

University of Mumbai

Website - mu.ac.in
Email id - dr.aams@fort.mu.ac.in
aams3@mu.ac.in



Academic Authorities,
Meetings & Services (AAMS)
Room No. 128, M. G. Road, Fort,
Mumbai – 400 032.
Tel. 022-68320033

Re- accredited with A ++ Grade (CGPA 3.65) by NAAC
Category- I University Status awarded by UGC

No. AAMS_UGS/ICD/2024-25/443

Date : 24th March, 2025.

To,
The Director,
Garware Institute of Career Education
and Development,
Vidyanagari
Santacruz (East)
Mumbai – 400 098.

Sub : M. Sc (Clinical Psychology) (Two year) (Sem I & II)

Sir,

With reference to the subject noted above, this is to inform you that the recommendations made by the **Advisory Committee & Board of Management** of Garware Institute of Career Education & Development at its Meeting held on **4th September, 2023** & resolution passed by the **Board of Deans** at its meeting held on **9th August, 2023 vide** Item No. **9.2** have been accepted by the **Academic Council** at its meeting held on **1st November, 2023 vide** Item no. **9.4 (A) 1 (N)** and subsequently approved by the **Management Council** at its meeting held on **5th February, 2024 vide** Item No. **3** that in accordance therewith, in exercise of the powers conferred upon the Management Council under Section 74(4) of the Maharashtra Public Universities Act, 2016 (Mah. Act No. VI of 2017) the following program with Ordinance for Title of the Program, Eligibility and Regulation numbers for Duration of Program, Intake Capacity, Scheme of Examinations, Standard of Passing and Credit Structure along with syllabus of **M.Sc (Clinical Psychology) (Sem I & II)** (Appendix – 'A') have been introduced and the same have been brought into force with effect from the academic year **2023-24**.

The New Ordinances & Regulations as per NEP 2020 is as follows :-

Sr. No	Name of the Program	Ordinance no. for Title	Ordinance no. for Eligibility	Duration
A	P.G Diploma in Clinical Psychology	O.GPA – 1 A	O.GPA – 2 A	Two year
B	M. Sc (Clinical Psychology)	O.GPA – 1 B	O.GPA – 2 B	
C	M.Sc.(Clinical Psychology)	O.GPA – 1 C	O.GPA – 2 C	One year

University of Mumbai

Website - mu.ac.in
Email id - dr.aams@fort.mu.ac.in
aams3@mu.ac.in



Academic Authorities,
Meetings & Services (AAMS)
Room No. 128, M. G. Road, Fort,
Mumbai - 400 032.
Tel. 022-68320033

Re- accredited with A ++ Grade (CGPA 3.65) by NAAC
Category- I University Status awarded by UGC

No. AAMS_UGS/ICD/2024-25/443

Date : 24th March, 2025.

: 2 :

Regulation Nos	
Duration	R. GPA - 1
Intake Capacity	R. GPA - 2
Scheme of examination	R. GPA - 3
Standard of Passing	R. GPA - 4
Credit Structure	R. GPA - 5 A
	R. GPA - 5 B

(Dr. Prasad Karande)
REGISTRAR

A.C/9.4(A)1(N)/01/11/2023
M.C/3/5/2/2024

Copy forwarded with Compliments for information to:-

- 1) The Chairman, Board of Deans
- 2) The Dean, Faculty of Science & Technology.
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Director, Department of Information & Communication Technology,
- 6) The Co-ordinator, MKCL.

Copy forwarded for information and necessary action to :-	
1	The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Dept)(AEM), dr@eligi.mu.ac.in
2	The Deputy Registrar, Result unit, Vidyanagari drresults@exam.mu.ac.in
3	The Deputy Registrar, Marks and Certificate Unit,. Vidyanagari dr.verification@mu.ac.in
4	The Deputy Registrar, Appointment Unit, Vidyanagari dr.appointment@exam.mu.ac.in
5	The Deputy Registrar, CAP Unit, Vidyanagari cap.exam@mu.ac.in
6	The Deputy Registrar, College Affiliations & Development Department (CAD), deputyregistrar.uni@gmail.com
7	The Deputy Registrar, PRO, Fort, (Publication Section), Pro@mu.ac.in
8	The Deputy Registrar, Executive Authorities Section (EA) eau120@fort.mu.ac.in He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular.
9	The Deputy Registrar, Research Administration & Promotion Cell (RAPC), rapc@mu.ac.in
10	The Deputy Registrar, Academic Appointments & Quality Assurance (AAQA) dy.registrar.tau.fort.mu.ac.in ar.tau@fort.mu.ac.in
11	The Deputy Registrar, College Teachers Approval Unit (CTA), concolsection@gmail.com
12	The Deputy Registrars, Finance & Accounts Section, fort draccounts@fort.mu.ac.in
13	The Deputy Registrar, Election Section, Fort drelection@election.mu.ac.in
14	The Assistant Registrar, Administrative Sub-Campus Thane, thanesubcampus@mu.ac.in
15	The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan, ar.seask@mu.ac.in
16	The Assistant Registrar, Ratnagiri Sub-centre, Ratnagiri, ratnagirisubcentar@gmail.com
17	The Director, Centre for Distance and Online Education (CDOE), Vidyanagari, director@idol.mu.ac.in
18	Director, Innovation, Incubation and Linkages, Dr. Sachin Laddha pinkumanno@gmail.com
19	Director, Department of Lifelong Learning and Extension (DLLE), dlleuniversityofmumbai@gmail.com

Copy for information :-	
1	P.A to Hon'ble Vice-Chancellor, vice-chancellor@mu.ac.in
2	P.A to Pro-Vice-Chancellor pvc@fort.mu.ac.in
3	P.A to Registrar, registrar@fort.mu.ac.in
4	P.A to all Deans of all Faculties
5	P.A to Finance & Account Officers, (F & A.O), camu@accounts.mu.ac.in

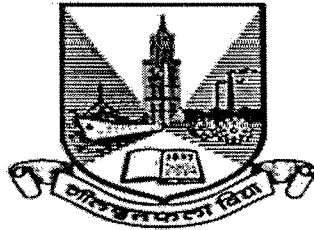
To,

1	The Chairman, Board of Deans pvc@fort.mu.ac.in
2	<p>Faculty of Humanities,</p> <p>Dean</p> <p>1. Prof.Anil Singh Dranilsingh129@gmail.com</p> <p>Associate Dean</p> <p>2. Dr.Suchitra Naik Naiksuchitra27@gmail.com</p> <p>3.Prof.Manisha Karne mkarne@economics.mu.ac.in</p> <p>Faculty of Commerce & Management,</p> <p>Dean</p> <p>1. Dr.Kavita Laghate kavitalaghate@jbims.mu.ac.in</p> <p>Associate Dean</p> <p>2. Dr.Ravikant Balkrishna Sangurde Ravikant.s.@somaiya.edu</p> <p>3. Prin.Kishori Bhagat kishoribhagat@rediffmail.com</p>

	Faculty of Science & Technology Dean 1. Prof. Shivram Garje ssgarje@chem.mu.ac.in Associate Dean 2. Dr. Madhav R. Rajwade Madhavr64@gmail.com 3. Prin. Deven Shah sir.deven@gmail.com
	Faculty of Inter-Disciplinary Studies, Dean 1. Dr. Anil K. Singh aksingh@trcl.org.in Associate Dean 2. Prin. Chadrashekhhar Ashok Chakradeo cachakradeo@gmail.com
3	Chairman, Board of Studies,
4	The Director, Board of Examinations and Evaluation, dboee@exam.mu.ac.in
5	The Director, Board of Students Development, dsd@mu.ac.in DSW directr@dsd.mu.ac.in
6	The Director, Department of Information & Communication Technology, director.dict@mu.ac.in

As Per NEP 2020

University of Mumbai



Title of the program

A- P.G. Diploma in Clinical Psychology

B- M.Sc. (Clinical Psychology)(Two Year) } 2023-24

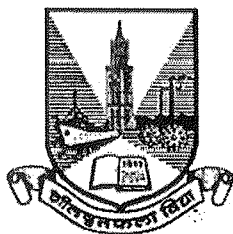
C- M.Sc. (Clinical Psychology) (One Year)- 2027-28

Garware Institute of Career Education and Development

Syllabus for Semester- Semester I and II

Ref: GR dated 16th May, 2023 for Credit Structure of PG

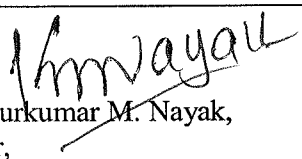
UNIVERSITY OF MUMBAI

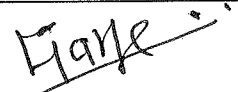


(AS PER NEP 2020)

Sr. No.	Heading	Particulars	
1	Title of program O: <u>GPA-1A</u>	A	P.G. Diploma in Clinical Psychology
	O: <u>GPA-1B</u>	B	M.Sc. (Clinical Psychology) (Two Year)
	O: <u>GPA-1C</u>	C	M.Sc. (Clinical Psychology) (One Year)
2	Eligibility O: <u>GPA-2A</u>	A	Recognized degree of B.Sc. (Psychology) Or B. A. (Psychology) (Prerequisite bridge course of 90 Hours) OR Passed Equivalent Academic Level 5.5
	O: <u>GPA-2B</u>	B	1. The candidate who has successfully completed P.G. Diploma in Clinical Psychology. 2. The candidate whose Post Graduate Diploma credits are 60% equivalent to M.Sc. (Clinical Psychology) & he/she earns minimum 8 Credits from P.G. Diploma in Clinical Psychology. 3. As per NEP criteria on the basis of RPL- Recognition of Prior Learning, Candidate to be admitted to 2 nd Year subject to He/she securing minimum 50% in the 1 st Year assessment of PGDCP & proof of employment of minimum 2 Years OR Passed Equivalent Academic Level 6.0
	O: <u>GPA-2C</u>	C	BSc Psychology or BA Psychology (With Bridge Course of 90 Hours) Graduate with 4 year U.G. Degree (Honours / Honours with Research) Or Equivalent Academic Level 6.0
3	Duration of Program R: <u>GPA-1</u>	A	1 Year
		B	2 Years
		C	1 Year

4	R: <u>GPA-2</u> Intake Capacity	30
5	R: <u>GPA-3</u> Scheme of Examination	NEP 50% Internal – Continuous Evaluation 50% External- Semester End Examination Individual Passing in Internal and External Examination
6	Standards of Passing R: <u>GPA-4</u>	50% in each component
7	Credit Structure R: <u>GPA-5A</u> R: <u>GPA-5B</u>	Attached herewith
8	Semesters	A Sem I & II
		B Sem I, II, III, & IV
		C Sem I & II
9	Program Academic Level	A 6.0
		B 6.5
		C 6.5
10	Pattern	Semester
11	Status	New
12	To be implemented from Academic Year Progressively	A 2023-24
		B
		C 2027-28


Dr. Keyurkumar M. Nayak,
Director,
UM-GICED


Prof. (Dr.) Shivram S. Garje
Dean, Faculty of Science

Preamble

1. Introduction:

The curiosity of understanding the complexity of human behavior has always been at the core of knowledge seekers in all times and for this, Psychology as the science of human behavior significantly fulfills this gap. In the present era, due to so many factors of industrial, digital, social and other pressures the understanding of human behavior 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 psychology is in great demand as it provides requisite inputs to the students. It shall be a natural up-gradation for the students who have graduated in psychology. The course has been framed to provide theoretical as well as practical training in a wide range of specializations that would help the post graduate to be eligible to be employed in the field of education, clinical/hospital setup as well as in organizations in the capacity of counsellor, clinical psychologist, psychometrician and trainer. Students mastering this course may go for specialized professional courses in the area of clinical psychology, rehabilitation psychology approved by Rehabilitation Council of India. Masters course in Clinical Psychology is not very common since it requires practical training in clinical settings and centers of community health services.

2. Aim:

The primary aim of M.Sc. Clinical Psychology is to equip graduates in psychology with knowledge and skills through direct exposure in various clinical settings. The students shall be trained in diagnostic and therapeutic techniques.

3. Program Objectives:

1. To provide knowledge of psychology and its methods in laboratory and field settings.
2. To focus on applied fields of clinical psychology to provide services in the community.
3. To have a deeper understanding of human behavior the concurrent socio-psychological issues.
4. To provide with a better understanding of psychotherapy for specific conditions.
5. To acquire skills to tackle behavioural problems through psychological interventions.
6. To familiarize students with use of psychotherapy in practical settings.
7. Better understanding about skills of counselors and their working relationship.
8. To use of the applications of therapeutic interventions in clinical psychology.
9. Demonstrate the skills of solving scientific & clinical problems and decision making.
10. Develop skills as a self-directed learner, recognize continuing educational needs, select & use appropriate learning resources.

5) Credit Structure of the Program - (Parishisth-1)

M.Sc. (Clinical Psychology)

R: GPA – 5A

Year 1 Year	Level	Semester	Major		RM	OJT / FP	RP	Cum. Cr.	Degree
			Mandatory	Electives					
I	6.0	Sem I	Course 1 : (Credits 4) Advanced General Psychology Course 2 : (Credits 4) Biopsychology Course 3 : (Credits 4) Cognitive Psychology Course 4 : (Credits 2) Practicals-Experiments	Credits 4 Course 1 : Positive Psychology OR Course 2:Cross Cultural Psychology	Research Methodology (Credits 4)	-	-	22	PG Diploma
		Sem II	Course 1 : (Credits 4) School Counseling Course 2 : (Credits 4) Personality Course 3 : (Credits 4) Psychological Testing Course 4 : (Credits 2) Practical-psychological Tests	Credits 4 Course 1 : Media Psychology OR Course 2:Forensic Psychology	Internship (Credits 4)			22	
	Cum. Cr. For PG Diploma			28	08	04	04	-	
Exit option: PG Diploma in Clinical Psychology after three years UG Degree									

R: GPA – 5B

Year 2 Year	Level	Semester	Major		RM	OJT / FP	RP	Cu m. Cr.	Degree	
			Mandatory	Electives						
II	6.5	Sem III	Course 1 : (Credits 4) (Psychopathology I) Course 2 : (Credits 4) (Clinical Assessment) Course 3 : (Credits 4) (Developmental Disorders) Course 4 : (Credits 2) Practicum	Credits 4 Course 1 : Counselling Psychology OR Course 2 : Educational Psychology		-	Research Project (4 Credits)	22	PG Degree	
		Sem IV	Course 1 : (Credits 4) (Psychopathology II) Course 2 : (Credits 4) (Psychotherapy) Course 3 : (Credits 4) (Psychopharmacology)	Credits 4 Course 1 :) Community Psychology OR Course 2: Environmental Psychology			Research Project 6 Credits (Major Research Project)	22		
				26	08	-	-	10		
		Cum. Cr. For PG Degree		54	16	04	04	10		88
2 Years 4 Semester PG Degree(88 Credits) after 3 Year UG Degree										

Dr. Keyurkumar M. Nayak,
Director,
UM-GICED

Prof. (Dr.) Shivram S. Garje
Dean, Faculty of Science

M.SC. CLINICAL PSYCHOLOGY
(TWO YEARS FULL TIME)

	Subject Code	Core Subject	Assessment Patterns			Teaching Hours	
		Topics	Internal Assessment (50%)	External Assessment (50%)	Total Marks (CA) 100	Total Hours	Total Credits
Semester - I	1	Advanced General Psychology	50%	50%	100	60	4
	2	Biopsychology	50%	50%	100	60	4
	3	Cognitive Psychology	50%	50%	100	60	4
	4	Practicals-Experiments	50%	50%	100	60	2
	5	Positive Psychology OR Cross Cultural Psychology	50%	50%	100	60	4
	6	Research Methodology	50%	50%	100	60	4
		Total	50%	50%	600	360	22
Semester-II	7	School Counselling	50%	50%	100	60	4
	8	Personality	50%	50%	100	60	4
	9	Psychological Testing	50%	50%	100	60	4
	10	Practicals-Psychological Tests	50%	50%	100	60	2
	11	Media Psychology OR Forensic Psychology	50%	50%	100	60	4
	12	Internship	50%	50%	100	60	4
		Total	50%	50%	600	360	22
Semester-III	13	Psychopathology-I	50%	50%	100	60	4
	14	Clinical Assessments	50%	50%	100	60	4
	15	Developmental Disorders	50%	50%	100	60	4
	16	Practicum	50%	50%	100	60	2
	17	Counselling Psychology OR Educational Psychology	50%	50%	100	60	4

	18	Research Project	50%	50%	100	60	4
		Total	50%	50%	600	360	22
Seme ster- IV	19	Psychopathology-II	50%	50%	100	60	4
	20	Psychotherapy	50%	50%	100	60	4
	21	Psychopharmacology	50%	50%	100	60	4
	22	Community Psychology OR Environmental Psychology	50%	50%	100	60	4
	23	Major Research Project	50%	50%	100	60	6
		Total	50%	50%	600	300	22

Abbreviations: Yr.: Year; Sem.: Semester; OJT: On Job Training; Internship/ Apprenticeship; FP: Field projects; RM: Research Methodology; Research Project: RP; Cumulative Credits: Cum. Cr.

Sem. – I

SUBJECT-WISE SYLLABUS

SEMESTER - I (Major-Mandatory)

Course 1: Advanced General Psychology

Hours-60

Credits -04

Course Objectives:

- To Study the numerous psychological perspectives as well as the nature, purpose, and scope of psychology.
- To help students comprehend the relationship between the brain and behaviour, including how different aspects of the brain's structure and functions impact behaviour.
- To familiarize student with the concept of learning process, and various theories of learning, and additionally helps students to understand how learning influences memory and the various memory processes.
- To study several theories of intelligence and the nature of intelligence this also includes various forms of intelligence tests.

UNIT -I:

CONCEPTS IN PSYCHOLOGY

Nature and definition, goals and scope

Origins of psychology

School of psychology

Modern perspective in psychology

Psychology as science

UNIT -II:

BIOLOGICAL BASIS OF BEHAVIOR

Neurons :the basic element behavior

The central and peripheral nervous system: structure and functions

Endocrine system: chemicals and glands

The brain

Behavior and molecular genetics

UNIT -III:

LEARNING PROCESS & MEMORY PROCESSES

Classical conditioning.

Operant conditioning

Fundamentals theories: Hull, Thorndike,

Programmed learning

Memory Processes; Theories of Forgetting

Models of Memory; Biological basis of memory

Strategies to improve memory

UNIT –IV:**INTELLIGENCE & CREATIVITY**

Intelligence: Nature and definition

Theories of Intelligence: Spearman, Guilford, Goleman

Measuring Intelligence

Creativity: Torrance, Guilford,

Relationship between intelligence and creativity

Course Outcome: After completion of the course, the student will be able to:

- Understand the nature and scope of psychology.
- Gain insight into the brain's structure and functions and how they affect behaviour.
- Recognize the various learning theories and the learning process.
- Comprehend the nature of intelligence and the most effective tests for measuring it.

Reading Material –

1. Baron. A. Robert, Psychology, Pearson Education V th Ed., 2022

2. Ernest R. Hillgard, Richard C. Atkinson, Rita L. Atkinson, "Introduction to Psychology" 16th Edition, Oxford IBH publishing Co. Pvt. Ltd., New Delhi, 2015

M. Sc. CLINICAL PSYCHOLOGY: SEMESTER -I (Major-Mandatory)**Course 2: Biopsychology**

Hours -60

Credits –04

Course Objectives:

- To provide sound knowledge of biopsychology, its divisions, and the numerous research methodologies employed in this subject.
- To study the nature of the structure of DNA, chromosomes, and the replication process to gain insights into the human genome project and genetic engineering.
- To make students understand the nervous system's anatomy, the five primary divisions of the brain, neural conduction, and synaptic transmission.
- To help students to comprehend the broad concepts of how hormones work, as well as the relationship between specific glands and stress.

UNIT –I:**INTRODUCTION TO BIOPSYCHOLOGY**

Definition and nature of Biopsychology

Divisions of biopsychology. Physiological Psychology, Psychopharmacology,

Neuropsychology, Psychophysiology, Cognitive Neuroscience, Comparative Psychology

Biological roots of Physiological psychology

Goals of research

Sociobiology and Evolutionary psychology

Methods of studying the brain. Recording human psychophysiological activity, Invasive physiological research methods

UNIT –II:**BEHAVIOUR GENETICS**

Mendelian genetics. Chromosomes, Reproduction, and linkage, Sex chromosomes and sex linked traits; chromosome structure and replication; the genetic code and gene expression; Mitochondrial DNA.

Behavioural development. Interaction of genetic factors and experience, influence of heredity and environment on behaviour

Human genome project; Genetic engineering

UNIT –III :**NERVOUS SYSTEM AND BEHAVIOUR**

General layout of the nervous system. Cells of the nervous system, spinal cord, five major divisions of the brain

Neural conduction and synaptic transmission; Neurotransmitters; pharmacology of synaptic transmission

The Sensor motor System. Three principles of sensor motor function, Sensor motor association cortex; secondary motor cortex, primary motor cortex, cerebellum and basal ganglia

Lateralization of the brain and split brain

UNIT –IV :**THE ENDOCRINE SYSTEM**

Hormones and behavior. General principles of how hormones work,

Hormones for cellular functioning. Pituitary gland, Thyroid gland and Pancreas.

Hormones of stress. Adrenal glands, Stress and cardiovascular function; stress and depression

Hormones for growth, sexual behaviour, and reproduction. Sexual orientation, Neural control of sexual behavior in males and females

Course Outcome: After completion of the course, the student will be able to:

- Understand the nature of biopsychology.
- Gain insight into the structure of DNA and gain insight into the human genome project and genetic engineering.
- Recognise the five primary divisions of the brain, neural conduction and synaptic transmission.
- Understand the broad concept of how hormones function as well as the relationship between specific glands and stress.

Reading Material

1. John P. J. Pinel 2019, Biopsychology, tenth edition. Pearson education.
2. Kalat. James W(2015)-Biological Psychology
3. Neil R Carlso(2004), Foundations of Physiological Psychology.Sixth edition, Pearson education.
4. Levinthal (1999). Introduction to Physiological psychology. Prentice Hall of India.
5. Fransis Leukel. Introduction to Physiological Psychology. Indian edition.
6. Bridgeman,(1994). The biology of the Behaviour and Mind, New York, Prentice Hall.
7. Biological Psychology-Psychology express. Emma Preece.

M.Sc. CLINICAL PSYCHOLOGY: SEMESTER -I (Major-Mandatory)

Course 3: Cognitive Psychology

Hours-60

Credits –04

Course Objectives:

- To introduce students about cognitive psychology domains, with a focus on the idea of attention and its mechanics, as well as cognitive psychology research methodologies.
- To address perception methods, perceptual consistency, and subliminal perception and to study signal detection theory, as well as its assumptions and applications.
- To provide sound knowledge of the phonology, syntax, semantics, and pragmatics of language.
- To develop logical approach in problem solving and decision making.

UNIT –I:

COGNITIVE PSYCHOLOGY & ATTENTION

Cognitive Psychology: Definition and domains

Origin and current status of cognitive psychology

Methods of cognitive psychology

Attention: Concept and mechanism

Types and theories; Applications.

UNIT –II:

PERCEPTION

Perception-approaches: Gestalt and physiology approach

Perceptual constancy: size, shape, color, illusion.

Subliminal perception and related factors

Signal detection theory: assumption and application

UNIT –III:

LANGUAGE & REASONING

Structure of language – Phonology, Syntax, Semantics, Pragmatics

Language and Cognition: Modularity Hypothesis, Whorfian hypothesis, Cognitive approach to language acquisition

Reasoning: Types- Inductive, Deductive, Propositional, Syllogistic, Analogical, Categorical

UNIT –IV:

PROBLEM SOLVING AND DECISION MAKING, CREATIVITY

Problem Solving: Definition, problem solving cycle, types, obstacles

Problem solving approaches – Algorithm; heuristics: means-end analysis

Computer simulation, and analogy

Decision making: types and models

Creativity: Definition & measurement of creativity

Course Outcome: After completion of the course, the student will be able to:

- Gain an understanding of cognitive psychology domains.
- Address perception methods, perceptual consistency, and subliminal perception.
- Learn about the phonology, syntax, semantics, and pragmatics of language.
- Develop logical approach in problem solving and decision making.

Reading Material –

1. Sternberg, R.J. (2011). *Cognitive Psychology 6th edition*. Australia: Thomson Wadsworth.
2. Matlin, M. (2015). *Cognition 8th edition* Bangalore: Harcourt Brace Pub.
3. Galloti, K. M. (2015). *Cognitive psychology in and out of the laboratory 5th edition* USA: Thomson Wadsworth.
4. Kellogg, R.T. (2007). *Fundamentals of Cognitive Psychology*. N.D. Sage Publications.
5. Solso, R. L. (2007). *Cognitive Psychology (8th ed)*. Delhi: Pearson Education.
6. Wade, C. and Tavis, C. (2010). *Psychology 10th ed* ND: Pearson Education.
7. Jahnke, J. C. & Nowaczyk, R. H. (1998). *Cognition*. Upper Saddle NJ: Prentice Hall.
8. Burne, L.E., Dominowski, R.L. & Loftus, E.E. (1986). *Cognitive processes*. NJ: Prentice-Hall.
9. Gavin, H. (1998). *The essence of cognitive psychology*. London: Prentice-Hall.
10. Corens, S., Ward, L.M., & Enns, J. (2003). *Sensation and perception. (6th edition)* NY: Harcourt Brace & Co.
11. Messer, D. & Miller, S. (1999). *Exploring developmental psychology*. London: Arnold.
12. Flavell, J.H. (1985). *Cognitive development (2nd ed)* NJ: Prentice Hall.
13. Reed, S.K. (1988). *Cognition: Theory and applications (3rd ed)*. California: Brooks/Cole Pub. Co.
14. Best, J. B. (1999). *Cognitive Psychology*. USA: Wadsworth Publishing Co.
15. Guenther R. K. (1998). *Human Cognition*. New Jersey: Prentice-Hall.
16. Kaplan, S. & Kaplan, R. (1982). *Cognition and environment*. N.Y.: Praeger Publishers.
17. Reed S. K. (1998). *Cognition: Theory and application (3rd ed)*. California: Brooks/Cole Pub. Company
18. Cohen G. (1983). *Psychology of cognition (2nd ed)*. London: Academic Press

M.Sc. CLINICAL PSYCHOLOGY: SEMESTER-I (Major-Mandatory)

Course 4: Practicals - Experiments

Hours-60

Credits –02

Course Objectives:

- To make the students familiar with psychological Experiments.
- Impart the knowledge and skills for conducting experiments and writing their reports.

(Experiments)

1. Isolation effect
2. Serial Position Effect
3. Recall & Recognition
4. Paired Association
5. Zeigarnik Effect
6. Knowledge of Result
7. Massed vs Distributed Methods
8. Facial Expression
9. Conformity Behaviour
10. Effect of Meaningfulness on Learning.
11. Muller-Lyer Illusion
12. Span of Attention
13. Mnemonic Strategy on Memory
14. Habit Interference.
15. Problem solving
16. Bilateral Transfer
17. Verbal Association
18. Method of Limits
19. Concept Formation
20. Stroop Effect

Course Outcome : After completion of the course, the student will be able to:

- Conduct various psychological experiments.
- Acquire knowledge and skills for conducting experiments and writing their reports.

M.Sc. CLINICAL PSYCHOLOGY: SEMESTER -I (Major-Elective Any One)

Course 1: Positive Psychology

Hours-60

Credits -04

Course Objectives:

- To familiarize students with the concept of positive psychology is and its significance of Eastern and Western perspectives
- To provide sound knowledge about the concept of resilience and functions of positive youth development.
- To study about happiness and subjective well-being, as well as emotions such as focused coping and emotional intelligence.
- To understand ideas like altruism, gratitude, and forgiveness and concentrating on issues like attachment, love, and relationship development.

UNIT –I: POSITIVE PERSPECTIVE OF PSYCHOLOGY Meaning of Positive psychology Classifications and measures of strengths. Gallup’s Clifton Strengths Finder, The VIA Classification of Strengths, The search Institute’s 40 Developmental Assets; Distinguishing among the measures of Psychological strength; Identifying personal strengths
UNIT –II : LIVING WELL AT EVERY STAGE OF LIFE AND POSITIVE ENVIRONMENT Resilience in Childhood Positive Youth Development Life tasks of adulthood, Successful aging Positive schooling and Positive work environment
UNIT –III POSITIVE EMOTIONAL STATES AND COGNITIVE STATES Happiness and subjective wellbeing Emotion- Focused Coping; Emotional intelligence Positive cognitive states. Self efficacy; Optimism and Hope; Post-traumatic Growth; Wisdom and courage; Mindfulness, Flow and Spirituality
UNIT –IV: a) PROSOCIAL BEHAVIOUR Altruism, Gratitude and Forgiveness Attachment, Love and Flourishing Relationships Positive response to loss Assessing relationships b) APPLICATION OF POSITIVE PSYCHOLOGY: POSITIVE CHANGE Positive psychology and meaningful life; Purpose of Life Positive Change. Stages of change, Change processes Informal helping relationships References

Course Outcome: After completion of the course, the student will be able to:

- Familiarize with the concept of positive psychology and its significance of Eastern and Western perspectives
- Gain sound knowledge about the concept of resilience and functions of positive youth development.
- Learn about happiness and subjective well-being, as well as emotions such as focused coping and emotional intelligence.
- Understand ideas like altruism, gratitude, and forgiveness. Concentrating on issues like attachment, love, and relationship development.

Reading Material

1. Alan Carr (2008) Positive psychology. The science of happiness and human strengths
2. Illona Boniwell (2012), Positive Psychology in a Nutshell: The Science of Happiness
3. Snyder C. R., Lopez S. J. (2002). Positive Psychology. The scientific and practical explorations of human strengths. Sage publications, Second edition. New Delhi.

OR

M.Sc. CLINICAL PSYCHOLOGY: SEMESTER -I (Major-Elective Any One)

Course 1: Cross Cultural Psychology

Hours-60

Credits –04

Course Objectives:

- To examine approach of culture and psychology.
- To discuss the impact of cultural influences on intelligence, health, attitude and beliefs.
- To give an insight about Indian View of Culture.
- To analyze scope of different cultural factors.

UNIT –I: PSYCHOLOGY AND CULTURE

Introduction -Definition of Culture Approaches to Culture Interface between Psychology and Culture Pancultural Principles Verses Culture Specific Differences of Culture. Specific Differences: Etics and Emics Methods of Understanding Culture, Scope of Cultural Psychology. Culture and Perception - Perception and Experience Cultural Influence on Visual Perception Culture and Cognition, Culture. Categorization of Culture - Categorization and Concept Formation. Culture and Memory, Culture and Consciousness - Culture and Dreams, Culture and Time, Culture and Perception of Pain

UNIT-II: CULTURAL INFLUENCES

Culture and Intelligence - Cross Cultural Research on Intelligence, Cultural Differences in the Meaning and Concept of Intelligence. Culture and Health- Difference in the Definitions of Health, Sociocultural Influence on Physical Health and Medical Disease Process Cultural Influences on Attitudes and Beliefs Related to Health and Diseases Culture. Self Culture and Personality Culture and Gender - Culture and Gender Stereotype, How Does Culture Influence Gender?

UNIT- III: INDIAN CULTURE

Culture in India Indigenous- Healing Traditions in India. History of Mental Health Practices in India Current Status of Mental Health Practice in India Key Issues in the Theory and Practice of Mental Health in India . Eastern Perspectives in Psychology The Concept of Mind in Samkhya and Nyaya - Vaiseshika Philosophy Bhagavad Gita and Mental Health Concepts of Health and Illness in Ayurveda

Personality - Implications from Yoga Indian Perspective on Emotion. Philosophical Antecedents
Cultural Psychology Definition and Meaning; Platonism, Positivism, Relativism, Historicism;
Methods of Cross - Cultural Research

UNIT - IV: CULTURAL FACTORS

Socialization & Development; Cultural Learning -Attribution; Notions of Individuality and
Relatedness; Intergroup Behaviour Cultural Ideals; Acculturation, Enculturation and Socialization;
Child Rearing, Parenting and Family in Indian Setting; Play, use of Symbols and Communication.
Cognitive and Cultural Factors Notion of g and s; Genetic Epistemology; Cultural Factors in Memory
and Information Processing; Ability Testing. Intellectual Processes Emotional Intelligence;
Metacognition; Theories of Mind and Metacognition

Course Outcome : After completion of the course, the student will be able to:

- Examine approach of culture and psychology.
- Discuss the impact of cultural influences on intelligence, health, attitude and beliefs.
- Gain an insight about Indian View of Culture.
- Analyze scope of different cultural factors.

Reading Material –

1. Dalal, A.K. 2016. Cultural Psychology of Health in India: Well-Being, Medicine and Traditional Health Care. New Delhi: Sage Publications India.
2. Singh, K., Junnarkar, M., & Kaur, J. 2016. Measures of Positive Psychology: Development and Validation. New Delhi: Springer.
3. Dalal, A.K and Misra, G. 2002. New directions in Indian Psychology. New Delhi: Sage Publications.
4. Kakar, S. 2008. Culture and Psyche. Delhi: Oxford University Press.
5. Kakar, S. 2012. Shamans, Mystics & Doctors. Delhi: Oxford University Press.
6. Berry, J. W. et al. 2002. Cross-Cultural Psychology 3rd edition: Research and Applications. New York: Cambridge University Press.
6. Keith, K. D. 2019. Cross-Cultural Psychology: Contemporary Themes and Perspectives. West Sussex: Blackwell Publishing.

M.Sc. CLINICAL PSYCHOLOGY: SEMESTER- I (RM)

Course: Research Methodology

Hours-60

Credits –04

Course Objectives:

- To become familiar with the psychological research method, as well as the creation of research problems and hypotheses.
- To give insight into experimental designs, between-group designs, randomization group designs, two-group designs, and factorial designs.
- To study concepts such as static analysis, inferential statistics, normal curve assumptions, and hypothesis testing.
- To provide sound knowledge about co-relation and numerous co-relation co-efficient including product moment, spearman co-relation, point biserial, phi biserial, and tetrachoric co-efficient.

UNIT –I:**OVERVIEW OF RESEARCH PROCESS AND SURVEY RESEARCH**

Psychological research process: Formulation of research problem and hypothesis; variables and operational definitions; APA style of preparing research proposal' writing research report
, Choosing research design: Sampling designs Methods of data collection: Observation, interviews, internet survey, Questionnaires and tests.
Survey research designs- Cross-sectional, successive independent samples, longitudinal.
Problems, issues, and applications of survey research

UNIT –II:**EXPERIMENTAL DESIGNS**

Experimental designs: Definition, principles and functions
Between-group designs: Randomized group designs
Between-group designs: Block designs- a) two group designs, b) randomized block designs with more than two groups
Factorial designs: Simple factorial designs, factorial designs with covariate, randomized block factorial designs
Conceptual distinction among between group designs, repeated measures designs, and mixed designs.

UNIT –III:**INFERENTIAL STATISTICS (DATA PROCESSING-1)**

Statistical analysis, Inferential statistics, Normal curve- assumptions. Hypothesis testing Type I & Type II Errors,
Parametric assumptions
Major parametric tests: t-test, ANOVA.
One-Way ANOVA. Post hoc tests. Two-Way ANOVA. Interpreting the ANOVA table and results. Interpreting interaction.
Chi- square and other major non-parametric tests

UNIT –IV:**CORRELATION AND REGRESSION ANALYSIS(DATA PROCESSING-2)**

Concept and meaning of correlation
Various correlation coefficient. Correlation: product-moment, spearman's correlation, point-biserial, phi biserial, tetrachoric coefficients
Multivariate analyses: Brief descriptions of multiple regression, Discriminant analysis, Path analysis and
Analysis of Covariance.
Simple Linear Regression: Concept and uses.

Course Outcome: After completion of the course, the student will be able to:

- Become familiar with the psychological research method, as well as the creation of research problems and hypotheses.
- Gain insight into experimental designs, between-group designs, randomization group designs, two-group designs, and factorial designs.
- Apply concepts such as statical analysis, inferential statistics, normal curve assumptions, and hypothesis testing.
- Gain sound knowledge about co-relation and numerous co-relations co-efficient including product moment, spearman co-relation, point biserial, phi biserial, and tetrachoric co-efficient.

Reading Material –

1. Kothari C.R., Garg G (2019)., Research Methodology-Methods and Techniques, 4th edition, New Age International Publishers
2. Singh, A.K. (2019). *Tests, Measurements and Research Methods In Behavioural Sciences*. Patna: Bharati Bhawan Publishers.
3. Fergusson, G. A. (1976). Statistical analysis in psychology and education. McGraw-Hill.
4. Kerlinger, F. N., & Lee, H.W. (2000). *Foundations of behavioral research*, 4th Edition. Fortworth: Harcourt College Publishers.
5. Mangal, S. K. (2006). Statistics in psychology and education. N.D.: Prentice-Hall

Sem. – II

M.Sc. CLINICAL PSYCHOLOGY: SEMESTER- II (Major-Mandatory)

Course 1: School Counselling

Hours-60

Credits -04

Course Objectives:

- To introduced the concept of guidance and school counselling,
- To study educational assistance, counselling, and the management of common childhood problems such as school refusal, academic backwardness, and substance addiction
- To make students understand the guidance strategies for social and personal issues such as developing self-confidence, assertive training, enhancing communication skills, and relaxing techniques.
- To give insight about abuse counselling, different types of abuse, causal theories of abuse, support networks, and referral processes.

UNIT -I:

Introduction

Introduction to guidance and counselling : History, nature, scope and needs of guidance and counselling in schools,
Individual differences, the role of student advisor and teacher in school
counselling - important features;
School counselling for the 21st century.

UNIT -II:

- a) Areas of Educational Guidance, Purpose, Functions, Guidance for Special Learners : Gifted and Creative Students, Under Achievers, Students with Learning Disabilities.
- b) Counselling and management of common childhood problems, School refusal, scholastic backwardness, conduct and emotional problems, counselling adolescents regarding sexuality and substance abuse, counselling parents and teachers.

UNIT -III:

Guidance Strategies for Social and Personal Problems Developing self confidence, Assertive training, Improving communication skills, Mental and Physical Methods of Relaxation; Self-improving Programmes : study skills training, Problem Solving Techniques, Managing Motivation, Time Management, Remedies for Procrastination, Decision Making.

UNIT -IV:

Abuse Counselling : Types of Abuse, Causal Theories of Abuse, Effects of Abuse, Statutory Requirements, Implications for Counselors ,Support Networks, Referral Processes. Legal and Ethical responsibilities in school counselling: Legal concepts - Ethical standards - Government regulations - Maintaining good student records

Course Outcome: After completion of the course, the student will be able to:

- Familiarize with the concept of guidance and school counselling,
- Provide educational assistance, counselling, and the management of common childhood problems such as school refusal, academic backwardness, and substance addiction

- Apply guidance strategies for social and personal issues such as developing self-confidence, assertive training, enhancing communication skills, and relaxing techniques.
- Gain insight about abuse counselling, different types of abuse, causal theories of abuse, support networks, and referral processes.

Reading Material –

1. S.K. Kocthihar (2018) : Guidance & Counselling in Colleges and University, Starling Publications Pvt. Ltd.
2. Berki B.G. & Mukhopadhyay., (2015). Guidance & Counselling, Sterling Publication Pvt. Ltd.
3. Sanderson . C. (2013).Counselling Skills for Working with Trauma: Healing From Child Sexual Abuse, Sexual Violence and Domestic Abuse. London. Jessica Kingsley Publishers.
4. Stanley B. Baker & Edwin R. Gerler, Jr. (2004) School Counselling for the Twenty First Century. 4th Edition, New Jersey, Pearson Education.
5. Fransella, Fay and Banton (2012) Personal Construct Counselling in Action, Sage Publication
6. S.K. Kocthihar (2017) Educational and Vocational Guidance in Secondary Schools, Sterling Publication Pvt. Ltd.
7. K.P. Pandey (2010) Advanced Educational Psychology, Second Revised Edition, Konark Publication Ltd.

M.Sc. CLINICAL PSYCHOLOGY: SEMESTER- II (Major-Mandatory)

Course 2 : Personality

Hours-60

Credits-04

Course Objectives:

- To introduce the nature of personality, characteristics of good personality, theory in the study of personality and research in the study of personality.
- To provide sound knowledge of psychoanalytical and Neo-psychoanalytical theories of personality.
- To comprehend the learning perspective of Dollard and Miller, the social learning approach of Bandura, and the humanistic perspective of Carl Rogers
- To understand trait approach and its history, the five-factor model of personality.

UNIT –I:

INTRODUCTION TO PERSONALITY

Definitions and nature of personality

Characteristics of good personality theory and Evaluation of personality theory

Theory in the study of personality

Research in the study of personality

Approaches: Person-Situation interaction, Idiographic & Nomothetic

UNIT –II:**PSYCHOANALYTIC AND NEO-PSYCHOANALYTIC THEORIES OF PERSONALITY**

Classical Psychoanalysis: Sigmund Freud

Neo-psychoanalytic: Carl Jung, Adler, Horney

Life span approach: Erik Erikson

UNIT –III:**LEARNING, HUMANISTIC - EXISTENTIAL APPROACHES TO PERSONALITY**

Learning perspectives: Dollard and Miller; Social Learning Approach: Bandura

Humanistic Perspectives: Abraham Maslow, Carl Rogers

Existential Positions: Viktor Frankl, Rollo May

UNIT –IV:**TRAIT APPROACH AND COGNITIVE APPROACHES TO PERSONALITY**

Trait Approach: History

G. Allport, Raymond Cattell & Hans. J. Eysenck,

Five Factor Model – Costa & McCrae

Cognitive Perspectives: Kelly's constructive alternativism

Course Outcome: After completion of the course, the student will be able to:

- Gain an insight of the nature of personality, characteristics of good personality, theory in the study of personality and research in the study of personality.
- Apply psychoanalytical and Neo-psychoanalytical theories of personality.
- Understand the nature of personality, characteristics of good personality, theory in the study of personality and research in the study of personality.
- Comprehend the learning perspective of Dollard and Miller, the social learning approach of Bandura, and the humanistic perspective of Carl Rogers
- Understand trait approach and its history as well as the five-factor model of personality.

Reading Material –

1. Hall, C.S., Lindzey, G., & Campbell, J.B. (2021). Theories of Personality. 4 th Edn. Wiley: India.
2. Schultz, D.P & Schultz, E.S. (2013). Theories of personzality. Delhi: Thomson Wadsworth.
3. Hall, C.S., Lindzey, G. & Campbell, J. B. (1998). Theories of Personality. New York: John Wiley & Sons.
4. Ryckman, R.M. (1978). Theories of Personality. D.Van Nostrand Company: New York.
5. Frager, R. & Fadiman, J. (2005). Personality and personal growth. 6th Edition. Pearson Prentice Hall, India.
6. Mayer, F.S & Sutton, K. (1996). Personality: An integrative approach. N.J.: Prentice-Hall.
7. Larsen & Buss Personality Development
8. Buck, R. (1976) Human Motivation and Emotion, New York: Wiley.
9. Endler, N.S., & Magnusson, D. (1976) Interactional Psychology and Personality. Hemisphere Pub.Corporation.
10. Kaplan, H.B. (1996), Psychological stress from the perspective of selftheory. Inte. H.B. In Kaplan.

M.Sc. CLINICAL PSYCHOLOGY: SEMESTER- II (Major-Mandatory)
Course 3 : Psychological Testing

Hours-60

Credits –04

Course Objectives:

To make students understand the nature and scope of psychological testing.

➤ To give insight in to the process of test development and measurement.

To study about criterion group strategy tests, factor analytical strategy tests, theoretical strategy tests, and projective tests.

➤ To provide sound knowledge about the multiple aptitude tests, anxiety and adjustment tests as well as general mental ability test.

UNIT –I:

NATURE AND SCOPE OF PSYCHOLOGICAL TESTING

Definition and characteristics of psychological tests

Classification and uses of psychological tests

General steps in test construction

Item analysis: [A] Issues in test administration: Ethics, bias, cultural fairness

[B] Factors influencing test performance- Examiner, situational variables and test-takers Perspective

UNIT –II:

TEST DEVELOPMENT & MEASUREMENT

Requirements of a standardized test

Reliability: meaning, types -

Validity: meaning, types.

Norms: Types - Age, Grade, Percentile, Standardized norms

Psychological measurement. Scales of measurement-Nominal, Ordinal, Interval and ratio scales.

Quantitative and qualitative measurements

UNIT –III:

TESTING IN CLINICAL SETTING

Tests based on the Criterion-Group Strategy- MMPI, California Psychological Inventory

Tests based on the Factor-Analytic Strategy- 16 PF, NEO-PI R, EPQ-R 4.

Tests based on the Theoretical Strategy- EPPS, self-concept inventories, Jackson Personality Inventory Projective-Rorschach, TAT, word association test, sentence compilation test, drawing test. Neuropsychological testing

UNIT –IV:

TESTING IN COUNSELING & EDUCATIONAL SETTING

A)Multiple aptitude tests - DAT, GATB

Anxiety and adjustment test- STAI, STAXI, Bell's Adjustment Inventory, Moos' Family

Environment Scale (FES)

B)General mental ability tests: Individual tests- Binet - Kamath test, WISC, WAIS, Malin's Intelligence

Scale for Indian Children (MISIC)

Personality and interest inventories- CPQ, CAT, HSPQ, SVIB

School and college entrance tests- SAT, GRE

Course Outcome: After completion of the course, the student will be able to:

Understand nature and scope of psychological testing.

- Gain insight in to the process of test development and measurement.

Know about criterion group strategy tests, factor analytical strategy tests, theoretical strategy tests, and projective tests.

Administer the multiple aptitude tests, anxiety and adjustment tests as well as general mental ability test.

Reading Material -

1. Anastasi, A. & Urbina, S. (2017). Psychological testing. N.D.: Pearson Education.
2. Gregory, R.J. (2017). Psychological testing: History, principles and applications. New Delhi: Pearson Education.
3. Kaplan, R.M. & Saccuzzo, D.P. (2017). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
4. Singh, A.K. (2019). *Tests, Measurements and Research Methods In Behavioural Sciences*. Patna: BharatiBhawan Publishers.
5. Freeman, F.S. (2018). Psychological testing. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
6. Kline, P. (2016). Personality measurement and theory. Hutchinson.
7. Cronbach, L. J. 5th ed. (1990). Essentials of psychological testing. New York: Harper Collins Publishers:
8. Anastasi A. (1997). Psychological Testing(With study guide). New York: McMillan
9. Chadha, N. K. (1996). Theory and practice of psychometry. N. D.: New Age International Ltd.

M.Sc. CLINICAL PSYCHOLOGY : SEMESTER- II ((Major-Mandatory)

Course 4: Practical's -Psychological Tests

Hours-60

Credits –02

Course Objectives :

- To make the students familiar with psychological tests.
- To impart knowledge and skills for administering psychological tests and writing their reports.

(Psychological Tests)

1. EPQ-R
2. Resilience Scale
3. Altruism Scale
4. Raven's Progressive Matrices
5. Social Maturity Scale (SMS)
6. Big Five Personality Inventory
7. Beck's Depression Scale
8. State-Trait Anxiety Inventory
9. Learning Disability Test
10. Creativity Test in Real Life Situation

- 11.Locus of control
- 12.Achievement Motivation Test
- 13.Picture Construction Test
- 14.Defense Mechanism Inventory
15. Multiple Intelligence Test
- 16.Self Esteem Scale
- 17.Study Habit
- 18.Emotional Intelligence
- 19.Internet Addiction Scale
- 20.Cognitive Distortion Scale

Course Outcome : After completion of the course, the student will be able to:

- Gain insight about various psychological tests.
- Acquire knowledge and skills for administering psychological tests and writing their reports.

M.Sc. CLINICAL PSYCHOLOGY : SEMESTER- II (Major-Electives Any One)

Course 1: Media Psychology

Hours-60

Credits –04

Course Objectives :

- To help students understand the basic concepts, developments, issues and debates in the field of media psychology.
- To help students appreciate principal theories of medial use and its effects.
- To help students understand the effects of media on childhood and adolescence periods.
- To help students to critically analyze the representation of different social groups in media.
- To facilitate students understand the psychological effects of media and its violence.

UNIT I: INTRODUCTION

Definition; Brief history; Dimensions of media psychology; The need for media psychology; Psychology and media relationship; Media psychology and kindred disciplines; Practicing media psychology.

UNIT II: THEORETICAL ISSUES AND RESEARCH METHODS

Theoretical issues - early approaches to media, postmodernism, development in media research, the effect tradition, cultivation research and the active audience. Research Methods - experimental tradition, survey methods, interviewing and qualitative analysis, ethnography and observation, analysis of media texts, discourse analysis.

UNIT III: DEVELOPMENTAL ISSUES IN MEDIA PSYCHOLOGY

Young children and television – fantasy versus reality, script and schema explanations, children's socialization through media, imagination, pretense, and theory of mind; Children and advertising-impact, stage theory of consumer development, food advertisements and childhood obesity, law on children's advertisements; Media and adolescents - media use in adolescence, the role of media figures during adolescence, cultural functions of media use, media influences on adolescent body image.

UNIT IV: SOCIAL GROUPS AND MEDIA

Representations of social groups in media - gender, minority groups, disability, mental illness; Gender representation in media – male, female and transgender; Implications of media representation of social groups; The psychology of the media audience - “The Audience” in media research, parasocial interaction, fans and fandom.

UNIT V: PSYCHOLOGICAL EFFECTS AND INFLUENCES OF MEDIA

Pro-social effects of media – media and prosocial behaviour, the effects of “Prosocial Media” on audience; The effects of media violence – immediate effects, characteristics of the users of violent media, cognitive factors in media violence, cultural and ideological aspects of the media violence debate; Pornography and its effect on different age groups; Advertising in media – the role of psychology in advertising, cognitive and behavioural effects of advertising, rhetorical effects of advertising; Ethical issues in the use of media; Future directions in media.

Course Outcome : After completion of the course, the student will be able to:

- Understand the basic concepts, developments, issues and debates in the field of media psychology.
- Apply principal theories of media use and its effects.
- Understand the effects of media on childhood and adolescence periods.
- Critically analyze the representation of different social groups in media.
- Gain insight about the psychological effects of media and its violence.

Reading Material –

1. Arora. N.& Arora. S (2019) Psychology and Media, Book Enclave Publishers/India
2. Giles. D, (2003). Media Psychology, Lawrence Erlbaum Associates & Publishers: London.

OR

M.Sc. CLINICAL PSYCHOLOGY : SEMESTER- II (Major-Electives Any One)**Course 2: Forensic Psychology**

Hours-60

Credits –04

Course Objectives :

- To help students to understand and train with theoretical and professional aspects of forensic fields of psychology.
- To acquaint students with various applications of forensic psychology.
- To study the role of psychological professionals in the field of forensic psychology.
- To introduce various psychological tests related with forensic psychology.

CHAPTER –1 INTRODUCTION AND OVERVIEW OF FORENSIC PSYCHOLOGY

- 1.1 Nature, definition, scope, and history of Forensic Psychology.
- 1.2 Professional training and education in forensic psychology
- 1.3 Forensic psychology in India
- 1.4 Ethical & legal issues in forensic practice

CHAPTER – 2 THE VICTIM

- 2.1 Victimization
- 2.2 Impact of crimes on victims
- 2.3 Factors affecting for victimization
- 2.4 coping with victimization

CHAPTER – 3 PSYCHOLOGY AND COURT ROOM

- 3.1 Types of Court and role of psychologists – criminal, juvenile, civil & family court
- 3.2 Understanding court process and punishment
- 3.3 Effect of attorney, Judges, Jurors & Defenders.
- 3.4 The Psychologists as an expert witness

CHAPTER – 4 INVESTIGATIVE PSYCHOLOGY

- 4.1 Crime scene and investigation
- 4.2 Investigative interviewing: Interviewing vulnerable witnesses, Interviewing suspects
- 4.3 Facet – meta theory.
- 4.4 Neurobiological forensic testing and investigation.

CHAPTER – 5 ASSESSMENT & EVALUATION IN FORENSIC PSYCHOLOGY.

- 5.1 Forensic methods in detection of crime –forensic methods of distortion in eye & ear witnesses.
- 5.2 Competence to stand trial and use of psychological tests
- 5.3 Forensic aspects of memory & recall in children, adolescents and adults. a) Polygraph, plethysmograph testing
- 5.4 Forensic assessment & treatment of sexual offenders & their victims.

CHAPTER – 6: ASSESSMENT AND EVALUATION IN FORENSIC PSYCHOLOGY (PSYCHOLOGICAL TESTING)

- 6.1 Psychological tests, types and characteristics
- 6.2 Tests used in forensic psychology- Intelligence, Personality and Interpersonal relationship
- 6.3 Diagnostic psychological tests as tool for forensic assessment- 16 PF, MMPI, Projective tests, FIRO-B and NEO-PI.
- 6.4 Ethical issues in psychological testing.

Course Outcome :After completion of the course, the student will be able to:

- Understand and train with theoretical and professional aspects of forensic fields of psychology.
- Acquaint with various applications of forensic psychology.
- Know the role of psychological professionals in the field of forensic psychology.
- Administer various psychological tests related with forensic psychology.

Reading Material –

1. Thou Teisi (2011). Forensic Psychology. ABD Publishers, Jaipur-302018
2. Bartol C.R. and Bartol A.M. (2018), Introduction to Forensic Psychology: Research and Applications (5th edition), Sage Publication
3. Hess, A.K and Weiner, I.B (1999). Handbook of Forensic Psychology, John Wiley publication

M.Sc. CLINICAL PSYCHOLOGY : SEMESTER- II (OJT/FP)

Course 2: Internship

Hours-60

Credits –04

PASSING PERFORMANCE GRADING :

The Performance Grading of the learner shall be on ten point scale be adopted uniformly.

Letter Grades and Grade Point

Semester GPA/ Program CGPA Semester / Program	% of Marks	Alpha-Sign/Letter Grade Result	Grading Point
9.00 – 10.00	90.0 - 100	O (Outstanding)	10
8.00 - < 9.00	80.0 < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 < 60.0	B (Average)	6
5.00 - < 5.50	50.0 < 55.0	C (Pass)	5
Below 5.00	Below 50	F (Fail)	0
AB (Absent)		Absent	

NOTE : VC : Vocational Courses, SEC : Skill Enhancement Courses, AEC : Ability Enhancement Courses, VEC : Value Education Courses, VSC : Vocational Skill Course, IKS : Indian Knowledge System, OJT: On The Job Training, FP: Field Projects.

The performance grading shall be based on the aggregate performance of Internal Assessment and Semester End Examination.

The Semester Grade Point Average (SGPA) will be calculated in the following manner: $SGPA = \frac{\sum CG}{\sum C}$ for a semester, where C is Credit Point and G is Grade Point for the Course/ Subject.

The Cumulative Grade Point Average (CGPA) will be calculated in the following manner: $CGPA = \frac{\sum CG}{\sum C}$ for all semesters taken together.

PASSING STANDARD:

Passing 50% in each subject /Course separate Progressive Evaluation (PE)/Internal Evaluation and Semester-End/Final Evaluation (FE) examination.

- Carry forward of marks in case of learner who fails in the Internal Assessments and/ or Semester-end examination in one or more subjects (whichever component the learner has failed although passing is on total marks).
- A learner who PASSES in the Internal Examination but FAILS in the Semester-end Examination of the Course shall reappear for the Semester-End Examination of that Course. However, his/her marks of internal examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

- C. A learner who PASSES in the Semester-end Examination but FAILS in the Internal Assessment of the course shall reappear for the Internal Examination of that Course. However, his/her marks of Semester-End Examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing

ALLOWED TO KEEP TERMS (ATKT)

- A. A learner shall be allowed to keep term for Semester II irrespective of the number of heads/courses of failure in the Semester I.
- B. A learner shall be allowed to keep term for Semester III wherever applicable if he/she passes each of Semester I and Semester II.

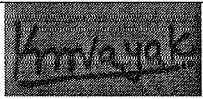
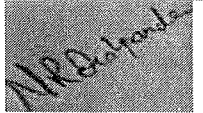
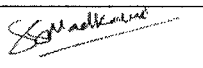
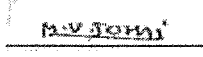

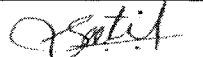
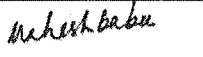


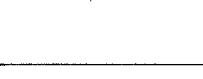


OR

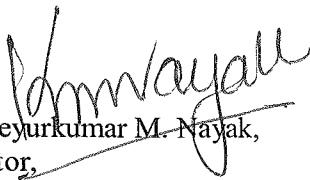
- C. A learner shall be allowed to keep term for Semester III wherever applicable irrespective of the number of heads/courses of failure in the Semester I & Semester II.
- D. A learner shall be allowed to keep term for Semester IV wherever applicable if he/she passes each of Semester I, Semester II and Semester III.


OR

- E. A learner shall be allowed to keep term for Semester IV wherever applicable irrespective of number of heads/courses of failure in the Semester I, Semester II, and Semester III

Syllabus
M.Sc.(Clinical Psychology)
(Sem I & II)
Team for creation of Syllabus


Sr.No.	Name	Sign
1.	Dr. Keyurkumar M. Nayak (Director, University of Mumbai's Garware Institute of Career Education and Development) BOS Chairman	
2.	Dr.Neha Deshpande Associate Professor,A.G.College,Pune. Chairperson,Executive Committee, SVJCT's Samartha Educational Institute.	
3.	Dr.Sanyogita Nadkarni,MBBS,MRCPsych(UK) Assistant Professor,SVJCT's Samartha Educational Institute	
4.	Mr.Mandar Joshi Course Coordinator,SVJCT's Samartha Educational Institute	
5.	Mr.Amit Patil Assistant Professor,SVJCT's Samartha Educational Institute	
6.	Mr.Sharad Patil Assistant Professor,SVJCT's Samartha Educational Institute	
7.	Asst.Prof. Dr.Maheshbabu N Asst.Professor, Department of PG Studies & Research in Psychology,Shri Dharmasthala Manjunatheshwar College,Ujire	
8.	Prof.Dr.Chaitra Rajadnya Department Head,The New College,Shivaji University,Kolhapur.	
9.	Dr. Kumari Padma MBBS, MD (Psychiatry) Department Head,BKL Walawalkar Rural Medical College and Hospital,Ratnagiri.	
10.	Miss Rupali Chavan Psychologist,BKL Walawalkar Rural Medical Hospital,Ratnagiri.	
11.	Miss Khushboo Chavan Consultant Psychologist, B.J.Wadia Hospital,Mumbai	
12.	Miss Ritika Parekh Consultant Counsellor at Ambrosian Well being ,Mumbai.	



Dr. Keyurkumar M. Nayak,
Director,
UM-GICED


Prof. (Dr.) Shivram S. Garje
Dean, Faculty of Science

Justification for (M.Sc. Clinical Psychology)

1.	Necessity for starting the course	The University of Mumbai's Garware Institute of Career Education & Development plans to introduce a two year Full Time M.Sc Clinical Psychology. In the present era, due to so many factors of industrial, digital, social and other pressures the understanding of human behavior 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 psychology is in great demand as it provides requisite inputs to the students.
2.	Whether the UGC has recommended the course:	Yes, UGC has recommended the course as per gazette no. DL(N)-04/0007/2003-05 dated 11th July 2014. UGC encourages the incorporation of skill oriented and value-added courses to develop skilled manpower.
3.	Whether all the courses have commenced from the academic year 2023-2024	Yes, it would be commencing from the Academic year 2023-24 as per NEP 2020.
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available?	Yes, this course is self-financed. The expert visiting faculty from industries come to teach this course.
5.	To give details regarding the duration of the Course and is it possible to compress the course?	The duration of the course is two year (Four Semesters). It cannot be further compressed.
6.	The intake capacity of each course and no. of admissions given in the current academic year:	The intake capacity of this course is 30 students. The admission procedure is still ongoing.
7.	Opportunities of Employability/. Employment available after undertaking these courses:	Employment opportunities are in the field of education, clinical/hospital setup as well as in organizations in the capacity of counsellor, clinical psychologist, psychometrician and trainer.


Dr. Keyurkumar M. Nayak
Director,
UM-GICED


Prof. (Dr.) Shivram S. Garje
Dean, Faculty of Science