

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-2027 SEMESTER – III DEPARTMENT - PSYCHOLOGY (PG)

FACULTY NAME - Dr. Dinaz R. Jeejeebhoy

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
CC 11 Clinical Psychology Schizophrenia, Borderline Personality Disorder	Knowledge: Understand the clinical features, diagnostic criteria, etiology, risk factors, course, prognosis, and evidence-based psychological and pharmacological management of schizophrenia and borderline personality disorder. Skill: Conduct comprehensive psychological assessments, perform mental status examinations, assess suicide and self-harm risk, establish therapeutic rapport, provide psychoeducation, maintain professional boundaries, and make appropriate referrals. Value: Recognize the importance of empathy, dignity, confidentiality, ethical practice, recovery-oriented care, multidisciplinary collaboration, and respect for the lived experiences of individuals with schizophrenia and borderline personality disorder. Attitude: Demonstrate compassion, cultural sensitivity,	Evaluate understanding through case discussions, viva voce, clinical observations, reflective writing, and objective structured practical examinations.	Interactive lectures, case discussions, role-plays, DSM/ICD guidelines, videos, clinical observations, and structured formative assessment.	15 hrs	

	patience, non-judgmental behaviour, emotional resilience, and a person-centred approach while working with individuals experiencing schizophrenia and borderline personality disorder.				
EC 1.1 Clinical Psychology Special Practical II Case history, MSE / Behavioural observations	Knowledge: Understand case history taking, mental status examination, behavioral observation, and psychometric principles. Skill: Conduct systematic assessments, integrate findings, and prepare professional reports accurately. Value: Appreciate ethical practice, cultural sensitivity, and professional responsibility in clinical settings. Attitude: Cultivate empathy, respect, and integrity in patient interactions and assessments.	Evaluation through review of case documentation, precision of MSE and behavioural observations, accuracy of psychometric interpretation, quality of reports, and ethical clinical practice	Case demonstrations, supervised clinical practice, assessment tools as aids; evaluation through observation, case records, psychometric scoring accuracy, interpretative reports, and ethical clinical behaviour.	10 hrs	
Module EC - 1.1 Clinical Supervision for 2 students	Knowledge (Cognitive): Understand the objectives, models, ethical principles, and professional standards of clinical supervision. Develop knowledge of case conceptualization, treatment planning, and reflective clinical practice. Skills: Demonstrate competence in clinical interviewing, behavioural observation, psychometric assessment, case formulation,	Assessment through supervisor observation, case records, reflective journals, clinical case presentations, viva voce, professional conduct, and continuous formative assessment.	Individual clinical supervision sessions, case conferences, guided discussions, reflective practice, observation of assessment/intervention sessions, structured feedback, supervision logs, and review of clinical documentation. Evaluation through continuous assessment of clinical competence, reflective learning, case presentation quality, documentation, professionalism, and supervisor feedback.	30 hrs	

	intervention planning, documentation, and presentation of supervised clinical cases. Integrate theoretical knowledge with supervised clinical practice. Values & Attitudes: Develop professional identity, ethical decision-making, self-reflection, empathy, accountability, and commitment to evidence-based psychological practice. Demonstrate respect for confidentiality, client welfare, and constructive professional feedback.				
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COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION**YEAR - 2026-2027 SEMESTER – III DEPARTMENT - PSYCHOLOGY (PG)****FACULTY NAME - Dr. Sayantani Chatterjee**

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
CC12: Positive Psychology: Introduction to Positive Psychology; Strength-based Development: Forgiveness, Humour, Happiness	Developing the capacity to understand the basic premise and all conceptual details of positive psychology. Developing an insight into the domains of positive psychology and comparing it with psychopathology.	Assessment through presentation, case vignettes, theoretical knowledge assessed through question-answer and group discussion.	Strategies include lecture, demonstration method, power point presentations. Evaluation involves question answer discussion, case presentations, home assignments.	15 hrs	

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YEAR - 2026-2027 SEMESTER – III DEPARTMENT - PSYCHOLOGY (PG)

FACULTY NAME - Ms. Nayanika Saha

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
CC - 11 Clinical Psychology Clinical Features of: Generalized Anxiety Disorder, Phobia, OCD Overview of Personality Disorders: Anankastic	.Knowledge (Cognitive): Explain the diagnostic criteria, clinical features, and differential diagnosis of Generalized Anxiety Disorder, Phobias, OCD, and Anankastic Personality Disorder. Understand the psychological, biological, behavioural, cognitive, and sociocultural perspectives of these disorders. Relate DSM-5-TR/ICD-11 diagnostic frameworks to clinical practice. Skills: Identify clinical symptoms through case formulation and diagnostic reasoning. Differentiate anxiety disorders from personality disorders using clinical case analyses. Apply diagnostic criteria to real-life case vignettes and formulate preliminary management plans. Values & Attitudes: Develop empathy and non-stigmatizing attitudes toward individuals with mental disorders. Demonstrate ethical sensitivity, professionalism, cultural competence, and respect for client dignity while discussing clinical cases.	Assessment through class tests, case-based assignments, seminar presentations, case formulation exercises, quizzes, classroom participation, group discussions, and viva voce.	Interactive lectures, DSM/ICD-based diagnostic exercises, multimedia case demonstrations, video-based clinical observations, problem-based learning, case discussions, collaborative learning, and reflective classroom activities. Evaluation through written assignments, case formulation, presentations, quizzes, participation, and internal assessment.	20 hrs	

EC - 1.1 Clinical Psychology Special Practical I Psychometric Assessment SLD, BGT	Knowledge (Cognitive): Understand the principles, purposes, psychometric properties, ethical issues, and applications of psychological assessment in clinical settings. Explain test standardization, reliability, validity, norms, and interpretation. Skills: Develop proficiency in selecting, administering, scoring, interpreting, and reporting standardized psychometric instruments. Integrate assessment findings with clinical observations and prepare comprehensive psychological assessment reports. Values & Attitudes: Demonstrate ethical practice by maintaining confidentiality, informed consent, objectivity, cultural sensitivity, and professional integrity during psychological assessment. Develop responsibility and accuracy in psychological testing.	Assessment through practical demonstrations, practical record, psychological assessment reports, case presentations, viva voce, supervised administration, and practical examination.	Demonstration of standardized test administration, supervised practical sessions, hands-on assessment practice, scoring workshops, report-writing exercises, peer demonstrations, case discussions, and feedback sessions. Evaluation through observation of practical skills, report quality, scoring accuracy, interpretation, viva, and practical records.	20 hrs	
Module EC - 1.1 Clinical Supervision for 2 students	Knowledge (Cognitive): Understand the objectives, models, ethical principles, and professional standards of clinical supervision. Develop knowledge of case conceptualization, treatment planning, and reflective clinical practice. Skills: Demonstrate competence in clinical interviewing, behavioural observation, psychometric assessment, case formulation,	Assessment through supervisor observation, case records, reflective journals, clinical case presentations, viva voce, professional conduct, and continuous formative assessment.	Individual clinical supervision sessions, case conferences, guided discussions, reflective practice, observation of assessment/intervention sessions, structured feedback, supervision logs, and review of clinical documentation. Evaluation through continuous assessment of clinical competence, reflective learning, case presentation quality, documentation, professionalism, and supervisor feedback.	30 hrs	

	intervention planning, documentation, and presentation of supervised clinical cases. Integrate theoretical knowledge with supervised clinical practice. Values & Attitudes: Develop professional identity, ethical decision-making, self-reflection, empathy, accountability, and commitment to evidence-based psychological practice. Demonstrate respect for confidentiality, client welfare, and constructive professional feedback.				
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YEAR - 2026-2027 SEMESTER – III DEPARTMENT - PSYCHOLOGY (PG)

FACULTY NAME – Ms. Neerajana Ghosh

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
CC 11 Clinical psychology Dissociative Disorders	Knowledge: Understand the concept, classification, etiology, clinical features, diagnosis, and management of dissociative disorders, including differential diagnosis and cultural influences. Skill: Identify symptoms of dissociative disorders through clinical interviews, case history, and mental status examination; apply appropriate diagnostic criteria and formulate suitable intervention plans. Value: Appreciate ethical practice, patient confidentiality, cultural sensitivity, and multidisciplinary collaboration while assessing and managing individuals with dissociative disorders. Attitude: Cultivate empathy, non-judgmental attitudes, professional integrity, and respect for individuals experiencing dissociative symptoms.	Evaluation through written examinations, case analysis, clinical discussions, diagnostic formulation, viva voce, and assessment of ethical and professional conduct.	Lectures, case demonstrations, case discussions, role plays, clinical observations, supervised clinical exposure, and seminars; evaluation through written tests, case presentations, viva, and clinical performance.	10	
CC 12 Positive Psychology Positive being and Growth- Mindfulness, Yogic philosophy,	Knowledge: Understand the principles of positive psychology, well-being, resilience, mindfulness, yogic philosophy, meditation practices, Buddhist philosophy, and	Evaluation through written examinations, practical demonstrations, reflective assignments, presentations, participation in experiential activities, and application of	Interactive lectures, guided mindfulness and meditation sessions, experiential learning, group discussions, reflective journals, seminars, and workshops; evaluation through practical	10	

Meditation, Buddhist Philosophy	their applications in promoting mental health. Skill: Apply mindfulness and meditation techniques, integrate principles of positive psychology into psychological practice, and evaluate their role in enhancing well-being and personal growth. Value: Appreciate holistic approaches to mental health, cultural diversity in healing traditions, ethical practice, and the promotion of psychological well-being. Attitude: Develop self-awareness, compassion, resilience, openness, and respect for diverse philosophical and therapeutic approaches to mental health.	positive psychology concepts	participation, written assignments, presentations, and reflective reports.		
EC 1.1 Clinical Psychology Special Practical II Psychometric Assessment (VSMS, DST, SFBT, MISIC, BKT, Introduction to WAIS, WISC)	Knowledge (Cognitive): Understand the principles, purposes, psychometric properties, ethical issues, and applications of psychological assessment in clinical settings. Explain test standardization, reliability, validity, norms, and interpretation. Skills: Develop proficiency in selecting, administering, scoring, interpreting, and reporting standardized psychometric instruments. Integrate assessment findings with clinical observations and prepare comprehensive psychological assessment reports. Values & Attitudes: Demonstrate ethical practice by maintaining confidentiality, informed consent,	Assessment through practical demonstrations, practical record, psychological assessment reports, case presentations, viva voce, supervised administration, and practical exam review of case documentation. Evaluation through and behavioural observations, accuracy of psychometric interpretation, quality of reports, and ethical clinical practice	Demonstration of standardized test administration, supervised practical sessions, hands-on assessment practice, scoring workshops, report-writing exercises, peer demonstrations, case discussions, and feedback sessions. Evaluation through observation of practical skills, report quality, scoring accuracy, interpretation, viva, and practical records.	20	

	objectivity, cultural sensitivity, and professional integrity during psychological assessment. Develop responsibility and accuracy in psychological testing.				
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YEAR - 2026-2027 SEMESTER – III DEPARTMENT - PSYCHOLOGY (PG)

FACULTY NAME – Ms. Sayani Banerjee

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
CC11: Clinical Psychology Classification of Psychiatric Disorders – ICD and DSM	Knowledge: Understand the purpose, structure, and principles of psychiatric classification using ICD and DSM. Differentiate between the ICD and DSM classification systems. Skill: Classify common psychiatric disorders using ICD and DSM criteria. Apply diagnostic principles to simple case vignettes. Value: Appreciate the importance of standardized diagnostic systems for accurate assessment and treatment planning. Attitude: Develop an objective, ethical, and evidence-based approach toward psychiatric diagnosis.	Written examinations, case vignette analysis, concept-based assignments, classroom discussions, and oral questioning to assess understanding and application of ICD and DSM classifications.	Interactive lectures using PowerPoint presentations, comparison tables, DSM and ICD excerpts, case discussions, and audio-visual aids.		
CC12: Positive Psychology Resilience, Hope	Knowledge: Understand the concepts, theories, and significance of resilience and hope in promoting psychological well-being. Skill: Apply the concepts of resilience and hope to analyse real-life situations and promote positive mental health. Value: Appreciate the role of resilience and hope in enhancing well-being, coping, and personal growth. Attitude: Develop a positive outlook, empathy, and an evidence-based	Written examinations, reflective writing, classroom participation, concept-based assignments, and oral presentations.	Interactive lectures, group discussions, reflective activities, and PowerPoint presentations.		

	understanding of psychological strengths.				
EC 1.1 Clinical Psychology Special Practical I Psychometric Assessment Personality Assessment - JTCL, TCI, IPDE, HAM-A, HAM-D, BDI, GAD-7	Knowledge (Cognitive): Understand the principles, purposes, psychometric properties, ethical issues, and applications of psychological assessment in clinical settings. Explain test standardization, reliability, validity, norms, and interpretation. Skills: Develop proficiency in selecting, administering, scoring, interpreting, and reporting standardized psychometric instruments. Integrate assessment findings with clinical observations and prepare comprehensive psychological assessment reports. Values & Attitudes: Demonstrate ethical practice by maintaining confidentiality, informed consent, objectivity, cultural sensitivity, and professional integrity during psychological assessment. Develop responsibility and accuracy in psychological testing.	Assessment through practical demonstrations, practical record, psychological assessment reports, case presentations, viva voce, supervised administration, and practical examination.	Interactive lectures, DSM/ICD-based diagnostic exercises, multimedia case demonstrations, video-based clinical observations, problem-based learning, case discussions, collaborative learning, and reflective classroom activities. Evaluation through written assignments, case formulation, presentations, quizzes, participation, and internal assessment.		

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-2027 SEMESTER – III DEPARTMENT - PSYCHOLOGY (PG)

FACULTY NAME - Sudhanya Roy Chowdhury

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
EC 1.1 Clinical Psychology Special Practical II Psychometric assessment Autisim - ISAA, CARS; ADHD - MChat, Conners, CBCL, ADHD-T, CSI; Gender Dysphoria	Knowledge: Understand psychometric principles. Skill: Conduct systematic assessments, integrate findings, and prepare professional reports accurately. Value: Appreciate ethical practice, cultural sensitivity, and professional responsibility in clinical settings. Attitude: Cultivate empathy, respect, and integrity in patient interactions and assessments.	Evaluation through accuracy of psychometric interpretation, quality of reports, and ethical clinical practice	Case demonstrations, supervised clinical practice, assessment tools as aids; evaluation through observation, case records, psychometric scoring accuracy, interpretative reports, and ethical clinical behaviour.	10 hrs	
CC 11 Clinical Psychology Mood Disorder (Bipolar Affective disorder, depression) and Anti Social personality Disorder	Knowledge: Understand the clinical features, diagnostic criteria, etiology, risk factors, course, prognosis, and evidence-based psychological and pharmacological management of Mood Disorder disorder and Anti Social personality Disorder Skill: Conduct comprehensive psychological assessments, perform mental status examinations, assess suicide and self-harm risk, establish therapeutic rapport, provide psychoeducation, maintain	Evaluate understanding through case discussions, viva voce, clinical observations, reflective writing, and objective structured practical examinations.	Interactive lectures, case discussions, role-plays, DSM/ICD guidelines, videos, clinical observations, and structured formative assessment.	15 hrs	

	professional boundaries, and make appropriate referrals. Value: Recognize the importance of empathy, dignity, confidentiality, ethical practice, recovery-oriented care, multidisciplinary collaboration, and respect for the lived experiences of individuals with Mood disorders and Anti Social personality Disorder. Attitude: Demonstrate compassion, cultural sensitivity, patience, non-judgmental behaviour, emotional resilience, and a person-centred approach while working with individuals experiencing Mood disorders and Anti Social personality Disorder..				
Module EC - 1.1 Clinical Supervision for 2 students	Knowledge (Cognitive): Understand the objectives, models, ethical principles, and professional standards of clinical supervision. Develop knowledge of case conceptualization, treatment planning, and reflective clinical practice. Skills: Demonstrate competence in clinical interviewing, behavioural observation, psychometric assessment, case formulation, intervention planning, documentation, and	Assessment through supervisor observation, case records, reflective journals, clinical case presentations, viva voce, professional conduct, and continuous formative assessment.	Individual clinical supervision sessions, case conferences, guided discussions, reflective practice, observation of assessment/intervention sessions, structured feedback, supervision logs, and review of clinical documentation. Evaluation through continuous assessment of clinical competence, reflective learning, case presentation quality, documentation, professionalism, and supervisor feedback.	30 hrs	

	presentation of supervised clinical cases. Integrate theoretical knowledge with supervised clinical practice. Values & Attitudes: Develop professional identity, ethical decision-making, self-reflection, empathy, accountability, and commitment to evidence-based psychological practice. Demonstrate respect for confidentiality, client welfare, and constructive professional feedback.				
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