

# SHRI VISHWAKARMA SKILL UNIVERSITY

(Enacted by the Act 25 of 2016, State of Haryana)



Programme Scheme & Syllabus

M.Sc. Clinical Psychology

Session - 2024-26

Department of Psychology & Behavioural Sciences

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## **1 Preamble**

Master's Degree in psychology has been of great demand in the recent years. The need for psychological assistance and guidance has been recognized by all the sections of the society and there is a dearth of professionals in the field. In the present era, due to so many factors of industrial, digital, social and other pressures the understanding of human behaviour has become more challenging as well as interesting. In this regard, a special attention is required for prevention and correction of deviant behavioural patterns. A specialized course with an orientation in clinical and counselling psychology is in great demand as it provides requisite inputs to the students.

### **1.1 Introduction**

Clinical psychology is a diverse and compelling field. Clinical psychologists research, assess, and treat mental illness. This course introduces students to clinical psychology, including topics such as the history of treatment, the role of science in clinical psychology, and the main paradigms that inform treatment and research. The course also explores some of the most common mental illnesses.

### **1.2 NSQF aligned Education System**

Shri Vishwakarma Skill University has launched a scheme on skill development based short term courses, under the NSQF (National Skills Qualifications Framework). The course content which is developed is based on NSQF requirements.

The vision behind the establishment of Shri Vishwakarma Skill University (SVSU) is to facilitate and promote skill, entrepreneurship development, skill based education and research in the emerging areas of various sectors and to raise skill level in various fields related to these areas and for matters connected therewith of incidental thereto. It is the first Government Skilling University in India.

### **1.3 About the Programme:**

Master of Science in Clinical Psychology, students will explore real-world case studies and theory to become an expert in dealing with psychological issues, research methods, enabling students to gain skills and knowledge of psychological tools, research and also to work with various organizations to make the lives of people better. This program will help students develop career, research interests to work towards improving the mental health and wellness of diverse populations in various areas including hospitals, schools, NGO's, Jails, Police, Défense, Forensic Laboratory, Private practicing, offices etc. Gain specialized knowledge of the principles of human behaviour and explore fundamental concepts like cognitive science, psychology, personality psychology, neuropsychology, psychotherapy, psychopathology, developmental psychology, statistics and data analysis. The programme is designed to prepare students for careers in a variety of settings, including hospitals, mental health clinics, and private practice.

### **1.4 Programme Objective:**

1. To have a deeper understanding of human behaviour.
2. To attain the advanced knowledge of theoretical and historical perspective in clinical psychology.
3. To enhance the analytical and critical skill in abstract and logical reasoning.

4. To apply and practice the principle of psychology for the therapeutic and counselling purpose among different domains of life.
5. To understand and practice different psychological methods for the diagnose and treatment of psychological disorder.
6. To develop the skills for identification of symptoms, Aetiology and diagnoses for Psychopathological disorder.
7. To acquire skills to tackle behavioural problems through psychological interventions.

### 1.5 Course Learning Outcomes:

After completion of the M.Sc. clinical psychology programme student will be able to:

1. Understand mental processes and human behavior.
2. Acquire the theoretical and historical knowledge of clinical psychology.
3. Think critically in abstract and logical reasoning as well as solve complex problems pertaining to the discipline.
4. Practice the therapies and counselling in different domains of life.
5. Identify and tackle behavioural problems through psychological interventions.
6. Acquire knowledge psychological methods for the diagnose of psychopathological disorders.
7. Acquire skills required for treatment of psychological disorder.

### 1.6 Level of Award

The certification level with aligned NSQF Level.

Sr. No.	Award	Duration	Corresponding NSQF level
1		6 Months	6.0
2		6 Months	6.0
3		6 Months	6.5
4		6 Months	6.5

## 2 Similar Programme offered

### 2.1 Offered in NCR and surrounding

Sr. No.	Course	University/Institute
1	M.Sc. Clinical Psychology	Amity University Haryana
2	M.A Applied Psychology	Jamia Millia Islamia, Delhi
3	MA Psychology (Psychosocial Clinical Studies)	Ambedkar University Delhi
4	M.Sc. Clinical Psychology	SGT University Gurugram
5	M.Sc. Clinical Psychology	Manav Rachna International Institute of Research and Studies Faridabad

## 2.2 Offered by National and International Universities/ Institutions

1. Delhi University, Delhi
2. Tata Institute of Social Sciences, Mumbai
3. Guru Jambheshwar University of Science and Technology Hisar
4. The University of Manchester, Manchester
5. University of South Wales, Wales
6. Sigmund Freud University Berlin, Germany
7. University of Hull, United Kingdoms
8. University of Groningen Netherland

## 3 PROGRAMME STRUCTURE

The M.Sc. Clinical Programme is divided into Two Parts as under. Each Part will consist of two Semesters to be known as Semester-1 and Semester-2.

		Semester 1	Semester 2
Part 1	First Year	Semester 1-1	Semester 1-2
Part 2	Second Year	Semester II-I	Semester II-2

To achieve these objectives, the proposed curriculum has the following structure:

- A. Core (Foundational) Courses
- B. Electives (Specialization)
- C. Open Electives (skill-based papers)

1. Core courses of the curriculum are designed to promote common educational edifice without which a particular discipline cannot be taught. They are necessary as they enable the students to take up more specialized course of their choice later on.
2. Elective courses would cater to specialization in particular domains. They must highlight the conceptual foundations, pedagogical considerations and specific set of skills required within semester frame. They would strive to bring in a process orientation. These courses would be taught through workshop/experiential/reflective mode, and assessment would be done by process driven activities.
3. Open Elective courses should also be designed and developed keeping in view the market demands and core competencies available within the discipline of psychology, which would be taught with the blend of pedagogies relevant for psychology as a subject.

### 3.1 Scope – Need of qualification

After successful completion of the course the professionals will be able to demonstrate and assist to provide Psychological counselling to the individuals and in group. The professionals will be able to support individuals before, during and after therapy. They will also perform basic administrative functions including record maintenance of day to day activities at work place. The Psychologist – shall be able to demonstrate the step and assistance of the patients during the practice. SVSU will work towards generation of employment and entrepreneurship in the field of psychology and Health care and allied services. The efforts will be to build capacities through skilling. Medical professionals and self-employed and the extension workers working in the field of Health care and

allied services. We will also strive to build career for youngsters who have finished their basic education and want to take a job in this domain. Psychology is a vast study that integrates both the aspects of science and society. The study itself is almost connected to every field of life from and well-being. It is the study of human behaviour and mental processes, where one dives into the depths of the human conscious and subconscious brain. Opening the gates to professionalism and promote a healthy lifestyle.

### **3.2 Pedagogical Strategies**

A. For the knowledge based content:

- Lecture
- Presentation
- Discussion
- Access to online material
- Case study

B. For skill based content:

- Demonstration
- learning by doing
- Practical
- On the job training
- Role play
- Psychological drama
- Projects
- Testing
- Seminar

C. Behavioural & Attitudinal:

- Role play
- Case study
- Observation
- Video
- Mock interview

### **3.3 Scheme and Syllabus:**

The course content and the credit scheme for the certification course covering both the theory portion as well as practical portion in 40:60 credit ratio as follows:

Theory: 1 Credit =30 hours

Practical: 1 Credit =30 hours

**M.Sc. (Clinical Psychology) SCHEME**

**Semester-I**

Category	Subject	Subject Code	Credit			Marks							Hours		
						Theory			Practical			Total			
			T	P	To	I	E	To	I	E	To		T	P	To
General education component	Statistics and Data Analysis	PSYM101	3	0	3	30	70	100	00	00	00	100	90	00	90
	Social-Psychology	PSYM102	3	0	3	30	70	100	00	00	00	100	90	00	90
	GEC Total		6	0	6	60	140	200	00	00	00	200	180	00	180
Skill Education Component	Clinical Psychology	PSYM103	4	0	4	30	70	100	00	00	00	100	120	00	120
	Psychotherapy	PSYM104	4	0	4	30	70	100	00	00	00	100	120	00	120
	Practicum I	PSYM105	0	6	6	0	0	0	50	150	200	200	00	180	180
	SEC Total		8	6	14	60	140	200	50	150	200	400	240	180	420
Grand Total			14	6	20	120	280	400	50	150	200	600	420	180	600

Note: As per MOOCs policy of SVSU student can opt at least one course through the MOOCs

**M.Sc. (Clinical Psychology) SCHEME**

**Semester-II**

Category	Subject	Subject Code	Credit			Marks							Hours		
						Theory			Practical			Total			
			T	P	To	I	E	To	I	E	To		T	P	To
General education component	Psychopathology	PSYM201	3	0	3	30	70	100	00	00	00	100	90	00	90
	Cognitive Psychology	PSYM202	2	0	3	30	70	100	00	00	00	100	60	00	60
	GEC Total		5	0	6	60	140	200	00	00	00	200	150	00	150
Skill Education Component	Psychological assessment	PSYM203	3	0	3	30	70	100	00	00	00	100	90	00	90
	Internship	PSYM204	0	6	6	0	0	0	50	50	100	100	0	180	180
	Practicum- II	PSYM205	0	6	6	0	0	0	50	150	200	200	00	180	180
	SEC Total		3	12	15	30	70	100	100	300	300	400	90	360	450
Grand Total			8	12	20	90	210	300	100	300	300	600	240	360	600

Note: As per MOOCs policy of SVSU student can opt at least one course through the MOOCs

**M.Sc. (Clinical Psychology) SCHEME**

**Semester-III**

Category	Subject	Subject Code	Credit			Marks						Hours			
						Theory			Practical			Total			
			T	P	To	I	E	To	I	E	To		T	P	To
General education component	Developmental Psychology	PSYM301	3	0	3	30	70	100	00	00	00	100	90	00	90
	Research Methodology	PSYM302	3	0	3	30	70	100	00	00	00	100	90	00	90
	GEC Total		6	0	6	60	140	200	00	00	00	200	180	00	180
Skill Education Component	Neuropsychology	PSYM303	4	0	4	30	70	100	00	00	00	100	120	00	120
	Advanced Psychopathology	PSYM304	4	0	4	30	70	100	00	00	00	100	120	00	120
	Practicum-III	PSYM305	0	6	6	0	0	0	50	150	200	200	00	180	180
	SEC Total		8	6	14	60	140	200	50	150	200	400	240	180	420
Grand Total			14	06	20	120	280	400	50	150	200	600	420	180	600

Note: As per MOOCs policy of SVSU student can opt at least one course through the MOOCs

**M.Sc. (Clinical Psychology) SCHEME**

**Semester-IV**

Category	Subject	Subject Code	Credit			Marks						Hours			
						Theory			Practical			Total			
			T	P	To	I	E	To	I	E	To		T	P	To
Skill Education Component	Case conference	PSYM401	0	2	2	0	0	0	30	70	100	100	0	60	60
	OJT	PSYM402	0	12	12	0	0	0	100	200	300	300	0	360	360
	Project	PSYM403	0	6	6	0	0	0	50	150	200	200	0	180	180
	SEC Total		0	20	20	0	0	0	180	420	600	600	0	600	600

Note: As per MOOCs policy of SVSU student can opt at least one course through the MOOCs

**Mapping of Program Specific Outcomes (PLOs) with Program Outcomes (POs)**

POs /PLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
PLO1	3	2	3	1	_____	3	2
PLO2	2	3	2	1	3	_____	1
PLO3	3	2	1	3	2	2	3
PLO4	2	1	2	_____	1	2	2
PLO5	1	3	2	2	3	3	3
PLO6	3	3	3	_____	3	2	3
PLO7	1	_____	3	2	_____	3	2



Mapping of Program Specific Outcomes (PSO) with Courses

Course code / PSO P	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
Semester - I							
PSYM101	2	3	3	2	2	1	2
PSYM102	1	1	2	2	3	2	3
PSYM103	3	2	1	3	2	3	1
PSYM104	2	1	2	2	3	3	2
PSYM105	1	3	3	2	2	1	2
Semester - II							
PSYM201	2	3	2	3	2	2	2
PSYM202	1	1	2	2	3	2	2
PSYM203	2	2	2	3	1	3	3
PSYM204	3	3	1	1	1	3	2
PSYM205	3	3	1	2	3	2	2
Semester - III							
PSYM301	2	3	3	2	3	3	3
PSYM302	3	2	1	3	2	2	2
PSYM303	2	3	2	1	2	3	2
PSYM304	2	3	3	2	1	2	1
PSYM305	1	2	2	1	3	1	1
Semester - IV							
PSYM401	2	3	3	2	3	3	3
PSYM402	1	1	2	2	3	2	2
PSYM403	1	2	2	3	3	1	2

## Statistics and Data Analysis

**Course Code: PSYM101**

**Credit Unit: 03**

Course Objectives:

1. To familiarize the students to the field of statistics in psychology and to explain a data set using appropriate descriptive statistics.
2. To understand key terms and major contributors pertaining to psychological statistics.
3. To recognize the logic and application of hypothesis testing.
4. To interpret a set of descriptive statistics and understand the limitations of each measure, compute descriptive and inferential statistics using a calculator and computer.

Course Learning Outcomes by the end of the course, students will be able to:

LO1: Understand the concept of statistics, and apply descriptive statistics.

LO2: Understand the concept of normal distribution and its application in statistics.

LO3: Understand the use of inferential statistics in comparing means.

LO4: Understand the use of non-parametric statistics and apply various tests.

LO5: Understand and apply the statistical tests of correlation, regression and prediction.

Course Content:

### UNIT-I

Parametric and Nonparametric statistics, Nature of statistics, uses of Mean, Median, Mode, Sign Test, Wilcoxon Signed Ranks Test, Mann-Whitney U-Test, Kendall Coefficient of Concordance, Friedman.

### UNIT-II

Analysis of Variance: Basic Concepts, one-way ANOVA (Separate and Repeated measures), Post-hoc test. Analysis of Trends, Two-way ANOVA (Separate groups).

### UNIT-III

Normal Probability Curve: Characteristics, Applications. Hypothesis testing: t-test and Chi-square. Correlation: Concept, Product-moment and Rank difference methods.

### UNIT-IV

Other methods of correlation: Biserial, Point biserial, and Partial correlation (first order). Multiple Correlation (three variables) and Regression Prediction (Bivariate).

Examination Scheme

Components	CT	CT /H/P/V/Q	OP	A	EE
Weightage (%)	10	10	5	5	70

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, A: Attendance, EE: End Semester Examination, OP: Overall Performance

Learning Resources:

1. Garrett, H.E. & Woodworth, R.S. (1981). Statistics in Psychology and Education. Vakils Feffer & Simons Ltd.
2. Minium, E.W., King, B.M., & Bear, G. (1993). Statistical reasoning in psychology and education. New York: John Wiley
3. Mangal, S.K. (2010). Statistics in Psychology and Education. New Delhi: Phi Learning.
4. Aron, E.N. & Aron, E.C.(2006). Statistics for Psychology 6th ed.) New Delhi: Pearson Education.
5. Guilford, J.P. (1981). Fundamental Statistics in Psychology and Education (6th Ed.). New Delhi: McGraw Hill.
6. Hudda, R. S., Radheshyam & Gupta, L. (2015).Fundamental Statistics for Social Sciences. Intellectual Foundation. Happy Book Depot, Delhi Road, Model Town, Rohtak, 09896146415.
7. Broota, K.D. (1989). Experimental Design in Behavioural Research. New Delhi: Wiley Eastern.
8. Hudda, R. S., Radhe shyam& Gupta, L. (2015).Fundamental Statistics for Social Sciences. Intellectual Foundation. Happy Book Depot, Delhi Road, Model Town, Rohtak,
- 9.Kerlinger,F.N. (1973). Foundation of Behavioural Research. New York: Holt Rinehart and Winston.

### **Social Psychology**

**Course Code: PSYM102**

**Credit Unit: 03**

Course objective:

1. Learn about the history and trends in Social and Cultural Psychology.
2. Gain knowledge on the prevalent research methods and apply expected ethical behaviour when conducting research.
3. Understand and explain the role of culture and cultural approaches to social psychological issues.
4. Recognize, learn and apply skills related to social perception, attributes, attitudes, nature of groups, social influence, conformity, compliance, obedience, stereotypes, prejudice, discrimination, aggression and prosocial behaviour for effective understanding of human behaviour
5. Understand and explain the social psychology of deviance.

Course Learning Outcomes by the end of the course, students will be able to:

- LO1: exhibit knowledge about the history and trends in Social and Cultural Psychology.  
LO2. understand the research methods and expected ethical behaviour.

LO3. evaluate and show understanding of culture and cultural approaches to social psychological issues.

LO4. competence in teaching, clinical supervision, and consultation skills

LO5. show competence in psychological assessment and intervention skills

LO6. exhibit the ethical principles of research in psychology.

Course content:

Unit 1:

Current trends in social and cultural psychology, Approaches to the study of social behaviour, Methodological and ethical issues, Cultural relativity and universality, Cultural transmission.

Unit 2:

Self and identity- Organization of self-knowledge, Culture and Self-Construal, Perceived self-control and self-regulation, Self-esteem, Self-serving bias, Self- presentation, Narcissism, Social identity and social comparison models.

Unit 3:

Theories of attribution, Biases and errors in attribution, Attitude: Meaning, formation and change, Attitude and Behaviour, Social cognition -Heuristics and other short-cut strategies, Framing and anchoring, Counterfactual thinking and mental simulation, Affect and social cognition, Action identification, Culture and cognition- Major issues & theoretical perspectives.

Unit 4:

Groups- Nature, formation and its functions, Social influence processes in groups, Stereotypes, prejudices, discrimination, theories of inter-group relations and conflicts; Pro-social behaviour- factors influencing helping behaviour; Aggression-Nature, causes and control of aggression; Acculturation- Its framework and measurement, psychological and socio-cultural adaptations, and acculturative stress.

Examination Scheme

Components	CT	CT /H/P/V/Q	OP	A	EE
Weightage (%)	10	10	5	5	70

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, A: Attendance, EE: End Semester Examination, OP: Overall Performance

Learning Resources:

1. Baron, R.A., Branscombe, N.R., & Byrne, D. (2009). Social psychology (12th ed.), Boston, MA: Pearson/Allyn and Bacon.
2. Crisp, R. J. & Turner, R. N. (2010). Essential Social Psychology.2nd Edition. Sage Publications Pvt. Ltd
3. Baron, R.A. & Byrne, D.P. (2012). Social Psychology, Fifth Edition, Prentice Hall (India): New Delhi.

4. Feldman, R.S. (1985). *Social Psychology : Theory, Research and Applications*, McGraw Hill: New Delhi
5. Donerstein, M.B. & Donerstein, E. 1. (1984) *Social Psychology*. Roy, F. Baumeister and Brad Bushman (2009) *Fundamentals of social psychology*. CENGAGE Learning, Delhi.
6. John D. Delamater and Daniel J. Myers (2009) : *Text book of social psychology*. CENGAGE Learning, Dehli.

## **Clinical Psychology**

**Course Code: PSYM103**

**Credit Unit: 04**

Course Objectives:

1. Understand the evolution of the field of clinical psychology and its significance.
2. Understand and explain the psychiatric classifications (DSM and ICD classification system)
3. Compare the different of psychological models of psychopathology.
4. Demonstrate the ability to assess, evaluate and apply psychological assessment techniques and develop skills for employability in clinical settings.
5. Analyse and compare the different research methods used in the field of clinical psychology.
6. Understand the ethical issues and challenges in the field of clinical psychology.

Course Learning Outcomes by the end of the course, students will be able to:

LO1 Exhibit knowledge about the significance and scope of clinical psychology.

LO2 Identify and explain the DSM and ICD classification system.

LO3 Evaluate and compare normal and pathological human behaviour from different perspectives in the area of clinical psychology.

LO4 Apply psychological assessment techniques and develop skills for employability in clinical settings.

LO5 Demonstrate knowledge of ethical issues and challenges in the field of clinical psychology.

LO6 Develop skills to do independent research through critical analysis and synthesis of data and demonstrate scholarly writing skills.

Course Content:

UNIT I:

Clinical Psychology: Nature and scope of Clinical Psychology, Concepts of mental illness, Evolution, DSM and ICD Classification systems and limitations.

UNIT II:

Clinical Assessments: Case history, Case formulation, mental status examination, special kinds of psychiatric assessments, Patient characteristics that may affect the interview, integrating and evaluating information.

### UNIT III:

Professional Issues: Roles, Training, Ethics, Current debates, Confidentiality, Consent to treatment, Mental health care Act 2017, Rehabilitation Act 1992, The empirical research on resilience and coping, Strategies for cultivating resilience and coping skills., The empirical research on positive education and work, Strategies for promoting positive education and work environments

### UNIT IV:

Theoretical aspects of Clinical Intervention: Cognitive Behaviour Therapy, Rational Emotive Behaviour Therapy, Acceptance and Commitment Therapy, Solution Focused Therapy, Client Centered Therapy, Family Therapy.

#### Examination Scheme

Components	CT	CT /H/P/V/Q	OP	A	EE
Weightage (%)	10	10	5	5	70

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, A: Attendance, EE: End Semester Examination, OP: Overall Performance

#### Learning Resources:

1. Harrison, P., Cowen, P., Burns, T., & Fazel, M. (2017). *Shorter Oxford textbook of psychiatry*. Oxford University Press.
2. Pomerantz, A.M. (2008). *Clinical psychology: Science, practice, and culture*. New Delhi: Sage Publications.
3. Trull, T.J., & Phares, E.J. (2001). *Clinical psychology: Concepts, methods, and profession*, 6th Ed. Belmont, CA: Wadsworth/Thomson Learning.
4. Hales, R.E., Yudofsky, S.C. & Talbott, J.A. (1999). *Textbook of Psychiatry Vol. I & II*. Washington: American Psychiatric Press.
5. Kendall. (1980). *Modern Clinical Psychology*. NY: Willey.
6. Richard, D.C.S. & Huprich, S.K. (2009). *Clinical Psychology: Assessment, Treatment, and Research*. NY: Academic Press.
7. Wolman, B.B. (1965). *Handbook of clinical Psychology*, New York: Mc Graw Hill.

## Psychotherapy

**Course Code: PSYM104**

**Credit Unit: 04**

Course Objective:

1. Understand the concept of Psychotherapy;
2. Explain the different types of therapies;
3. Describe the various phases of Psychotherapy;
4. Know the different modalities of Psychotherapy
5. Gain knowledge about Psychotherapy.

Course Learning Outcomes by the end of the course, students will be able to:

- LO1. Explain the scientific basis of psychotherapeutics.  
 LO2. Demonstrate and explain etiological relation to therapies.  
 LO3. Utilise advanced theoretical backing of psychotherapeutic  
 LO4. Understand various phases of Psychotherapy.

Course Content:

**Unit-I:** Introduction to Psychotherapy: Definitions, goals, process, rights and responsibilities in psychotherapy; Ethical consideration in counselling and Psychotherapy, Eastern approaches, therapy process and outcome researches; Evidence-based therapies.

**Unit-II:** Counselling and Psychotherapy with Children and Adolescents: Historical, Developmental, Integrative, and Effectiveness Perspectives; Psychological Intervention approaches, Ethical and Legal Issues in Psychological Interventions with Children and Adolescents.

**Unit-III:** Behaviour therapies: historical context, Theoretical Principles, Functional assessment, Techniques and application, Psychodynamic therapies and techniques, Comparison of Indian Psychology with Western psychology, Mindfulness based cognitive therapy.

**Unit-IV:** Cognitive therapies: historical context, Theoretical Principles, Formulation assessment, techniques and application. Existential Therapy, Person-Centred Therapy, Family therapy, Marital therapy, Group therapy, interpersonal therapy and other prominent therapies.

### Examination Scheme

Components	CT	CT /H/P/V/Q	CT	A	EE
Weightage (%)	10	10	5	5	70

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, A: Attendance, EE: End Semester Examination, OP: Overall Performance

Learning Resources:

1. Carson, C. R, Butcher, J.N., & Mineka, S. (2014). Abnormal Psychology and Modern Life.
2. Hersen, M. & Sledge, W. (2002). Encyclopedia of psychotherapy. Academic Press.
3. Yalom, I. (2009). The Gift of Therapy. Harper Perennial: New York.
4. Gobbard, G. Beck, J. Holmes, J. (2007). Oxford Textbook of Psychotherapy. OUP: London.
5. Pampallona, S., Bollini, P., Tibaldi, G., Kupelnick, B., Munizza, C. (2004)

6. Gelso, C., & Fretz, B. (2001). *Counseling Psychology* (2nd ed.). USA: Wadsworth
7. Jeffrey L. Kleinberg. (2012). *The Wiley-Blackwell Handbook of Group Psychotherapy*. Wiley Blackwell.

### **Practicum I**

**Course Code: PSYM105**

**Credit Unit: 6**

1. Minnesota Multiphasic Personality Inventory (MMPI)
2. Alexander's Pass along Test
3. Beck Depression Inventory (BDI)
4. Thematic Apperception Test (TAT)
5. 16PF Questionnaire
6. Beck Anxiety Inventory (BAI)
7. Bell's Adjustment inventory
8. Assessment of Achievement Motivation
9. Eysenck personality Questionnaire (EPQ)
10. Self Esteem Scale

### **Psychopathology**

**Course Code: PSYM201**

**Credit Unit: 04**

Course Objectives:

1. To study the nature, causes, and effects of psychological disorders.
2. To develop diagnostic tools and criteria for identifying and classifying psychological disorders.
3. To improve the prevention and early intervention of psychological disorders.
4. To develop knowledge and skills required for diagnoses of psychological conditions.
5. Enhanced skill required for diagnoses of Psychopathological formulations.
6. Understand and explain the methods of assessment of psychopathology for enhanced employability skills

Course Learning Outcomes: By the end of the course, students will be able to:

LO1: Understand of the nature, causes, and symptoms of various psychological disorders.



LO2 attain knowledge of the different approaches to diagnosing and classifying psychological disorders, including the use of the DSM-5.

LO3: develop theoretical models that explain the development and maintenance of psychological disorders.

LO4: understand the methods of assessment of psychopathology.

LO5: Explain the neurobiological and psychosocial basis of pathological behaviour

LO6: improve the quality of care for individuals with psychological disorders.

Course Content:

**Unit 1:**

Introduction to Psychopathology: Nature, Characteristics and paradigms of psychopathology.

**Unit 2:**

Stress-Related Disorders: Adjustment disorders, Traumatic stress disorders - Acute stress disorder, Posttraumatic stress disorder.

**Unit 3:**

Anxiety Disorders, Obsessive-Compulsive and Related Disorders: Phobic disorders; GAD; Speed disorder, Body dysmorphic disorder.

**Unit 4:**

Mood Disorders: Mood Disorders- major depressive disorder, persistent depressive disorder; Premenstrual dysphoric disorder; Bipolar disorder; Cyclothymic disorder; Suicide- causes, theoretical perspective, prevention and control.

**Examination Scheme**

Components	CT	CT /H/P/V/Q	OP	A	EE
Weightage (%)	10	10	5	5	70

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, A: Attendance, EE: End Semester Examination, OP: Overall Performance

Reference:

1. Oltmanns, T.F. & Emery, R.E. (2017). Abnormal psychology, 8th Ed. New Delhi: Pearson Education, Inc.
2. Veeraraghvan, V & Singh, S. (2014). A Textbook of abnormal and clinical psychology. New Delhi: McGraw Hill.
3. Ahuja N. (2002), 'A short text book of Psychiatry' 5<sup>th</sup> edition, New Dehli. Jaypee brothers.
4. Bennett, P. (2003) Abnormal and Clinical Psychology, UK: Open University Press.
5. Carr, A (2012) Clinical Psychology: An Introduction, New York: Rout ledge
6. Kaplan, H.I. and Sedock, B.J. (1983) Modern Synopsis of Psychiatry. Baltimore, Williams

And Witkins.

7. Sharma, S. (1990) Mental Hospitals in India, New Delhi: Directorate General of Health Services.

## **Cognitive Psychology**

**Course Code: PSYM202**

**Credit Unit: 02**

Course Objective:

1. To understand the normal mental process and their relationship to brain, mind and behaviour.
2. Recognize the higher mental processes and its relevance in daily living.
3. Understand the theoretical approaches of cognitive neurosciences.
4. Knowledge of various concept of attention and memory.

Course Learning Outcomes by the end of the course, students will be able to:

LO1: Acquire the knowledge of relationship between brain and behaviour.

LO2: study the history and concepts of cognitive psychology.

LO3: familiarize students with major cognitive processes.

LO4: Relate the concepts of language and problem solving to neuropsychology.

LO5: Recognize and understand the various concepts of attention and memory.

Course content:

### **UNIT-I**

Cognitive Psychology: Historical background, Scope, Approaches- Top-down, Bottom-up, and Information processing, Methods of study- Behavioural and Physiological.

### **UNIT-II**

Attention: Nature, Capacity and Information Processing. Selective attention: Nature, Models-Filter and Attenuation. Divided Attention. Pattern Recognition: Template Matching, and Feature Analysis.

### UNIT-III

Memory: Process, Models- Atkinson and Shiffrin, Level of Processing, and Parallel Distributed Processing Model. Autobiographical Memory. Eye-witness Testimony, Mnemonics. Forgetting: Nature and Approaches

### UNIT-IV

Language and Thought: Properties, Structure and Processes of Language Acquisition, Thinking and Problem Solving: Well defined and ill-defined problems, Blocks and Aids in problem solving. Reasoning: Types and Approaches. Metacognition

### Examination Scheme

Components	CT	CT /H/P/V/Q	CT	A	EE
Weightage (%)	10	10	5	5	70

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, A: Attendance, EE: End Semester Examination, OP: Overall Performance

### Learning Resources:

1. Sternberg J.R. (2009). "Applied cognitive psychology: perceiving learning and remembering." Cengage learning India, New Delhi.
2. Solso , R.I. (2005). 'Cognitive Psychology 6<sup>th</sup> Edition Pearson education, Delhi.
3. Hunt, R. & Elli, H.C. (2006) "Fundamental of cognitive Psychology." 7<sup>th</sup> Edition, Tata McGraw Hill, New Delhi
4. Galotti, K.M. (2000), Cognitive Psychology in and out of the Laboratory. Delhi: Thomson
5. Kellogg, R.T. (2012). Fundamentals of Cognitive Psychology. Lab Angles: Sage.
6. Matlin, M.W. (2008), Cognitive. New York: Wiley.
7. Eysenck, M.W., and Keane, M.P (2000). Cognitive Psychology: A students guide, Psychology Press.

### Psychological assessment

**Course Code: PSYM203**

**Credit Unit: 03**

### Course Objective:

1. To introduce the students with various psychological assessment techniques.
2. To familiarize students with the different types of psychological tests, including intelligence tests, personality tests, neuropsychological tests, and clinical assessment instruments.

- To educate students on the ethical and legal issues involved in psychological testing, including informed consent, confidentiality, and test bias.

Course Learning Outcomes by the end of the course, students will be able to:

LO1: understand the theoretical and empirical foundations of psychological testing.

LO2: differentiate between different types of psychological tests, including intelligence tests, personality tests, neuropsychological tests, and clinical assessment instruments.

LO3: Students will understand the ethical and legal issues involved in psychological testing, including informed consent, confidentiality, and test bias, and be able to apply these principles in practice.

Course Content:

**UNIT 1:**

History of Psychological Testing

Meaning, Definition and Types of Psychological Testing

Ethical issues in Psychological Testing

**UNIT 2:**

Nature and significance of Measurement

Distinction between assessment and measurement

Levels of measurement

Techniques of Attitude Measurement

**UNIT 3:**

Steps of constructing a Psychological Test

Reliability: Meaning, types and factors affecting reliability

Validity: Meaning, types and factors affecting Validity

Characteristics of a good Psychological Test

**UNIT 4:**

Aptitude: Multidimensional aptitude Battery-II

Creativity: Creativity Assessment Packet (CAP)

Learning: Human Maze learning

**Examination Scheme**

Components	CT	CT /H/P/V/Q	OP	A	EE
Weightage (%)	10	10	5	5	70

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, A: Attendance, EE: End Semester Examination, OP: Overall Performance

Learning Resources

1. Hasan, Q.: Personality Assessment: A fresh Psychological Look. New Delhi: Gyan Publishing House
2. Kline, T. J. B.: Psychological Testing – A Practical Approach to Design and Evaluation. New Delhi: Vistaar Publication
3. Aiken, L.R. & Groth-Marnat, G.: Psychological Testing and Assessment (12th Ed.) Pearson Education
4. Freeman, F. S.: Psychological Testing. Oxford University Press
5. "Psychological Testing: Principles, Applications, and Issues" by Robert M. Kaplan and Dennis P. Saccuzzo (2017).
6. "Handbook of Psychological Assessment" by Gary Groth-Marnat (2016)

### **Internship**

**Course Code: PSYM204**

**Credit Unit: 06**

Internship as per SVSU guidelines.

### **Practicum- II**

**Course Code: PSYM205**

**Credit Unit: 06**

1. Stress management scale
2. Rorschach inkblot test
3. Wechsler Memory Scale
4. Benton Visual Retention Test
5. California Verbal Learning Test
6. Wechsler Memory Scale
7. Stanford-Binet Intelligence Scale
8. Mental health battery
9. PGI Battery of Brain Dysfunction
10. Quality of life questionnaire

### **Developmental Psychology**

**Course Code: PSYM301**

**Credit Unit: 03**

Objective:

1. To understand the biological, cognitive, emotional, and social factors that influence development.

2. To study how individuals develop and change over the course of their lifespan, from infancy to old age.
3. To study individual differences in development, including both normal and abnormal development.
4. To use developmental psychology research to inform public policy and social programs that promote healthy development and well-being.

Learning Outcomes by the end of the course, students will be able to:

LO1. Understanding the key theories of human development, including biological, cognitive, and psychosocial approaches.

LO2. Gain knowledge about the stages of development across the lifespan, including physical, cognitive, emotional, and social changes that occur at each stage.

LO3. Recognizing individual differences in development, including those related to gender, ethnicity, socio-economic status, and cultural background.

LO4. Building a foundation of knowledge that can be applied to further studies in psychology, education, medicine, social work, or other related fields.

Course Content:

#### **UNIT-I**

Developmental Psychology: Nature and Scope, Genetic and environmental foundations of development, heredity environment relationship. Methods of study: Observation, Interview, Case Study Method, longitudinal, and cross-sectional study.

#### **UNIT-II**

Theories of development: Contribution of Freud, Erikson, Piaget, Vygotsky and Kohlberg. Periods of development and other developmental issues.

#### **UNIT-III**

Prenatal development: How life begins, major periods in prenatal development, prenatal environmental influences, maternal factors. Postnatal development: Adjustment to postnatal life, birth process, complications, and postpartum period.

#### **UNIT-IV**

Physical development: Course of physical growth, development of brain, factors affecting physical growth. Motor development: development in early and middle childhood, hormonal influences, sex differences in motor development and Perceptual development.

#### **Examination Scheme**

Components	CT	CT /H/P/V/Q	OP	A	EE
Weightage (%)	10	10	5	5	70

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, A: Attendance, EE: End Semester Examination, OP: Overall Performance

References:

1. Hilgard, E.R. & Bower, S.H. (1975): Theories of Learning. Cliffs: Prentice Hall.
2. Hurlock, EB (2004) : Developmental Psychology : A Life span Approach (5th Ed. New Delhi) Tata
3. McGraw- Hill publishing Co. Ltd.
4. Jaan Valsiner & Kevin Connolly (2003). Handbook of Developmental Psychology. New Delhi: Sage Publication.
5. Kundu, C.L. & Tutoo., D.N. (1989): Educational Psychology, New Delhi: Sterling Publishers Pvt. Ltd.
6. Mathur, S.S.(1986). Educational Psychology (Revised and Enlarged Text Edition), Agra: Vinod Pustak Mandir.
7. Mangal, S.K. (2006). Advanced Educational Psychology, New Delhi: Prentice Hall of India.
8. Singh, D. (2000) : Emotional Intelligence at work, New Delhi : Sage
9. Mills J. Jung as philosopher: Archetypes, the psychoid factor, and the question of the supernatural.
10. Adams A. S. (2013). Needs Met Through Role-Playing Games: A Fantasy Theme Analysis of Dungeons & Dragons. *Kaleidoscope: A Graduate Journal of Qualitative Communication Research*
11. Freud's book, "The Interpretation of Dreams," released 1900. People and Discoveries.

### Research methodology

**Course Code: PSYM302**

**Credit Unit: 03**

Objective:

1. To develop a research design that is appropriate for the research question or hypothesis under investigation.
2. To collect relevant data using appropriate research instruments and techniques, and to ensure that the data is accurate, reliable, and valid.
3. Examine the key points of different type of research design.
4. Understand the various construct of research methods
5. To communicate the results of the research study in a clear and concise manner, and to disseminate the findings to relevant stakeholders.

Learning Outcomes: By the end of the course, students will be able to:

LO1. Develop clear, focused, and testable research questions and hypotheses.

LO2. Collect and analyse data using appropriate research techniques, and how to interpret the results.

- LO3. Understand the different types of research designs,  
 LO4. Propose an appropriate research design and method to address different research questions.  
 LO5. Communicate research findings in a clear, concise, and effective manner, using appropriate visual aids and technical terminology.

Course Content:

**Unit-1:**

Psychological research, Nature, Characteristics, Univariate vs multivariate approach, problem, hypothesis, types of hypothesis.

**Unit-2:**

Foundations of Quantitative & Qualitative Research  
 Introduction, Purpose and need, Experimental, Exploratory, Correlational, Descriptive research, Subjectivity in Qualitative Research

**Unit-3:**

Sampling Techniques & Data Collection  
 Meaning and importance of sampling, types of sampling.  
 Data collection methods - Questionnaire and schedule, interview, observation, sociometry, qualitative methods.

**Unit-4:**

Research Designs  
 Purpose and principles of research design;  
 Experimental Designs- true experimental, quasi-experimental designs, non-experimental;  
 Applications of research design, Basics of SPSS (Statistical package for social sciences)

**Examination Scheme**

Components	CT	CT /H/P/V/Q	OP	A	EE
Weightage (%)	10	10	5	5	70

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, A: Attendance, EE: End Semester Examination, OP: Overall Performance

Reference:

1. International Encyclopedia of the Social & Behavioral Sciences. Amsterdam: Elsevier, 2001.
2. *The Concise Corsini Encyclopedia of Psychology and Behavioral Science*. Hoboken, NJ: John Wiley & Sons, 2005.
3. Kerlinger, F.N. Foundations of behavioral research. (2nd ed.) New York: Rinehart Winston. Inc. Surjeet Publications, 2012.



4. Hudda, R. S., Radheshyam & Gupta, L. (2015). Fundamental Statistics for Social Sciences.
5. Intellectual Foundation. Happy Book Depot, Delhi Road, Model Town, Rohtak, 09896146415.
6. Singh, A.K. & Kumar, A. (2010). Research Methods in Psychology, Sociology and education.
7. Statistics
8. Anastasi, A. (1980). Psychological Testing. London: McMillan.
9. Broota, K.D. (1989). Experimental Design in Behavioural Research. New Delhi: Wiley Easte
10. Kerlinger, F.N. (1973). Foundation of Behavioural Research. New York: Holt Rinehart and Winston.
11. McGuigan, F.J. (1983). Experimental Psychology: Methods of research (4thEd.). New Jersey: Prentice Hall.
12. Shaughnessy, J.J. and Zechmeister, E.B. (1997). Research Methods in Psychology. New York:
13. Singh, A.K. (1986). Tests, measurements and research methods in behavioural sciences. New Delhi: Tata McGraw Hill.

### **Neuropsychology**

**Course Code: PSYM303**

**Credit Unit: 04**

**Course Objective:**

1. To explore how brain structures and functions are related to cognitive and behavioural processes.
2. To develop and evaluate interventions that can help people with brain-based disorders to improve their cognitive and behavioural functioning.
3. to assess an individual's cognitive and behavioural abilities, such as attention, memory, language, and executive functioning, and to provide recommendations for treatment or rehabilitation.
4. aim to provide education and support to individuals and families affected by brain-based disorders, helping them to understand their condition and cope with the challenges they face.

**Course Learning Outcomes:** By the end of the course, students will be able to:

- LO1. understand the complex relationship between brain structures and functions and their impact on human behaviour, cognition, and emotion.
- LO2. demonstrate an understanding of the structure and function of the brain and nervous system.

LO3. explain the relationship between brain structure and function and cognitive processes, including attention, perception, memory, language, and executive functioning.

LO4. provide education and support to individuals and families affected by brain-based disorders, helping them to understand their condition and cope with the challenges they face.

#### Course Content:

**Unit 1:** Introduction to Neuropsychology: An overview of the history, theoretical perspectives, Approaches and methodologies, Nervous system, different lobes of brain and their functions.

**Unit 2:** Neuropsychology of disorders of higher mental functions: language and communication disorders; memory and executive function disorders; Attention and perception disorders and other disorders. Neuroplasticity, Traumatic brain injury

**Unit 3:** Neurodevelopmental Disorders: An exploration of the impact of neurological disorders on brain development and cognitive functioning, including Autism Spectrum Disorder, ADHD, and Specific Learning Disabilities, Neurodegenerative disorder.

**Unit 4:** Neuropsychological Assessment: An exploration of the different types of neuropsychological tests and measures used in the assessment of cognitive functioning and brain damage, Cognitive rehabilitation.

#### Examination Scheme

Components	CT	CT /H/P/V/Q	OP	A	EE
Weightage (%)	10	10	5	5	70

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, A: Attendance, EE: End Semester Examination, OP: Overall Performance

#### Reference:

1. Goldstein, L.H., & McNeil, J.E. (2012). Clinical Neuropsychology: A Practical guide to assessment and management for clinicians (2nd ed). Chichester, England: John Wiley and Sons
2. Clinical Neuropsychology: A Pocket Handbook for Assessment, 3rd Edition by Michael W. Parsons and Thomas E. Hammeke (2020)
3. Clinical Neuropsychology: Theoretical Foundations for Practitioners, 2nd Edition by Mark L. Mapstone and Kristina K. Hardy (2019)

## Advanced Psychopathology

Course Code: PSYM304

Credit Unit: 04

Objective:

1. To provide students with a deeper understanding of the various mental health disorders.
2. Understanding the causes and risk factors of mental disorders
3. To develop diagnostic tools and criteria for identifying and classifying psychological disorders.
4. To study about various treatment for mental disorders.
5. Examine and compare the different culture bound syndromes for enhanced employability skills.

Learning Objective: By the end of the course, students will be able to:

- LO1: Understand the nature, causes, and symptoms of various psychological disorders.  
LO2: Acquire the knowledge of cause and risk factor of various mental disorder.  
LO3: Knowledge of the different approaches to diagnosing and classifying psychological disorders.  
LO4: introduced to various evidence-based treatments for mental disorders, such as cognitive-behavioural therapy, medication, and psychotherapy.

Course content:

### Unit 1:

Symptoms, diagnosis, Aetiology and treatment of neurodevelopmental disorder autism spectrum disorder and attention deficit/ hyperactivity disorder.

**Unit 2:** Symptoms, diagnosis, Aetiology and treatment of Substance use disorders, addiction, Learning disorders, Oppositional defiant disorder (ODD), Intellectual disability

**Unit 3:** Symptoms, diagnosis, Aetiology and treatment of Schizophrenia, delusional disorders, other schizo-spectrum disorders, brief psychotic disorder.

**Unit 4:** Symptoms, Diagnosis, Aetiology, and treatment of personality disorders such as borderline personality disorder, antisocial personality disorder, and narcissistic personality disorder.

Examination Scheme

Components	CT	CT /H/P/V/Q	OP	A	EE
Weightage (%)	10	10	5	5	70

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, A: Attendance, EE: End Semester Examination, OP: Overall Performance

Reference:

1. Oltmanns, T.F. & Emery, R.E. (2017). Abnormal psychology, 8th Ed. New Delhi: Pearson Education, Inc.
2. Veerarahgvan, V & Singh, S. (2014). A Textbook of abnormal and clinical psychology. New Delhi: McGraw Hill
3. The Oxford Handbook of Clinical Psychology" edited by David H. Barlow
4. "Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5)" by the American Psychiatric Association
5. Ray, William J. (2014). Abnormal psychology. CA: SAGE Publications

**Practicum-III**

**Course Code: PSYM305**

**Credit Unit: 06**

1. AIIMS Neuropsychological Test Battery
2. Beck Depression Inventory (BDI)
3. Wechsler Intelligence Scale for Children (WISC).
4. Trail Making Test
5. Wisconsin Card Sorting Test (WCST)
6. Pass along test
7. Rosenberg Self-Esteem Scale
8. Bender Visual Motor Gestalt Test
9. Dyslexia Screening Test
10. Nonverbal test

**Case Conference**

**Course Code: PSYM401**

**Credit Unit: 06**

One Case Presentation seen during internship or on job training and as per SVSU guidelines.

**On Job Training**

**Course Code: PSYM402**

**Credit Unit: 06**

On Job Training as provided by SVSU.

**Project**

**Course Code: PSYM403**

**Credit Unit: 06**

Project Report submission as per SVSU guidelines.

### 3.4 Expected Income and Expenditure statement for the sharing Resources

Course will be run by the SVSU teaching associates/research associates with existing faculty / staff of SVSU & Considering the tentative salary of 5 contractual / visiting faculty Rs 57,700/.

Head of Expenditure/Income							
	No. of Students	Per annum fee/student	Fee for 1 Year	Total Income	Faculty Requirement	Total Salary per year	Total Income - Expenditure
B.Sc. Clinical Psychology	30						
M.Sc. Clinical Psychology	20						
PG Diploma in Criminal Forensics	20						
M.Phil. Clinical Psychology	10						

### 3.5 Faculty & Staff requirement.

Faculty: 3 Faculty (Sharing basis B.Sc. Clinical Psychology, PG Diploma Criminal Forensics and M. Phil Clinical Psychology)

### 3.6 Minimum infrastructure requirement.

Year	Lecture Hall	Counselling Room	Psychology lab	Tutorials	Faculty Room	Remarks
2	2	1 (Sharing basis for B.Sc. CP, PG diploma criminal forensics and M. Phil CP)	1 (Sharing basis for B.Sc. CP, PG diploma criminal forensics and M. Phil CP)	-	2	Common Faculty Room can be used.

### 3.7 Material/Instrument/Lab Requirement

Months	Name of the Lab/Instrument/Material	Hardware requirement	Software requirement	Tentative Budget (Rs)	Remark
	Psychology Lab	Digital lab facility for strength of 20 students (on sharing basis)	Nil		NA

Complete Year	Counselling Room, Psychological Testing Room		Nil		
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### 3.8 Career opportunity

Participants may opt for the field of research, training or works as a Counselors, psychological therapist. He/she can find work in Schools, *Hospitals, Defense, Police, University, Colleges organizations etc.* Self-employment is an option many opt for as well.

A participant may lead to a career in the following related positions:

- Counsellors
- School Psychologist
- Clinical Psychologist
- Assistant Psychologist
- Professors
- Teachers
- Scientist

## 4. Admission process

### 4.1 Eligibility

- BA/ B.Sc./ BA (hons.)/B.Sc. (hons.) Psychology
- Minimum Age: 21 years
- Age calculation: Age as on the last date of submission of form.

### 4.2 Seats details:

Programme	Total seats
M.Sc. Clinical Psychology	20

### 4.3 Mode of Application: online, application fee

Candidates will apply their Application forms online on the University website: [www.svsu.ac.in](http://www.svsu.ac.in) for admission to M.Sc. Clinical Psychology

Online Application Fees

General : INR ----

BC/Kashmiri Migrants : INR ----

SC: Free

DA/PwD: Free Female: Free

#### 4.4 Fee structure

Fees Detail	Total: 1.On the Time of admission = Rs 50000/ annum
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### 5 Commencement of the Programme

#### 5.1 Orientation

There will be an orientation programme conducted for the participants at the time of admission, as per the academic calendar, which will highlight the programme details, terms and conditions of University.

#### 5.2 Procedure of rules of SVSU.

There will be display of procedure and guidelines for the Programme by SVSU and the norms that a participant need to follow during the course. The participants will also be made aware about the assessment criteria for the academic.

#### 5.3 Attendance and leave rule

- I. A Participants shall be required to maintain a minimum of 75 % of the lectures delivered (In theory and practical's combined), to be eligible to appear in the final examination.
- II. The attendance will be counted from the date of start of session, to the date prior end of the course.
- III. In case of late admission, the attendance shall be counted from the date of actual admission of the candidate by the competent authority.
- IV. The name of the participants shall be struck off the rolls if he/ she remains absent for 4 consecutive working days, without leave.
- V. A participant whose name has been struck off from the roll of the institution, may however be readmitted if the absence of the participants was due to the circumstance beyond his/ her control and his /her request considered and approved by the Dean / competent authority.
- VI. The Programme coordinator / Head may grant leave to the participants in exceptional circumstances only to the extent of 10 days per programme, subject to the condition that the participants complete the prescribed minimum attendance as per attendance rule and the leave has been prior approved by Dean.

### 6 Assessment process and awards

#### 6.1 Theory/practical assessment by SVSU

- There will be two components of examination: internal and external. Every course will have marks as per the scheme of the Programme.
- Course may have both practical as well theory component as per the scheme in such cases 50% marks will be assigned to theory and 50% mark to the practical exam as stated in the scheme with its credits.
- In case of theory examinations, the 70% will be awarded on the basis of external examination and 30% will be awarded on the basis of continuous internal assessment.
- In case of practical the 30% will be awarded on the basis of external examination and 70% will be awarded on the basis of continuous internal assessment.

## 6.2 Grading system

Sr. No.	Marks	Grade	Grade Point	Category
1	90-100	O	10	Outstanding
2	80≤marks<90	A+	9	Excellent
3	70≤marks<80	A	8	Very good
4	60≤marks<70	B+	7	Good
5	50≤marks<60	B	6	Above Average
6	45≤marks<50	C	5	Average
7	40≤marks<45	P	4	Pass
8	<40	F	0	Fail
9	Absent	AB	0	Absent

## 6.3 QP & NOS Codes

Qualification Pack Name & Reference ID – HSS/Q4001 NSQF Level – 6.5, School Psychologist

NOS 1. SVSU/H/Q5/5001: Observation techniques to evaluate mental, emotional and social problem of the students. Interviewing students individual/ group setting

NOS 2. SVSU/H/Q5/5002: Planning, frequency, duration, Guidance and counselling required for the students.

NOS 3. SVSU/H/Q5/5003: Developing designs, conducting research on developmental disorder, personality development, Socialization Adjustment, Emotional Problem, Diagnosis, treatment, guidance and counselling

NOS 4. SVSU/H/Q5/5004: Cognitive Abilities and Academic Performance

NOS 5. SVSU/H/Q5/5005: Developmental Psychology/ Child Psychology