities and behavioural syndromes</i>	21 6 8 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
II	Pre-natal and Neonatal Development Stages and factors in prenatal stage Neonatal: physical characteristics, reflexes, issues in childbirth Sensory, motor and cognitive capacities in neonatal stage <i>Interact with a newly born in family or neighbourhood</i> <i>Draw milestones for growing baby for a year</i>	22 7 8 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
III	Infancy and childhood Development during infancy: physical and motor development Language, emotional and social development during infancy Development during childhood: preschool and childhood – social, emotional, cognitive and moral development <i>Interacting with preschool boys and girls</i> <i>Focusing on gender identity in childhood</i>	21 8 7 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>

Syllabus Books:

1. Berk, L.E. (2008). *Child development*. New Delhi: Pearson Education
2. Hurlock, J.B. (1997). *Child development*. New Delhi: McGraw Hill
3. Seifert, K.L. and Hoffnug, R.J. (1991). *Child and adolescent development*. New York: Houghton Mifflin Co.

Reference Books:

1. M. C. Roberts. (2005). *Handbook of Pediatric Psychology*. Guilford Press.
2. J. Piaget, B. Inhelder, H. Weaver. (1969). *The Psychology of the Child*. Basic Books.
3. L. Nadelman. (2004). *Research Manual in Child Development*. Lawrence Erlbaum Associates.
4. A. D. Pellegrini; F. J. Symons; J. Hoch. (2004). *Observing Children in Their Natural Worlds: A Methodological Primer*. Lawrence Erlbaum Associates.

Paper AECC-PSY-01 General English: Essentials of Communication

(Theory and Tutorial)

Sl. No	TOPICS TO BE COVERED	Domain	Teaching Hours (30)
Unit-I	Listening Comprehension <ul style="list-style-type: none">• Speeches• Interviews• audio-video clippings followed by exercises	Desirable to know Must Know Nice to know	10 hours
Unit-II	Conversation Skills <ul style="list-style-type: none">• Greetings and Introducing oneself• Framing questions and answers• Role play• Buying: asking details etc	Must Know Desirable to know	10 Hours
Unit-III	Reading Comprehension <ul style="list-style-type: none">• Simple narration and Stories• Simple Passages• Newspaper and articles clippings	Must Know	10 Hours

Faculty of Behavioural Sciences
Department of Clinical Psychology

B.Sc. Clinical Psychology
SYLLABUS (2018-2021)
Semester II (Total Marks=600)

S. No.	Paper Name	Course Title	Hrs/ week	Theory/Practical		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1.	Physiological Psychology	C-PSY-04	4	60	40	100	4
2.	Practicum: Physiological Psychology	C-Psy-P-04	2	30	20	50	2
3.	Cognitive Psychology	C-PSY-05	4	60	40	100	4
4.	Practicum: Cognitive Psychology	C-Psy-P-05	2	30	20	50	2
5.	Psychological Testing	C-PSY-06	4	60	40	100	4
6.	Practicum: Psychological Testing	C-Psy-P-06	2	30	20	50	2
7.	Adolescent Psychology	GE-PSY-2 (Tutorial)	4	60	40	100	4
8.	General English: Communication Skills	AECC-2 (Tutorial)	2	30	20	50	2
	TOTAL	8	24	360	240	600	24

Paper C-PSY-04: Physiological Psychology

Unit	Content	Time (Hours)	Domain
I	Introduction The biological context of Psychology; structure of neurons: Types of neurons Functions of neurons, resting and action potential, conduction of impulse Synaptic transmission and chemical neurotransmitters <i>Description of various systems of human body</i> <i>Anatomical features of Human body</i>	22 8 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
II	Nervous system and its functions Nervous System: Classification; cranial nerves Central nervous system: Brain and spinal cord- structure and function. Peripheral and Autonomic nervous system: structure and function of somatic and autonomic <i>Reflex actions</i> <i>Autonomous stress reactions</i>	21 7 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
III	Bio-chemical basis of behaviour Hormones: types; role of endocrine glands Biological basis of hunger, thirst and sex Sleep: biological basis and stages, Arousal <i>Developmental endocrinology</i> <i>Some lessons in reproductive biology</i>	21 7 7 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>

C-PSY-P-04: Practicum: Physiological Psychology

Content	Time (Hours)	Domain
C-PSY-P-04 Practicum: (any four to be reported)	32	
Charts on structure of nervous system	8	Must know
Effect of caffeine on sensory threshold	8	
EEG/ visit and report of dissection room	8	
Body mass index	8	
<i>Dietary chart</i>		<i>Desirable to Know</i> <i>Nice to Know</i>
<i>Sleep waking cycle</i>		

Syllabus Books:

1. Levinthal, C.F. (2005). *Introduction to physiological psychology (3rded)*. Delhi: Prentice Hall of India.
2. Pinel, J. P. (2009). *Biopsychology*. Pearson education.

Reference Books:

1. P. Gorman. (2004). *Motivation and Emotion*. Routledge.
2. P. Rookes, J. Willson. (2000). *Perception: Theory, Development, and Organisation*. Routledge, 2000
3. Smith, E. E., Kosslyn, S. Michael, (2009). *Cognitive psychology: mind and brain*.
4. Carlson, Neil R. (2013). *Physiology of behavior*.

Paper C-PSY-05: Cognitive Psychology

Unit	Content	Time (Hours)	Domain
I	Learning Definition; Theories: classical conditioning: phenomenon and types of classical conditioning Instrumental or Operant conditioning, schedules of reinforcement Social learning theory of Bandura <i>Temperamental features of nervous system</i> <i>Counter-conditioning and experimental neurosis</i>	22 8 7 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
II	Memory and forgetting Memory: Nature and types; Stages of memory: sensory, STM, LTM Models of information *processing: Atkinson-Shiffrin, working memory Forgetting: nature and factors; forgetting curve; interference theory <i>Information processing theory</i> <i>Game theory</i>	21 7 7 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
III	Higher order Processes Thinking: meaning and types; concept and language Problem solving: meaning; steps of problem solving; decision making Creativity: Nature and components of creativity, creative problem solving <i>Decision making strategies</i> <i>Developing creative skills</i>	21 7 7 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>

C-PSY-P-05: Practicum: Cognitive Psychology

Content	Time (Hours)	Domain
C-PSY-P-05 Practicum: (any four to be reported)	32	Must know
Concept learning	8	
Making a forgetting curve	8	
Short term memory	8	<i>Desirable</i>
Measurement of creativity	8	<i>to know</i>
<i>Reaction time - complex</i>		<i>Nice to</i>
<i>Signal detection</i>		<i>know</i>

Syllabus Books:

1. Atkinson, Hilgard, Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Lutz, C. (2014). *Introduction to psychology*. Cengage Learning.
2. Baron, R.A. (2002). *Psychology (5th ed.)*. New Delhi: Pearson Education.
3. Meyer, G., & Ciccarelli, S. (2005). *Psychology (Paperback)*. Prentice Hall.
4. Reed, K. S. (2010). *Cognition: Theories and Applications*. Belmont: Wadsworth.

Reference Books:

1. A. Esgate, D. G. K. Baker, D. Heathcote, R. Kemp, M. Maguire. (2005). *An Introduction to Applied Cognitive Psychology*. Corriene Reed Psychology Press.
2. L. W. Barsalou. (1992). *Cognitive Psychology: An Overview for Cognitive Scientists*. Lawrence Erlbaum Associates.

Paper C-PSY-06: Psychological Testing

Unit	Content	Time (Hours)	Domain
I	Nature and Use of Psychological Test Meaning of Psychological Test, Uses and types of Psychological Tests, Process of test administration, Examiner, Examinee and situation variables Ability testing: Individual tests – Stanford Binet Intelligence Scale, Wechsler Intelligence Scale Group testing: Multi level batteries; measuring multiple aptitudes. <i>Meaning of IQ,</i> <i>Test for special population</i>	22 8 7 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
II	Personality Testing Empirical criterion keying – MMPI, CPI Factor analysis in personality – 16PF, NEO PI Projective Techniques – Sentence completion Test, Pictorial techniques, Ink Blot Techniques, <i>Situational Test</i> <i>Autobiographical Memories</i>	21 7 7 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
III	Applications of testing Measuring interests – Strong Interest Inventory, Jackson Vocational Interest Survey Educational testing – General Achievement Battery, Test of minimum competency in basic skills Occupational testing – General Aptitude Test Battery, Armed Services Vocational Aptitude Battery <i>Ethical considerations</i> <i>Social considerations</i>	21 7 7 7	Must Know <i>Desirable to Know</i> <i>Nice to Know</i>

C-PSY-P-06: Practicum: Psychological Testing

Content	Time (Hours)	Domain
C-PSY-06: Psychological Testing	32	Must know
WAIS	8	
16 PF	8	
NEO PI	8	
Aptitude Battery	8	<i>Desirable to know</i>
<i>TAT, SCT</i>		<i>Nice to know</i>
<i>Interest Inventory</i>		<i>know</i>

Syllabus Books:

1. Anastasi, A. and Urbina, S. (1997). *Psychological Testing*, Delhi:Pearson Education.
2. Gregory, R. J. (2015). *Psychological Testing: History, Principles, and Applications (7th Edition)*. Delhi:Pearson Education.
3. Murphy. K.R. &Davidshafer, C.D. (1994). *Psychological Testing: Principles and Applications (3rd ed.)* New Jersey: Prentice Hall
4. Singh, A.K. (2015). *Tests, Measurements and Research Methods in Behavioural Sciences*.NewDelhi:Bharti Bhawan

Reference Books:

1. A. Jordan Wright. (2011). *Conducting Psychological Assessment: A Guide for Practitioners*.Wiley.
2. M. E. Maruish. (2004). *The Use of Psychological Testing for Treatment Planning and Outcomes Assessment*. Lawrence Erlbaum Associates,
3. M. Hersen (2004). *Psychological Assessment in Clinical Practice: A Pragmatic Guide*. Brunner-Routledge.
4. R. K. Hambleton; P. F. Merenda; C. D. Spielberger. (2005). *Adapting Educational and Psychological Tests for Cross-Cultural Assessment*.Lawrence Erlbaum Associates.
5. M. E. Maruish. (2002). *Psychological Testing in the Age of Managed BehavioralHealthcare*.Lawrence Erlbaum Associates.

Paper GE-PSY-02: Adolescent Psychology

(Theory and Tutorial)

Unit	Content	Time (Hours)	Domain
I	Introduction	21	
	Adolescence: concept and characteristics, Developmental tasks during adolescence	8	
	Puberty: perception and reactions, physical changes during early.	7	Must know
	Middle and late adolescence.	6	<i>Desirable to Know</i> <i>Nice to Know</i>
	<i>Shyness during adolescence</i> <i>Friendships and adolescence</i>		
II	Cognitive and social development	22	
	Cognitive development during late childhood and early adolescence: Piagetian stages	8	Must know
	Moral judgment and development: Kohlberg, Loevinger model	7	
	Social development: achieving independence from parents, parenting, parent and peer relationships, Bandura	7	
	<i>Empathy during adolescence</i> <i>Moral behavior among males and females</i>		<i>Desirable to Know</i> <i>Nice to Know</i>
III	Personality development and issues	21	
	Identity and self-esteem, search for identity, ethnic identity and self-esteem	7	Must know
	Problems in adolescence: major stressors of adolescence, depression and suicidal behaviours	7	
	Deviant behaviors: drug abuse, juvenile violence and delinquent behaviour, Teenage parenthood	7	
	<i>Conduct problems in adolescence</i> <i>Fantasies and imaginations during adolescence</i>		<i>Desirable to Know</i> <i>Nice to Know</i>

Syllabus Books:

1. Berk, L.E. (2007). *Development through the lifespan*. Pearson Education: India.
2. Shaffer, D.R. (1996). *Developmental psychology and adolescence*. Brooks & Cole: California.
3. Learner, R.M. and Steinberg, L. (2004). *Handbook of Adolescent Psychology*. John Wiley:

Reference Books:

1. J. J. Arnett. (2012). *Adolescent Psychology around the World*. Psychology Press.
2. M. Thompson; C. Hooper; C. Laver-Bradbury; C. Gale. (2012). *Child and Adolescent Mental Health: Theory and Practice*. Hodder Education.
3. T. G. Moeller. (2001). *Youth Aggression and Violence: A Psychological Approach*. Lawrence Erlbaum Associates.
4. J. Kroger. (2004). *Identity in Adolescence: The Balance between Self and Other*. Routledge.

AECC-PSY-02 General English: Communication Skills

(Theory and Tutorial)

Sl. No	Contents of the Topics	Time
Unit-IV	Pronunciation <ul style="list-style-type: none">• Pronunciation• Syllable and Stress	10 Hrs
Unit-V	Writing Comprehension <ul style="list-style-type: none">• Correct the sentences• Note Making• Letters• Précis• Paragraph• Report	20 Hrs

**Faculty of Behavioural Sciences
Department of Clinical Psychology**

**B.Sc. Clinical Psychology
SYLLABUS (2018-2021)**

Semester III (Total Marks=700)

S. No.	Course Code	Course Title	Hrs/ week	Theory/Practical		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1.	Social Psychology	C-PSY-07	4	60	40	100	4
2.	Practicum: Social Psychology	C-Psy-P-07	2	30	20	50	2
3.	Abnormal Psychology	C-PSY-08	4	60	40	100	4
4.	Practicum: Abnormal Psychology	C-Psy-P-08	2	30	20	50	2
5.	Basics of Personality	C-PSY-09	4	60	40	100	4
6.	Practicum: Basics of Personality	C-Psy-P-09	2	30	20	50	2
7.	Inter-group Relations	GE-PSY-3 (Tutorial)	4	60	40	100	4
8.	Environmental Science	AECC-3 (Tutorial)	2	30	20	50	2
9.	Field Training-Community Setting	AEEC-1 (FT)	8	60	40	100	4
	TOTAL	9	32	420	280	700	28

Paper C-PSY-07: Social Psychology

Unit	Content	Time (Hours)	Domain
I	Introduction Definition, nature, scope, methods of social psychology Groups: types and group formation Leadership: meaning and types of leadership <i>Revealing experiences of participating in a group</i> <i>Leadership analysis of 5 leaders in various areas</i>	22 8 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
II	Social Processes Social perception: Concept and nature, Attribution theory and its application, Impression management. Aggression: its causes and prevention Pro-social behaviour and its measurement, Theories of kin selection theory, Bystander effect <i>Violence</i> <i>Altruism</i>	21 7 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
III	Attitudes, Stereotypes, Prejudices and Discrimination Attitude; nature, components, formation of attitudes Measurement of attitudes, Persuasion, Cognitive dissonance. Stereotypes, prejudice and discrimination: nature, causes and strategies of reducing them <i>Gender Stereotypes in Indian society</i> <i>Caste System in India</i>	21 7 7 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>

C-PSY-P-07: Practicum: Social Psychology

Content	Time (Hours)	Domain
C-PSY-P-07 Practicum: (any four to be reported)	32	
Family relationship scale	8	Must know
Sociogram	8	
Pro-social behaviour: observational study	8	
Prejudice scale	8	
<i>Attitude survey</i>		<i>Desirable to Know</i>
<i>Leadership style</i>		<i>Nice to Know</i>

Syllabus Books:

1. Aronson, E., Wilson, T.D., Akert, R.M. (2010). *Social Psychology*. (7th ed.). Princeton: Printice Hall.
2. R., Byrne, D. (2009). *Social Psychology* (12th ed.). Boston: Pearson/Allyn and Bacon.

Reference Books:

1. D. Chadee. (2011). *Theories in Social Psychology*. Wiley-Blackwell.
2. J. M. Jackson. (1988). *Social Psychology, Past and Present: An Integrative Orientation*. Lawrence Erlbaum Associates.
3. F. Rhodewalt. (2008). *Personality and Social Behavior*. Psychology Press.
4. T. B. Eckes; H. M. Trautner. (2000). *The Developmental Social Psychology of Gender*. Lawrence Erlbaum Associates.
5. D. Abrams; M. A. Hogg; J. M. Marques. (2005). *The Social Psychology of Inclusion and Exclusion*. Psychology Press.
6. M. Verkuyten. (2005). *The Social Psychology of Ethnic Identity*. Psychology Press,
7. W. S. Rogers. (2005). *Social Psychology: Experimental and Critical Approaches*. Open University Press.

Paper C-PSY-08: Abnormal Psychology

Unit	Content	Time (Hours)	Domain
I	Introduction Abnormality –nature, criteria: statistical abnormality, Psychometric abnormality, Utopian model, deviant behaviour; Misconceptions about mental disorders Historical background; Indian concept of mental disorders Classificatory systems; Need of classification; ICD 10 and DSM 5 <i>History of depression</i> <i>Inter-edition comparison of DSM</i>	22 8 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
II	Models of abnormal behaviour Psycho-dynamic, behaviourist, cognitive model Biological viewpoint Bio-psycho-social approach to abnormal behaviour <i>Indian concept of abnormality</i> <i>Genes in mental illnesses</i>	21 7 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
III	Psychological disorders (DSM 5) Anxiety disorders: symptoms and causes of Phobias, Panic disorder, generalized anxiety disorder, OCD, PTSD Mood disorders: symptoms and causal factors of depression, bipolar disorder; Substance use disorders: Alcoholism Schizophrenia: Symptoms, causes and types), Personality disorders: Classification <i>Epidemiological survey of common psychopathologies</i> <i>Personality disorders</i>	21 7 7 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>

C-PSY-P-08: Practicum: Abnormal Psychology

Content	Time (Hours)	Domain
C-PSY-P-08: Practicum: (Any four to report)	32	
Visit and report to a Psychiatric set up	8	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
Report of a documented case	8	
Measurement of anxiety	8	
Measuring levels of substance addiction	8	
<i>Symptom check list</i>		
<i>Clinical Analysis Questionnaire</i>		

Syllabus Books:

1. Butcher, J.N. Mineka, S., Hooley, J.M. (2014) – *Abnormal Psychology (15th ed.)*. New Delhi: Pearson Education.
2. Niraj, A. (2006). *A short textbook of psychiatry*. Jaypee Brothers Publishers.
3. Kearney, C.A. and Trull, T.J. (2012). *Abnormal Psychology and Life: A dimensional approach*. New Delhi: Cengage Learning
4. Barlow, D.H. and Durand, V.M. (2010). *Textbook of Abnormal Psychology*. New Delhi: Cengage Learning

Reference Books:

1. A. Carr. (2001). *Abnormal Psychology*. Psychology Press.
2. P. Bennett. (2006). *Abnormal and Clinical Psychology: An Introductory Textbook*. Open University Press.
3. S. Strack. (2006). *Differentiating Normal and Abnormal Personality*. Springer Publishing Company.
4. S. Cave. (2002). *Classification and Diagnosis of Psychological Abnormality*. Routledge.
5. J. G. Howells; M. Livia Osborn. (1984). *A Reference Companion to the History of Abnormal Psychology. Vol. I*. Greenwood Press.
6. C. C. Diclemente. (2003). *Addiction and Change: How Addictions Develop and Addicted People Recover*. Guilford Press.

Paper C-PSY-09: Basics of Personality

Unit	Content	Time (Hours)	Domain
I	Introduction Concept and nature Factors influencing personality development Psychobiological correlates: temperament, Humoral theories <i>Indian concept of personality - triguna</i> <i>Historical views on personality</i>	22 8 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
II	Theories in Personality Psychodynamic approach: Theory of Personality by Freud, Adler, Jung Trait and type approach: Kretschmer's classification and theory of personality by Allport, Sheldon's classification Albert Bandura's Social- Learning theory, Self theories, Indian view <i>Nervous system property- Pavlov</i> <i>Genetics of personality</i>	21 7 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
III	Assessment in the study of personality Self-report Inventories and Projective techniques; MMPI; TAT Interviews, Behaviour Assessment, Situational test Qualitative techniques: Thought and Experience Sampling <i>Ink blot techniques</i> <i>A deep interview</i>	21 7 7 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>

C-PSY-P-09: Practicum: Basics of Personality

Content	Time (Hours)	Domain
C-PSY-P-09: Practicum:(Any four to be reported)	32	
Temperament scale	8	Must know
EPQ	8	
TAT	8	
16 PF	8	
<i>PANAS</i>		<i>Desirable to Know</i>
<i>MMPI</i>		<i>Nice to Know</i>

Syllabus Books:

1. Hall C.S., Lindzey. G., & Campbell, J. B. (1998). *Theories of Personality*. John Wiley & Sons, Inc.
2. Mischel, W., Shoda, Y., & Ayduk, O. (2008). *Introduction to Personality*. (8th ed.). New York: John Wiley & Sons, Inc.

Reference Books:

1. G. Matthews; I. J. Deary; M. C. Whiteman. (2003). *Personality Traits*. Cambridge University Press.
2. Daniel Nettle. (2007). *Personality: What Makes You the Way You Are*. Oxford University Press.
3. K. M. Sheldon. (2004). *Optimal Human Being: An Integrated Multi-Level Perspective*. Lawrence Erlbaum Associates.
4. T. Chamorro-Premuzic; A. Furnham. (2005). *Personality and Intellectual Competence*. Lawrence Erlbaum Associates.
5. C. F. Halverson Jr.; G. A. Kohnstamm; R. P. Martin. (1994). *The Developing Structure of Temperament and Personality from Infancy to Adulthood*. Lawrence Erlbaum Associates.

Paper GE-PSY-03: Inter-group Relations

Unit	Content	Time (Hours)	Domain
I	Group Dynamics Structure, dynamics and varieties of social groups. Cohesiveness, hierarchies, Benefits and costs of joining groups. Norms, rules and rules in groups. <i>Listing formal and informal groups around you.</i> <i>Religio-ethnic groups.</i>	22 8 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
II	Group Processes Group identification, conformity and compliance. Cooperation and coordination. Conflicts in groups: intra and intergroup, resolving group conflicts. <i>Group influence and loss of individual identity.</i> <i>Dynamics of some prolonged intergroup conflicts in India.</i>	21 7 6 8	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
III	Group management Decision making in groups; the process of attaining decisions, consensus and group think. Management of social groups, leadership, communication and group ethos and morale. Perceived fairness and unfairness among group members, splinters and leaving, self and group. <i>Profiling of some known social leaders.</i> <i>Pit falls of group thinks.</i>	21 7 7 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>

Syllabus Books:

1. Baron, R.A., Branscombe, N.R, Byrne,D. &Bhardwaj, G. (2009) *Social psychology*. New Delhi: Pearson.
2. Keyton, J. (2006). *Communicating groups-building relationships in group effectiveness*. New York: Oxford University Press.
3. Smith, P.B., Bond, M.H & Kagitcibasi, C.(2006) *Understanding social psychology across culture*. New Delhi : Sage Publications.
4. Zorsyth, D.R. (2009) *Group dynamics* .Broke/Cole: Wadsworth .

AECC-PSY-03 Environmental Sciences

S.No.	Topic	Teaching Hours	Domain
1.	The Multidisciplinary nature of environmental studies	2hr.	Must know
	<ul style="list-style-type: none"> • Definition, scope and importance. • Need for public awareness 	2hr.	Must Know
	Natural Resources Renewable and non-renewable resources: Natural resources and associated problems	2 hr.	Nice to Know
	Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.	2 hr.	Must Know
	Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams benefit and problems.	2 hr.	Must Know
	Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.	2 hr.	Nice to Know
	Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.	1 hr.	Good to Know
	Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. Case studies.	2 hr.	Must Know
	Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.	1 hr.	Good to Know
2.	Unit 2: Ecosystems Concept of an ecosystem. Structure and function of an ecosystem. Producers, consumers and decomposers.	2 hr.	Must Know
	Energy flow in the ecosystem. Ecological succession. Food chains, food webs and ecological pyramids.	2 hr.	Good to Know
	Biodiversity and its conservation Hot-spots of biodiversity. Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity	3 hr.	Must Know

3.	Unit 3: Environmental Pollution Definition, causes, effects and control measures of:-	1hr.	Must Know
	a. Air pollution	2hr.	Must Know
	b. Water pollution	2hr.	Must Know
	c. Soil pollution	2hr.	Good to Know
	d. Marine pollution	1hr.	Good to Know
	e. Noise pollution	1hr.	Must Know
	f. Thermal pollution	1hr.	Nice to Know
	g. Nuclear hazards	1hr.	Nice to Know
	Solid waste Management: Causes, effects and control measures of urban and industrial wastes.	2hr.	Must Know
	Fireworks, their impacts and hazards	2hr.	Nice to Know
	Pollution case studies.	2hr.	Good to Know
4.	Disaster management: floods, earthquake, cyclone and landslides.	3hr.	Good to Know
	Unit 4 : Social Issues and the Environment From Unsustainable to Sustainable development	1 hr.	Must Know
	Urban problems related to energy Water conservation, rain water harvesting, watershed management	1hr.	Must Know
	Resettlement and rehabilitation of people; its problems and concerns. Case studies.	1hr.	Nice to Know
	Environmental ethics: Issues and possible solutions. Consumerism and waste products. Environmental Legislation (Acts and Laws)	2hr.	Good to Know
	Issues involved in enforcement of environmental legislation Human Population and the Environment	1hr.	Nice to Know
	Population growth, variation among nations with case studies Population explosion – Family Welfare Programmes and Family Planning Programmes	2 hr.	Must Know
	Human Rights. Value Education. Women and Child Welfare	2 hr.	Good to know

**Faculty of Behavioural Sciences
Department of Clinical Psychology**

**B.Sc. Clinical Psychology
SYLLABUS (2018-2021)**

Semester IV (Total Marks=700)

S. No.	Course Code	Course Title	Hrs/ week	Theory /Practical		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1.	Measurement in Psychology	C-PSY-10	4	60	40	100	4
2.	Practicum: Measurement in Psychology	C-Psy-P-10	2	30	20	50	2
3.	Research Methods	C-PSY-11	4	60	40	100	4
4.	Practicum: Research Methods	C-Psy-P-11	2	30	20	50	2
5.	Statistics in Psychology	C-PSY-12	4	60	40	100	4
6.	Practicum: Statistics in Psychology	C-Psy-P-12	2	30	20	50	2
7.	Organizational Behaviour	GE-PSY-4 (Tutorial)	4	60	40	100	4
8.	Gender Studies	AECC-4 (Tutorial)	2	30	20	50	2
9.	Field Training- Clinical Setting	AEEC-2 (FT)	8	60	40	100	4
	TOTAL	9	32	420	280	700	28

Paper C-PSY-10: Measurement in Psychology

Unit	Content	Time (Hours)	Domain
I	Introduction to Measurement in Psychology Definition, purpose and application Levels of measurement; properties and functions of measurement Sources of error in measurement in Psychology <i>Theory of measurement</i> <i>History of quantitative techniques</i>	22 8 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
II	Testing in Psychology History of psychological testing, uses of psychological tests Psychological testing, classification and characteristics of a test, Steps of test construction, item writing and item analysis <i>Early biological measures of abilities</i> <i>Recent IRT techniques</i>	21 7 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
III	Reliability, Validity, and Norms Meaning, types of reliability, Factors influencing reliability Meaning, types of validity, Factors influencing validity Meaning of norms, types, Development of norms <i>Experimenting with length of the test and reliability</i> <i>Factor analysis</i>	21 7 7 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>

C-PSY-P-10: Practicum: Measurement in Psychology

Content	Time (Hours)	Domain
C-PSY-P-10 Practicum: (any four to be reported)	32	
Collection of an item pool for a test	8	Must know
Estimating reliability – Chronbach's alpha	8	
Estimation of validity – concurrent criterion	8	
Development of norms - Percentile	8	
<i>Performance test- Pass along test</i>		<i>Desirable to Know</i>
<i>Projective test – Sentence completion test</i>		<i>Nice to Know</i>

Syllabus Books:

1. Anastasi, A. (1968) &Urbania, S. (1997). *Psychological Testing*. Pearson Education Asia: Pearson Publication.
2. Murphy. K.R. &Davidshafer, C.D. (1994). *Psychological Testing: Principles and Applications (3rd ed.)* New Jersey: Prentice Hall
3. Singh, A.K. (2015). *Tests, Measurements and Research Methods in Behavioural Sciences*.NewDelhi:Bharti Bhawan

Reference Books:

1. A. Jordan Wright. (2011). *Conducting Psychological Assessment: A Guide for Practitioners*.Wiley.
2. M. E. Maruish. (2004). *The Use of Psychological Testing for Treatment Planning and Outcomes Assessment*. Lawrence Erlbaum Associates,
3. M. Hersen (2004). *Psychological Assessment in Clinical Practice: A Pragmatic Guide*. Brunner-Routledge.
4. R. K. Hambleton; P. F. Merenda; C. D. Spielberger. (2005). *Adapting Educational and Psychological Tests for Cross-Cultural Assessment*.Lawrence Erlbaum Associates.
5. M. E. Maruish. (2002). *Psychological Testing in the Age of Managed Behavioral Healthcare*. Lawrence Erlbaum Associates.
6. L. Janda. (2001). *The Psychologist's Book of Personality Tests: 24 Revealing Tests to Identify and Overcome Your Personal Barriers to a Better Life*.John Wiley & Sons.

Paper C-PSY-11: Research Methods

Unit	Content	Time (Hours)	Domain
I	Basics of Research Methods Concept; characteristics of scientific research; research in psychology Formulation of problems and hypotheses, nature and types of variables Sampling and its types – probability and non-probability sampling <i>History of research in psychology</i> <i>Scientific validity of psychology researches</i>	22 8 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
II	Types of Research Experimental research: laboratory and field experiments Field studies; sample survey, case studies Cross sectional research, longitudinal research <i>Early animal experiments</i> <i>Conducting an online survey</i>	21 7 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
III	Techniques of data collection Questionnaires and observation Projective techniques: word association, completion, construction Psychophysiological methods – recording, GSR, EMG, EEG <i>Structured clinical interviews</i> <i>Brain scanning techniques</i>	21 7 7 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>

C-PSY-P-11: Practicum: Research Methods

Content	Time (Hours)	Domain
C-PSY-P-11: Practicum: (Any four to report)	32	
Small survey with a questionnaire	8	Must know
Review of literature for a specific problem	8	
Skin conduction/GSR	8	
Conducting a deep interview	8	
<i>Field experiment</i>		
<i>Case study</i>		<i>Desirable to Know</i> <i>Nice to Know</i>

Syllabus Books:

1. Kothari, C.R. (2004). *Research Mehtodology: Methods & Techniques*. New Age International. New Delhi, India.
2. Kerlinger, F. (2010). *Foundations of Behavioral Research*. New Delhi: Prism International.

Reference Books:

1. R. M. Yaremko, H. Harari, R. C. Harrison, E. Lynn (1986). *Handbook of Research and Quantitative Methods in Psychology: For Students and Professionals*. Lawrence Erlbaum Associates, 1986
2. G. Levine, S. Parkinson. (1994). *Experimental Methods in Psychology*. Lawrence Erlbaum Associates.
3. A. Albon. (2007). *Introducing Psychology through Research*. Open University Press.
4. I. R. Edgar. (2004). *Guide to Image-work: Imagination-Based Research Methods*. Routledge

Paper C-PSY-12: Statistics in Psychology

Unit	Content	Time (Hours)	Domain
I	Introduction to Statistics in Psychology Meaning, scope and purpose; population and sample Types of statistics – descriptive, inferential Representation of data – frequency distributions, percentiles, graphs <i>Sampling methods</i> <i>Data entry in Software</i>	22 8 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
II	Measures of Central Tendency and Standard Normal distribution Mean, median, mode Properties of normal curve; skewness and kurtosis, normal distribution Variability – range, variance, standard deviation <i>Applications of Normal Distribution</i> <i>Binomial distributions</i>	21 7 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
III	Inferential Statistics Purpose, techniques; standard error, confidence intervals; t-test Type I and Type II errors; Hypothesis testing Correlation-Coefficient – Pearson, Spearman <i>Non-Parametric Statistics</i> <i>Using computer programs to perform t- test</i>	21 7 7 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>

C-PSY-P-12: Practicum: Statistics in Psychology

Content	Time (Hours)	Domain
C-PSY-P-12: Practicum:(Any four to be reported)	32	
Represent the data (N-100) by using frequency distribution and prepare graph (In MS-Excel/SPSS)	8	Must know
Calculate Mean, Median & Mode (In MS-Excel/SPSS)	8	
Calculate Skewness and kurtosis (In MS-Excel/SPSS)	8	
Calculate Pearson and Spearman correlation (In MS-Excel/SPSS)	8	
<i>Percentile rank</i>		<i>Desirable to Know</i>
<i>Non-Parametric statistics</i>		<i>Nice to Know</i>

Syllabus Books:

1. Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Age International Pvt. Ltd., New Delhi, India.
2. Garrett, P. (1968). *Statistics in Psychology and Education*.

Reference Books:

1. Michael Cowles. (2001). *Statistics in Psychology: An Historical Perspective*. Lawrence Erlbaum Associates.
2. R. P. Bakeman. (1992). *Understanding Social Science Statistics: A Spreadsheet Approach*. Lawrence Erlbaum Associates, 1992
3. W. J. Reichmann. (1961). *Use and Abuse of Statistics*. Oxford University Press.
4. D. Kault. (2003). *Statistics with Common Sense*. Greenwood Press, 2003
5. B. S. Everitt. (2001). *Statistics for Psychologists: An Intermediate Course*. Lawrence Erlbaum Associates.

Paper GE-PSY-04: Organizational Behaviour

Unit	Content	Time (Hours)	Domain
I	Introduction Meaning and historical background of Organizational Behaviour, Contemporary Trends and Challenges. Structure and functions of organizations, Types of organizations. <i>Organizational Behaviour: Challenges in Indian Setting</i> <i>Case history of any prominent Organizational settings.</i>	22 8 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
II	Organizational Processes Organizational commitment, organisational citizenship behaviour. Organizational climate – dimensions and measurement. Communication in organizations: Types and effectiveness of communication in organizations. <i>Propaganda, Branding, Advertisement.</i> <i>Union Commitment.</i>	21 7 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
III	Dynamics of Organizational Behaviour and Leadership Organizational Stress – causes, stress management. Organizational change and development – Growth and human psychological capital, Organizational values, ethics and social responsibility. <i>Organizations of next century</i> <i>Organizational politics.</i>	21 7 7 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>

Syllabus Books:

1. Chadha, N.K. (2007). *Organizational Behaviour*. Galgotia Publishers: New Delhi.
2. Pareek, U. (2010) *Understanding Organizational Behaviour*. Oxford: Oxford University Press.
3. Robbins, S.P. & Judge, T.A. (2007) *Organizational Behaviour*. New Delhi: Prentice Hall of India.

Reference Books:

1. Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations*. India: Dorling Kindersley.
2. Griffin, R.W. & Moorhead, G. (2009). *Organizational Behaviour: Managing People and Organizations*. New Delhi: Bizantra Publishers.
3. Landy, F.J. & Conte, J.M. (2007). *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. New York: Wiley Blackwell.
4. Luthans, F. (2009). *Organizational Behaviour*. New Delhi: McGraw Hill.
5. Singh, K. (2010). *Organizational Behaviour: Texts & Cases*. India: Dorling Kindersley.

Paper GE-PSY-04: Gender Studies

Unit	Content	Time (Hours)	Domain
I	Introduction to Gender Meaning of gender; cultural differences; philosophical and political issues surrounding gender.	22 8	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
	Methods of research- Meaning, goals and steps of gender research; difficulty in conducting research; feminist research methodology.	8	
	Gender perspectives – evolutionary theory and socio-biology, psychoanalytic, constructivist and post modern perspectives.	6	
	<i>Feminism as a movement</i> <i>Third Gender</i>		
II	Gender discrimination, attitude and identity Gender differences and inequalities; stereotyping and discrimination; gender and caste.	21 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
	Gender roles and gender role attitude; gender- role socialization; gender and emotion	6	
	Concept of identify; gender identity; multiple identities ; gender mainstreaming	8	
	<i>Transgender individuals</i> <i>Case study on foeticide</i>		
III	Sex related comparisons Sex related comparison- cognitive abilities; personality attribute and social domains	21 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
	Aggression and violence- concept and theories; rape and other forms of sexual coercion; domestic abuse and sexual harassment.	7	
	Sex differences in health – mortality; health behaviours and chronic illness. Sex differences in mental health- depression, suicide, death and bereavement.	7	
	<i>Changing sex roles</i> <i>Reproductive health</i>		

Syllabus Books:

1. Whelehan, I., & Pilicher, J. (2004). *50 key concepts in gender studies*. New Delhi: Sage Publications.
2. Howson, A. (2005). *What is Gender*. London: Sage Publications.

Reference Books:

1. A. H. Eagly, A. E. Beall, R. J. Sternberg. (2004). *The Psychology of Gender*. Guilford Press.
2. W. S. Rogers. (2001). *The Psychology of Gender and Sexuality: An Introduction*. Open University Press.
3. V. Burr. (1998). *Gender and Social Psychology*. Routledge.
4. D. Di Ceglie; D. Freedman. (1998). *A Stranger in My Own Body: Atypical Gender Identity Development and Mental Health*. Karnac Books.
5. M. S. Kimmel. (2000). *The Gendered Society*. Oxford University Press.
6. B. Francis; C. Skelton. (2001). *Investigating Gender: Contemporary Perspectives in Education*. Open University Press.

**Faculty of Behavioural Sciences
Department of Clinical Psychology**

**B.Sc. Clinical Psychology
SYLLABUS (2018-2021)**

Semester V (Total Marks=750)

S. No.	Course Code	Course Title	Hrs/ week	Theory/Practical		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1.	Neuropsychology	C-PSY-13	4	60	40	100	4
2.	Practicum: Neuropsychology	C-Psy-P-13	2	30	20	50	2
3.	Psychotherapeutic Intervention-I	C-PSY-14	4	60	40	100	4
4.	Practicum: Psychotherapeutic Intervention-I	C-Psy-P-14	2	30	20	50	2
5.	Disability & Rehabilitation	DSE-PSY-1	4	60	40	100	4
6.	Practicum: Disability & Rehabilitation	DSE-Psy-P-1	2	30	20	50	2
7.	Community Psychology	DSE-PSY-2	4	60	40	100	4
8.	Practicum: Community Psychology	DSE-Psy-P-2	2	30	20	50	2
9.	Psychology of Aging	DSE-PSY-3	4	60	40	100	4
10.	Practicum: Psychology of Aging	DSE-Psy-P-3	2	30	20	50	2
	TOTAL	10	30	450	300	750	30

Paper C-PSY-13: Neuropsychology

Unit	Content	Time (Hours)	Domain
I	Introduction History and scope of neuropsychology Functions and dysfunctions of the nervous system Meninges, ventricles, Cerebro-vascular system <i>Phrenology</i> <i>Trephination</i>	22 8 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
II	Neuro-diagnostics Comprehensive neuropsychological assessment, Individualized approach Halstead-Reitan Neuropsychological battery Approach Luria-Nebraska neuropsychological battery Approach <i>Brain imaging and scans</i> <i>AIIMS Battery</i>	21 7 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
III	Neuropsychological Disorders Cerebrovascular accidents: types, causes, symptoms, and management Tumors of the brain: types, causes, symptoms, and management Traumatic head injuries: types, causes, symptoms, and management <i>Glasgow Coma scale</i> <i>Neuropsychological rehabilitation</i>	21 7 7 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>

C-PSY-P-13: Practicum: Neuropsychology

Content	Time (Hours)	Domain
C-PSY-P-13 Practicum: (any four to be reported)	32	
BVMG-Bender Visual Motor Gestalt test	8	Must know
AIIMS Battery- any 5 Scales	8	
PGI Memory Scale/PGI Battery of brain dysfunction	8	
Trail Making/Color-word Stroop	8	
Wilsconsin Card Sorting Test		
Glasgow coma scale		<i>Desirable to Know</i> <i>Nice to Know</i>

Syllabus Books:

1. Bolles, F. & Grafman, J. (1988). *Handbook of Neuropsychology*. New York: Elsevier.
2. Hersen, M. Kazdin, A. E., & Bellack, A.S. (1991). *The Clinical Psychology Handbook*. New York: Pergamon
3. Kolb, B. & Whisaw, I.Q. (1990). *Fundamentals of Human Neuropsychology*. New York: Freeman, W.H.

Reference Books:

1. M. E. Maruish, J. A. Moses. (1997). *Clinical Neuropsychology: Theoretical Foundations for Practitioners*. Lawrence Erlbaum Associates.
2. Y. Joannette, A. R. Lecours. (1996). *Classic Cases in Neuropsychology, Vol. 1*. Psychology Press.
3. M. Leclercq, P. Zimmermann. (2002). *Applied Neuropsychology of Attention: Theory, Diagnosis, and Rehabilitation*. Psychology Press.
4. John Stirling. (2002). *Introducing Neuropsychology*. Psychology Press.

Paper C-PSY-14: Psychotherapeutic Intervention-I

Unit	Content	Time (Hours)	Domain
I	Introduction Nature of psychotherapy; history and development of psychotherapy, process of psychotherapy Client-therapist relationship, role and qualities of a good therapist Role of theory, ethics in psychotherapy, Mechanisms of change <i>Mesmerism and Hypnotherapy</i> <i>Risks in psychotherapy</i>	22 8 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
II	Psychodynamic therapies Traditional psychoanalysis: Freud; free association; psychodynamic therapy: theoretical ground. Therapeutic factors: resistance, transference and counter transference, defense mechanisms. Adlerian therapy; Jungian therapy, Contemporary psychoanalytic therapies <i>Interpretation of dreams</i> <i>Indian psyche</i>	21 7 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
III	Humanistic-Existential therapy Humanistic therapy: client- centered therapy; meaning of existence and purpose in life, self-actualization, self-psychology. Existential therapy, logo therapy; contributions of Frankl, May, Rank and Yalom Gestalt therapy, Group therapy <i>Humane approach</i> <i>Spirituality</i>	21 7 7 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>

C-PSY-P-14: Practicum: Psychotherapeutic Intervention-I

Content	Time (Hours)	Domain
C-PSY-P-14 Practicum: (any four to be reported)	32	
Free association exercise	8	Must know
Q-Sort technique (Rogers)	8	
Book review- Man's search for meaning by Victor Frankel	8	
Role play counseling skills (Reflection and Paraphrasing)	8	
Projective personality test using DAPT		<i>Desirable to Know</i> <i>Nice to Know</i>

Syllabus Books:

1. Hersen, M. & Sledge, W. (2002). *Encyclopedia of psychotherapy*. Academic Press.
2. Yalom, I. (2009). *The Gift of Therapy*. Harper Perennial: New York.
3. Gobbard, G. Beck, J. Holmes, J. (2007). *Oxford Textbook of Psychotherapy*. OUP: London.

Reference Books:

1. G. L. Klerman, M. M. Weissman, B. J. Rounsaville, E. S. Chevron. (1984). *Interpersonal Psychotherapy of Depression*. Basic Books.
2. M. Sue Weissmark, D. A. Giacomo. (1998). *Doing Psychotherapy Effectively*. University of Chicago Press.
3. Jeffrey L. Kleinberg. (2012). *The Wiley-Blackwell Handbook of Group Psychotherapy*. Wiley Blackwell.
4. C. Mace. (1995). *The Art and Science of Assessment in Psychotherapy*. Routledge.
5. P. J. Fagan, M. D. Kaiser, D. M. Depalma, T. J. C. Heavner, E. L. Phillips. (1985). *Psychotherapy Revised: New Frontiers in Research and Practice*. Lawrence Erlbaum Associates, 1985
6. Nick Totton. (2005). *New Dimensions in Body Psychotherapy*. Open University Press, 2005

Paper DSE-PSY-1: Disability and Rehabilitation

Unit	Content	Time (Hours)	Domain
I	Introduction to disability Concept and nature of disability - Concept of impairment, disability, handicap, activity, participation Models of disability: Traditional, Charity, Biological, Psycho-social and community based rehabilitation <i>Coping with disability: acceptance, stress, maladjustment</i>	22 8 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
II	Introduction to Rehabilitation Rehabilitation Psychology: Definition, scope and methods. Functions of Rehabilitation Psychology - Assessment, diagnosis, treatment and certification, Work settings of rehabilitation psychologists, Role of psychologist in disability rehabilitation <i>Working of NGOs in empowerment of disabled Paralympics</i>	21 7 6 8	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
III	Government Schemes and Acts Mental Health Act-2017 PWD Act-2016 RCI Act National Trust Act <i>Cultural sensitivity, Human rights, Social Issues</i> <i>Holistic growth</i> <i>Social Issues related with Rehabilitation</i>	21 7 7 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>

DSE-PSY-P-1: Practicum: Disability and Rehabilitation

Content	Time (Hours)	Domain
DES-PSY-P-1 Practicum: (any four to be reported)	32	
Case Study with regard to specific disability	8	Must know
Learning disability Screening	8	
PGI Memory Scale	8	
Vineland Social Maturity Scale	8	
Developmental milestone and adaptive behavior		<i>Desirable to Know</i>
Speech therapy/Occupational Therapy		
		<i>Nice to Know</i>

Syllabus Books:

1. Frank, R.G., Rosenthal, M., Caplan, B. *Handbook of Rehabilitation Psychology*(2nded).Washington,American Psychological Association, 2015
2. Drum CE, Krahn GL, Bersani H. *Disability and Public Health*, Washington, America Public Health Association, 2009

Reference Books:

1. T. F. Riggat, D. R. Maki. (2004). *Handbook of Rehabilitation Counseling*. Springer.
2. R. L. Leavitt. (1999). *Cross-Cultural Rehabilitation: An International Perspective*. W. B. Saunders.
3. M. Sohlberg, C. A. Mateer. (2001). *Cognitive Rehabilitation: An Integrative Neuropsychological Approach*. Guilford Press.
4. M. Marshall. (2005). *Perspectives on Rehabilitation and Dementia*.Jessica Kingsley

Paper DSE-PSY-2: Community Psychology

Unit	Content	Time (Hours)	Domain
I	Introduction Definition and history of Community Psychology; Types of Communities: Locality based and Relational. Fields of Community Psychology- health and environment. Models of Community Psychology: Ecological level analysis of community, Conceptual level model, Biopsychosocial model. <i>Sustainability and growth.</i> <i>Ethnicity and community.</i>	22 8 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
II	Core values and Interventions: Individual and family wellness; Sense of community; Respect for human diversity. Social justice; Empowerment and citizen participation; Collaboration and Community Strength. Community development and empowerment and supportive functions. <i>Case studies in India.</i> <i>Social accounting in Community intervention program.</i>	21 7 6 8	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
III	Health Promotion: Need and Process of community organisation for health promotion. Epidemiology and prevalence study methods. Community Program for child and maternal health, physically challenged and old age. <i>Community Program in Indian context.</i> <i>Link between individual and communities.</i>	21 7 7 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>

DSE-PSY-P-2: Practicum: Community Psychology

Content	Time (Hours)	Domain
DES-PSY-P-2 Practicum: (any four to be reported)	32	
1. Socio-demographic profiling of a small community	8	Must know
2. A Case Study of a Extended family	8	
3. Community base program reporting	8	
4. Epidemiological report on a small community (Depression/Well-being)	8	
5. Study the effectiveness of community base program (like: digitalization, swachh bharat mission etc)		<i>Desirable to Know</i>
6. Observation study of play behaviour among children event sampling		<i>Nice to Know</i>

Syllabus Books:

1. Kloos, B., Hill, J Thomas, Wandersman, A., Elias, m. j. & Dalton, J.H. (2012). *Community Psychology: Linking Individuals and Communities*, Wadsworth Cengage Learning.
2. Misra, G.(Eds.). (2010). *Psychology in India*. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Perason Education.

Reference Books:

1. Fatterman, D.M., Kaftarian, S.J. & Wandersman, A. (Eds) (1996) *Empowerment Evaluation*. New Delhi: Sage Publication.
2. McKenzi, J.F., Pinger, R.R. & Kotecki, J.E. (2005). *An Introduction to Community Health*. United States: Jones And Barlett Publishers.
3. Poland, B.D., Green, L.W. & Rootman, I. (2000). *Setting of Health Promotion: Linking Theory and Practice*. New Delhi: Sage Publication.
4. Moritsugu, G. Wong, F.Y. & Duffy, K.G. (2009). *Community Psychology*. Boston: Allyn and Bacon.

Paper DSE-PSY-3: Psychology of Aging

Unit	Content	Time (Hours)	Domain
I	Introduction to ageing Concept of ageing and successful ageing- characteristics and developmental tasks Ageing and culture; gender differences in ageing Theories of Aging : biological, psychological and social <i>Indian theory of Ashramas</i> <i>Impact of Population Aging in India and the World</i> <i>– Implications.</i>	22 8 8 6	Must know <i>Desirable to Know Nice to Know</i>
II	Changes and Challenges in Old age Physical changes – changes in sensory and motor abilities, muscle atrophy, ailments. Cognitive changes – attention, memory, cognitive deficits, cognitive assessment. Personality changes – self-concept, interests and moral orientations, spirituality. <i>Indian Family System</i> <i>Wisdom and ageing</i>	21 7 6 8	Must know <i>Desirable to Know Nice to Know</i>
III	Concerns of ageing Role as grand-parents, social and family adjustments, life in old age homes. Coping with loneliness, bereavement, and death. Positive ageing: positive mental health in adulthood and ageing – factors, longevity, and successful ageing; individual differences in ageing. <i>New developments in Urban living for elderly</i> <i>Societal attitudes to old age and elderly in India</i>	21 7 7 7	Must know <i>Desirable to Know Nice to Know</i>

DSE-PSY-P-3: Practicum: Psychology of Aging

Content	Time (Hours)	Domain
DES-PSY-P-3 Practicum: (any four to be reported)	32	
1. Interviewing an elderly for developmental tasks in old age (e.g. maintaining a standard of living, assisting children with the transition into adulthood, and adjusting to the physiological changes)	8	Must know
2. Conducting and reporting a MMSE in an old person.	8	
3. Visit to old age home and interaction with inmates.		
4. Speaking to a grand-parent regarding views on disciplining young children.	8	
5. Filling out a questionnaire on attitudes towards death and dying in a community setting.		<i>Desirable to Know Nice to Know</i>
6. Comparative study of end of life rituals in different religions.	8	
7. Exploring rural-urban differences in ageing in India		
8. Case study of an old person with memory deficits.		

Syllabus Books:

1. Bee, H. and Bjorklund, B.R. (2003). *Journey of Adulthood*. Prentice Hall.
2. Hofer, S.M. and Alwin, D.E. (2008). *Handbook of Cognitive Ageing: Interdisciplinary Perspectives*. London: Sage.
3. Chadha, N., K., (1997) - Aging and the Aged – Challenges before Indian Gerontology.

Reference Books:

1. J. Sokolovsky. (2009). *The Cultural Context of Aging: Worldwide Perspectives*. Praeger.
2. E. B. Palmore, F. Whittington, S. Kunkel. (2009). *The International Handbook on Aging: Current Research and Developments*. (3rd Ed.). Praeger
3. R. Arking. (2006). *The Biology of Aging: Observations and Principles*. Oxford University Press.
4. S. B. Manuck, R. Jennings; B. S. Rabin; A. Baum. (2000). *Behavior, Health, and Aging*. Lawrence Erlbaum Associates.
5. Belsky, J.K., (1990). *The Psychology of Ageing, Theory, Research and Interventions*,
6. CA : Books / Cole Pubs Company

**Faculty of Behavioural Sciences
Department of Clinical Psychology**

**B.Sc. Clinical Psychology
SYLLABUS (2018-2021)**

Semester VI (Total Marks=750)

S. No.	Course Code	Course Title	Hrs/ week	Theory/Practical		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1.	Psychotherapeutic Intervention-II	C-PSY-15	4	60	40	100	4
2.	Practicum: Psychotherapeutic Intervention-II	C-Psy-P-15	2	30	20	50	2
3.	Guidance and Counseling	C-PSY-16	4	60	40	100	4
4.	Practicum: Guidance and Counseling	C-Psy-P-16	2	30	20	50	2
5.	Integrated Psychological Interventions*	DSE-PSY-4*	4*	60*	40*	100*	4*
6.	Practicum: Integrated Psychological Interventions *	DSE-Psy-P-4*	2*	30*	20*	50*	2*
7.	Health Psychology/ Forensic Psychology	DSE-PSY-5/ DSE-PSY-7	4	60	40	100	4
8.	Practicum: Health Psychology/ Practicum: Forensic Psychology	DSE-Psy-P-5/ DSE-Psy-P-7	2	30	20	50	2
9.	Positive Psychology/ Political Psychology	DSE-PSY-6/ DSE-PSY-8	4	60	40	100	4
10.	Practicum: Positive Psychology/ Practicum: Political Psychology	DSE-Psy-P-6/ DSE-Psy-P-8	2	30	20	50	2
11.	Project	DSE-PSY-9	6	90	60	150	6
	TOTAL	10	30	450	300	750	30

**In case of Project chosen as DSE, only such candidate will allowed to opt to DSE-9 in lieu of DSE-4 and DSE-P-4 who have obtained at least 6.0 CGPA up to semester-IV. The total weightage will be of 150 marks/6 credits.*

Paper C-PSY-15: Psychotherapeutic Intervention-II

Unit	Content	Time (Hours)	Domain
I	Evidence based Psychotherapies Evidence in psychotherapies, empirical basis of therapies: Importance and limitations of psychotherapy research Objectivity-subjectivity issues, biases and cultural factors, client factors, therapist factors Guidelines of evidence-based practice, randomized controlled trials, improving quality of research in psychotherapy <i>Quasi-experimental research</i> <i>Meta-analysis in psychotherapy research</i>	22 8 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
II	Cognitive therapy Basic principles, theoretical background, history and development Cognitive conceptualization, identifying and evaluating automatic thoughts, modifying beliefs Applications: depression, anxiety, anger, social anxiety <i>Shyness</i> <i>Modifying beliefs</i>	21 7 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
III	Behavior therapy Basic principles, theoretical background, history and development Techniques of classical conditioning: flooding, systematic desensitization, aversion therapy; Techniques of operant conditioning: contingency management, modelling, extinction, token economy Applications: behaviour modification in children, anxiety, social anxiety, phobia, ADHD <i>Watson's experiments on phobia</i> <i>Applied behaviour analysis</i>	21 7 7 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>

C-PSY-P-15: Practicum: Psychotherapeutic Intervention-II

Content	Time (Hours)	Domain
C-PSY-P-15 Practicum: (any four to be reported)	32	
Thought record form	8	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
Functional analysis for childhood problem	8	
Token economy chart for ADHD child	8	
Identification of cognitive distortion in speech sample of depressed patient	8	
Measuring risk of suicide in psychiatry patient		

Syllabus Books:

1. Gerring, R.J. & Zimbardo, P.G. (2006). *Psychology and Life*. Pearson.
2. Neitzel, M.T. Bernstein, D.A. & Millich, R. (1998). *Introduction to Clinical Psychology*. Upper Saddle River, New Jersey: Prentice Hall.
3. Snyder, L.R. & Lopez, S. (2007). *Positive Psychology: The scientific and practical exploration of human strengths*. Thousand Oaks, CA: Sage.

Reference Books:

1. J. L. Chin, V. De La Cancela, Y. M. Jenkins. (1993). *Diversity in Psychotherapy: The Politics of Race, Ethnicity, and Gender*. Praeger Publishers.
2. J. Holmes, R. Lindley. (1998). *The Values of Psychotherapy*. Karnac Books.
3. D. A. Eisner. (2000). *The Death of Psychotherapy: From Freud to Alien Abductions*. Praeger, 2000
4. J. D. Geller, J. C. Norcross, D. E. Orlinsky. (2004). *The Psychotherapist's Own Psychotherapy: Patient and Clinician Perspectives*. Oxford University Press, 2004

Paper C-PSY-16: Guidance & Counselling

Unit	Content	Time (Hours)	Domain
I	Introduction Guidance and counseling: meaning and goals Educational guidance: need and goals Vocational guidance: need and goals Counseling as a profession-training and skills Characteristics of a counsellor <i>Guide- role</i> <i>Guidance interview</i>	22 8 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
II	Counseling Process Stages of Counseling Counselor and the counselee: relationship, expectations and goals, role and functions of a counselor Ethical issues in counseling Multi cultural counseling <i>Risks in counseling profession</i> <i>Rights of a counselee</i>	21 7 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
III	Techniques and areas Psychoanalytic, Humanistic Behavioristic and cognitive. Individual and Group Counseling Areas of counseling: Marriage, family and career counseling. <i>Crisis intervention</i> <i>Transactional analysis</i>	21 7 7 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>

C-PSY-P-16: Practicum: Guidance & Counselling

Content	Time (Hours)	Domain
C-PSY-P-16 Practicum: (any four to be reported)	32	
Vocational Interest Inventory	8	Must know
Multiple Aptitude Test	8	
Marital Satisfaction Scale	8	
Group Intelligence Test	8	
Role Playing		<i>Desirable to Know</i>
Transactional Analysis		<i>Nice to Know</i>

Syllabus Books:

1. Gladding, S.T. (2017). *Counselling A comprehensive profession*. Pearson India Education.
2. Gibson, R.L. and Mitchel, M.H. (2005). *Introduction to Counseling and Guidance*. Pearson Education.
3. Locke, D.C., Myers, J.E., & Herr, E.L. (2001). *Handbook of Counseling*. Thousand Oaks, CA: Sage Publications
4. Patri, V.R. (2008). *Counseling Psychology*. New Delhi: Authors Press.

Reference Books:

1. N. A. Vacc, S. B. Devaney, J. M. Brendel. (2003). *Counseling Multicultural and Diverse Populations: Strategies for Practitioners*. Brunner Routledge.
2. D. H. Blocher. (2000). *Counseling: A Developmental Approach*. Wiley.
3. S. H. Osipow, W. B. Walsh. (1990). *Career Counseling: Contemporary Topics in Vocational Psychology*. Lawrence Erlbaum Associates.
4. R. A. Thompson. (2003). *Counseling Techniques: Improving Relationships with Others, Ourselves, Our Families, and Our Environment*. Brunner Routledge.
5. W. B. Walsh. (2003). *Counseling Psychology and Optimal Human Functioning*. Lawrence Erlbaum Associates.

Paper DSE-PSY-4: Integrated Psychological Interventions

Unit	Content	Time (Hours)	Domain
I	Introduction Meaning of integrated psychological interventions, Indian views, virtual therapies-online Altered states of consciousness: functions of consciousness, hypnosis Yoga, meditation, and religious experiences <i>Patanjali's Yoga</i> <i>Drugged states</i>	22 8 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
II	Cognitive Interventions Cognitive-Behavior Therapy: Beck Rational Emotive Behavior Therapy: Ellis Couple therapy, marital and family therapy <i>Relapse and follow-ups in psychotherapy</i> <i>Schema therapy</i>	21 7 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
III	Other psychological interventions Positive Psychological interventions: mindfulness, savoring Biofeedback, Transcranial Magnetic Stimulation Life style coaching, progressive muscle relaxation, leisure planning <i>Vipassana meditation</i> <i>Autogenic relaxation</i>	21 7 7 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>

DSE-PSY-P-4: Practicum: Integrated Psychological Interventions

Content	Time (Hours)	Domain
DSE-PSY-P-4 Practicum: (any four to be reported)	32	
Guided imagery	8	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
JPMR	8	
Thought record	8	
Mindfulness meditation	8	
Biofeedback	8	

Syllabus Books:

1. Gerring, R.J. & Zimbardo, P.G. (2006). *Psychology and Life*. Pearson.
2. Neitzel, M.T. Bernstein, D.A. & Millich, R. (1998). *Introduction to Clinical Psychology*. Upper Saddle River, New Jersey: Prentice Hall.
3. Snyder, L.R. & Lopez, S. (2007). *Positive Psychology: The scientific and practical exploration of human strengths*. Thousand Oaks, CA: Sage.

Reference Books:

1. L. S. Swan. (2012). *Yoga- Philosophy for Everyone: Bending Mind and Body*. Wiley Blackwell.
2. I. Whicher, D. Carpenter. (2003). *Yoga: The Indian Tradition*. Routledge Courzon.
3. T. G. Plante. (2010). *Contemplative Practices in Action: Spirituality, Meditation, and Health*. Praeger, 2010
4. G. Fowler. (1996). *Learning to Dance Inside: Getting to the Heart of Meditation*. Addison Wesley, 1996
5. D. Perret. (2005). *Roots of Musicality: Music Therapy and Personal Development*. Jessica Kingsley, 2005

Paper DSE-PSY-9: Project

In case of Dissertation chosen as DSE, only for those candidate will allowed to opt to DSE-9 in lieu of DSE-4 who have obtained at least 6.0 CGPA up to semester-IV. The total weightage will be of 150 marks/6 credits.

Paper DSE-PSY-5: Health Psychology

Unit	Content	Time (Hours)	Domain
I	Introduction to Health Psychology Concept and need of health psychology, perspectives – individual, cultural, lifespan, biopsychosocial model Health behaviors, health beliefs, Illness cognitions Health promoting and compromising behaviours <i>Government's policies in health promotion</i> <i>Planned behaviour and health</i>	22 8 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
II	Stress and coping Nature, physiology and management of pain, pain management techniques Stress: physiology and sources of stress, stress management Coping interventions: mindfulness, relaxation, self-affirmation, effectiveness training <i>Sources and daily management of stress</i> <i>Practicing relaxation and mindfulness</i>	21 7 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
III	Chronic and terminal disorders Management of chronic illness: quality of life, emotional responses, coping with chronic illness, Personal issues Psychological dimensions of heart disease and diabetes Psychological issues in terminal illness: adjustment with death/dying, management of terminally ill <i>Care-giver stress and burn-out</i> <i>Debates around 'Euthanasia'</i>	21 7 7 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>

DSE-PSY-P-5: Practicum: Health Psychology

Content	Time (Hours)	Domain
DSE-PSY-P-5 Practicum: (any four to be reported)	32	
1. Visiting a health setting and interviewing a care-giver of a chronically ill patient to assess stress and resilience.	8	Must know
2. Interview with a CHD patient for WHO health-related quality of life	8	
3. Case study of a diabetic patient		
4. Practising JPMR with a case of chronic stress	8	<i>Desirable to Know Nice to Know</i>
5. Studying health promotion strategies in a community.		
6. Exposure visit to a cancer care department	8	
7. Dietary intake and exercise of an obese child/adolescent		
8. Designing a poster / collage on health promotion in a rural area or slum.		

Syllabus Books:

1. Curtis, A. (2002). *Health Psychology*. Routledge: London.
2. Ogden, J. (2012). *Health Psychology – A Textbook*. McGraw Hill: London

Reference Books:

1. A. Baum, T. A. Revenson, J. E. Singer. (2001). *Handbook of Health Psychology*. Lawrence Erlbaum Associates.
2. M. L. Crossley. (2000). *Rethinking Health Psychology*. Open University Press.
3. J. Houdmont, S. Leka. (2010). *Contemporary Occupational Health Psychology: Global Perspectives on Research and Practice*. Wiley Blackwell.
4. J. Walker. (2001). *Control and the Psychology of Health: Theory, Measurement, and Applications*. Open University Press, 2001
5. M. Pitts, K. Phillips. (1998). *The Psychology of Health: An Introduction*. Routledge.

Paper DSE-PSY-7: Forensic Psychology

Unit	Content	Time (Hours)	Domain
I	Unit I-Introduction to Forensic Science and Forensic Psychology Concept of forensic science and forensic psychology, its uses, its social importance and scope in India, Role of psychology in relation to the legal frame work Ethical principles and professional competencies	22 8 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
II	Unit II-Criminology Identification and evaluation of criminal suspects, Risk assessment and Report Writing. Researches methods in criminology, Rights of victims and accused, psychological profiling of accused, Personality theories, types and Crime Personal injury litigation, polygraphy testing, narco analysis, brain profiling, offender profiling, Portrait parole procedure,	21 7 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
III	Unit III-Treatment and Rehabilitation of Criminal/offender Psychological disorders and crime Interviewing technique, Therapy interfering behaviour, Rehabilitation of violent offenders Civil responsibility and community rehabilitation of offenders	21 7 7 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>

DSE-PSY-P-7: Practicum: Forensic Psychology

Content	Time (Hours)	Domain
DSE-PSY-P-7 Practicum: (any four to be reported)	32	
1. Case Study and offender profiling	8	Must know
2. Personality assessment	8	
3. Identification of Criminal Suspects	8	
4. Interviewing techniques with offenders	8	
5. Narco- Analysis		<i>Desirable to Know</i> <i>Nice to Know</i>
6. Brain mapping		
7. Assessment of civil responsibility in citizens		

Syllabus Books:

Irving B. Weiner & Randy K. Otto, (2013). *The Handbook of Forensic Psychology*, 4th edi., John Wiley & Sons, Inc., Hoboken, New Jersey.

Jenifer M. Brown & Elizabeth A. Campbell, (2010). *The Cambridge Handbook of Forensic Psychology*, Cambridge University Press Cambridge, UK

Herbert N. Weissman and Deborah M. Debow (2003) *Ethical Principles and Professional competencies*, Handbook of Psychology, Volume II, Forensic Psychology, page; 33-55

Paper DSE-PSY-6: Positive Psychology

Unit	Content	Time (Hours)	Domain
I	Introduction Positive Psychology: Meaning; Historical background, and perspectives. Character strengths and virtues – Classification and measurement. Happiness, optimism and hope: Definition, measurement and determinants. <i>Positive psychology and clinical psychology.</i> <i>Spirituality and growth.</i>	22 8 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
II	Approaches to Positive Psychology Emotional - Emotional Intelligence, Resilience, Positive Affect and Positive emotions. Cognitive – Self efficacy, Creativity, Wisdom, Mindfulness. Self - Authenticity, Humility, Playfulness; Interpersonal – Love, Kindness, Gratitude, <i>Altruism and empathy</i> <i>Flow as Positive process</i>	21 7 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
III	Application of Positive Psychology Positive workplaces; positive schooling, Health and well-being Positive parenting, Positive Ageing. . <i>Positive psychology in religious texts.</i> <i>Positive psychology in context of technological revolution.</i>	21 7 7 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>

DSE-PSY-P-6: Practicum: Positive Psychology

Content	Time (Hours)	Domain
DSE-PSY-P-6 Practicum: (any four to be reported)	32	
VIA (Virtues in Action) Inventory	8	Must know
Oxford Happiness Scale	8	
Resilience Scale	8	
Self Efficacy Scale- Bandura	8	
Emotional Intelligence- (Mayer & Salovey's Scale)		
Hope and Optimism Scale (Mayer and Salovey's Scale)		<i>Desirable to Know</i> <i>Nice to Know</i>

Syllabus Books:

1. Snyder, C.R. & Lopez, S. (2007). Positive Psychology: The scientific and practical exploration of human strengths. Thousand Oaks, CA: Sage.
2. Lomas, T., Hefferon, K., & Ivztan, I. (2014). Applied positive psychology: Integrated positive practice. Thousand Oaks, CA: SAGE Publications.
3. Baumgardner, S.R., Crothers, M.K. (2010). Positive Psychology. New Jersey: Prentice Hall

Reference Books:

4. Snyder, C.R. & Lopez, S.J. (Eds.). (2002). *Handbook of Positive Psychology*. Oxford University Press. New York.
5. Lomas, T., Hefferon, K., & Ivztan, I. (2014). *Applied positive psychology: Integrated positive practice*. Thousand Oaks, CA: SAGE Publications.
6. Seligman, M. E., Rashid, T., & Parks, A. C. (2006). *Positive psychotherapy*. *American Psychologist*, 61(8), 774-788.
7. Schueller, S., & Parks, A. C. (2014). *The Wiley-Blackwell handbook of positive psychological interventions*. Malden, MA: John Wiley & Sons.

Paper DSE-PSY-8: Political Psychology

Unit	Content	Time (Hours)	Domain
I	Introduction Meaning and scope of political psychology Domain of political behaviour Conservative, liberal and radical ideologies and their assumptions of human nature and their implications for law, and political institutions specifically democratic and authoritarian regimes and institutions	22 8 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
II	Voting Behavior and leadership Political attitudes and affiliations, Determinants of voting behavior Gender and electoral politics Nature and types of political leadership Personality and politics	21 7 8 6	Must know <i>Desirable to Know</i> <i>Nice to Know</i>
III	Ethno-political Conflict Theories of ethno-political conflict Nature and theories of autonomy and secessionist movements Theories and nature of international conflict Conflict management and resolution Nature of terrorism and psycho-social perspectives on terrorism.	21 7 7 7	Must know <i>Desirable to Know</i> <i>Nice to Know</i>

DSE-PSY-P-8: Practicum: Political Psychology

Content	Time (Hours)	Domain
DSE-PSY-P-8 Practicum: (any four to be reported)	32	
A survey of voting behavior	8	Must know
Measurement of Political attitude	8	
Leadership	8	
Political Efficiency Scale	8	
Political Interest Scale		
Conflict resolution techniques		<i>Desirable to Know</i> <i>Nice to Know</i>

Syllabus Books:

1. Houghton, D.P. (2009) *Political Psychology: Situations, Individuals, and Cases*. Routledge.
2. Iyenger, S. & Megnire, W.J. (Eds.) (1993). *Explorations in political psychology*. Durham, NC: Duke University Press.
3. Kaviraj, Sudipto (1997). *Politics in India*. New Delhi: Oxford University Press.
4. Preez, P. du (1980) *Social psychology of politics: ideology and the human image*. Oxford: Basil Blackwell Publishing.
5. Rothschild, JU. (1981). *Ethnopolitics: A conceptual framework*. New York: Columbia University Press.
6. Rummel, J.R. (1975) *Understanding conflict & war, The dynamic psychological field*. New York: Sage.
7. Wolfenstein, E.V. (1969).. *Personality and politics*. California: Dickenson Publishing Company.

FBS_OE_1: Positive Psychology and Mindfulness

Name of Faculty		Behavioural Sciences		SEMESTER-I (COMPULSORY / QUALIFYING)			
Name of Course		CBCS UG Level					Credits: 2 Hours: 2
Subject/Paper		Positive Psychology and Mindfulness		Semester	I	Paper Code	FBS-1
Course Objectives:		<i>Objective: Psychology has traditionally focused on dysfunction—people with mental illness or other issues—and how to treat it. Positive psychology, in contrast, is a field that examines how ordinary people can become happier and more fulfilled. In this course psychology is looked from a positive perspective. Happiness, resilience, gratitude, positive affect, optimism, hope etc. buffer people from the deleterious effects of depression etc. A discussion of mindfulness, flow, and spirituality is framed as search for optimal experiences.</i>					
Unit	Sub Units	Time (hrs)	Topic	Teaching Methodology		Assessment Method	Teaching Faculty
Unit-I			Psychology and Positive Perspective	Power Point presentation by teacher, SIS, FGD, Teacher's seminar		Subjective and Objective/ Class Test, Assignment/ presentation etc.	
	1.1	3	Introduction to Positive Psychology, Eastern and Western perspective on positive psychology				
	1.2	3	Classification and measure of strengths				
	1.3	3	Living well – Resilience in childhood, positive youth development and successful aging				

Unit-II			Positive Emotional States and Processes	PowerPoint presentation by teacher, SIS, FGD	Subjective and Objective/ Class Test, Assignment/ presentation etc.	
	2.1	2	Principles of pleasure : understanding positive affect, positive emotions, happiness and wellbeing			
	2.2	4	Emotional experiences : Emotion focused coping, emotional intelligence, emotion processing			
	2.3	4	Positive states and processes- self efficacy, optimism and hope, Wisdom and courage			
Unit-III			Mindfulness, Flow and Spirituality	Power Point presentation by teacher, SIS, FGD	Subjective and Objective/ Class Test, Assignment/ presentation etc.	
	3.1	3	Mindfulness as a state of mind Living with mindfulness			
	3.2	3	Flow: In search of absorption			
	3.3	3	Spirituality: In search of the sacred			

Assessment: 50 Marks (10 marks Internal – 40 End Term)

Recommended Books:

1. Synder, C.R., Lopez, S.J. & Pedrotti, J.T. (2011). Positive Psychology – The Scientific and Practical explorations of human strengths (Second edition) Sage publications India Pvt. Ltd.
2. Gillham. J. et al. (2011) Character strengths predict subjective well-being during adolescence, The Journal of Positive Psychology, 6:1, 31-44, DOI: 10.1080/17439760.2010.536773 To link to this article: <https://doi.org/10.1080/17439760.2010.536773>
3. Pinker, S. (2018). Enlightenment Now: The Case for Reason, Science, Humanism, and Progress. Kindle
4. Seligman, M.E.P. & Csikszentmihalyi, M. (2000). Positive Psychology: An Introduction. Special Issue of American Psychologist, APA, USA. DOI: 10.1037/0003-066X.56.1.89.

FBS_OE_2: Stress and Anxiety Management

Name of Faculty		Behavioural Sciences						
Name of Course		CBCS UG Level					Credits: 2	
Subject/Paper		Stress and Anxiety Management		Semester	2 nd	Paper Code	FBS_OE_2	Marks: 50
Course Objectives:		To generate basic understanding of Stress and Anxiety, the Factors leading to them, their Effects and Management techniques.						
Unit	Sub Units	Time (hrs)	Topic	Teaching Methodology		Assessment Method		Teaching Faculty
Unit-I	1.1	3	Introduction: Stress: Concept, Types, Stressors: Life events stress, Daily hassles.	Power Point presentation by teacher, SIS, FGD, Teacher's seminar		Subjective and Objective/ Class Test, Assignment/ presentation etc.		Dr Shivani Sahdev
	1.2	3	Theories of Stress: Hans Selye, Lazarus, Bio-psycho-social Model					
	1.3	3	Anxiety: Concept, Symptoms and Types					

Unit-II	2.1	4	Stress: Health & Illness Underlying Neurophysiology of stress and anxiety.	PowerPoint presentation by teacher, SIS, FGD	Subjective and Objective/ Class Test, Assignment/ presentation etc.	Dr Shivani Sahdev
	2.2	2	General Adaptation Syndrome and Diasthesis Stress Model			
	2.3	4	Consequences of Stress and Anxiety: Biological, Psychological, Social and Occupational			
Unit-III	3.1	3	Management of Stress & Anxiety Relaxation Training, Positive Imagery, and Biofeedback	Power Point presentation by teacher, SIS, FGD	Subjective and Objective/ Class Test, Assignment/ presentation etc.	Dr Shivani Sahdev
	3.2	3	Emotional Disclosure, Behaviour Modification and Stress Inoculation			
	3.3	3	Lifestyle Management: Nutrition, Exercise, Daily Scheduling.			

Assessment: 50 Marks (10 marks Internal – 40 End Term)

Recommended Books:

- 1. Brannon, L. & Feist, J. (2010). Introduction to Health Psychology. Belmont: Watsworth Cengage Learning.**
- 2. Taylor, S. E. (2006). Health Psychology. New York: Tata Mc Graw Hill.**

FBS_OE_3: Emotional Intelligence

Name of Faculty		Behavioural Sciences					L:1 T:1
Name of Course		CBCS UG Level					Credits: 2
Subject/Paper		Emotional Intelligence		Semester	3rd	Paper Code	FBS-OE3
Course Objectives:		<i>To Understand varied concepts of Intelligence, critically evaluate IQ as a measure of success in life: and to become aware of social and emotional intelligence as new avenues of achievement and happiness.</i>					
Unit	Sub Units	Time (hrs)	Topic	Teaching Methodology		Assessment Method	Teaching Faculty
Unit-I	1.1	3	Introduction to intelligence – types and theories (G factor, S factor, Multiple intelligences, current ideas)	Power Point presentation by teacher, SIS, FGD, Teacher's seminar		Subjective and Objective/ Class Test, Assignment/ presentation etc.	
	1.2	3	Criticisms of IQ as a measure of intelligence; development of concepts of EQ and SQ				
	1.3	3	Scientific Research findings on the importance of Social and Emotional Intelligence				

	2.1	4	Social Intelligence Concept and importance	PowerPoint presentation by teacher, SIS, FGD	Subjective and Objective/ Class Test, Assignment/ presentation etc.	
	2.2	2	Development of social intelligence in early childhood and adolescence.			
	2.3	4	Implications of Social Intelligence on adult-life, human relationships and leadership			
Unit-III	3.1	3	Emotional Intelligence Concept and Theories; correlates of EI	Power Point presentation by teacher, SIS, FGD	Subjective and Objective/ Class Test, Assignment/ presentation etc.	
	3.2	3	Measurement of emotional intelligence; EQ and IQ			
	3.3	3	Applications of EI in family, school and workplace settings; stress management through EI			

Recommended Books:

1. Goleman, D. (1995). Emotional Intelligence. Why it can matter more than IQ. Bantam Books
2. Goleman, D. (2007). Social Intelligence. The new Science of human relationships. Bantam Books

FBS_OE_4: Happiness and Well-being

Name of Faculty		Behavioural Sciences					L:1 T:1	
Name of Course		CBCS UG Level					Credits: 2	
Subject/Paper		Happiness and Well-being		Semester	4 th	Paper Code	FBS-OE4	Marks: 50
Course Objectives:		To obtain a basic understanding of Positive emotions, strengths and virtues; the concepts and determinants of happiness and well-being, and become aware of contextual and cultural influences on health and happiness.						
Unit	Sub Units	Time (hrs)	Topic	Teaching Methodology		Assessment Method	Teaching Faculty	
Unit-I	1.1	3	Introduction to Positive Psychology Importance of positive emotions in everyday life and society	Power Point presentation by teacher, SIS, FGD, Teacher's seminar		Subjective and Objective/ Class Test, Assignment/ presentation etc.		
	1.2	3	Psychological and philosophical ideas of happiness and well-being					
	1.3	3	Strength and Virtues; implications for human behavior and mental health					

	2.1	4	Determinants and Measurement Determinants of Happiness and well-being – biological, social, psychological and spiritual	PowerPoint presentation by teacher, SIS, FGD	Subjective and Objective/ Class Test, Assignment/ presentation etc.	
	2.2	2	Happiness and subjective well-being – concept, individual differences and measurement;			
	2.3	4	Research findings on effects of happiness and well-being on mental illness and stress			
Unit-III	3.1	3	Happiness and Well-being in the Indian context Indian philosophy of happiness and life satisfaction. – Karma, Moksha and destiny.	Power Point presentation by teacher, SIS, FGD	Subjective and Objective/ Class Test, Assignment/ presentation etc.	
	3.2	3	Role of socio-demographic and cultural factors in Happiness and well-being.			
	3.3	3	Health and Happiness in contemporary India – rural and urban differences and similarities			

Recommended Books

- Seligman, M. (2011). *Flourish: A Visionary New Understanding of Happiness and Well-being*, Atria Books.
- Peterson, C. A. (2006). *A Primer in Positive Psychology*, Oxford University Press.
- Nettle, D.S. (2006). *Happiness: The Science Behind Your Smile*, Oxford University Press.
- Lyubomirsky, S. (2013). *The Myths of Happiness: What Should Make You Happy, but Doesn't, What Shouldn't Make You Happy, but Does*, Penguin.

Ordinance for Bachelor of Science in Clinical Psychology/ Bachelor of Arts (Hons) Psychology

B.Sc. (Clinical Psychology)/ B.A. (Hons) Psychology (2018-2019)

1. Duration and Nomenclature of the Course:

The duration of B.Sc. (Clinical Psychology)/ B.A. (Hons) Psychology program shall be of three academic years consisting of six (6) semesters under Choice Based Credit System (CBCS) and CGPA system. An academic year is of two consecutive (one odd + one even) semesters duration. One semester duration is usually of the 16 – 18 weeks. On successful completion of all the six semesters and passing the foundation / compulsory courses/paper with a CGPA of 4 a student will qualify for the award of B.Sc. (Clinical Psychology)/ B.A. (Hons) Psychology degree. The student shall complete the program within a maximum period of 5 years from the date of admission to the first semester, failing which he/she will be disqualified from the course.

2. Admission to the Course:

a) Eligibility for Admission:

For admission to the 1st Semester of B.Sc. (Clinical Psychology)/ B.A. (Hons) Psychology course, the candidate must have passed 10+2 from a recognized board.

b) Schedule of admission and payment of fees:

The admission schedule, along with last date for the submission of admission forms and payment of fees, shall be fixed by the Vice-Chancellor from time to time.

3. Mode of Selection of Candidates for Admission:

The admissions will be made as per the following criteria:

Sr.No.	Criteria	Condition
1	On the Basis of the Merit of the qualifying Examination. Or	If the no. of applicants is up to 3 times of the intake
2	On the Basis of the Merit of the Entrance Examination.	If the no. of applicants is more than 3 times of the intake

4 Scheme of examination, distribution of marks, credit system and syllabus:

The Scheme of examination, distribution of marks in various papers along with the credit system and the syllabus of the course shall be as approved by the Academic Council from time to time.

5. Medium of Instruction and Examination:

The medium of the instruction and the examination shall be English only.

6. Migration and award of Grace Marks:

As per university Rules made in this regard.

7. Attendance Requirements/Eligibility to Appear in Examination:

The student should fulfill the following criteria to be eligible for appearing in the End Term Semester Examination:

- (i) He/She should bear a good moral character.
- (ii) He/She should have 75% of the attendance during the respective semester. **Only 5% relaxation in the required attendance shall account for illness and contingencies of serious and unavoidable nature by the Dean. The VC may also condone another 5% of the required attendance.**
- (iii) He/she is not a defaulter in payment of any dues of the SGT University, and
- (iv) No disciplinary action is pending against the student.

8. Exemption from Attendance / Shortage of attendance to be condoned:

The shortage of lecture to the maximum limit as under can be condoned by the competent authority :

Sr. No	Exemptible no. of Lecture	Ground of Exemption	Dean of the Faculty is competent authority to condone shortage of lecture/ attendance.
1.	5%	For illness and contingencies of serious and unavoidable nature by the Dean & the Vice Chancellor	
2.	All periods of the day of donation	Voluntarily blood donation to the Blood Bank.	
3.	All periods of the day of Examination.	For appearing in the supplementary examinations(Theory /Practical /Viva-voce	
4.	Maximum of 10 days attendance during a semester	For participation in University or Inter-Collegiate Sports Tournaments/ Youth Festivals, NCC/NSS Camps/University Educational Excursions, Mountaineering Courses	
5.	Maximum of 15days attendance during a semester	For participation in Inter-University Sports Tournaments/ Youth Festivals	

Provided that :

- i) He/she has obtained prior approval of the Dean of the Faculty.
- ii) Credit may be given only for the days on which lectures were delivered or tutorials or practical work done during the period of participation in the aforesaid events.

9. Attendance Shortage Warning:

Attendance shortage warning will be displayed on the Faculty's Notice Board and university website every month by 10th day of the month. Parents will be informed every two months by call/ e-mail.

10. Detained students

If a student has less than 75% attendance in any course / paper during the respective semester, as provided in Clause 7, he/she will not be eligible for appearing in the End Term Semester Examination in that particular course and will be declared as "detained". He /she can appear in that paper only after making the deficiency as per the arrangements made by the Dean.

11. Submission of Examination Forms and Payment of Examination Fee:

The Dean, Faculty of Behavioural Sciences shall submit the examination admission forms of those students who satisfy the eligibility criteria to appear in the examination to the Controller of Examinations as per schedule of examination circulated by the Controller of Examinations from time to time.

12. University Examinations:

A. End Term Semester Examinations:

The examination for the 1st, 3rd and 5th semesters (Odd Semesters) shall ordinarily be held in the month of December and of the 2nd, 4th and 6th semesters (Even Semesters) in the month of May/June.

B. Fail / re-appear candidates of the odd semesters (Ist, IIIrd, & Vth) will take re-appear exams as an ex-student in the subsequent exams of the odd semesters (Ist, IIIrd & Vth). Similarly, for the even semesters (IInd, IVth & VIth) he/she will take re-appear exams in the subsequent exams of the Even semesters (IInd, IVth & VIth). However, candidates appearing in the VIth semester examination (Regular) may appear simultaneously in his/her re-appear paper(s) of lower semesters as arranged by COE.

C. Examination for Improvement:

After passing all the semesters a student may appear as an ex-student for improvement of his/her CGPA. For the following:

- (a) Improvement of CGPA equal to C or 2nd division.
- (b) Improvement of CGPA equal to B or 1st division.

i) For improvement, only one chance for each semester will be given within a period of two years of initially passing of the examinations.

ii) If a candidate appears for improvement and the status/nature of his/her final result does not improve in accordance the above, his/her improvement result will be declared as “PRS” Previous Result Stands.

iii) The candidate shall be allowed to appear in the improvement examination(s) along with regular candidates as and when the course is offered. No separate examination will be held for improvement of division/grade.

iv) In case of change of syllabi, the student shall have to appear for improvement in accordance with the syllabi of the concerned course applicable to the regular students of that exam.

13. Setting of Question Papers:

The Head of the Department/Dean of the Faculty shall supply the panel of internal and external examiners duly approved by the Board of Studies to the Controller of Examinations. The paper(s) will be set by the examiner(s) nominated by the Vice-Chancellor from the panel of examiners. An examiner shall be allowed to set not more than two papers in a semester examination.

14. Evaluation Process – Theory, Practical & Internal Assessment:

A. Evaluation of Answer Books:

The answer books may be evaluated either by the paper setter or any other internal or external examiner to be nominated by the Controller of Examinations with the approval of the Vice-Chancellor from the panel of examiners approved by the Board of Studies.

B. Re-evaluation of Answer Books:

The students can apply for Re-evaluation of any paper through the HOD/Dean, Faculty of Behavioural Sciences by paying fee as per re-evaluation rules of the university.

C. Internal/Formative Assessment:

Formative assessment in each theory paper shall have the following distribution:

1. Attendance	=	10% marks (4 Marks)
2. Mid-term Class Tests (subjective & objective)	=	30% marks (12 Marks)
3. Participation in SIS/SGD/FGD/Role Play	=	30% marks (12 Marks)
4. Problem/Project based/Student's Seminar/Case Study	=	30% marks (12 Marks)

The concerned teacher shall make continual assessment weekly over the content covered during the week and also shall have record of the same. It shall be displayed monthly and finally cumulatively before the start of the semester examination.

- (a) In case of ex-students, those appearing for re-appear/improvement examination in any semester, their previous Internal Assessment marks will be counted.
- (b) The concerned teacher shall submit records to the HoD/Dean on the basis of which the Internal Assessment has been awarded and HoD/Dean shall make the same available to the Controller of Examinations whenever required.
- (c) The Head of the Department/ Dean of the Faculty shall ensure:
 - (i) That the internal assessment marks are got displayed for information of the students at least 10 (ten) days before the commencement of the examinations of each semester.
 - (ii) That the internal assessment marks are submitted to the Controller of Examinations at least 7 (seven) days before the commencement of the end-term examinations of each semester.

D) Practical Examinations:

a. Appointment of Examiners:

The practical examinations shall be conducted by a Board of two Examiners consisting of one internal and one external examiner to be nominated by the Vice-Chancellor from the panel of examiners recommended by the Board of Studies.

- b. Distribution of Marks:** Practical examination for summative examination in all semesters will have the following distribution:

- i) Summative assessment distribution (30 Marks):
 - 1. Demonstration/conduction/presentation = 10 marks
 - 2. Viva Voce examination = 20 marks
- ii) Formative assessment distribution (20 Marks):
 - 1. Attendance = 5 marks
 - 2. Laboratory work report = 5 marks
 - 3. Mid term oral examination/assessment = 10 marks

E) **Project:**

(a) Topic Selection and Appointment of Guide/Supervisor

For each students will be assigned a Teacher as Guide/ Supervisor from the Department. Topic of the Project will be approved by the Dean of the Faculty on the recommendations of the Teacher Guide/supervisor.

(b) Evaluation:

The examination for Project shall be conducted by a Board of Two Examiners consisting of one internal and one external examiner to be nominated by the Vice-Chancellor from the panel of examiners recommended by the Board of Studies. Evaluation of the Project Report will be done by the External examiner. The student will submit the project report in the form as specified by the department on completion of the VIth semester but before 31st May, failing which it will be acceptable only with late fee of Rs. 2000/- up to next one month. Evaluation of project in semester VI will be out of 150 marks. The viva-voce examination of 60 marks and report writing of 40 marks shall be evaluated by a joint board of internal & external examiner. Whereas 50 marks of formative assessment (*report writing of 30 marks and Presentation/mid-term assessment of 20 marks*) will be evaluated by the supervisor and the Dean of the Faculty.

F) **Field Training**

Evaluation of the field training will be out of 100 marks. The formative assessment of 40 marks of field training shall be based on the presentation, case reports and log sheets of training whereas the evaluation of 60 marks shall be based on viva voce and reports adjudged by the joint board of external and internal examiners.

15. Criteria for Promotion to Higher Semester:

For promotion to 3rd Semester, the student shall have to clear at least 50% papers of 1st and 2nd semesters taken together and accordingly for promotion to 5th Semester, the student shall have to clear at least 50% papers of 3rd and 4th semesters taken together

16. Pass % criteria and grading system:

- (i) The minimum percentage of marks to pass a course /paper will be:
 - (a) 40% in theory examination as well as internal assessment, separately for each course /paper
 - (b) 40% in practical /field work/Research Project etc. examination and internal assessment, separately.
 - (c) To qualify for award of degree, a CGPA of **4.0** is required.

(ii) **Credit Based Grading System:-**

Key Definitions :

Programme: An educational programme leading to award of a Degree, diploma or certificate.

Course : Usually referred to, as 'papers' is a component of a programme. All courses need not carry the same weight

Credit: A unit by which the course work is measured. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours for practical work/field work per week. A Research Based Paper /Project is equal to 4 credits

Credit Point: It is the product of grade point and number of credits for a course i.e, Credit Point = No. of credit in a course x “grade value” of the grade obtained in the course.

Semester Grade Point Average (SGPA): The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the Courses undergone by a student, i.e. $SGPA(S_i) = \sum(C_i \times G_i) / \sum C_i$

Cumulative Grade Point Average (CGPA): CGPA The is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of programme, i.e, $CGPA = \sum(C_i \times S_i) / \sum C_i$

Grade Point : It is a numerical weight allotted to each letter grade on a 10-point scale with 9 LETTER GRADES: It is an index of the performance of students in a said course.

Grades are denoted by letters O, A+, A, B+, B, C, P and F etc

Grade and its corresponding values.

Range of Percentage of Marks	Letter Grade	Grade Points	Range of Grade Points
90% and above	O	10	9-10
80% and above but less than 90%	A+	9	8<9
70% and above but less than 80%	A	8	7<8
60% and above but less than 70%	B+	7	6<7
50% and above but less than 60%	B	6	5<6
Above 40% but less than 50%	C	5	Above 4<5
40%	P	4	4
Below 40%	F	0	-

Semester Grade Point Average (SGPA):

$$SGPA(S_i) = \sum(C_i \times G_i) / \sum C_i$$

Where C_i is the number of credits of the i th course and G_i is the grade point scored as per marks obtained by the student in the i th course. Further, G is calculated as given below:

$$G = [\text{Marks obtained in paper} / \text{Total marks of paper}] \times 10$$

Cumulative Grade Point Average (CGPA):

$$CGPA = \sum(C_i \times S_i) / \sum C_i$$

Where S_i is the SGPA of the i th Semester and C_i is the total number of credits in that Semester.

Formula for calculating percentage of marks;

$$CGPA \times 10$$

17. Declaration of Results:

- (i) As soon as possible, after the semester examinations are over, the Controller of Examinations shall publish the results of those students who had appeared in the examinations.

- (ii) Each successful student/ the student placed in reappear shall receive a copy of the Detailed Marks Certificate/ Grade Card Sheet of each semester examination.
- (iii) The student whose result is declared late without any fault on his/her part may attend classes for the next higher semester provisionally at his /her own risk and responsibility, subject to his /her passing the concerned semester examination. In case, the student fails to pass the concerned semester examination, his/her attendance/internal assessment in the next higher semester in which he / she was allowed to attend classes provisionally will stand cancelled.
- (iv) The successful students after the 6th semester examination shall be equated in seven ascending letter grade (P to O) and grade points from 4 to 10 on the basis of final CGPA obtained by him / her in the 1st to 6th semester examinations.

18. Other Provisions:

- (i) Nothing in this Ordinance shall debar the University from amending the Ordinance and the same shall be applicable to all the students whether old or new.
- (ii) Any other provision not contained in the Ordinance shall be governed by the rules and regulations framed by the University from time to time.
- (iii) In case of any interpretation, The Vice-Chancellor is empowered in this regard and his interpretation shall be the final.
- (iv) This ordinance will be effective for admission from the session 2018-19.

-----*****-----