

अध्ययन मंडल बैठक दिनांक 16/07/2025



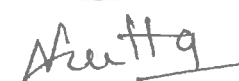
विषय – मनोविज्ञान

राष्ट्रीय शिक्षा नीति 2020 के अनुरूप विश्वविद्यालय अन्तर्गत संचालित एम.ए मनोविज्ञान प्रोग्राम में अध्ययन मंडल द्वारा तैयार किये गये तृतीय एवं चतुर्थ सेमेस्टर के पाठ्यक्रम को निम्नानुसार लागू करने की अनुशंसा की जाती है:-

Course Type	Course Code	Course Title	Paper	Semester	Credits	Max Marks	Min Marks	CIA	ESE
Third Semester (NHEQF Level – 500)									
DSC	PCSC-9T	Clinical Diagnosis	T	III	3	100	40	30	70
DSC	PCSC-9P	Lab Course -9P (Activity)	P	III	1	50	20	15	35
DSE	PCSC-13	Psychotherapeutic Counselling	T	III	4	100	40	30	70
DSE	PCSC-14T	Clinical Daignosis and community Mental Health	T	III	4	100	40	30	70
DSE	PCSC-15T	Psychotherapeutic Counselling	T	III	4	100	40	30	70
DSE	PCSC-16T	Rehabilitation Psychology	T	III	3	100	40	30	70
DSE	PCSC-16P	Lab Course -16P (Activity)	P	III	1	50	20	15	35
Fourth Semester (NHEQF Level – 500)									
DSC	PCSC-10P	Research work and Dissertation	P	IV	20	600	240	180	420
	A	Review of Literature	P	IV	02	50			
	B	Research Methodology			02	50			
	C	Research report writing (APA Style)			04	100			
	D	Research Ethical and Research Proposal			04	100			
	E	Research Project Dissertation /Viva-voce			08	300			

टीप :- परीक्षा योजना एवं प्रश्न पत्र के प्रारूप को भी यथावत् लागू करने की अनुशंसा की जाती है।

आज दिनांक 16/07/2025 को मनोविज्ञान अध्ययन मंडल की बैठक में निम्नलिखित अध्यक्ष/सदस्य उपस्थित हुये।

क्र.	नाम	पदनाम	अध्यक्ष/सदस्य	हस्ताक्षर
01.	श्री घनश्याम ठाकुर	सहायक प्राध्यापक	अध्यक्ष	
02.	डॉ. दिनेश कुमार लहरी	सहायक प्राध्यापक	सदस्य	
03.	श्रीमती अलका केरकेट्टा	सहायक प्राध्यापक	सदस्य	

DEPARTMENT OF PSYCHOLOGY
THIRD SEMESTER POSTGRADUATE PROGRAM

Course Code –PCSC-9T

Course Title – Clinical Diagnosis

Paper – I

Course Learning Outcome (CLO) - Course Outcomes (COs):

1. **CO1:** Understand and apply the principles of clinical diagnosis using standard classification systems (DSM-5 and ICD-11).
2. **CO2:** Demonstrate the ability to conduct clinical interviews and mental status examinations for diagnostic purposes.
3. **CO3:** Accurately identify and differentiate among various psychological disorders based on symptom patterns.
4. **CO4:** Formulate case histories and clinical reports using a bio-psycho-social framework.
5. **CO5:** Recognize and respect the ethical, cultural, and contextual factors influencing clinical diagnosis.
6. **CO6:** Develop proficiency in integrating clinical data (behavioral observations, test results, etc.) for comprehensive diagnostic understanding.

Credit Value -03

Max Mark: 100

Min. Mark -40

Total No. of Teaching – Learning Period (01 Hr. per period) 45 Period (45)

Module Unit	Topic (Course contents)	No. of Period
I	1. Introduction to Clinical Diagnosis <ul style="list-style-type: none">Nature and purpose of clinical diagnosisDifferential diagnosisRole of clinical diagnosis in treatment planningDiagnostic process: assessment, formulation, and diagnosis	12
II	Classification Systems <ul style="list-style-type: none">DSM-5 (Diagnostic and Statistical Manual of Mental Disorders)ICD-11 (International Classification of Diseases)Comparison between DSM-5 and ICD-11Strengths and limitations of classification systems	11

	<ul style="list-style-type: none"> • Cultural considerations in diagnosis (e.g., DSM-5 Cultural Formulation Interview) 	
III	<p>Diagnostic Criteria and Categories</p> <p><i>A) Neuro -developmental Disorders</i></p> <ul style="list-style-type: none"> • Autism Spectrum Disorder (ASD) • Attention Deficit Hyperactivity Disorder (ADHD) • Intellectual Disability • Learning Disorders <p><i>B) Schizophrenia Spectrum and Other Psychotic Disorders</i></p> <ul style="list-style-type: none"> • Schizophrenia, Schizoaffective Disorder • Brief Psychotic Disorder • Delusional Disorder <p><i>C) Mood Disorders</i></p> <ul style="list-style-type: none"> • Major Depressive Disorder • Bipolar I and II Disorders • Cyclothymia Disorder <p><i>D) Anxiety Disorders</i></p> <ul style="list-style-type: none"> • Generalized Anxiety Disorder • Panic Disorder • Phobias (Social, Specific) • Separation Anxiety <p><i>E) Obsessive-Compulsive and Related Disorders</i></p> <ul style="list-style-type: none"> • OCD • Body Dysmorphic Disorder • Hoarding Disorder <p><i>F) Trauma and Stressor-Related Disorders</i></p> <ul style="list-style-type: none"> • PTSD • Acute Stress Disorder • Adjustment Disorders <p><i>G) Somatic Symptom and Related Disorders</i></p> <ul style="list-style-type: none"> • Somatic Symptom Disorder • Illness Anxiety Disorder • Conversion Disorder 	11

	<p>H) Dissociative Disorders</p> <ul style="list-style-type: none"> • Dissociative Identity Disorder • Depersonalization/Derealization Disorder <p>I) Personality Disorders</p> <ul style="list-style-type: none"> • Cluster A, B, And C (Paranoid, Antisocial, Borderline, Etc.) <p>J) Substance-Related and Addictive Disorders</p> <ul style="list-style-type: none"> • Alcohol Use Disorder • Drug Use And Behavioral Addictions <p>K) Eating and Feeding Disorders</p> <ul style="list-style-type: none"> • Anorexia Nervosa • Bulimia Nervosa • Binge Eating Disorder <p>L) Neuro- cognitive Disorders</p> <ul style="list-style-type: none"> • Delirium • Major and Mild Neuro- Cognitive Disorders (Dementias) <p>M) Sexual Dysfunctions and Gender Dysphoria</p> <p>N) Sleep-Wake Disorders</p>	
IV	<p>Diagnostic Interview Techniques</p> <ul style="list-style-type: none"> • Mental Status Examination (MSE) • Structured and semi-structured interviews (e.g., SCID, MINI) • Behavioral observations • Rapport building and ethical considerations 	11

REFERENCE BOOKS RECOMMENDED

- **"Clinical Psychology"** – *Timothy J. Trull & Mitchell J. Prinstein* .A comprehensive introduction covering assessment, diagnosis, and therapy.
- **"Case Studies in Abnormal Psychology"** – *Thomas F. Oltmanns & Michele T. Martin* .Real-world case examples of mental disorders with clinical interpretation.
- **"Handbook of Clinical Psychology" (Vol. 1 & 2)** – *Michel Hersen & Alan M. Gross* In-depth, professional reference covering adult and child clinical psychology.
- **"Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR)"** – *American Psychiatric Association*

THIRD SEMESTER POSTGRADUATE PROGRAM

Course Code –PCSC-9 P

Course Title – Lab Course

Paper – I

Credit Value -01

Max Mark: 50

Min. Mark -20

Total No. of Teaching – Learning Period (01 Hr. per period) 45 Period (45)

Case Formulation and Report Writing

- Bio-psycho-social model of formulation.
- Diagnostic summary and clinical impressions.
- Integrating test data with clinical impressions.
- DSM/ICD diagnostic notation .

Practical/Clinical Training Component

- Case history taking and mental status examination (MSE).
- Supervised diagnostic work-ups.
- Diagnostic formulation and report writing.
- Use of diagnostic tools and interviews.

THIRD SEMESTER POSTGRADUATE PROGRAM

Course Code –PCSC-13 T

Course Type - DSE

Course Title – Psychotherapeutic Counselling

Paper – II

Credit Value -04

Max Mark: 100

Min. Mark -40

Total No. of Teaching – Learning Period (01 Hr. per period) 45 Period (45)

Course Learning Outcome (CLO) - Course Outcomes (COs):

CO1: Understand key concepts and historical development

- Demonstrate in-depth knowledge of various psychotherapeutic approaches (e.g., psychoanalysis, CBT, humanistic therapy) and their historical origins.

CO2: Analyze theoretical foundations of Counselling models

- Critically evaluate major theories of personality, behavior, and change that underpin psychotherapeutic practices.

CO3: Apply Counselling techniques and processes

- Apply appropriate Counselling strategies, communication skills, and ethical principles in simulated or real-life Counselling settings.

CO4: Develop assessment and diagnostic skills

- Use psychometric tools and clinical interviews for client assessment, case formulation, and treatment planning.

CO5: Demonstrate professional and ethical competence

- Understand and apply ethical codes of conduct, boundaries, and confidentiality in Counselling psychology practice.

CO6: Engage in reflective practice

- Exhibit self-awareness, emotional regulation, and the ability to reflect critically on one's own biases and Counselling performance.

CO7: Integrate multicultural and diversity-sensitive perspectives

- Recognize and respect cultural, gender, and socio-economic diversity in therapeutic contexts.

CO8: Prepare for professional roles

- Acquire skills for roles in clinical settings, schools, organizations, and community mental health services.

Module Unit	Topic (Course contents)	No. of Period
I	Foundations of Counselling Psychology <ul style="list-style-type: none">• History and evolution of Counseling and psychotherapy• Theories of personality and behavior.• Ethical and legal issues in Counselling.• Role of the Counselling Psychologist .• Multicultural Counselling and diversity.	12
II	Basic Counselling Skills <ul style="list-style-type: none">• Communication techniques: verbal & non-verbal• Rapport building and active listening• Empathy, unconditional positive regard• Counselling process and stages	11
III	Theories of Psychotherapy – <ul style="list-style-type: none">• Psychodynamic therapy (Freud, Adler, Jung)• Behaviour therapy (Classical and Operant Conditioning)• Cognitive Behavioural Therapy (CBT)• Humanistic/Existential therapy (Rogers, Frankl)	11
IV	Counselling in Special Settings <ul style="list-style-type: none">• School and educational Counselling• Workplace Counselling and EAPs• Rehabilitation Counselling• Counselling in hospitals, NGOs, and community settings	11

REFERENCE BOOKS RECOMMENDED

1. **Theories of Psychotherapy & Counseling** by Richard S. Sharf .Comprehensive overview of major approaches (psychodynamic, cognitive, humanistic, etc.).
2. **"Counselling for Toads: A Psychological Adventure"** by Robert de Board . A simple and engaging introduction to **Transactional Analysis**, framed as a story.
3. **"Skills in Person-Centred Counselling & Psychotherapy"** by Janet Tolan .Focused on Carl Rogers' person-centered approach.
4. **"Psychodynamic Counselling in Action"** by Michael Jacobs Covers Freud's theories and modern psychodynamic practice.
5. **"The Skilled Helper"** by Gerard Egan Teaches structured problem-solving and helping skills..
6. **"An Introduction to Counselling"** by John McLeod . One of the most comprehensive introductions.
7. **"Essential Counselling Skills"** by Richard Nelson-Jones . Focused on developing core counselling skills.
8. **"Foundations of Professional Psychology: The End of Theoretical Orientations and the Emergence of the Biopsychosocial Approach"** by Timothy P. Melchert Integrates psychotherapy with a scientific and culturally competent model.
8. **"Counselling and Psychotherapy: Theoretical Perspectives and Practices in India"** edited by B. R. K. Shukla (*for Indian perspective*)

THIRD SEMESTER POSTGRADUATE PROGRAM

Course Code –PCSC-14 T

Course Type - DSE

Course Title – Clinical Daignosis and Community Mental Health

Paper – III

Credit Value -04

Max Mark: 100

Min. Mark -40

Total No. of Teaching – Learning Period (01 Hr. per period) 45 Period (45)

Course Learning Outcome (CLO) - Course Outcomes (COs):

- CO1** Understand the classification systems of mental disorders (DSM-5, ICD-11) and apply diagnostic criteria to clinical cases.
- CO2** Demonstrate competence in clinical interviewing and mental status examination techniques.
- CO3** Analyze the epidemiological aspects of mental health and illness in community settings.
- CO4** Identify the mental health needs of special populations (children, elderly, marginalized communities, etc.) and plan community interventions.
- CO5** Evaluate existing community mental health programs and policies in India and globally.
- CO6** Collaborate with multi-disciplinary teams and stakeholders in planning and implementing community mental health initiatives.
- CO7** Develop preventive, promotive, and rehabilitative strategies for mental health at the grassroots level.

Module Unite	Topic Course Contents	No. of Period
I	Introduction to Community Mental Health <ul style="list-style-type: none">• Definition and scope• History and development of community mental health movement• Principles of community psychiatry• Epidemiology of mental illness	12
II	Mental Health Programs and Policy in India <ul style="list-style-type: none">• National Mental Health Programme (NMHP)	11

	<ul style="list-style-type: none"> • District Mental Health Programme (DMHP) • Mental Health Care Act 2017 • Role of WHO and NGOs in community mental health 	
III	Community-Based Interventions <ul style="list-style-type: none"> • Primary, secondary, and tertiary prevention • Mental health promotion strategies • School and workplace mental health • Community-based rehabilitation (CBR) • Disaster and crisis intervention 	11
IV	Role of Professionals and Stakeholders <ul style="list-style-type: none"> • Role of psychologists, psychiatrists, social workers • Training and capacity building • Community participation and awareness programs • Stigma and discrimination reduction • Use of media and technology in mental health awareness 	11

REFERENCE BOOKS RECOMMENDED

1. **DSM-5-TR (Diagnostic and Statistical Manual of Mental Disorders, Text Revision) Publisher:** American Psychiatric Association The gold standard for mental disorder classification and diagnostic criteria. **Latest Edition:** DSM-5-TR (2022)
2. **Kaplan and Sadock's Synopsis of Psychiatry Authors:** Benjamin James Sadock, Virginia A. Sadock, Pedro Ruiz **Publisher:** Wolters Kluwer Comprehensive textbook covering diagnosis, treatment, and management of psychiatric disorders.
3. **Clinical Interviewing Author:** John Sommers-Flanagan & Rita Sommers-Flanagan Focuses on the clinical interview process as a tool for assessment and diagnosis.
4. **Community Mental Health: Challenges for the 21st Century Editors:** Jessica Rosenberg & Samuel Rosenberg **Publisher:** Routledge **Topics Covered:** Policy, practice, advocacy, and diverse community approaches in mental health.
5. **Foundations of Community Psychiatry Author:** Hunter L. McQuistion, et al. **Use:** Covers theory, service systems, and the role of community psychiatry in integrated care.

6. **Community Psychology: In Pursuit of Liberation and Well-Being** Authors: Geoffrey Nelson, Isaac Prilleltensky **Publisher:** Palgrave Macmillan **Focus:** Promotes empowerment, social justice, and community-based mental health models.
7. **Textbook of Community Psychiatry** Editors: Roy Abraham Kallivayalil & Varghese P. Punnoose **Publisher:** Jaypee Brothers Medical Publishers .
8. **Mental Health in India: Issues and Concerns** Author: Om Prakash **Publisher:** Sage Indi **Use:** Discusses sociocultural, economic, and policy issues in Indian mental health care.
9. **Google Books** (preview access)
10. **National Digital Library of India** (<https://ndl.iitkgp.ac.in/>)
11. **Your university's library portal**
12. **Open-access platforms like ResearchGate** (for some chapters or case studies)

THIRD SEMESTER POSTGRADUATE PROGRAM

Course Code –PCSC-15 T

Course Type - DSE

Course Title – Psycho diagnostics

Paper – III

Credit Value -04

Max Mark: 100

Min. Mark -40

Total No. of Teaching – Learning Period (01 Hr. per period) 45 Period (45)

CO1: Understand the Concept and Scope of Psychodiagnostics

- Define psychodiagnostics and explain its relevance in clinical and applied settings.
- Understand the ethical and cultural considerations in diagnostic assessment.

CO2: Acquire Knowledge of Psychological Tests and Tools

- Identify various tools used in cognitive, personality, neuropsychological, and behavioral assessments.
- Understand principles of test standardization, reliability, and validity.

CO3: Develop Skills in Test Administration and Scoring

- Demonstrate proficiency in administering standardized psychological tests (e.g., WAIS, MMPI, Rorschach).
- Accurately score and interpret test results following professional guidelines.

CO4: Interpret Diagnostic Findings for Clinical Use

- Integrate test results with case history, behavioral observations, and interview data.
- Formulate diagnostic impressions using DSM-5 or ICD-11 criteria.

CO5: Communicate Diagnostic Results Effectively

- Prepare psychological reports suitable for clinical, educational, or organizational contexts.
- Communicate findings ethically and professionally to clients and stakeholders.

CO6: Apply Psychodiagnostic Knowledge in Diverse Settings

- Apply psychodiagnostic tools in clinical, educational, forensic, or organizational environments.
- Demonstrate awareness of cultural and contextual factors influencing assessment.

Module Unite	Topic Course Contents	No. of Period
I	Introduction to Psychodiagnostics <ul style="list-style-type: none"> • Definition and scope of Psychodiagnostics • Historical development • Principles of psychological testing • Ethics in psychological assessment • Reliability, validity, standardization 	12
II	Cognitive and Neuropsychological Assessment <ul style="list-style-type: none"> • Intelligence Tests: <ul style="list-style-type: none"> ◦ Stanford-Binet ◦ WAIS/WISC ◦ Raven's Progressive Matrices • Neuropsychological Tests: <ul style="list-style-type: none"> ◦ Bender-Gestalt Test ◦ Wisconsin Card Sorting Test (WCST) ◦ Trail Making Test ◦ Luria-Nebraska & Halstead-Reitan Battery (overview) • Memory Assessment: PGI Memory Scale, WMS 	11
III	Personality Assessment <ul style="list-style-type: none"> • Objective Techniques: <ul style="list-style-type: none"> ◦ MMPI-2 ◦ 16 PF ◦ NEO-PI-R • Projective Techniques: <ul style="list-style-type: none"> ◦ Rorschach Inkblot Test (Exner's Scoring System overview) ◦ Thematic Apperception Test (TAT) ◦ Draw-a-Person Test ◦ Sentence Completion Test 	11

IV	Psychopathology Assessment <ul style="list-style-type: none"> • Assessment of: <ul style="list-style-type: none"> ◦ Depression (BDI, Hamilton) ◦ Anxiety (STAI, HAM-A) ◦ Psychosis (PANSS, BPRS) ◦ OCD (Y-BOCS) • Diagnostic Tools: <ul style="list-style-type: none"> ◦ SCID (Structured Clinical Interview for DSM) ◦ ICD-based assessments ◦ Diagnostic criteria use 	11
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REFERENCE BOOKS RECOMMENDED

1. Psychodiagnostics **Author:** Carl Gustav Jung **Publisher:** Princeton University Press
Description: A classic foundational work in psychodiagnostics.
2. Psychological Testing and Assessment **Author:** Ronald Jay Cohen & Mark Swerdlik
Publisher: McGraw-Hill Education **Description:** Comprehensive overview of psychodiagnostic tests.
3. 3. **Essentials of Psychological Testing** **Author:** Lee J. Cronbach
Description: Focuses on the logic and statistics of psychodiagnostic assessments.
4. 4. **Handbook of Psychological Assessment** **Author:** Gary Groth-Marnat (now updated by A. Jordan Wright) **Publisher:** Wiley **Description:** Practical guide for administering, scoring, and interpreting psychological tests.
5. 5. **Kaplan & Saccuzzo's Psychological Testing: Principles, Applications, and Issues** **Authors:** Robert M. Kaplan & Dennis P. Saccuzzo
Description: Blends theory with real-world application. Covers psychometrics, ethics, and interpretation in psychodiagnostics.
6. **"Psychological Testing" by A.K. Singh** – Commonly used in Indian universities.
"Tests, Measurements and Research Methods in Behavioural Sciences" by A.K. Singh – Good for B.Ed., M.Ed., and psychology students.

THIRD SEMESTER POSTGRADUATE PROGRAM

Course Code –PCSC-16 T

Course Type - DSE

Course Title – Rehabilitation Psychology

Paper – IV

Credit Value -03

Max Mark: 100

Min. Mark -40

Total No. of Teaching – Learning Period (01 Hr. per period) 45 Period (45)

Course Outcomes (COs):

CO1: Understand the Foundations of Rehabilitation Psychology

- Explain the historical development, scope, and core principles of rehabilitation psychology.
- Describe the role of rehabilitation psychologists in various settings.

CO2: Identify and Assess Psychological and Physical Disabilities

- Classify different types of physical, cognitive, emotional, and developmental disabilities.
- Analyze the psychological impact of disability on individuals and their families.

CO3: Apply Psychological Theories to Rehabilitation Settings

- Utilize behavioral, cognitive, and humanistic approaches in rehabilitation planning.
- Integrate psychological theories into therapy and intervention strategies for people with disabilities.

CO4: Demonstrate Skills in Counseling and Intervention

- Develop appropriate intervention strategies tailored to clients' individual needs.
- Apply counseling techniques to support adjustment, coping, and emotional well-being.

CO5: Evaluate the Role of Multidisciplinary Teams in Rehabilitation

- Illustrate effective collaboration between psychologists, medical professionals, occupational therapists, and other specialists.
- Explain the importance of teamwork in achieving rehabilitation goals.

CO6: Promote Ethical and Culturally Sensitive Practices

- Apply ethical guidelines in rehabilitation psychology practice.
- Recognize the influence of culture, socioeconomic status, and stigma in rehabilitation processes.

CO7: Implement Vocational and Community-Based Rehabilitation Strategies

- Plan and evaluate vocational training, job placement, and social integration programs.
- Support community-based rehabilitation (CBR) and advocacy for disability rights.

Module Unite	Topic Course Contents	No. of Period
I	Foundations of Rehabilitation Psychology <ul style="list-style-type: none"> • Definition, scope, and objectives of rehabilitation psychology • Historical development and models of rehabilitation (medical, social, and biopsychosocial) • Role and functions of rehabilitation psychologists • Rights of Persons with Disabilities (PwD Act, RPwD Act 2016) 	12
II	Psychological Assessment in Rehabilitation <ul style="list-style-type: none"> • Principles of psychological testing in rehabilitation • Cognitive, emotional, and behavioral assessment tools • Assessment of adaptive behavior, quality of life, and vocational interests • Disability-specific assessments (e.g., for intellectual disability, autism, visual/hearing impairment) • Report writing and case formulation 	11
III	Intervention Strategies <ul style="list-style-type: none"> • Cognitive-behavioral therapy (CBT), behavior modification, and social skills training • Psychosocial interventions for persons with disabilities • Family and community-based interventions • Early intervention and school-based rehabilitation 	11

	<ul style="list-style-type: none"> Assistive technology and environmental modifications 	
IV	Vocational and Social Rehabilitation <ul style="list-style-type: none"> Vocational guidance and training for persons with disabilities Job analysis and job modification Role of NGOs and government schemes (e.g., ADIP, Skill India, DEPwD programs) Empowerment and advocacy Social inclusion and stigma reduction 	11

REFERENCE BOOKS RECOMMENDED

1. **"Handbook of Rehabilitation Psychology" (2nd Edition)** Editors: Robert G. Frank, Mitchell Rosenthal, Bruce Caplan **Publisher:** American Psychological Association (APA).

2. **"Rehabilitation Psychology: A Clinical Approach"** Author: Curt R. Bartol & Anne M. Bartol **Focus:** Integrates theory with clinical case examples; useful for both students and practitioners.

3. **"Psychological Aspects of Rehabilitation"** Author: R. C. Molden **Publisher:** Springer O
"Introduction to Rehabilitation"

4. **Authors:** Charles McCollum, Anne K. McLain **Level:** UG-level introductory textbook with applied focus **view:** Emphasizes cognitive and emotional adjustment to injury/disability.

THIRD SEMESTER POSTGRADUATE PROGRAM

Course Code –PCSC-16 P

Course Type - DSE

Course Title – Lab Course -16 (Activity) Psychological Assessment Practical

Paper – P

Credit Value -01

Max Mark: 50

Min. Mark -20

Total No. of Teaching – Learning Period (01 Hr. per period) 45 Period (45)

Psychological Assessment Practical

Students will be trained to administer, score, interpret, and write reports for the following types of tests (select as per disability group):

a. Cognitive & Developmental Assessments

- **Wechsler Intelligence Scale for Children (WISC)**
- **Binet-Kamat Test (BKT)**
- **Developmental Screening Test (DST)**
- **Vineland Social Maturity Scale (VSMS)**

b. Educational and Achievement Tests

- **NIMHANS Index for Specific Learning Disabilities**
- **Woodcock-Johnson Achievement Tests (or regional equivalent)**

c. Personality & Adjustment Scales

- **16 Personality Factor (16PF)**
- **Adjustment Inventory for College Students/School Students**
- **Beck Depression Inventory (BDI)**
- **Taylor's Manifest Anxiety Scale**

d. Functional Assessment Tools

- **WHO Disability Assessment Schedule (WHODAS)**
- **Indian Disability Evaluation and Assessment Scale (IDEAS)**

2. Case History and Mental Status Examination (MSE)

- Techniques for interviewing
- Recording developmental, medical, family, and educational history
- Performing and interpreting MSE

3. Rehabilitation Planning

- Preparation of **Individualized Rehabilitation Plans (IRP)**
- Setting short-term and long-term goals
- Community-based rehabilitation (CBR) planning exercises

4. Behaviour Modification Techniques

Demonstration and application of:

- Token economy
- Shaping and modeling
- Positive reinforcement
- Time-out procedures

5. Therapeutic Skills Practice

- Role plays and mock sessions in:
 - Cognitive Behavioral Therapy (CBT)
 - Supportive Counseling
 - Group therapy basics
 - Family therapy introduction

6. Field Work / Internship Report

- Supervised fieldwork in institutions (rehab Centres, special schools, hospitals)
- Submission of a report including:
 - Case histories
 - Psychological assessments
 - Rehabilitation plans
 - Therapist observations

7. Practical Viva Voce

Students will be examined on:

- Administration and scoring of tools
- Interpretation of assessment results
- Formulation of rehabilitation plans
- Ethical considerations in rehabilitation settings

Recommended Format for Practical Records:

Each practical record should include:

- Client details (with identity masked)
- Referral notes
- Assessment tools used
- Observations and interpretation
- Suggested interventions or rehabilitation strategies

DEPARTMENT OF PSYCHOLOGY

FOURTH SEMESTER POSTGRADUATE PROGRAM

Course Code –PCSC- 10 P

Course Title – NHEQF LEVEL -500

Paper – Research Work and Dissertation

Credit Value - 20

Max Mark: 600

Min. Mark - 240

DSC	Research Work and Dissertation	No. of Period
A	<p>Definition and Purpose</p> <ul style="list-style-type: none">• What is a review of literature?• Importance in research process• Types of reviews: narrative, systematic, meta-analysis	
	<p>Sources of Literature</p> <ul style="list-style-type: none">• Primary vs Secondary sources• Scholarly journals, books, databases (e.g., PubMed, PsycINFO, Google Scholar)• Grey literature <p>Steps in Reviewing Literature</p> <ul style="list-style-type: none">• Identifying keywords and search strategies• Selecting relevant studies• Critical reading and note-taking• Summarizing and synthesizing <p>Organizing the Review</p> <ul style="list-style-type: none">• Thematic vs Chronological organization• Structuring arguments and presenting gaps• Conceptual/Theoretical frameworks <p>Writing the Review</p> <ul style="list-style-type: none">• Use of academic language• Paraphrasing and integrating sources• Citation styles (APA, MLA, etc.)	12

	<ul style="list-style-type: none"> • Avoiding plagiarism <p>Evaluating Literature</p> <ul style="list-style-type: none"> • Assessing validity, reliability, methodology • Identifying biases or limitations in existing research 	
B	<p>Introduction to Research in Psychology</p> <ul style="list-style-type: none"> • Definition, objectives, and characteristics of research • Types of research: Basic, Applied, Action, Evaluation • Steps in the research process • Ethical issues in psychological research • Research problem: identification, formulation, and hypothesis • Variables: Types (Independent, Dependent, Confounding) <p>Research Designs</p> <ul style="list-style-type: none"> • Meaning and purpose of research design • Types of research designs: <ul style="list-style-type: none"> ◦ Descriptive ◦ Experimental ◦ Quasi-experimental ◦ Correlational ◦ Cross-sectional & Longitudinal designs • Sampling techniques: <ul style="list-style-type: none"> ◦ Probability and Non-probability sampling ◦ Sample size and sampling error <p>Methods of Data Collection</p> <ul style="list-style-type: none"> • Qualitative vs. Quantitative methods • Tools of data collection: <ul style="list-style-type: none"> ◦ Observation (structured/unstructured) ◦ Interviews (structured, semi-structured) ◦ Questionnaires and surveys ◦ Psychological tests and scales • Case study method • Content analysis <p>Measurement and Scaling</p> <ul style="list-style-type: none"> • Levels of measurement: Nominal, Ordinal, Interval, Ratio 	11

	<ul style="list-style-type: none"> • Reliability: Types and testing • Validity: Types and testing • Standardization of tools • Attitude scaling techniques: Likert, Thurstone, Guttman <p>Data Analysis</p> <ul style="list-style-type: none"> • Descriptive statistics: Mean, Median, Mode, SD, Variance • Inferential statistics: <ul style="list-style-type: none"> ◦ t-test, ANOVA (one-way and two-way) ◦ Chi-square test ◦ Correlation (Pearson & Spearman) ◦ Regression analysis • Use of SPSS or any statistical software (optional/additional) 	
C	<p>Report Writing and APA Style</p> <ul style="list-style-type: none"> • Structure of a research report/thesis • Referencing and citation: APA Style (7th Edition) • Plagiarism and ethical writing • Submission guidelines for publication • Abstract writing, proposals, and synopsis 	11
D + E	<p>Introduction to Research Ethics:</p> <ul style="list-style-type: none"> ◦ Definition and need for ethics in research ◦ Historical background (e.g., Nuremberg Code, Belmont Report, APA Guidelines) <p>Ethical Principles in Psychological Research:</p> <ul style="list-style-type: none"> ◦ Informed consent ◦ Confidentiality and anonymity ◦ Right to withdraw ◦ Avoidance of harm ◦ Deception and debriefing <p>Ethical Guidelines and Committees:</p> <ul style="list-style-type: none"> ◦ Institutional Ethics Committees (IEC) 	11

	<ul style="list-style-type: none"> o Institutional Review Board (IRB) process o Indian Council of Medical Research (ICMR) guidelines o APA/AMA code of conduct <p>Research with Vulnerable Populations:</p> <ul style="list-style-type: none"> o Children o Persons with disabilities o Prisoners or marginalized groups <p>Plagiarism and Academic Misconduct:</p> <ul style="list-style-type: none"> o Definition and types o Detection tools (e.g., Turnitin, URKUND) o Consequences and prevention <p>Publication Ethics:</p>	
	<ul style="list-style-type: none"> o Authorship issues o Duplicate submission o Peer review ethics <p>Research Proposal – PG Syllabus Content</p>	
	<p>Objective: To develop the skills necessary for designing, planning, and presenting a formal research proposal in psychology.</p> <p>Topics Covered:</p> <ol style="list-style-type: none"> 1. Introduction to Research Proposal: <ul style="list-style-type: none"> o Purpose and components o Types (qualitative, quantitative, mixed methods) 2. Steps in Writing a Research Proposal: <ul style="list-style-type: none"> o Identification of research problem o Review of literature o Formulation of hypotheses or research questions o Operational definitions of variables 3. Research Design and Methodology: <ul style="list-style-type: none"> o Types of research designs (experimental, correlational, survey, etc.) o Sampling techniques o Tools and techniques for data collection o Validity and reliability issues 4. Proposal Writing Structure: <ul style="list-style-type: none"> o Title o Introduction o Objectives and rationale o Literature review o Methodology 	

	<ul style="list-style-type: none"> ○ Ethical considerations ○ Proposed data analysis ○ Budget and timeline (if applicable) ○ References (APA format) <p>5. Proposal Presentation:</p> <ul style="list-style-type: none"> ○ Verbal and written formats ○ Defense and feedback incorporation 	