



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore  
SVISSHA  
M.A./M.Sc.- Clinical Psychology

COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	TEACHING & EVALUATION SCHEME				
							THEORY			PRACTICAL	
							END SEM	Two Term	Teachers	END SEM	Teachers Assessm
MSCLPSY301	Compulsory	Advanced Clinical Psychology	4	0	2	5	60	20	20	30	20

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

**Course Educational Objective (CEOs):** The objective is to help the students to understand:

- Role of Clinical Psychologist in Different Fields.
- Different models & perspectives of clinical psychology
- Methods of Evaluating Clinical Intervention, Problems Involved in Evaluation of Clinical Intervention
- Application & practical approach in clinical psychology
- The roles and functions of clinical psychologists

**Course Outcome (Cos):** The students should be able to:

- Understand the role of Clinical Psychologist in different areas.
- Explore applied side of Clinical Psychology
- Identify application & practical approach in clinical psychology
- Explore different career options in clinical psychology
- Identify various types of test in clinical use
- Conduct diagnostics procedures in Clinical Psychology

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**MSCLPSY301**

**Advanced Clinical Psychology**

**Contents**

**Unit I**

**Introduction:** Meaning and Nature of Clinical Psychology, Characteristics of Clinical Psychology, Brief History of Clinical Psychology, Scope and Functions of Clinical Psychology, Future of Clinical Psychology, Development of Clinical Psychology in India, Role of Clinical Psychologist in Different Fields.

**Unit II**

**Perspectives of Clinical Psychology:** Motivational Perspective, Structural Perspective, Developmental Perspective, Adaptational Perspective, Ecological Perspective, Biological Perspective.

**Models of Clinical Psychology:** Psychodynamic Model, Behavioral Model, Learning Theory Model, Phenomenological Model and Interpersonal Model.

**Unit III**

**Clinical Assessment:** Meaning and Nature of Clinical Assessment, Components of Clinical Assessment Process, Purpose of Clinical Assessment, Stages of Clinical Assessment.

**Techniques of Clinical Assessment:** Case Study Technique, Clinical Interview, Clinical Observation Technique,

**Unit IV**

**Test in Clinical Use:** Role of psychological test in psycho-diagnosis. Different tests in clinical use: WAIS, MMPI, TAT, Rorschach test

**Unit V**

**Clinical Intervention:** Course of Clinical Intervention, Methods of Evaluating Clinical Intervention, Problems Involved in Evaluation of Clinical Intervention

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### List of Practical:

- MMPI
- TAT
- Rorschach
- Depression scale
- EPQ/ EPI
- 16 PF (any five factors)
- Draw a man test
- Strait-Trait Anxiety
- A small field study

### Suggested Readings:

- Korchin, S.J. (1976). **Modern Clinical Psychology**. CBS Publication, Delhi.
- Wolman, B.B. (ed.) (1975). **Handbook of Clinical Psychology**. New York: McGraw-Hill.
- Goldenberg, H. (1983). **Contemporary Clinical Psychology** (2nd Ed.) New York.
- Wolman, B.B. (1978). **Clinical Diagnosis of Mental Disorders: A Handbook**. N.Y. Plenum.
- Nietzel, M.T. Bernstein, D.A. & Misich, R (1998). **Introduction of Clinical Psychology** (5th Ed.). New Jersey: Prentice Hall.
- Sundberg, N.D., Winebarger, A.A. & Taplin, J.R. (2002). **Clinical Psychology: Evolving Theory, Practice and Research**. Upper Saddle River, N.J.: Prentice-Hall.

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							THEORY			PRACTICAL	
							END SEM	Two Term Teachers	END SEM	Teachers Assessment	
<b>MSCLPSY302</b>	<b>Compulsory</b>	<b>Psychopathology</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>20</b>

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; Q/A – Quiz/Assignment/ Attendance, MST Mid Sem Test.

**Course Educational Objectives (CEOs):** The objective is to help the students to understand:

- The ethical and moral principles and concepts in the field of Psychopathology
- Differences between abnormal behavior and normal
- Classification systems in Psychopathology
- Different kind of disorders

**Course Outcomes (COs):** The student should be able to:

- Understand various types of psychological disorders
- Become more familiar with the DSM-V
- Acquire a better understanding of abnormal behavior patterns
- Learn to distinguish abnormal behavior from normal

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**MSCLPSY302**

**Psychopathology**

## **Contents**

### **Unit I**

Classification systems in Psychopathology: ICD-10 and DSM–5; Approaches to Psychopathology: Biological, Psychodynamic, Behavioral, Cognitive, and Socio-cultural, Social Constructionist.

### **Unit II**

Anxiety Disorders: Separation Anxiety disorder, Specific phobia, Panic disorder, Generalized Anxiety Disorder, Obsessive Compulsive Disorder

### **Unit III**

Trauma and Stress Related Disorders: PTSD, Dissociative Disorders: Dissociative Identity Disorders, Derealization Disorders.

### **Unit IV**

Schizophrenia Spectrum and other Psychotic Disorders: Schizophrenia, Delusional Disorder, Brief Psychotic Disorder. Bipolar and Related Disorder: Bipolar I, & II, Cyclothymic Disorder. Depressive Disorder: Disruptive Mood Dysregulation, Major Depressive Disorder.

### **Unit V**

Personality Disorders: Anti-social, Borderline, Avoidance, Dependent Personalities.  
Eating and Sleep Disorders: Anorexia Nervosa, Bulimia Nervosa, Insomnia and Narcolepsy.

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**List of Practical:**

- Problem Check List
- Fear Check
- Anorexia Test
- State-Trait Anxiety Scale
- Adjustment Scale

**Suggested Readings**

- Barlow, D.H.& Durand, V.M. (1995). **Abnormal Psychology**. Brooks Cole Publishing Company.
- Barlow, D. H. & Durand, V. M. (1999). **Abnormal Psychology: An Integrative Approach** (2<sup>nd</sup> Ed). Pacific Grove: Brooks/Cole.
- Buss. A. H. (1999). **Psychopathology**. New York: John Wiley.
- Bootzin, R.R.& Acocella, J.R. & Alloy, L.B. (6th Edition). **Abnormal Psychology**. New York: McGraw Hill.
- Carson, R. C., Butcher, J. N., & Mineka, S. (2001). **Abnormal psychology and modern life** (11<sup>th</sup> Ed.). New York. Allyn and Bacon.
- Butcher, J.N. (2014). **Abnormal Psychology**. New Delhi: Pearson Education.

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**MBAI301C ADVANCED HUMAN VALUES AND PROFESSIONAL ETHICS**

SUBJECT CODE	SUBJECT NAME	TEACHING & EVALUATION SCHEME								
		THEORY			PRACTICAL		L	T	P	CREDITS
		END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MBAI301C	Advanced Human Values and Professional Ethics	60	20	20	-	-	4	-	-	4

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Objective**

The objective of the course is to disseminate the theory and practice of moral code of conduct and familiarize the students with the concepts of “right” and “good” in individual, social and professional context

**Examination Scheme**

The internal assessment of the students’ performance will be done out of 40 Marks. The semester Examination will be worth 60 Marks. The question paper and semester exam will consist of two sections A and B. Section A will carry 36 Marks and consist of five questions, out of which student will be required to attempt any three questions. Section B will comprise of one or more cases / problems worth 24 marks.

**Course Outcomes**

1. Help the students to understand right conduct in life.
2. To equip students with understanding of the ethical philosophies, principles, models that directly and indirectly affect personal and professional life.

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## **COURSE CONTENT**

### **Unit I: Inculcating Values at Workplace**

1. Values: Concept, Sources, Essence
2. Classification of Values.
3. Values in Indian Culture and Management: Four False Views, Value Tree
4. Eastern and Western Values; Values for Global Managers

### **Unit II: Professional Ethics**

1. Ethics: Concept, Five P's of Ethical Power, Organisational Tools to Cultivate Ethics
2. Theories of Ethics: Teleological and Deontological
3. Benefits of Managing Ethics in an Organisation
4. Ethical Leadership

### **Unit III: Indian Ethos and Management Style**

1. Indian Ethos and Workplace
2. Emerging Managerial Practices
3. Ethical Considerations in Decision Making and Indian Management Model
4. Core Strategies in Indian Wisdom and Ethical Constraints

### **Unit IV: Human Behavior – Indian Thoughts**

1. Guna Theory
2. Sanskara Theory
3. Nishkama Karma
4. Yoga: Types, Gains; Stress and Yoga

### **Unit V: Spirituality and Corporate World**

1. Spirituality: Concept, Paths to Spirituality
2. Instruments to achieve spirituality
3. Vedantic Approach to Spiritual and Ethical Development
4. Indian Spiritual Tradition.

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**Suggested Readings**

1. Kausahl, Shyam L. (2006). *Business Ethics – Concepts, Crisis and Solutions*. New Delhi: Deep and Deep Publications Pvt. Limited
2. Murthy, C.S.V. (2012). *Business Ethics –Text and Cases*. Himalaya Publishing House: Mumbai
3. Chakraborty, S. K. (1999). *Values and Ethics for Organizations*. Oxford university press
4. D.Senthil Kumar and A. SenthilRajan (2008). *Business Ethics and Values*. Himalaya Publishing House: Mumbai

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							THEORY			PRACTICAL	
							END SEM	Two Term	Teachers	END SEM	Teachers Assesm
MSCLPSY304	Compulsory	Research Project I	0	0	0	5	0	0	0	60	40

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;  
Q/A – Quiz/Assignment/ Attendance, MST Mid Sem Test.

At the end of the semester the students who have opted for a Master's degree have to submit a research project I in the subject they wish to obtain an honours degree. The objectives of the course are:

- To check the ability of students in terms of their writing.
- To identify the problems of students in developing their writing skills.
- To gather the opinion of the teachers on their students' writing performance.
- To improve the writing skills of students' by suggesting some remedial measures

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							THEORY			PRACTICAL	
							END SEM	Two Term	Teachers	END SEM	Teachers Assesm
MSCLPSY305	Compulsory	Internship	0	0	8	4	0	0	0	60	40

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P –Practical; C - Credit;  
Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

**MSCLPSY305**

**Internship**

Each student would be placed in the field of their chosen specialization at least for 30 days during the summer vacations. The Internship would be carried out under the joint supervision of a Supervisor and faculty Supervisor. Students would produce a documented evidence of their work.

**Internship Report:** Each student shall prepare a report on the basis of guidelines provided by the supervisors and submit the same to the supervisors for authentication and further evaluation.

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							THEORY			PRACTICAL	
							END SEM	Two Term	Teachers	END SEM	Teachers Assesm
MSCLPSY306	Compulsory	Comprehensive Viva Voce	0	0	0	5	0	0	0	100	0

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P –Practical; C - Credit;  
Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

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### **MSCLPSY306**

#### **Comprehensive Viva Voce**

Viva voce will be conducted towards the end of the semester which will be covering the complete syllabus. This will test the student's learning and understanding during the course of their post graduate programme. In doing so, the main objective of this course is to prepare the students to face interview both at the academic and the industrial sector.

**Course Educational Objectives (CEOs):** -The students will be able to:

- Provide an opportunity for students to apply theoretical concepts in real life situations
- Enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks
- Acquire speaking skills and capabilities to demonstrate the subject knowledge.

**Course Outcomes (Cos):** The students should be able to:

- Exhibit the strength and grip on the fundamentals of the subjects studied during the semester
- Comprehend for all the courses studied in the entire programme

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							END SEM	Two	Teachers	END SEM	Teachers Assesm
MSCLPSY401	Compulsory	Neuropsychological Rehabilitation	5	0	0	5	60	20	20	0	0

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

**Course Educational Objective (CEOs):** The students will be able to:

- Gain an understanding of the roles and functions of neuropsychological rehabilitation
- Understand Work Settings of neurorehabilitation Psychologists
- Identify different types of rehabilitations
- Understand the role of rehabilitation psychologist in the field of disability rehabilitation.

**Course Outcome (Cos):** The students should be able to:

- Understand realistic impact of a changing healthcare environment and evolving role of Neuropsychology and rehabilitation
- Explore different career options in neuropsychological rehabilitation
- Understand the role of psychologist in Rehabilitation
- Describe the different types of rehabilitations

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**MSCLPSY401**

**Neuropsychological Rehabilitation**

**Contents**

**Unit I**

Neuropsychological Rehabilitation: Concept, Historical antecedents and approaches,  
Rehabilitation Psychology: Definition, historical perspective, scope and methods.

**Unit II**

Neuropsychological Assessment and Syndrome Analysis and Rehabilitation in Minimal brain Dysfunction. Epilepsy. Mental Retardation and Learning Disabilities, Aphasia, Apraxia, and Agnosia, Therapeutic techniques for learning disability.

**Unit III**

Work Settings of Rehabilitation Psychologists, Designing training programmes for Rehabilitation Psychologists, Training need analysis, Role of psychologist in Rehabilitation.

**Unit IV**

Types of rehabilitations: Cardiac Rehabilitation; Cancer Rehabilitation, Neuromuscular Rehabilitation; Occupational Rehabilitation, Psychiatric Rehabilitation, Psychological and Vocational Rehabilitation

**Unit V**

Lobular Syndromes and Related Pathology: Frontal, Parietal, Occipital, Temporal Lobe syndromes. Cortex – areas and functions - Cerebral Cortex – Behavior and Limbic systems – Experience - Sensory, Motor, Associated Cortex Lobe Functions Genetics and Disability

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**Suggested Readings:**

- Boller, F. & Grafman, J, (1988). **Handbook of neuropsychology**. New York: Elsevier.
- Kolb, B., & Ian, Q. W. (1990). **Fundamental of neuropsychology**. New York: Freeman.
- Mukundan, C. R. (2007). **Brain experience; The experiential perspectives of the Brain**. New Delhi: Atlantic Publisher's.
- Ponsford, J. (Ed.) (2004). **Cognitive and Behavioural Rehabilitation**. New York: Guilford.
- Naatanen, R. (1992). **Attention and brain function**. Hillsdale: LEA.
- Parsuraman, R. (1998). **Attentive brain**. London: MIT Press.

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COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	TEACHING & EVALUATION SCHEME				
							THEORY			PRACTICAL	
							END SEM	Two Term Teachers		END SEM	Teachers Assessm
MSCLPSY402	Compulsory	Psychotherapy & Counselling	4	0	2	5	60	20	20	30	20

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;  
Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

**Course Educational Objectives (CEOs):** The objective is to help the students to understand:

- Concepts, scope and approaches of counselling
- Different types & areas of Psychotherapy & counselling
- Goals or purpose of Psychotherapy & counselling
- The importance of psychotherapy & counselling

**Course Outcomes (COs):** The students should be able to:

- Articulate an understanding of their personal responsibility in creating their own academic, personal, and professional successes
- Familiar with the different types of psychotherapy and counselling
- Apply knowledge of Psychotherapy and counselling in day-to-day life
- Identify different career options as a Psychotherapist & Counsellor

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**MSCLPSY402**  
**Psychotherapy & Counselling**

**Contents**

**Unit I**

Psychotherapy: Meaning and definition, Goals or Purpose of Psychotherapy, Modes of Psychotherapy, Evaluation of Psychotherapy, Issues in psychotherapy

**Unit II**

Types of psychotherapy: Psychoanalytic therapy, Humanistic existential psychotherapy: Client-cantered therapy, Gestalt therapy; Existential therapy. Cognitive behavioural therapy, Rational emotive behaviour therapy, Reality therapy,

**Unit III**

Special psychotherapies: Non-directive therapy, Play therapy, Group therapy, Family and Couples therapy, Psychodrama,

**Unit IV**

Introduction to Counselling: meaning, definition, goals and process of counselling, stages of the counselling process, psychological assessment and diagnosis in counselling

**Unit V**

Approaches and skills of Counselling, Directive and non-directive approaches, Counselling skills, Counselling in Indian context. Some special forms of counselling: old age counselling, children counselling, adolescent, family and marriage counselling.

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**List of Practical:**

- Bhatia Battery
- NEO-PI
- Sentence Completion Test
- TAT Test
- 16 PF
- WAIS/WISC
- Draw A Man Test

**Suggested Readings:**

- Corey, G. (2009). **Theory and practice of counselling and psychotherapy**. (8<sup>th</sup> Ed). Belmont, C.A: Brooks/Cole.
- Gelso, C. J., & Fretz, B.R. (2000). **Counseling psychology** (2<sup>nd</sup> Ed). KY: Cengage Learning.
- Woolfe, R., Dryden, W., & Strawbridge, S. (2010). **Handbook of counselling psychology** (3<sup>rd</sup> Ed). London: Sage Publication Ltd.
- Fouad, N.A. (2012). **APA Handbook of counseling psychology**. Washington: American Psychological Association.
- Cormier, S., & Hackney, H. (2013). **Counseling strategies and interventions** (8<sup>th</sup> International Edition). London: Pearson.
- Erford, B. (2013). **Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations** (2<sup>nd</sup> Ed.). London: Pearson.
- Gladding, S. T. (2014). **Counseling: A comprehensive profession**. New Delhi: Pearson Education.

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COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	TEACHING & EVALUATION SCHEME				
							THEORY			PRACTICAL	
							END	Two	Teachers	END SEM	Teachers Assessm
MSCLPSY403	Compulsory	Psychopharmacology	4	0	0	4	60	20	20	0	0

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P –Practical; C - Credit;  
Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

**Course Educational Objectives (CEOs):** The objective is to help the students to understand:

- Classification of psychoactive drugs and their effects.
- The Principles of psychopharmacology
- The chemical and neurobehavioral basis of addiction

**Course Outcomes (COs):** The students should be able to:

- Understand major classes of psychoactive drugs alter brain function and behavior
- Utilize Techniques in Neuropharmacology
- Grasp the relevance of a neurotransmitter receptors and second-messengers' systems

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**MSCLPSY403**

**Psychopharmacology**

**Contents**

**Unit I**

Principles of psychopharmacology: pharmacokinetics, and pharmacodynamics, Early & Modern Psychopharmacology, Techniques in Neuropharmacology: Micro dialysis, autoradiography, immunocytochemistry, and in-situ hybridization

**Unit II**

Psychopharmacological therapy: Overview of psychopharmacological therapy; Indications, mode of action and major concerns in the use of neuroleptics, anxiolytics, hypnotics, antidepressants, mood stabilizers, and psychostimulants.

**Unit III**

An overview of basic principles of pharmacology with an emphasis on psychoactive drugs, Classification of psychoactive drugs and their effects

**Unit IV**

Chemical signaling by neurotransmitters, neurotransmitter receptors and second-messengers' systems, Hormones  
Techniques in behavioral pharmacology: measures of motor activity, analgesia, fear, anxiety, reward, learning and memory.

**Unit V**

Pharmacological substances: Alcohol, Antidepressants, Antipsychotics, Benzodiazepines, Hallucinogens, Hypnotics, Opioid

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### Suggested Readings:

- Bloom, F.E., Iverson, S.D., Roth, R.H., & Iversen, L.L. (2008). **Introduction to Neuropsychopharmacology**. New York: Oxford university Press.
- Ettinger, R.H. (2010). **Psychopharmacology**. NJ: Pearson education, Inc.
- Julien, R.M., Advokat, C.D. & Comaty, J.E. (2011). **A Primer of Drug Action**. New York: Worth publisher.
- Mckim, W.A. & Hancock, S. (2012). **Drugs and Behavior: Introduction to Behavioral pharmacology**. Pearson.
- Meyer, J.S. & Quenzer, L.F. (2013). **Psychopharmacology: Drugs, the Brain and Behavior**. MA: Sinauer Associates, Inc.

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COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	TEACHING & EVALUATION SCHEME				
							THEORY			PRACTICAL	
							END SEM	Two Term	Teachers	END SEM	Teachers Assesm
MSCLPSY404	Compulsory	Neuropsychology	4	0	0	4	60	20	20	0	0

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P –Practical; C - Credit;  
Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

**Course Educational Objective (CEOs):** The students will be able to:

- Gain an understanding of the roles and functions of neuro psychologists
- Understand Neuropsychology: Assumptions and methods
- Understand Methods of investigations, Neuropsychological assessment, Neuropsychological Disorders
- To provide specialized knowledge skills and insight in the area of neuropsychology

**Course Outcome (Cos):** The students should be able to:

- Understand realistic impact of a changing healthcare environment and evolving role of Neuropsychology
- Familiarize with neuropsychological concepts
- Identify the role of neuro psychologist in the field of psychology
- Prepare in the field of neuropsychology

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**MSCLPSY404**  
**Neuropsychology**

**Contents**

**UNIT-I**

Neuropsychology: Assumptions and methods. Relevance of neuropsychologist, Functional modularity, anatomical, functional architecture, and Substantivity.

**UNIT -II**

Methods of investigations: Electrophysiological- Single cell recording, EEG and ERP; Scanning and imaging –CAT, PET, MRI and fMRI.

**UNIT-III**

Neuropsychological assessment: Neuropsychological Battery; Luria Nebraska Neuropsychological Battery, Halstead-Reitan Test Battery, PGI Battery of Brain Behaviour Dysfunction, AIIMS neuropsychological battery.

**UNIT-IV**

Neurodegenerative disorders: Parkinson's, Alzheimer, Huntington, Motor neuron diseases (MND),

Spinal muscular atrophy (SMA)

**UNIT-V**

Deficits, Recovery, Adaptation and Rehabilitation: Neuropsychological deficits in stroke, head injury, tumors, epilepsy, Brain recognition and plasticity

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### Suggested Readings:

- Kolb, B., Whisaw, I. Q. (1990). **Fundamentals of neuropsychology**. New York: Freeman, W.H.
- Naatanen, R. (1992). **Attention and brain function**. Hillsdale: LEA.
- Parsuraman, R. (1998). **Attentive brain**. London: MIT Press.
- Boller, F. & Grafman, J, (1988) **Handbook of neuropsychology**. New York: Elsevier.
- Rapp, B. (Ed.) (2001). **The handbook of cognitive neuropsychology**. Chestnut Street: Psychology Press.
- Gazzaniga, M. S. (2002). **Cognitive neuroscience: The biology of mind** (2<sup>nd</sup> Ed.). New York: W. W. Norton & Company.
- Mukundan, C. R. (2007) **Brain experience; The experiential perspectives of the Brain**. New Delhi: Atlantic Publisher.

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							THEORY			PRACTICAL	
							END SEM	Two Term Teachers	Assessment	END SEM	Teachers Assessment
MSCLPSY405	Compulsory	Research Project II	0	0	0	5	0	0	0	60	40

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P –Practical; C - Credit;  
Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

### MSCLPSY405

#### Research Project II

At the end of the semester the students who have opted for a Master's degree have to submit a research project I in the subject they wish to obtain an honours degree. The objectives of the course are:

- To check the ability of students in terms of their writing.
- To identify the problems of students in developing their writing skills.
- To gather the opinion of the teachers on their students' writing performance.
- To improve the writing skills of students' by suggesting some remedial measures

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COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	TEACHING & EVALUATION SCHEME				
							THEORY			PRACTICAL	
							END SEM	Two Term	Teachers	END SEM	Teachers Assesm
MSCLPSY 406	Compulsory	Comprehensive Viva Voce	0	0	0	5	0	0	0	100	0

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;  
Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test

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**MSCLPSY406**

**Comprehensive Viva Voce**

Viva voce will be conducted towards the end of the semester which will be covering the complete syllabus. This will test the student's learning and understanding during the course of their post graduate programme. In doing so, the main objective of this course is to prepare the students to face interview both at the academic and the industrial sector.

**Course Educational Objectives (CEOs):** -The students will be able to:

- Provide an opportunity for students to apply theoretical concepts in real life situations
- Enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks
- Acquire speaking skills and capabilities to demonstrate the subject knowledge.

**Course Outcomes (Cos):** The students should be able to:

- Exhibit the strength and grip on the fundamentals of the subjects studied during the semester
- Comprehend for all the courses studied in the entire programme

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