

**ST. MARY'S COLLEGE (Autonomous)**  
**(Re-accredited with 'A<sup>+</sup>' Grade by NAAC)**  
**Thoothukudi-628001, Tamil Nadu**  
**(Affiliated to Manonmaniam Sundaranar University)**



**M.Sc. Psychology**  
**School of Biological Sciences**  
**Outcome Based Curriculum**  
**(W.e.f.2023)**

## **PG Syllabus 2023-2025**

### **Preamble**

The Department of Psychology has been started in the academic year 2017 – 2018 as a self supporting course. It has been the first of its kind in Thoothukudi District to offer a regular Psychology course for the young women in and around Thoothukudi. It has been aptly started in the calendar year of “JOY”, to offer inner liberation and develop immense self esteem and happiness in the minds of the young women. The department has grown steadily and intends to develop into a PG Department, laying the foundation of research among the young budding psychologists.

### **Vision:**

To make young women powerful personalities and great sources of positivity.

### **Mission:**

- To make Psychology a tool to empower women and make them mentally efficient so that they contribute to the development of the society.
- To empower students and make them psychologically strong individuals of the society.
- To conduct various Seminars and Conferences in the field of Psychology.
- To make known the value of Psychology so that even people from other disciplines may get benefitted.
- To conduct various Interactive Programmes with the society to be of use to the public.
- To develop the students into socially responsible citizens
- To lay the foundation of research in the minds of the students
- To equip the students with skill and knowledge and help them gain employability once they complete the course

### Programme Outcome

PO. NO.	Upon completion of M.Sc. Degree Programme, students will be able to
PO-1	develop in-depth knowledge in the concepts of psychology and weigh evidence and tolerate ambiguity and act ethically
PO-2	have a clarity of knowledge about the theoretical perspectives, empirical findings and biological trends in psychology
PO-3	develop the skill to apply basic research methods in psychology including research design, data analysis and interpretation
PO-4	use critical and creative thinking in daily life and understand humans from a psychological and research perspective and develop new psychological principles to solve problems.
PO-5	use scientific knowledge gained to solve problems related to behaviour and mental processes, personal growth and growth of the field

### Program Specific Outcome

PSO. No.	Upon completion of M.Sc. Programme, the students will be able to	PO mapped
PSO1	give an in-depth knowledge in the field of psychology and its various disciplines and learn the concepts of developmental psychology and life stages and be thorough with the nature and theories of School counselling, Addiction counselling, learning disability and Case studies	PO 1 & 2
PSO2	know the importance of knowing about the details of Theories of Personality and Physiological psychology to help in practical applications in life situations	PO 1 & 2
PSO3	understand and become familiar with the processes and stages of Counselling Psychology and Psychological intervention for developmental disorders and have an in-depth understanding on the concepts of Social Psychology, Community Psychology, Crisis intervention & Cognitive Psychology	PO 4 & 5
PSO4	know the fundamental concepts of Psychopathology and Psychotherapy I & II and Research Methodology that will enable them to be efficient researchers and understand the various concepts of Computer assisted research skills and scientific report writing that will enkindle the researcher in the student	PO 3 & 5
PSO5	develop a critical thinking in the areas of Behaviour modification, Human resource management, Training development and Emotional maturity that will enhance employability in the students.	PO 2 & 3

## SEMESTER I

Components	Course code	Course title	Hours/ Week	Credits	Max. marks		
					CIA	ESE	TOTAL
Core I	23PPSC11	Advanced General Psychology	7	5	25	75	100
Core II	23PPSC12	Developmental Psychology	7	5	25	75	100
Core III	23PPSC13	Physiological Psychology	6	4	25	75	100
Discipline specific Elective I	23PPSE11/	<b>Theories of Personality /</b>	5	3	25	75	100
	23PPSE12	Dynamics in Parenting					
Discipline specific Elective II	23PPSE13/	<b>Psychological Intervention for Developmental Disorders /</b>	5	3	25	75	100
	23PPSE14	Positive Psychology					
MOOC Course (Compulsory)				+2			
		<b>Total</b>	<b>30</b>	<b>20+2</b>			

## Semester – II

Components	Course code	Course title	Hours/ Week	Credits	Max. marks		
					CIA	ESE	Total
Core IV	23PPSC21	Psychopathology and Psychotherapy I	5	5	25	75	100
Core V	23PPSC22	Research Methodology	5	5	25	75	100
Core Practical I	23PPSCR1	Psychopathology and Psychotherapy I and Research Methodology	4	2	40	60	100
Discipline Specific Elective III	23PPSE21/ 23PPSE23	<b>Behaviour Modification /</b> Consumer Behaviour	4	3	25	75	100
Discipline Specific Elective IV	23PPSE22/ 23PPSE24	<b>Training and Development/</b> Adolescent counselling	4	3	25	75	100
Elective Practical I	23PPSER1	Behaviour Modification and Training and development Practical	4	2	40	60	100
Skill Enhancement Course I (Discipline Specific)	23PPSSE1	Emotional maturity	4	2	25	75	100
		<b>Total</b>	<b>30</b>	<b>22</b>			

**Semester – III**

Components	Course code	Course title	Hours/ Week	Credits	Max. marks		
					CIA	ESE	Total
Core VI	23PPSC31	Psychopathology and Psychotherapy II	6	5	25	75	100
Core VII	23PPSC32	Applied Social Psychology	5	5	25	75	100
Core VIII	23PPSC33	Advanced Cognitive Psychology	5	5	25	75	100
Core Practical II	23PPSCR2	Psychopathology and Psychotherapy II	2	1	40	60	100
Core Practical III	23PPSCR3	Applied Social Psychology and Advanced Cognitive Psychology	4	2	40	60	100
Discipline Specific Elective V	23PPSE31/	<b>Addiction Counselling/</b>	4	3	25	75	100
	23PPSE32	Case studies					
Skill Enhancement Course II (Discipline Specific)	23PPSSE2	Computer assisted research skills	4	3	25	75	100
Internship / Self Study (Optional)	23PPSI31	Internship /		+2		50	50
	23PPSSS1	Understanding and Mastering Body Language					
		<b>Total</b>	<b>30</b>	<b>24+2</b>			

### Semester – IV

Components	Course code	Course title	Hours/ Week	Credits	Max. marks		
					CIA	ESE	Total
Core IX	23PPSC41	Human Resource Management	5	5	25	75	100
Core X	23PPSC42	Modern trends in Counselling	5	5	25	75	100
Core XI	23PPSC43	Community Psychology	4	4	25	75	100
Core Practical IV	23PPSCR4	Human Resource Management	2	1	40	60	100
Core Practical V	23PPSCR5	Modern trends in Counselling and Community Psychology	4	2	40	60	100
Discipline Specific Elective VI	23PPSE41/ 23PPSE42	<b>Crisis intervention and trauma counselling /</b> Learning Disability	4	3	25	75	100
Core XII (Project)	23PPSP41	Project	6	4	25	75	100
		<b>Total</b>	<b>30</b>	<b>24</b>			

**Note:**

1. It is mandatory for all I PG students to complete a MOOC course in the Swayam NPTEL Portal. Two credits will be awarded to the students who successfully pass the MOOC course in the Portal. Students who fail to pass in their first and second attempts via the Swayam NPTEL Portal will be eligible to take a supplementary exam given by the college for which one credit will be given.
2. Internship can be completed during the second semester vacation.

<b>Semester</b>	<b>Hours</b>	<b>Credits</b>	<b>Extra Credits</b>
I	30	20	--
II	30	22	2
III	30	24	2
IV	30	24	--
Total	120	90	4

### **Master of Science (Psychology)**

<b>Courses</b>	<b>Number of Courses</b>	<b>No. of Hours</b>	<b>Credits</b>	<b>Extra Credits</b>
Core Theory	11	60	53	--
Core Practical	5	16	8	--
Discipline Specific Elective	6	26	18	--
Discipline Specific Elective Practical	1	4	2	
Group Project	1	6	4	--
Skill Enhancement Course	2	8	5	--
MOOC (Compulsory)	1	--	--	2
Internship/Self Study Paper (Optional)	1	--	--	2
<b>Total</b>		<b>120</b>	<b>90</b>	<b>4</b>





### **Unit III: Sensory system**

The five senses – its characteristics - Definition of perception - Features of perception - Approaches to perception - Constructional view of perception- Ecological view of perception-Psychophysics. Attention – Determinants of attention - Selective, focused and divided attention.

### **Unit IV: Learning**

Definition of Learning - Classical Learning - Instrumental and operant conditioning Learning - Observational Learning - Cognitive Process in Learning.

### **Unit V: Memory**

Types of Memory – Stages of Memory – Sensory Memory – Short-term Memory and Long- term Memory – Causes of forgetting – Constructing Memory – Improving Memory

### **REFERENCES:**

Boules A. Bernstein; Edward J. Roy; Thomas K. Srull; Christopher D. Wickens, Psychology– 2nd Edition, Houghton, Mifflin Company; Boston. 1991.

Clifford T. Morgan, Richard A. King, John. R. Weisz, John Schopler (1996), Introduction to Psychology 7th ed. McGraw Hill International Edition; New Delhi.

Baron, R.A. (1995) Psychology. New York; Harper Collins, College Publishers.

Lefton, L.A. (1985) Psychology. Boston: Allyn & Baron.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	3	2	3	2	2	3	2	3	2	2
<b>CO-2</b>	3	3	3	3	3	3	3	3	3	3
<b>CO-3</b>	3	2	3	3	2	3	2	3	3	2
<b>CO-4</b>	3	3	3	3	2	3	3	3	3	2
<b>CO-5</b>	3	3	3	3	2	3	3	3	3	2
<b>Average</b>	3	2.6	3	2.8	2.2	3	2.6	3	2.8	2.2

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER I</b>			
<b>Core II</b>		<b>Developmental Psychology</b>	
<b>Code:23PPSC12</b>	<b>Hrs/Week:7</b>	<b>Hrs/Sem:105</b>	<b>Credit:5</b>

**Objectives:**

- To impart the understanding of different psychological and physical stages of human development.
- To understand and apply the concepts of developmental psychology in one's daily life.

**Course Outcomes:**

<b>CO. No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>CL</b>
<b>CO-1</b>	know the stages of human development and their significant milestones	K1
<b>CO-2</b>	understand the psychology of development starting from the womb of the mother	K2
<b>CO-3</b>	understand about the physical, cognitive and psychological changes that takes place in each stage of human life.	K3
<b>CO-4</b>	apply the concepts of development by associating it with one's own life.	K4
<b>CO-5</b>	know about the family and peer influences on the behaviour and personality of children.	K4

## **Unit I: Introduction**

Basic Concepts– Aspects of Development, Life Span periods– Methods– Non-Experimental, Experimental -Stages of Development– Principles of Development–Prenatal period – Birth – Neonatal stage – First year of Life – Early childhood, Middle childhood –Adolescence, Adulthood and old age.

## **Unit II: Physical development**

Physical Development – Motor Skills – Growth rate – Physical health during Adulthood, Physical fitness & energy– Motor functions in old age. Intellectual Development– Approaches: Psychometric, Piagetian and Information processing approach – Cognitive Development – Piaget's model – Language Acquisition and Development of language, Memory, Intelligence and Moral Development.

## **Unit III: Personality and social development**

Personality and Social Development – Emotions – emergence of Self – Role of parents and siblings – peer group influence – Psychoanalytic, social learning and cognitive perspectives in the personality development – Emotional problems of childhood –identity crisis in adolescence, relationship with parents and peers, sexual identity-teenage problems.

## **Unit IV: Issues in young adulthood**

Personality and Social issues in young adulthood - Parenthood – Career planning – Intimate relationship and personal life styles – work life – personal relationship in family and work life

## **Unit V: Old age**

Old age– Physical changes- Psychomotor functioning– Health & fitness– Health problems– Memory changes – Work and Retirement – Adjustment to Old age - Personal Relations in Late life–Death Bereavement–Purpose and meaning of life.

## **REFERENCES:**

Elizabeth B. Hurlock, Developmental Psychology – A Life Span Approach, Fifth Edition, Tata Mc Graw Hill Publishing Co. Ltd. New Delhi.

Papalia, Diane E and Old, Human Development V Ed 1992, Tata McGraw Mill Publishing Co. Ltd

Zubek J.P. & Solberg P.A., Human Development, New York, McGraw Hill Book Ltd.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>
<b>CO-5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Average</b>	<b>3</b>	<b>2.8</b>	<b>3</b>	<b>2.4</b>	<b>2.2</b>	<b>3</b>	<b>2.8</b>	<b>3</b>	<b>2.4</b>	<b>2.2</b>

	<b>&lt;40%</b>	<b>≥ 40%and&lt;70%</b>	<b>≥70%</b>
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER I			
Core III Physiological Psychology			
Code:23PPSC13	Hrs/Week:6	Hrs/Sem:90	Credit:4

**Objectives:**

- To impart knowledge about the physiology that contributes or affects behaviour.
- To develop Psychologists with a thorough knowledge of physical functioning of the body.

**Course Outcomes:**

CONo	Upon completion of this course, the person will be able to	CL
CO 1	learn the basic concepts of physiological psychology	K1
CO 2	gain knowledge about various concepts of biology to treatment issues	K2
CO 3	analyse the various causes of psychological illnesses due to faulty physical functioning	K3
CO 4	create new methods of treating people with mental disorders with a physical approach	K4
CO 5	learn and develop the skill of administering biological psychology to the shaping of behaviour	K4

**Unit I: Introduction to Physiological Psychology**

**Physiological Psychology:** Philosophical origin. Historical development. Approaches to study brain & behaviour - Understanding Physiological Psychology–Applications. Research methods– methods to study the functions of living brain–methods of recording Physiological activity.

**Evolution & Genetics** – Chromosomes and genetic materials – process of cell division – understanding heredity–nature vs nurture.

**Unit II: Neuron& Nervous system**

**Cells of the nervous system**– neurons– supporting cells–The blood-brain barriers. **Nervous system**– Basic features of the nervous system: Meninges–The ventricular system and

production of cerebrospinal fluid. The central NS: Development of CNS–Forebrain–midbrain – hind brain – spinal cord. The peripheral NS: spinal nerves – cranial nerves – the ANS.

### **Unit III: Sensory processes of brain**

**Vision:** The eyes – connections between eye & brain – the perception of colour – analysis of form. **Audition:** The stimulus – anatomy of the ear – anatomy of hair cells & the transduction of auditory information–auditory pathway–behavioural functions of auditory system. **Vestibular system:** Anatomy– receptor cells & vestibular pathway. **Somatic senses:** The stimuli –anatomy of skin–perception of cutaneous stimulation–perception of pain. **Gustation:** The stimuli–anatomy of tastebuds–perception of gustatory information. **Olfaction:** The stimulus –anatomy–transduction–perception of specific odours.

### **Unit IV: Sleep, ingestive behaviour & reproductive behaviour**

Physiological and behavioural description of sleep – functions of slow – wave & REM sleep -Disorders of sleep.

**Ingestive behaviour:** Physiological regulatory mechanisms. Drinking – fluid balance – two types of thirst–neural mechanisms. Physiological hunger signals–satiety during the absorption–long-term satiety. Brain mechanisms.

**Reproductive behaviour:** hormonal control of female reproductive cycles organizational effect of androgens on behaviour– effect of pheromones–human sexual behaviour– sexual orientation. neural control of sexual behaviour in males & females. Neural control of maternal and paternal behaviour.

### **Unit V: Hormonal regulations of behaviour**

Understanding hormones– target tissues– classification of hormones–regulation of hormone secretions – prostaglandins – the working of hormones – pituitary gland – thyroid gland – parathyroid gland – pineal gland – pancreas – gonad – placenta – thymus – heart – hormonal influence on behaviour pattern.

### **Textbook**

Khosla M. (2017) *Physiological Psychology: An Introduction*, SAGE/ texts.



## References

Carlson N. R. (2007). *Foundations of Physiological Psychology*, 6th Edition Published by Dorling Kindersley (India) Pvt. Ltd., licenses of Pearson Education

Carlson N.R.(2013) *Physiological of Behavior* 11<sup>th</sup> Edition Pearson India Education Services Pvt. Ltd.

Pinel, J. P. (2009). *Biopsychology*. Pearson publication.

Kalat. J.W. (1995), *Biological Psychology*. 5<sup>th</sup> Edition. New York: Brooks /Cole.

Francis Leukel (2005). *Introduction to Physiological Psychology*. 3<sup>rd</sup> Edition. CBS Publishers and Distributors, New Delhi.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	3	2	2	3	2	3	2	2
CO-2	3	3	3	3	3	3	3	3	3	3
CO-3	3	3	3	3	2	3	3	3	3	2
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	3	3	3	3	3	3	3	3	3	3
Average	3	2.8	3	2.8	2.6	3	2.8	3	2.8	2.6

Mapping	<40%	≥ 40% and <70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER I</b>			
<b>Discipline Specific Elective I</b>		<b>Theories of Personality</b>	
<b>Code:23PPSE11</b>	<b>Hrs/Week: 5</b>	<b>Hrs/Sem:75</b>	<b>Credit:3</b>

**Objectives:**

- To make the student understand about personality and its determinants
- To know the fundamentals of personality theory and its emergence to gain insight about human behaviour.
- To understand the significance of each school of thought in psychology
- To compare and contrast the conceptual framework of various theories of personality
- To know the recent trends in personality theories how its applied in the field of psychology

**Course outcomes:**

<b>CO No</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO 1	understand the determinants of psychology and how it emerged as significant concept of psychology	K1
CO 2	classify and compare various personality theories' basic principles and approaches in understanding human nature.	K2
CO 3	explain a critical understanding of personality through various Western approaches including type and trait, psychoanalytic, socio-cognitive, and humanistic and contemporary theories.	K3
CO 4	apply different personality theory's perspectives by engaging students in a discussion about the everyday applications of various personality theories.	K3
CO 5	adapt to apply principles of personality in counselling practices.	K4

### **Unit I: Introduction to personality Theory**

Nature of Personality- Personality theory and history. Definitions- Personality, Paradox of human nature. Personality in perspective: genetic, environmental, learning, parental, developmental factors.

### **Unit II: Psychodynamic Approach**

Sigmund Freud- Psychoanalysis, Alfred Adler- Individual Psychology, Carl Jung- Analytical Psychology, Klein- Object Relations Theory

### **Unit III: Neo Psychoanalytic Approach**

Karen Horney- Psychoanalytic Social Theory, Erich Fromm- Humanistic Psychoanalysis, Sullivan- Interpersonal Theory, Erikson- Post-Freudian Theory

### **Unit IV: Humanistic Approach/ Type/Cognitive /Dispositional**

Abraham Maslow- Holistic Dynamic theory. Carl Rogers- Person-Centered theory, May – Existential Psychology, Eysenck -Trait and factor theory, Allport -Psychology of the Individual, BIG 5 Theory

### **Unit V: Behaviouristic Approach/ Recent Theory**

Skinner- Behavioural Analysis, Albert Bandura-Social Cognitive theory, Rotter & Mischel - Cognitive Social Theory, Seligman- Positive Psychology approach

### **Recommended Text books:**

Duanep, Schultz & Sydney Ellen Schultz (2012). Theories of Personality (10thEdn.) New Delhi: Thomson Publishers

Hall, S. Calvin & Garner Lindzey (2007). Theories of Personality(4thEdn.), John Wiley & sons: US 137 (H)

Jess Feist and Gregory j Feist (2008) Theories of personality ,7th edition, McGraw Hill

### **References:**

Donna M, Ashcraft (2015). Personality Theories Workbook, Cengage Learning, USA.

Allen, B. P. (1997). Personality theories: Development, growth, and diversity, (2nded.). London: Alyn and Bacon.

Gardner Lindzey, John B. Campbell Calvin S. Hall (2007). Theories of Personality (4th Edition), John Wiley & sons

### **Web Sources:**

<http://www.thetransformedsoul.com/additional-studies/miscellaneous-studies/the-four-human-temperaments>

<https://sites.google.com/site/psychologyofpersonalityperiod8/home/type-and-trait-theories/sheldon-s-personality-theory>

<https://www.mindler.com/blog/introverts-extroverts-careers/>

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO-4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>
<b>CO-5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Average</b>	<b>3</b>	<b>2.8</b>	<b>3</b>	<b>2.6</b>	<b>2.4</b>	<b>3</b>	<b>2.8</b>	<b>3</b>	<b>2.6</b>	<b>2.4</b>

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER I</b>			
<b>Discipline Specific Elective I</b>		<b>Dynamics in Parenting</b>	
<b>Code:23PPSE12</b>	<b>Hrs/Week: 5</b>	<b>Hrs/Sem:75</b>	<b>Credit:3</b>

**Objectives:**

- To understand the skills involved in parenting
- To familiarize the dynamic components of parents – child relationship
- To explain the role parenting emotional regulation
- To analyse the effects of reciprocal relationship between parents-children and special children
- To evaluate the Nature of Couple Relationships on relationship distress.

**Course outcomes:**

<b>CONo</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO 1	discuss the facets of parenting.	K2
CO 2	explain the dynamic processes in parent-child relationship.	K2
CO 3	develop an understanding effect of family structures and couple relationships on parenting.	K3
CO 4	analysis various reciprocal relationship effect on children and special children	K4
CO 5	apply various models of parenting to understand nature of couple relationship on children.	K5

## **Unit I: Introduction**

Parenting Styles and Practices, Functions of Parenthood, Parenting Tasks and Phases of Development, Parenting in Different Family Contexts.

## **Unit II: Parent–Child Relationships and Attachment**

A Model for Parent–Child Relationships, Attachment, Individual Differences in the Quality of Child Attachment, Child Attachment and Developmental Consequences, The Parent’s Perspective: Representations of the Child and Relationship, Parental Interactive Behaviour and Disorganized Child Attachment.

## **Unit III: Effects of Parenting on Emotion and Self-Regulation**

Self Regulation and Emotional Regulation and its importance, Emergence of Self-Regulation and Emotion Regulation During Childhood, Effects of Parenting on Children’s Self-regulation, Effects of Parenting on Children’s Emotion Regulation.

## **Unit IV: Child Characteristics and Their Reciprocal Effects on Parenting**

Changing Conceptualizations of Child Development and Parenting, Child Individuality, Individual Differences in Temperament and Personality, Biological Underpinnings of Temperament, Temperament and Parenting, Gender Differences. Children with developmental disorders – Process of diagnosis, features of some developmental disorders, Issues related to parents, Parenting practices and child developmental.

## **Unit V: Family Structure and the Nature of Couple Relationships**

Relationship Distress, Separation, Divorce, and Re-partnering - Process Model of the Determinants of Parenting, Family Systems Theory and Indirect Effect Models, Relationship Distress in Parental Couples, Separation and Divorce Among Parents, Re-partnering and Step families.

**Recap:** Dynamics of parenting in various setup, parenting models, couple relationship and its reflection on children’s distress, parenting and emotional regulation

## **Learning Resources:**

### **Recommended Text books:**

R. Sanders, M., & Morawska, A. (2019). Handbook Of Parenting and Child Development Across the Lifespan (1st ed.). Springer International Publishing AG.

Hurlock, E. (1981). Developmental psychology. New Delhi: Tata McGraw-Hill.

## **References:**

Janet Levine (2003) “know your parenting Personality” John Wiley & sons, Inc.

Lindsay C. Gibson (2015) “Adult Children of Emotionally Immature Parents”, New harbinger publications.

Marc h. Bornste (2008) “Promoting Positive Parenting- An attachment – Lawrence Erlbaum Associates.

Darling, N., & Steinberg, L. (Eds.). (1993). Parenting styles and child socialization. Guilford Press.

Belsky, J. (1984). The determinants of parenting: A process model. Child Development, 55(1), 83-96.

Baumrind, D. (1967). Child care practices ante ceding three patterns of preschool behaviour. Genetic Psychology Monographs, 75(1), 43-88.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	2	2	2	3	3	3	2	2	2	3
<b>CO-2</b>	2	2	2	3	3	3	2	2	2	3
<b>CO-3</b>	2	3	2	3	3	3	3	2	3	3
<b>CO-4</b>	2	3	2	3	2	3	2	2	2	3
<b>CO-5</b>	2	2	2	3	3	3	2	2	2	3
<b>Average</b>	2	2.4	2	3	2.8	3	2.2	2	2.2	3

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER I</b>			
<b>Discipline Specific Elective II Psychological Intervention for Developmental Disorders</b>			
<b>Code:23PPSE13</b>	<b>Hrs/Week: 5</b>	<b>Hrs/Sem:75</b>	<b>Credit:3</b>

**Objectives:**

- To introduce various Developmental Disorders
- To understand the causal factors of childhood disorders.
- To gain knowledge about the different types of assessment used in psycho diagnosis of childhood disorders.
- To explain the psychological principles in management of childhood disorders.
- To recommend suitable intervention strategies in hypothetical case studies.

**Course Outcome:**

<b>CO No</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO 1	describe the clinical picture of childhood disorders.	K1
CO 2	explain the causal factors and prevalence of childhood disorders.	K2
CO 3	compare the diagnostic criteria of different childhood disorders.	K3
CO 4	identify the different types of psychological assessment of various childhood disorders	K4
CO 5	apply various behavioural management and remedial education strategies for the different developmental disorders through hypothetical case discussions.	K4



## **Unit I: Intellectual Disability**

Definition, classification, prevalence, etiology, early identification, interpersonal deficits, behaviour problems and management. Common intellectual disability syndromes - hypothyroidism, Fragile X syndrome, Down's, William's, PKU.

## **Unit II: Language and learning disabilities**

Definition, prevalence, etiology – social and motivational factors. Assessment- tests of intelligence and cognitive abilities - underlying psychological and cognitive deficits. Treatment approaches- individualized educational program, remedial teaching.

## **Unit III: Attention deficit hyperactivity disorder**

Diagnostic criteria – co morbid factors - academic, social & conduct problems. Etiology - biological, family and social influences. Assessment -interviews, behaviour rating scales. Treatment – medication, behaviour modification, self-regulation and cognitive behavioural intervention.

## **Unit IV: Anxiety and other Disorders**

Generalized anxiety, separation anxiety, social phobias, school phobia, specific phobias, obsessive compulsive disorder. Schizophrenia in children and adolescents. Childhood depression. Conduct disorder. habit disorders-treatment

## **Unit V: Autism spectrum disorders**

Prevalence, psychological and behavioural functioning, etiology, assessment, comprehensive educational treatment and behavioural intervention. Presentation of case formulation and recommend suitable intervention strategies in hypothetical cases.

## **Recommended Text books:**

Wicks – Nelson, R., & Israel, A. C. (1984). Behaviour disorders of childhood. Englewood Cliffs, New Jersey.

Malavika Kapur (2011). Counselling children with psychological problems. Pearson

Diagnostic and statistical manual of mental disorders: DSM-5TM (5th ed.). (2013) Arlington, VA, US: American Psychiatric Publishing, Inc.

## **Reference**

Lerner, J. & Kline, F. (2006) Learning Disabilities and related Disorders – Characteristics and Teaching Strategies 10th ed. Houghton Mifflin

Matson, A., & Matson (Eds.) (2009). Treating Childhood Psychopathology and Developmental Disabilities. Springer

Jacobson, M & Rojahn (2008). Handbook of Intellectual and Developmental Disabilities (Issues in Clinical Child Psychology). Springer.

Thambirajah & Ramanujan (2016). Essentials of Learning Disabilities and Other Developmental Disorders. Sage Publications.

Henderson, D.A. & Thomson, L.C. (2016) Counselling children (9th ed.) Cengage Learning. Boston

Thomas, P.H., Fedewa, A.L. (2021) Counselling & Psychotherapy with children & Adolescents- Theory & Practice for school & Clinical setting (5th ed.) John Wiley & Sons, Canada

#### Web Resources:

- <https://alison.com/course/understanding-child-development-and-disabilities>
- <https://www.coursera.org/learn/child-development>

#### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	3	3	3	2	2	3	3	3	2	2
<b>CO-2</b>	3	2	3	2	2	3	2	3	2	2
<b>CO-3</b>	3	3	3	2	2	3	3	3	2	2
<b>CO-4</b>	3	3	3	3	2	3	3	3	3	2
<b>CO-5</b>	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	2.8	3	2.4	2.2	3	2.8	3	2.4	2.2

Mapping	<40%	≥ 40% and <70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER I</b>			
<b>Discipline Specific Elective II</b>		<b>Positive Psychology</b>	
<b>Code:23PPSE14</b>	<b>Hrs/Week: 5</b>	<b>Hrs/Sem:75</b>	<b>Credit:3</b>

**Objectives:**

- To enable the students to understand the aims and scope of positive psychology
- To apply the basic concepts from the course to an analysis of their own lives and personal strength.

**Course outcomes:**

<b>CONo</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO 1	know the basics of Positive Psychology	K2
CO 2	know about experiencing, measuring and spreading happiness	K3
CO 3	master the art of handling and measuring emotions	K3
CO 4	frame and help frame personal goals for life accomplishments	K4
CO 5	learn the concept of life above zero	K4

## **Unit I: Introduction**

Define Positive Psychology. Traditional psychology; positive psychology; goals, assumptions and definitions of positive psychology.

## **Unit II: Happiness**

The Meaning and Measure of Happiness: Psychology of traditional and subjective wellbeing, happiness, two being: the hedonic basis of happiness; self-realization, the eudaimonic basis of happiness; comparing hedonic and eudaimonic views of happiness. Happiness and the facts of Life: Happiness across the life span; gender and happiness; marriage and happiness; other facts of life.

## **Unit III: Emotions and wellbeing**

Positive Emotions and Well-Being: Positive emotions, positive emotions and health resources; positive emotions and well-being; cultivating positive emotions. Positive Traits, personality, emotions and biology, positive beliefs.

## **Unit IV: Personal goals**

Personal Goals as Windows to Well-Being: The search for universal human motives; the personalization of goals in self-concept; goals contribute most to well-being. materialism and its discontents. Self-regulation and self-control: The value of self-control; Personal goals and self-regulation; goals that create self-regulation problems; everyday explanations for self-control failure; goal disengagement.

## **Unit V: Life above zero**

Life Above Zero: Positive psychology revisited; interconnections of the “Good” and the “Bad”; contours of a positive life; meaning and means; mindfulness and well-being.

## **References**

- Snyder, C. R., Lopez, S. J., Edwards, L. M., & Marques, S. C. (Eds.). (2021). The Oxford handbook of positive psychology (3rd ed.). Oxford University Press.
- Boniwell, I., & Tunariu, A. D. (2019). Positive psychology: Theory, research and applications. Open University Press.
- Ivtzan, I., Lomas, T., Hefferon, K., & Worth, P. (2016). Second wave positive psychology: Embracing the Dark Side of Life. Routledge
- Seligman, M. E. (2011). Flourish: A new understanding of happiness and wellbeing and how to achieve them. Nicholas Brealey
- Steve, B.R. & Marie, C.K. (2509). Positive Psychology. Dorling Kindersley: India.

Boniwell, I. (2506). Positive Psychology in a Nutshell. PWBC (Personal Well–Being Centre).  
 Snyder. R, S. (2507). Positive Psychology: The Scientific & Practical exploration of human strengths.  
 New Delhi: Sage Publications

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO-2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>CO-3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO-4</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO-5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Average</b>	<b>2.6</b>	<b>2.8</b>	<b>2.4</b>	<b>3</b>	<b>2.8</b>	<b>3</b>	<b>2.6</b>	<b>2.6</b>	<b>2.6</b>	<b>3</b>

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER II			
<b>Core IV</b>		<b>Psychopathology and Psychotherapy I</b>	
<b>Code:23PPSC21</b>	<b>Hrs/Week: 5</b>	<b>Hrs/Sem:75</b>	<b>Credit:5</b>

**Objectives:**

- To impart knowledge on the concepts of Psychopathology
- To develop an insight into the students' minds regarding psychotherapy

**Course Outcomes:**

CO No	Upon completion of this course, the person will be able to	CL
CO 1	gain knowledge about DSM-V and ICD-10	K1
CO 2	understand about anxiety, Bipolar and related disorders and depressive disorders	K2
CO 3	apply the knowledge gained for the welfare of the clients	K3
CO 4	analyse and identify psychopathologies so that they can be treated	K4
CO 5	evaluate the use of various schools of treatment for the enhancement of the mental health of the public	K5

## **Unit I: Introduction**

Psychopathology- Meaning, definition and History. Classification – Psychosis and Neurosis. Development of the Diagnostic and Statistical Manual (DSM V) and the International Classification of Diseases (ICD 10). Mental Status Examination – General Description, Emotions, Perceptual disorders, Disorders of Thought Process and Memory.

## **Unit II: Anxiety disorders**

Anxiety Disorders-Meaning and definition. Panic disorder – Agoraphobia, Specific Phobia, Social Phobia–diagnostic criteria and differential diagnosis. Obsessive- compulsive disorder. Post-traumatic Stress Disorder, Acute Stress Disorder. Generalized Anxiety Disorder. Induced Anxiety Disorder. Separation Anxiety Disorder and Selective Mutism. Psychotherapeutic approach in Treatment.

## **Unit III: Bipolar disorders**

Bipolar and Related disorders and Depressive Disorders-Meaning and definition. Unipolar and Bipolar mood disorders. Mood episodes – major depressive, manic, mixed and hypomanic. Mood disorders – depressive disorders, Dysthymic disorder, other depressive disorders. Specifiers related to mood disorder. Substance related disorders, Addictive disorders, Substance -induced disorders. Cyclothymic disorder. Psychotherapeutic approach in Treatment.

## **Unit IV: Schizophrenia**

Schizophrenia and other Psychotic Disorders. Schizophrenia – Kurt Schneider's first- rank symptoms, diagnostic criteria, Positive and negative symptoms. Differential diagnosis and Schizophrenia subtypes: paranoid schizophrenia disorganized, or hebephrenic schizophrenia, catatonic schizophrenia, childhood schizophrenia. Schizoaffective disorder. Schizophreniform disorder. Delusional Disorder. Psychotic Disorders – brief, shared, substance induced. – Course and outcome of Schizophrenia. Decision-tree for differential diagnosis. Psychotherapeutic approach in Treatment.

## **Unit V: Schools of treatment**

Various schools of Treatment. Treatment – Pharmacotherapy, Psychodynamic Psychotherapy, Behaviour Therapy, Cognitive- behaviour therapy and Interpersonal therapy. Integrative approaches: Combining medications and Psychotherapy.

**Reference Books:**

Antony, D. John, (2006) Mental Disorders encountered in Counselling, Dindigul: Anugraha Publications.

American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders (5th ed.). Washington, DC.

World Health Organization. The ICD-10 Classification of Mental and Behavioural Disorders: Clinical Descriptions and Diagnostic Guidelines. Geneva: World Health Organization, 1992.

**PSO Relation Matrix**

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	3	2	3	2	3	3	2	3	2	3
<b>CO-2</b>	3	2	3	2	3	3	2	3	2	3
<b>CO-3</b>	3	2	3	2	3	3	2	2	2	3
<b>CO-4</b>	3	3	3	3	3	3	3	3	3	3
<b>CO-5</b>	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	2.4	3	2.4	3	3	2.4	3	2.4	3

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3



<b>SEMESTER II</b>			
<b>Core: V</b>		<b>Research Methodology</b>	
<b>Code: 23PPSC22</b>	<b>Hrs/Week:5</b>	<b>Hrs/ Sem: 75</b>	<b>Credit: 5</b>

**Objectives:**

- To impart knowledge on the concepts of Research Methodology
- To develop an insight into the ways and means of conducting research in Psychology

**Course Outcomes:**

<b>CO No</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO 1	acquire knowledge of research methods	K1
CO 2	gain an understanding about research statistical applications	K2
CO 3	conceptualize research projects and apply them on real life situations	K3
CO 4	analyse about report writing and scope of research in counselling and psychotherapy	K4
CO 5	evaluate the skill of handling people with various problems	K5

## **Unit I: Introduction**

Research – meaning, definition and objectives. Scientific Method – meaning, definition, assumption, criticism. Types of Research. Research Approaches. Significance of Research. Research Methods vs Research Methodology. Scope of Research in Counselling & psychotherapy. Ethics in Research. Stages in Research.

## **Unit II: Research design**

Identification and formulation of research problem. Statement of Objectives. Literature Review. Hypotheses – types, criteria of a good hypothesis. Variables. Operational definition. Research Design – meaning, definition and criteria, Factors influencing the choice of research design, Types of research design.

## **Unit III: Data and data collection methods**

Sources of data – Primary and Secondary. Data Collection – Methods and tools. Observation. Interview guide, Interview Schedule, Questionnaire, electronic tools for data collection. Pilot study and Pre-test. Sampling - types, sampling size and sampling error.

## **Unit IV: Statistics**

Statistics – definition, meaning and its importance. Levels of Measurement – Nominal, Ordinal, Interval and Ratio. Measures of central tendency – Mean, Median and Mode. Measures of Dispersion – range, quartile deviation, Standard Deviation. Karl Pearson's co-efficient of correlation, Spearman's Rank correlation. Testing of Hypotheses (Only theory and not problems) – application and uses of Chi Square, Student's "t," "Z" test. ANOVA. Scaling techniques – Thurstone, Likert, Bogardus. Reliability and Validity of Scales. Items writing. Factor Analysis (Only theory).

## **Unit V: Report writing**

Report Writing – objectives, types. Content of an Academic Research Report. Documenting models related to footnotes, Reference, Bibliography. Preparation of abstract. Preparation of a Research Proposal. Planning and Organization of research in counselling areas.

## **Reference Books:**

Singh, A. K. (2019). Tests, measurements and research methods in behavioural sciences. New Delhi: Tata McGraw-Hill. VI Edition  
Kothari, C. R. (2023). Research methodology: Methods and techniques. New Delhi: New Age International.  
Mangal, S. K., & Mangal, S. (2013). Research methodology in behavioural sciences. PHI Learning Pvt. Ltd.

Neuman, W. L. (2013). Social research methods: Qualitative and quantitative approaches. Pearson education.

Kaplan, M.R. & Saccuzzo. (2013) Psychological Assessment and Theory and Using Psychological Tests. Cengage Learning.

Gupta K.R. (2016) Statistical methods in education and psychology, Atlantic publishers and distributors.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	3	2	3	2	2	3	2	3	2	2
<b>CO-2</b>	3	2	3	2	2	3	2	3	2	2
<b>CO-3</b>	3	3	3	3	3	3	3	3	3	3
<b>CO-4</b>	3	2	3	2	3	3	2	3	2	3
<b>CO-5</b>	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	2.4	3	2.4	2.6	3	2.4	3	2.4	2.6

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER – II			
<b>Core Practical I      Psychopathology and Psychotherapy I and Research Methodology</b>			
<b>Code: 23PPSCR1</b>	<b>Hrs / Week: 4</b>	<b>Hrs / Semester: 60</b>	<b>Credit: 2</b>

Minimum 3 experiments should be chosen from each given list and professional skills (compulsory) be taken for record writing and practice.

#### **Professional Skills:**

- Enhancement of the evaluative qualities of technical knowledge as a therapist
- Fine tuning of the research skills

#### **Psychopathology and Psychotherapy I**

1. Developmental Screening Test
2. Bender Visual Motor Gestalt test
3. Draw a person
4. Rorschach ink blot test
5. CBT

#### **Research Methodology**

1. Types of errors using Peterson's Tests of Rational learning
2. Collect data with the tools on any chosen variable – Using one probability and one non probability sampling technique
3. Factor analysis
4. Review the literature with reference to any of the chosen variables and write a report.
5. Use of computer – Familiarity with any statistical package used in the field of psychological research

#### **Book for Reference:**

Dass, S. N. (2015). *Textbook of Experimental Psychology*. Sublime Publications India.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO-4</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO-5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Average</b>	<b>3</b>	<b>2.4</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>	<b>3</b>	<b>2.4</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER II</b>			
<b>Discipline specific elective III      Behaviour Modification</b>			
<b>Code: 23PPSE21</b>	<b>Hrs/Week:4</b>	<b>Hrs/ Sem: 60</b>	<b>Credit: 3</b>

**Objectives:**

- Learn the terminology, procedures, and techniques of Behaviour Modification
- Equip students to apply these principles within the real-world environment.

**Course Outcomes:**

<b>CO No</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO 1	demonstrate knowledge of the basic principles and techniques in operant and classical conditioning.	K1
CO 2	understand and apply the behavioural model to the procedure and practical applications of various techniques to establish new behaviours	K2
CO 3	apply behaviour modification techniques to increase desirable behaviour and decrease undesirable behaviour, and their practical applications	K3
CO 4	analyse behaviour modification techniques useful for anxiety induction and anxiety reduction, and their practical applications	K4
CO 5	evaluate individualized behaviour modification plans based on the various techniques learnt	K5

## **Unit I: Basic Concepts**

Definition and characteristics of behaviour modification: Historical aspects. Areas of application. Reinforcement - positive and negative reinforcement, escape and avoidance behaviours, conditioned and unconditioned reinforcers, factors that influence the effectiveness of reinforcement, schedules of reinforcement. Punishment - positive and negative punishment - Factors that influence the effectiveness of punishment. Respondent conditioning, timing of neutral and unconditioned stimulus, higher order conditioning, conditioned emotional responses, extinction of conditioned responses, discrimination and generalization of respondent behaviour, Influential factors of respondent conditioning. Introduction to a functional behavioural analysis. Basic behavioural principles of the A-B-C contingency. Formal behavioural assessment. A brief look at the areas of application.

## **Unit II: Procedures to Establish New Behaviours**

Stimulus control: discrimination and generalization. Defining stimulus control, stimulus discrimination training, the three-term contingency. Generalization, Shaping and its applications - How to use shaping, shaping of problem behaviours. Prompting and fading techniques. Types of prompts. How to use prompting and transfer of stimulus control (for example in autism). Chaining. Examples of behavioural chains, analysing stimulus-response chains, task analysis, backward chaining, forward chaining, total task presentation. Chaining Components of behavioural skills training procedures. Modelling, instructions, rehearsal, feedback.

## **Unit III: Procedures to Increase Desirable Behaviour and Decrease Undesirable Behaviour**

Differential reinforcement of alternative behaviour, differential reinforcement of other behaviour- Differential reinforcement of low rates of responding. Antecedent control procedures. Using antecedent control strategies. Using punishment. Timeout, Response Cost.

## **Unit IV: Other Behaviour Change Procedures**

Token economy, practical considerations, implementing a token economy, applications of token economy, advantages and disadvantages of a token economy. Behavioural contract, components of a behavioural contract. Cognitive behaviour changes procedures, Thought stopping. Introduction to third wave therapies–Dialectical Behaviour therapy, Metacognitive therapy.

## **Unit V: Overview of Assessment, Formulation and Intervention in Clinical Conditions**

Clinical Conditions– Depression, panic, OCD, GAD, eating disorders, PTSD. Anxiety reduction procedures – Defining fear and anxiety problems, procedures to reduce fear and anxiety–relaxation, systematic desensitization, in-vivo desensitization. Anxiety induction procedures – implosive therapy

flooding, aversive counterconditioning –use of electric shock, covert sensitization.

### **Recommended Textbooks**

Miltenberger, R.G. (2016). Behaviour modification: Principles and procedures. (6th ed.). Boston, MA: Wadsworth Cengage Learning.

Masters, J. C., Burish, T. G., Hollon, S. D., & Rimm, D. C. (1987). Behaviour Therapy: Techniques And Empirical Findings. (3rd ed.) New York, NY: Harcourt Brace Jovanovich College Publishers.

### **References:**

Kanfer, F.H., & Saslow, G. (1965). Behavioural analysis: An alternative to diagnostic classification. Archives Of General Psychiatry, 12(6), 529-538.

Simos, G. (2002). Vol I & II Cognitive behaviour therapy: A guide for the practicing clinician (Vol-1) London, England: Brunner-Routledge.

### **Web resources**

<https://in.sagepub.com/en-in/sas/behavior-modification/journal200900#descriptio>

[https://onlinecourses.swayam2.ac.in/cec22\\_ed04/preview](https://onlinecourses.swayam2.ac.in/cec22_ed04/preview)



### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	3	2	3	2	2	3	2	3	2	2
<b>CO-2</b>	3	3	3	3	3	3	3	3	3	3
<b>CO-3</b>	3	3	3	3	3	3	3	3	3	3
<b>CO-4</b>	3	3	3	2	2	3	3	3	2	2
<b>CO-5</b>	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	2.8	3	2.4	2.4	3	2.8	3	2.4	2.4

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER II</b>			
<b>Discipline specific elective III</b>		<b>Consumer Behaviour</b>	
<b>Code: 23PPSE23</b>	<b>Hrs/Week:4</b>	<b>Hrs/Sem:60</b>	<b>Credit: 3</b>

**Objectives:**

- To make the students understand about basic consumer behavior pattern and the factors behind it.
- To develop the students to apply the psychological concepts in consumer perspective.

**Course Outcome:**

<b>CO No</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO1	understand the buying needs and patterns of the consumers	K2
CO2	analyze the thoughts, emotions and behaviors of the consumers	K3
CO3	understand the psychology behind the marketing strategy	K3
CO4	understand the changing trends in consumer behavior	K4
CO5	evaluate the psychology of consumers	K5

### **Unit I: Introduction to consumer behaviour:**

Definition - nature of consumer behavior - factors influencing consumer behaviour. The marketing concept - market segmentation, targeting and positioning.

### **Unit II: Consumer motivation and personality:**

The dynamics of motivation- needs-goals-need arousal. Systems of needs-Murray's- mallow- trio of needs. Theories of personality. Personality traits and consumer behaviour- consumer innovators& innovative essentials - Dogmatism - Social character - need for uniqueness - optimum stimulation level - sensation seeking - need for cognition - consumer materialism -fixed consumption - compulsive consumption - consumer ethocentricism - personality & color. Product & brand personification: product personality& gender, geography - website personality. The self & the image.

### **Unit III: Consumer perception and learning:**

Elements of perception: sensory input - absolute threshold - differential threshold - subliminal perception. Perceptual interpretation: physical appearance - descriptive terms - first impression - halo effect - tradition & stereotype in India - effectiveness of brand repositioning Consumer imagery: brand, package, service & price. Learning: Elements of consumer learning. Classical conditioning: association - repetition - generalization -discrimination. Instrumental conditioning. Observational learning. Cognitive learning. Outcomes and measures of consumer learning.

### **Unit IV: Consumer attitude formation and change:**

Attitude and their formation: consumers learn attitudes - sources of attitude formation - attitude formation towards brand. Tri-component attitude model: cognitive - affective - conative - altering consumers' attitude. Multi-attribute attitude model: attitude-toward-object model - attitude toward behavior model - theory of reasoned action - attitude-toward-the-ad model. Changing the motivational functions of attitudes. Cognitive dissonance and resolving conflicting attitudes. Assigning causality and attribution theory.

### **Unit V: Communication and Decision-making:**

Communication process - selective exposure - psychological noise. Broadcasting vs narrowcasting. Designing persuasive message - image & text - message framing - one-sided vs two-sided message-order effects. Advertising appeals-comparative-fear-humorous appeals- sexual appeals timeliness

appeals. Measures of message effectiveness. Decision-making: Consumer decision-making model:  
Decision making input - Decision making process -Decision-making output.

**Textbook:**

- Singh, A. Consumer behavior, Himalaya publishing house, 2016. Schiffman L., Wisenbitt J., and S. Ramesh Kumar, "Consumer Behavior" 11th edition, Pearson, 2016.

**Reference books:**

- Loudon, D.L. and Bitta, A. J. D, Consumer Behavior, Concepts and Applications. Tata McGraw Hill
- Peter, J.P. and Olson, J.C., Schiffman, L.G. and Kanuk L. L. Consumer Behavior and Marketing Strategy. Prentice Hall, India

**PSO Relation Matrix**

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	3	2	3	2	2	3	2	3	2	2
<b>CO-2</b>	3	3	3	3	3	3	3	3	3	3
<b>CO-3</b>	3	3	3	3	3	3	3	3	3	3
<b>CO-4</b>	3	3	3	2	2	3	3	3	2	2
<b>CO-5</b>	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	2.8	3	2.4	2.4	3	2.8	3	2.4	2.4
<b>Mapping</b>			<b>&lt;40%</b>		<b>≥ 40% and &lt;70%</b>			<b>≥70%</b>		
<b>Relation</b>			<b>Low Level</b>		<b>Medium Level</b>			<b>High Level</b>		

Scale	1	2	3
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SEMESTER II			
Discipline specific elective IV Training and Development			
Code: 23PPSE22	Hrs/Week:4	Hrs/ Sem: 60	Credit: 3

#### Objectives:

- To introduce the fundamental concepts of training and development.
- To identify the need for training and to develop appropriate skills to construct objectives.
- To understand different approaches to training and plan training methods.

#### Course Outcomes:

CO No	Upon completion of this course, the person will be able to	CL
CO 1	know about the training and development and describe its nature, need and scope.	K1
CO 2	understand and evaluate the reasons for training in the light of data collection methods, training design and learning style of participants.	K2
CO 3	apply the merits and demerits of the experiential and non-experiential training techniques for the welfare of the public	K3
CO 4	formulate and analyse methods of improving productivity and quality in the workplace.	K4
CO 5	evaluate the techniques for the effective training programme.	K5

## **Unit I: Nature and Meaning of Training and development**

Training and Development – definition – difference between training and development activities– reasons for training skills – qualities of an effective trainer. Training as Performance Improvement practice.

## **Unit II: Training and Assessment of needs**

Training Need Analysis – reasons, method of data collection, criteria for data collection. Learning styles of participants, factors influencing the learning process. Competence assessment and Skill gap analysis. Writing objectives: SMART objectives, ideas for writing objectives, task analysis.

## **Unit III: Training methods, designing and conducting Training Programs**

Non-experiential training techniques – lecture method, audio visual assisted method, programmed instruction and computer assisted instruction method – suitability, advantages and limitations. Experiential Training techniques: Experiential learning approaches, simulation, in basket techniques, case study, role playing, T – groups, group discussion- Business games – suitability, advantages and limitations. Coaching and Mentoring. Conducting training programmes- training styles, gauging group dynamics. - Training the professional - presentation skills, participation materials, questing, concluding the training session.

## **Unit IV: Technical Training Systems**

On the job and off the job technical training – training approaches to improve productivity and quality- TQM, TPM, 5-s concepts, Six Sigma, Quality circles and Kaizen. Agile Methodology, LEAN, SCRUM, Kan-Ban, Design of Experiments. Training and career planning.

## **Unit V: Evaluation of Training**

Purpose of evaluation, Kirkpatrick's four levels of evaluation, guidelines for measuring the four levels, evaluation methods, ROI – process and benefits. Kaufman's Five Levels of evaluation, The Philips ROI - process and benefits. Method of Validation, trainee validation, types of evaluation instruments - questionnaire/survey, interview, test, focus group, observation of participant, performance record.

## **Recommended Textbooks:**

Camp, R.R., Blanchard, N.P., & Huszycz, G.E. (1986). Toward a more organizationally effective training strategy and practice. New Jersey: Prentice Hall.

Goldstein, I., & Ford, K. (2001). Training in organizations. 4th ed. CA: Wadsworth Thomson.

Landale, A. (2006). Advanced Techniques for Training and Development. New Delhi: Infinity Books.

Lynton, R. P., & Pareek, U. (2013). Training for Development. 3rd ed. New Delhi: India: Sage Publications.

Blanchard, N.P., & Thacker, J. W. (2009). Effective training: systems, strategies and practices. New Delhi, India: Pearson Education.

### **References:**

Biech, E. (2005). Training for dummies. Hoboken, NJ: Wiley Publishing Inc.

Songh, P. N. (1996). Training management development. 4th ed. Mumbai: Suchandra Publications.

Agochiya, D. (2009). Every trainer's handbook. 2nd edition. New Delhi: Sage Publications.

Rothwell, W., Hohne, C. and King, S., 2018. Human performance improvement. England.

Whitmore, J. and Lyddon, R., 2017. Coaching for Performance, 5th ed. Nicholas Brealey Publishing.

Janakiram, B. (2007). Training and Development. New Delhi: Biztantra.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	3	3	3	3	3	3	3	3	3	3
<b>CO-2</b>	3	3	3	3	3	3	3	3	3	3
<b>CO-3</b>	3	3	3	3	3	3	3	3	3	3
<b>CO-4</b>	3	3	3	3	3	3	3	3	3	3
<b>CO-5</b>	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	3	3	3	3	3	3	3	3	3

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3



<b>SEMESTER – II</b>			
<b>Discipline Specific Elective IV Adolescent Counselling</b>			
<b>Code: 23PPSE24</b>	<b>Hrs / Week: 4</b>	<b>Hrs / Semester: 60</b>	<b>Credit: 3</b>

**Objective:**

- To familiarize students with the nature of adolescence and the counselling strategies that can be employed for adolescents.
- To inculcate the characteristics of an efficient counsellor

**Course Outcomes:**

<b>CO No</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO 1	know about the nature, environmental challenges and development of mental health in adolescents	K1
CO 2	understand and evaluate the process of proactive approach and counselling skills for adolescents	K2
CO 3	formulate the various counselling strategies for adolescents	K3
CO 4	analyse various mental health problems in adolescents	K4
CO 5	evaluate the effective counselling techniques for the adolescents	K5

## **Unit I: Understanding the Adolescence**

The nature of adolescence, Influence of childhood experience, Young people environment, Challenges for young people, the development of mental health

## **Unit II: Proactive Counselling for Adolescence**

Foundation of the proactive approach, Proactive process for Counselling adolescence, Making use of adolescent communication process, Useful Counselling micro-skills, Promoting changes in the adolescence, Maintaining a collaborative relationship

## **Unit III: Counselling Strategies**

Symbolic strategies, Creative strategies, Behavioural and cognitive behavioural strategies, Psycho-educational strategies

## **Unit IV: Mental Health in Adolescence**

Anxiety disorders and depression - Substance abuse and addiction - Eating disorders and body image issues - Self-harm and suicide prevention

## **Unit V: Counselling Techniques for Adolescents**

Building rapport and trust with adolescents - Cognitive-behavioural therapy (CBT) for adolescents - Motivational interviewing and solution-focused therapy - Group counselling and peer support strategies

## **Reference:**

Geldard K., Geldard D & Foo RY. Counselling Adolescents: The Proactive Approach for Young People. London. Sage Publishers

Hanley T., Humphrey N & Lennie C. (2513). Adolescents Counselling Psychology: Theory, Research & Practice. New York. Ruotledge.

Evans C. (2506). Genetic Counselling: A Psychological Approach. Cambridge. Cambridge university press.

Harper PS. (2511). Practical Genetic Counselling. USA. Taylor & Francis.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO-2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-4</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-5</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>Average</b>	<b>2.8</b>	<b>2.2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.8</b>	<b>3</b>	<b>2.2</b>	<b>2.4</b>

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER II</b>			
<b>Elective Practical I Behaviour Modification and Training and Development</b>			
<b>Code: 23PPSER1</b>	<b>Hrs/Week:4</b>	<b>Hrs/ Sem: 60</b>	<b>Credit: 2</b>

Minimum 5 experiments should be chosen from the given list and professional skills (compulsory) be taken for record writing and practice.

### **Professional skills**

1. Observation skills
2. Training skills

### **Experiments**

1. Mental status examination
2. Case study analysis
3. Job satisfaction scale
4. Locus of control
5. Developmental screening test
6. Self-concept questionnaire
7. Renold Adolescent adjustment inventory
8. Interpersonal judgement scale
9. NEO personality test
10. DISC behaviour inventory

### **Reference**

Simos, G. (2002). Vol I &II Cognitive behaviour therapy: A guide for the practicing clinician (Vol-1) London, England: Brunner-Routledge.

Rothwell, W., Hohne, C. and King, S., 2018. Human performance improvement. England.

Whitmore, J. and Lyddon, R., 2017. Coaching for Performance, 5th ed. Nicholas Brealey Publishing

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO-2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO-3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO-4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO-5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Ave.</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER II</b>			
<b>Skill enhancement course I</b>		<b>Emotional Maturity</b>	
<b>Code: 23PPSSE1</b>	<b>Hrs/Week:4</b>	<b>Hrs/ Sem: 60</b>	<b>Credit: 2</b>

**Objectives:**

- To impart knowledge on the concepts of Emotional maturity
- To develop an insight into the students' minds regarding emotional maturity

**Course Outcomes:**

<b>CO No</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO 1	know the basic components of emotions, classifications of emotions, characteristics of emotions, functions of emotions and theories of emotions	K1
CO 2	get knowledge and understand the techniques of handling emotions such as fear, anger and sadness.	K2
CO 3	apply the knowledge on Emotional maturity, Emotional Quotient and Testing EQ for the public welfare	K3
CO 4	analyse and create new methods of developing emotional maturity	K4
CO 5	learn the skill of being an emotionally stable person and self-evaluate the therapeutic skills	K5

## **Unit I: Introduction to Emotions**

What Are Emotions-Basic Components of Emotion, Classifications of Emotions- Characteristics of Emotions-Functions of Emotions- Theories of Emotions.

## **Unit II: Techniques in Handling Emotions**

Fear- Object of Fear, Relationship with Other Emotions, Anxiety. Interplay of fear and hope- uncertainty in fear- The Functions of Emotions, Traumatic incident reduction therapy, V.K.D, Handling Fear.

## **Unit III: Anger and its management**

Anger-Specific Undeserved Offences, Specific Act, Concrete Threat-Boundary, Blameworthiness, Motivational Component, Anger Management.

## **Unit IV: Sadness & handling sadness**

The Impact of Sadness, the State of Self Focus in Sadness-The State of Passivity in Sadness. Functions of sadness- Handling Sadness.

## **Unit V: Emotional maturity**

Emotional Maturity: Meaning, Definition and characteristics- Positive emotions: Happiness. Emotional Quotient, Testing EQ- and the Different Scales to Measure Emotional Intelligence.

## **Reference Books:**

Antony, D John (2005) Emotions in Counselling, Dindigul: Anugraha Publications.

Antony, D John (2009) Principles and Practices of counselling, Dindigul: Anugraha Publication.

Singh, Dalip, (2003), Emotional Intelligence at Work: A Professional Guide, New Delhi, A division of Sage Publications.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO-3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO-4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO-5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Average</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.4</b>	<b>3</b>

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3



<b>SEMESTER III</b>			
<b>Core VI</b>		<b>Psychopathology and Psychotherapy II</b>	
<b>Code: 23PPSC31</b>	<b>Hrs/ Week: 6</b>	<b>Hrs/ Sem: 90</b>	<b>Credit: 5</b>

**Objectives:**

- Be able to learn personality disorders, dissociative disorders, and somatoform disorders.
- Assess and identify the disruptive, impulse control and conduct disorders and eating disorders.
- Get knowledge about sleep wake disorders and sexual disorders

**Course Outcomes:**

<b>CO No</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO1	get to know the various disorders that affect the normal functioning of the individuals	K1
CO2	identify the symptoms of the various disorders	K2
CO3	analyse the causes of various psychological disorders	K3
CO4	classify the disorders into various categories	K4
CO 5	suggest treatment measures for the various disorders	K5

## **Unit I: Personality Disorders**

General Diagnostic Criteria, Etiology, Risk and Prognostic factors. Cluster A Personality Disorders – Paranoid, Schizoid and Schizotypal. Cluster B Personality Disorders – Antisocial, Borderline, Histrionic and Narcissistic. Cluster C Personality Disorders–Avoidant, Dependent and obsessive-Compulsive. Psychotherapeutic approach in Treatment.

## **Unit II: Dissociative Disorders**

Meaning of the concept, difference between dissociation and repression. Dissociative amnesia. Dissociative fugue. Dissociative identity disorder. De personalization/De-realization disorder, Dissociative Disorder and Dissociative trance. Differential Diagnosis. Psychotherapeutic approach in Treatment. Substance related disorders. Delirium, Dementia and Amnestic and other cognitive disorders. Psychotherapeutic approach in Treatment.

## **Unit III: Conduct Disorders**

Disruptive, Impulse Control and Conduct Disorders-Common features. Intermittent explosive disorder. Kleptomania, Pyromania, Pathological gambling. Trichotillomania. Disruptive and Conduct disorders, Psychotherapeutic approach in Treatment. Somatoform Disorders. Conversion disorder, Pain disorder, Hypochondriasis, Body dysmorphic disorder, Psychotherapeutic approach in Treatment.

## **Unit IV: Sleep-Wake Disorders**

Dyssomnias, Parasomnias, Sleep disorder due to a general medical condition, substance-induced sleep disorder. Insomnia, Narcolepsy, Hypersomnolence Disorder, Sleep apnea, Sleep hypopnea, REM. Psychotherapeutic approach in Treatment.

Sexual Disorders-Sexual desire disorder, Sexual arousal disorder, Orgasmic Disorder, Sexual pain disorder, Substance-induced sexual dysfunction. Paraphilias. Gender Identity Disorder.

## **Unit V: Eating Disorders**

Anorexia nervosa, Bulimia nervosa, Obesity. Adjustment Disorders – diagnosis and treatment. Factitious Disorders–diagnosis and treatment. Psychotherapeutic approach in Treatment.

Autism, Spectrum disorders, ADHD, Intellectual and Developmental Disabilities (IDD), Specific Learning Disability (SLD), Diagnosis and treatment. Psychotherapeutic approach in Treatment.

**Reference Books:**

Antony, D. John, (2006) *Mental Disorders Encountered in Counselling*, Dindigul: Anugraha Publications.

American Psychiatric Association, *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). Washington, DC.

Blashfield, R. K. (1984). *The Classification of Psychopathology*. New York: Plenum.

Kraepelin, E. *Clinical Psychiatry: A Textbook for Students and Physicians* (A.R. Diefendorf, Trans.). London: Macmillan.

Alexander, F. G., & Selesnick, S. T. (1966). *The History of Psychiatry*. New York: Harper & Row.

World Health Organization. *The ICD-10 Classification of Mental and Behavioural Disorders: Clinical Descriptions and Diagnostic Guidelines*. Geneva: World Health Organization, 1992.

Smith, J. D. (2019). *Understanding Psychopathology: A Comprehensive Guide* (2nd ed.). Norton

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	3	2	3	2	2	3	2	3	2	2
<b>CO-2</b>	3	3	3	3	3	3	3	3	3	3
<b>CO-3</b>	3	3	3	3	2	3	3	3	3	2
<b>CO-4</b>	3	3	3	3	3	3	3	3	3	3
<b>CO-5</b>	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	2.8	3	2.8	2.6	3	2.8	3	2.8	2.6

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER III</b>			
<b>Core: VII</b>		<b>Applied Social Psychology</b>	
<b>Code: 23PPSC32</b>	<b>Hrs/Week:5</b>	<b>Hrs/ Sem: 75</b>	<b>Credit: 5</b>

**Objectives:**

- To understand the key issues and theoretical concepts of applied social psychology and examine the roles of applied social psychologists.
- To analyse the intricacies underlying the theories of attribution and social cognition and to gain insight in the formation of attitudes and analyse its impact on behaviour.
- To gain an understanding on the cognitive, affective and behavioural process of individuals as influenced by group interaction.

**Course Outcomes:**

<b>CO No</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO1	delineates the theoretical concepts of applied social psychology and appraise the role of applied social psychologist.	K1
CO2	explain the attribution concept and relate the information in social context to explain and predict others behaviour.	K2
CO3	explore the influence of social indicators on the formation of attitude and examine the attitude- behaviour relationship.	K3
CO4	demonstrate ability to articulate about group behaviour, prejudice and its influence on individuals' behaviour.	K4
CO5	apply the principles of social psychology in various fields like media, legal system politics, work settings, community, health and environment	K5

## **Unit I: Introduction**

Definition of Social Psychology and Applied Social Psychology, Historical Context of Applied Social Psychology, Research Methods in Applied Social Psychology, Role of Applied Social Psychologists.

## **Unit II: Understanding Others and Social Cognition**

Nonverbal Communication: Basic Channels, Recognizing Deception. Attribution: Theories, Basic sources of error, Applications. Impression Formation & Impression Management: Asch's Research, Cognitive perspective. Social Cognition- Schemas, sources of error in social cognition.

## **Unit III: Attitude and Prejudice**

Attitude: Meaning – three components – Attitude Formation: Social Learning, Genetic Factors, Attitude Functions, Attitude- Behaviour link. Persuasion: The Early Approach & the Cognitive Approach. Attitude Change: Cognitive Dissonance – Attitude scales. Prejudice: Nature, Sources, Consequences, Techniques for minimizing prejudice.

## **Unit IV: Group Dynamics and Leadership**

Group: Nature, functions, types of groups, theories of group formation, Social facilitation, Social loafing, Group Think, Influence of minority. Leadership: Meaning – three major types – functions – theories – Nature and impact in groups, Gender differences, Leader effectiveness, Transformational, transactional and other types of leadership.

## **Unit V: Applying Social Psychology to arenas of life and to one's own life**

Applying social psychology: In Media, Legal System, Politics, Work settings, Community/Culture, Health and Environmental Psychology, social neuroscience Applying social psychology to personal relationships, to classroom and to good life - balance optimism and pessimism.

## **Recommended texts**

Robert A. Baron & Nyla R. Branscombe, Social Psychology, 13th Edition, Pearson Education.

David G. Myers, Prem Sahaj pal, Pushpita Behera. (2012) Social Psychology, 10th Edition, Mc Graw Hill Education (India) Private Limited.

**References:**

Schultz, W., Oskamp, S (2000). *Social Psychology: An applied perspective*, Upper saddle River, NJ Prentice Hall.

Frank W. Schneider., Jamie A. Gruman., Larry M. Coutts. (2005) *Applied social Psychology- Understanding and Addressing Social and Practical Problems*, Sage publications.

Gruman J, A.; Schneider, F. W. & Coutts, L.M. (2017). *Applied Social Psychology: Understanding and Addressing Social and Practical problems*. 3ed edition. New Delhi: Sage Publications.

Aronson, E., Wilson, T. D., & Akert, R. M. (2019). *Social Psychology* (10th ed.). Pearson.

Baumeister, R. F., & Finkel, E. J. (Eds.). (2010). *Advanced Social Psychology: The State of the Science*. Oxford University Press.

**Web resources**

- <https://www.youtube.com/watch?v=9VIWm6OJA4k> scope of social psychology in India
- <https://www.youtube.com/watch?v=tcvouz1v12M> social psychology

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO-4</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO-5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Average</b>	<b>3</b>	<b>2.4</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>	<b>3</b>	<b>2.4</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3



<b>SEMESTER III</b>			
<b>Core VIII</b>		<b>Advanced Cognitive Psychology</b>	
<b>Code: 23PPSC33</b>	<b>Hrs/Week:5</b>	<b>Hrs/ Sem: 75</b>	<b>Credit: 5</b>

**Objectives:**

- To develop an understanding of Cognitive Neuropsychology
- To give orientation about different methods in cognitive neuroscience
- To develop the concept behind the neurological functions of sensory, motor, attention and memory
- To provide the understanding of brain functions related to executive functions, emotions and social cognition

**Course Outcomes:**

<b>CO No</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO1	recognize the importance of cognitive neuropsychology and its connections to human behaviour	K1
CO2	explain about various methods in cognitive neuroscience and its applications	K2
CO3	understand the structure and functions of brain and its application in understanding various disorders	K3
CO4	discuss the importance of cognitive bases of perception and the neural bases of sensory motor functions	K4
CO5	explain the neural background for higher order cognitive functions, such as attention, language, executive functions, learning and memory, consciousness and emotion regulation.	K5

## **Unit I: Introduction to cognitive neuropsychology**

Brief History of cognitive neuroscience –Present and existing future of cognitive neuroscience, experimental approaches to Brain functions- localization and lateralization overview of methods in cognitive neuroscience - Invasive and non-invasive methods.

## **Unit II: Introduction to brain**

Structure and functions of the Neuron, Brain Anatomy and functions- the gross organization of the brain- lobes, cerebrum- cerebral cortex- subcortex- midbrain- hindbrain- connectivity of the brain- neurotransmitters and hormones.

## **Unit III: Memory and Language**

Working Memory – Process of Forgetting – Memory Distortions – Reconstructive Retrieval – Recovered Memory – Memory Illusion – False Memory – Eyewitness Testimony – Approaches to Memory- Information processing & connectionist. Defining Language – Origin of Language – Meaning, Structure and Use – Universal Language – Language acquisition, models of reading and language comprehension; Meaning and beyond; Language production

## **Unit IV: Problem Solving and reasoning**

Types of Thinking – Well Defined and Ill-Defined Problems – Productive and Reproductive Problems – Model of Problem Solving - Reasoning and Decision Making – Categorical Syllogism – Conditional Syllogism – Errors in Deductive Thinking – Theories of Deductive Reasoning – Syllogistic Reasoning, Syllogistic Forms – Common Errors – Conditional Reasoning – Inductive Reasoning – General Inductions – Specific Inductions

## **Unit V: Neuropsychological tests**

Principles of neuropsychological assessment- rationale and goals (orientation sensation, perception attention and concentration, motor skills, verbal functions and languages) overview of neuropsychological battery- domains and measures of tests- Halsterad Reitan, Luria Nebraska, PGI BBP, NIMHANS battery

## **Recommended Text Books:**

Jamie Ward (2015), “The Student’s Guide to Cognitive Neuroscience”- Third Edition, Psychology Press, London New York

Baddley, A. (1997). Human memory: Theory and practice. New York: Psychology Press.

Harley, Treror, A. (2002). The psychology of language: From data to theory. Taylor Francis.

Smith, E.E. & Kosslyn, (2007). Cognitive psychology: Mind and brain. Prentice Hall.

Tripathi, A.N. & Babu, Nandita (2008). Cognitive processes. In Misra, G. (Ed.). Psychology in India: Advances in Research, Vol. 1. New Delhi: Pearson Education.

Liro P. Jaaskelainen (2015),” Introduction to Cognitive Neuroscience” – bookboon.com

Goldstein, E. B. (2019). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience* (5th ed.). Cengage Learning

Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. (2018). *Cognitive Neuroscience: The Biology of the Mind* (5th ed.). W. W. Norton & Company.

### **References:**

Kellogg, R. (2016). Fundamentals of cognitive psychology. Thousand Oaks: SAGE Publications.

Smith, E., Kosslyn, S., & Barsalou, L. (2008). Cognitive psychology. New Delhi [India]: Prentice Hall of India.

Sternberg, R., & Sternberg, K. Cognitive psychology (7th ed.). Wadsworth Publishing.

Groom, D. (2014). An Introduction to Cognitive Psychology - Processes and Disorders. USA: Psychology Press.

Reed, S. K. (2010). Cognition - Theories and Applications. UK: Wadsworth Cengage Learning.

### **Web Sources:**

- <https://www.youtube.com/watch?v=EtxibYcyDz0>
- <https://www.youtube.com/watch?v=plm9tmkOV88>
- <https://www.youtube.com/watch?v=ZudHhIDG3M4>
- [https://www.youtube.com/watch?v=kVollCt4\\_dQ](https://www.youtube.com/watch?v=kVollCt4_dQ)
- <https://www.youtube.com/watch?v=gdzmNwTLakg>
- [https://www.youtube.com/watch?v=tFHL1\\_DStY8](https://www.youtube.com/watch?v=tFHL1_DStY8)

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO-4</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO-5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Average</b>	<b>3</b>	<b>2.4</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>	<b>3</b>	<b>2.4</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER III			
<b>Core Practical II</b>		<b>Psychopathology and Psychotherapy II</b>	
<b>Code: 23PPSCR2</b>	<b>Hrs/Week:2</b>	<b>Hrs/ Sem: 60</b>	<b>Credit: 1</b>

Minimum 5 experiments should be chosen from the given list and professional skills (compulsory) be taken for record writing and practice.

### **Professional skills**

1. Observation skills
2. Case Analysis

### **Experiments**

1. Antisocial Behaviour Questionnaire
2. Narcissistic Personality Inventory
3. Sentence Completion Test
4. Insomnia Questionnaire
5. Reynold's Adolescent Adjustment Inventory
6. Raven's Progressive Matrices
7. ADHD Screening Test
8. Learning Disability Inventory
9. Eating Disorder Inventory
10. DBDA- David's Battery of Differential Abilities

### **Reference**

Dass, S. N. (2015). *Textbook of Experimental Psychology*. Sublime Publications India

Gregory, R. J. (2005). *Psychological testing, history, principles and applications*. 4th Edition, Pearson Education, USA

Parameshwaran, E.G., & Ravichandra, R., "*Experimental Psychology*", Neelkamal Publication Pvt. Ltd, Hyderabad, 2001.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	3	2	3	2	2	3	2	3	2	2
<b>CO-2</b>	3	3	3	3	3	3	3	3	3	3
<b>CO-3</b>	3	3	3	3	2	3	3	3	3	2
<b>CO-4</b>	3	3	3	3	3	3	3	3	3	3
<b>CO-5</b>	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	2.8	3	2.8	2.6	3	2.8	3	2.8	2.6

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER III			
Core Practical III Applied Social Psychology and Advanced Cognitive Psychology			
Code: 23PPSCR3	Hrs/Week: 4	Hrs/ Sem: 30	Credit: 2

Minimum 3 experiments should be chosen from each given list and professional skills (compulsory) be taken for record writing and practice.

### Professional skills

1. Observation skills
2. Case Analysis

### Experiments

#### Applied Social Psychology

1. Cognitive Dissonance Scale
2. Leadership Effectiveness Scale
3. Cognitive Style Inventory
4. Attribution Questionnaire
5. Social Cognition Test
6. Conformity Scale

#### Advanced Cognitive Psychology

1. NIMHANS Neuropsychological Battery
2. PGI Battery of Brain Dysfunction
3. Memory Distortion Scale
4. Decision Making Scale
5. Problem Solving Test

### Reference

Dass, S. N. (2015). *Textbook of Experimental Psychology*. Sublime Publications India

Gregory, R. J. (2005). *Psychological testing, history, principles and applications*. 4th Edition, Pearson Education, USA

Parameshwaran, E.G., & Ravichandra, R., “*Experimental Psychology*”, Neelkamal Publication Pvt. Ltd, Hyderabad, 2001.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO-4</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO-5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Average</b>	<b>3</b>	<b>2.4</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>	<b>3</b>	<b>2.4</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3



<b>SEMESTER III</b>			
<b>Discipline specific elective V      Addiction Counselling</b>			
<b>Code: 23PPSE31</b>	<b>Hrs/Week:4</b>	<b>Hrs/ Sem: 60</b>	<b>Credit: 3</b>

**Objectives:**

- Gaining a basic understanding of addiction counselling and addiction theory.
- To familiarize with different types of drugs and their effects.
- To equip to students to psycho educate family members of addicted patients
- To formulate appropriate treatment plan with respect to biopsychosocial environment of patients

**Course Outcomes:**

<b>CO No</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO1	distinguish various drugs and various types of addiction	K1
CO2	apply the knowledge relating to addiction counselling, assessment and Interview techniques for making diagnosis	K2
CO3	able to Psycho educate family members to deal with addiction	K3
CO4	devise individualized treatment plan for addiction patients with respected to their bio-psychosocial environment	K4
CO5	apply various therapeutic techniques in addiction counselling.	K5

## **Unit I: Introduction to Addiction Counselling & Therapy**

Counselling relationship, establishing a genuine helping relationship, Disease model vs Moral model of Addiction, Contemporary Psychoanalytic models of addiction, Kohut's self-psychology approach to addiction, defence mechanisms and addiction theory, advantage and disadvantages of psychoanalytic theory and contemporary analytic theories.

## **Unit II: Types of Drugs and Their Effect**

Drug categories, sedatives –hypnotics, stimulants, opiates, narcotics, hallucinogens, and psychotropic medications. Effects of drugs on the brain, factors affecting the response to drugs, Federal Drug Administration Schedule of Drugs. Contemporary Forms of addiction: Internet, shopping, work, sex, gambling, food, gadget. Social media addiction. Addiction cycle: Emotional Trigger, Craving, Ritual, Using Guilt.

## **Unit III: Drug and Alcohol Assessments, Diagnosis and Interview Techniques**

The counsellor as a Facilitative Gatekeeper, Components of a Comprehensive Assessment Alcohol and Drug Assessment Instruments, Psychological Information, Medical Information. Psychological applications to addiction counselling, Assessments, techniques and Interviews, Clinical applications for counsellors.

**Unit IV: Families and Addiction:** Bepko and Krestan Stage Theory, Family Life Cycle, Family Roles in Addicted Families, Al-Anon, Nar-Anon, Al-a-Teen, Families Anonymous, and ACOA Support Meetings, Intervention Strategies for Both Family and Addicted Member.

## **Unit V: Developmental theories of Recovery, Relapse and Prevention Techniques**

Developmental theory, advantages and limitations, relapse prevention, Gorski's Relapse model, Marlatt's Relapse model, application to addiction counselling, strengths and limitations. Biomedical model, Aversion therapy. Cognitive Therapy, Motivational Approaches to Addiction Treatment, Mindfulness based Therapies and Group Theory, Structure and Process.

### **Recommended Text books:**

Cavaiola, A.A., &Smith, M. (2020). *A comprehensive guide to addiction theory and counselling techniques*. Routledge.

Brook, F., &McHenry, B. (2015). *A Contemporary Approach to Substance Use Disorders and Addiction Counselling*. American Counselling Association

West, R. (2006). *Theory of Addiction*. Oxford: Blackwell.

Moss, A., &Dyer, K. (2010). *Psychology of Addiction*. London: Palgrave Macmillan.

## Reference

Miller, W.R., Zweben, A., DiClemente, C.C & Rychtarik, R. G (1999). *Motivational Enhancement Therapy Manual Clinical Research Guide for Therapists Treating Individuals with Alcohol Abuse and Dependence*. National Institute on Alcohol Abuse and Alcoholism Project MATCH Monograph Series.

Miller, W. R., & Rollnick, S. (2013). *Motivational Interviewing: Helping People Change* (3rd ed.). Guilford Press

Gorski, T. T., & Miller, M. (2018). *Staying Sober: A Guide for Relapse Prevention* (3rd ed.). Hazelden Publishing.

## Web Resources

- <https://www.counselling-directory.org.uk/addictions.html#whatisaddiction>
- <https://www.youtube.com/watch?v=ZkLtnaBpxCk>

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO-3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>
<b>CO-4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO-5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Average</b>	<b>2.4</b>	<b>2.8</b>	<b>3</b>	<b>2.8</b>	<b>2.6</b>	<b>2.4</b>	<b>2.8</b>	<b>3</b>	<b>2.8</b>	<b>2.6</b>

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER III			
Discipline specific elective V		Case Studies	
Code: 23PPSE32	Hrs/Week:4	Hrs/ Sem: 60	Credit: 3

**Objectives:**

- Identify problem areas of individuals /industry to study in-depth.
- Formulate cases / design training programme for specific purpose
- Apply psychological principles in imparting training /counselling
- Analysis the assessment results and design specific intervention programme
- Recommend referrals/ Career Counselling / professional development

**Course Outcomes:**

CO No	Upon completion of this course, the person will be able to	CL
CO1	prepare the case studies related to the different areas of counselling /Industry	K1
CO2	design training programme for industries with specific purpose	K2
CO3	apply the Counselling process/ Intervention techniques for various clientele	K3
CO4	prepare a case report based with suggestive intervention / training	K4
CO5	refer clients/conduct career development programmes	K5

## **Unit– 1**

Case history, e.g., Genogram of the Client / Organogram

## **Unit -2**

Identification of the problem

## **Unit -3**

Psychological Assessment- Administration, Interpretation, profiling

## **Unit -4**

Counselling strategies adopted for intervention /training

## **Unit -5**

Verbatim report of all sessions /module

### **Framework:**

Candidate should select at least 5 cases from different areas such as school counselling, family counselling, adolescent counselling, marital counselling, Industry specific training- Employee Counselling, Change management, Employee engagement, Employee Wellbeing, Counselling for Employee risky behaviour and geriatric counselling.

### **The case studies reports should include**

1. Case history, e.g., Genogram of the Client / Organogram
2. Identification of the problem
3. Psychological Assessment- Administration, Interpretation, profiling
4. Counselling strategies adopted for intervention /training
5. Verbatim report of all sessions /module
6. Summary and Outcomes
7. learning outcome

### **Reference books**

Yin, R. K. (2018). *Case Study Research and Applications: Design and Methods* (6th ed.). Sage Publications.

Hersen, M., & Thomas, J. C. (Eds.). (2014). *Handbook of Clinical Case Studies* (2nd ed.). Routledge.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO-3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>
<b>CO-4</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>
<b>CO-5</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Average</b>	<b>2.4</b>	<b>2.6</b>	<b>3</b>	<b>2.8</b>	<b>2.4</b>	<b>2.4</b>	<b>2.6</b>	<b>3</b>	<b>2.8</b>	<b>2.4</b>

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER III</b>			
<b>Skill enhancement course II Computer Assisted Research Skills</b>			
<b>Code: 23PPSSE2</b>	<b>Hrs/Week:4</b>	<b>Hrs/ Sem: 60</b>	<b>Credit: 3</b>

**Objectives:**

- To have hands-on training on state-of-the-art technology developments in research.
- To gain knowledge in various statistical test using SPSS
- To identify appropriate statistical analysis for the research
- To gain familiarity with various concepts in SPSS

**Course Outcomes:**

<b>CO No</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO1	comprehend the basics in research methodology and fundamentals of using SPSS	K1
CO2	acquire knowledge on overview of statistical tests in SPSS	K2
CO3	create graphical representations and charts.	K3
CO4	statistically analyse given research data and represent in required format	K4
CO5	apply knowledge acquired in preparing a research report	K5



## **Unit I: Basics in Research methodology**

Variable, data format, coding, measurement, research questions, hypothesis, statistics, interpretation, discussion. Computers - operating system, on- line off-line usage, scope and utilities in every stage of research. On-line database Psy. - INFO Direct, Reference manager software - Mendeley, Paper ship, EndNote, Zotero.

## **Unit II: Fundamentals of Using SPSS**

Introduction to what SPSS can do, Descriptive information and statistics, An overview of statistical tests in SPSS, Exploring data with graphics, Reading Raw Data into SPSS, Input of raw data into SPSS, Input of data directly into the SPSS Data Editor.

## **Unit III: Basic Data Management in SPSS**

Creating and recoding variables, Using SPSS functions for making/recoding variables, Sub setting variables and observations, Analysis of a subset of a data. Labelling and documenting data, SORT and SPLIT BY, Missing data in SPSS.

## **Unit IV: Data Analysis**

Creating and editing graphs and charts, Exploratory data analysis: scale data, Probability and inferential statistics, Comparing categorical variables, Mean differences between groups: “t” test, ANOVA, ANCOVA, MANOVA, MANCOVA, correlation, regression, multiple and hierarchical regression, factor analysis – exploratory and confirmatory - structural model.

## **Unit V: Interpretation and presentation**

Prepare the report on statistical data analysis in the appropriate formats, Use the related software (Word, Excel) as an additional tool for preparing a good report.

### **Recommended Text books:**

McCormick, K., & Salcedo, J. (2020). SPSS statistics for dummies. John Wiley & Sons.

Aldrich, J. O. (2018). Using IBM SPSS statistics: An interactive hands-on approach: Sage Publications.

Leedy, P. D., & Ormrod, J. E. (2019). *Practical Research: Planning and Design* (12th ed.). Pearson.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Sage Publications

### **References:**

Brace, K., Kemp, R. & Snelgar R (2009) *SPSS for Psychologist – a guide to data analysis using SPSS*. Palgrave Macmillan

Mayers, A. (2013) *Introduction to statistics and SPSS in Psychology*. Pearson Education

### **Web Source:**

- <https://www.youtube.com/watch?v=rBj3gyNaTW4>
- <https://www.youtube.com/watch?v=zFBUfZEBWQ>
- <https://www.youtube.com/watch?v=GQP47ijt4LI>

### **Out of Syllabus- Self Study**

- With the help of hypothetical data students can do various statistical test and report in appropriate formats
- Students can explore AMOS and R Software

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO-4</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO-5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Average</b>	<b>3</b>	<b>2.4</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>	<b>3</b>	<b>2.4</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER III	
Internship/ Self Study	
Code: 23PPSI31	Credit: 2

**Objectives:**

- To gain exposure in the related fields of Psychology
- To gain the knowledge of professionalism and ethics practiced by mental health professionals.

**Procedure:**

The students will intern at organization related to the field of psychology to gain experience/exposure in their particular area of their interest. The students will be working under the supervision of the mental professionals for a period of 30 days in this semester. They are expected to give a report of their work done at the end of the 3rd semester along with evaluation report and internship completion certificate from the organization, where they have undergone the internship.

<b>SEMESTER III</b>	
<b>Self Study course</b>	<b>Understanding and Mastering Body Language</b>
<b>Code: 23PPSSS1</b>	<b>Credit: 2</b>

**Objectives:**

- Understand the basics of body language and nonverbal communication.
- Identify and interpret various body language signals.
- Develop skills to use body language effectively in different contexts.
- Enhance interpersonal communication through improved nonverbal cues.

**Course outcomes:**

<b>CO No</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO1	define and describe the basics of body language	K1
CO2	examine the various body language signals	K2
CO3	analyse the techniques of using body language effectively	K3
CO4	evaluate the different types of body language techniques	K4
CO5	discuss the communicative benefits of mastering body language	K5

## **Unit I: Introduction to Body Language**

Definition and importance of body language - The science behind nonverbal communication - Cultural differences in body language

## **Unit II: Facial Expressions**

The six universal facial expressions (happiness, sadness, anger, fear, surprise, disgust) Micro expressions and their significance - Reading and interpreting facial cues

## **Unit III: Gestures and Hand Movements**

Common gestures and their meanings - Hand movements and their interpretations - How to use gestures effectively in communication

## **Unit IV: Posture and Body Orientation**

The significance of posture in communication - Open vs. closed body language - The impact of body orientation in social interactions

## **Unit V: Eye Contact**

The role of eye contact in communication - Variations in eye contact across cultures - Techniques to improve eye contact

## **Recommended Reading:**

Pease, A., & Pease, B. (2006). *The definitive book of body language*. Bantam.

Navarro, J. (2008). *What every BODY is saying: An ex-FBI agent's guide to speed-reading people*. HarperCollins.

Ekman, P. (2003). *Emotions revealed: Recognizing faces and feelings to improve communication and emotional life*. Henry Holt and Company.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO-4</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO-5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Average</b>	<b>3</b>	<b>2.4</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>	<b>3</b>	<b>2.4</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER IV</b>			
<b>Core IX</b>		<b>Human Resource Management</b>	
<b>Code: 23PPSC41</b>	<b>Hrs/ Week: 5</b>	<b>Hrs/ Sem: 75</b>	<b>Credit: 5</b>

**Objectives:**

- To enlighten the students on the ways and means of effective human resource management
- To groom the students into skilled human resource managers who would become assets to their organizations.

**Course Outcomes:**

<b>CO No</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO1	define and describe human resource management	K1
CO2	examine the process and sources of recruitment.	K2
CO3	analyse the techniques of training	K3
CO4	evaluate the different types of rewards	K4
CO5	discuss the legal benefits and services provided by organizations	K5



## **Unit I: Introduction to Human Resource Management**

Scope- Objectives of human resource management-Structure and functions of human resource department - Image and qualities of HR managers - Evolution of human resource management – Personnel policies and principles –Human resource management model.

## **Unit II: Acquisition of Human Resources**

Human resource planning and forecasting - Job analysis - Job description and Job Specification - Process and sources of recruitment-Selection process.

## **Unit III: Development of Human Resources**

Training and development– Designing training and development programme- Methods and techniques of training- Evaluation of training program.

## **Unit IV: Motivation of Human Resources**

Job design work scheduling and motivation-Job characteristics model- Job enrichment- Job rotation- Work modules- Flex time-new trends in work scheduling. Performance Appraisal – Appraisal process - Appraisal methods – Factors distorting appraisals. Rewarding the productive employee - Types of rewards-Qualities of effective rewards- Criteria for distribution of rewards.

## **Unit V: Maintenance of Human Resources**

Benefits and Services-Legal benefits and services provided by organizations. Disciplining the problem employee. Safety and health- The occupational safety and health act. Safety programme- Causes of accidents- Preventive measures. Health programmes- Causes of stress - A model of job stress - Causes of burnout – Reducing burnout.

### **Recommended Texts:**

Decenzo, D.A. Robbins-D. A. Verhulst, L.S. (2015). Human Resource Management (11th ed) India: Wiley.

Aswathappa K. (2006). Human Resource and Personnel Management (4th ed.). New Delhi: Tata McGraw Hill Publishing company limited.

Dessler D. & Varkkey B., (2017). Human Resource Management, (16th ed.) India: Prentice, Hall Private Limited

**References:**

Mamoria-C. B (2007). Personal Management, Twelfth edition, Mumbai: Himalaya Publishing House.

Durai.P. (2020). Human Resource Management (3rd ed). India: Pearson Education.

Decenzo - D.A. - Robbins - D. A. (2007). Personnel/ Human Resource Management India: Prentice-Hall Private Limited.

Dessler, G. (2017). *Human Resource Management* (15th ed.). Pearson

Armstrong, M., & Taylor, S. (2019). *Armstrong's Handbook of Strategic Human Resource Management* (7th ed.). Kogan Page.

**Web sources:**

- <https://www.economicsdiscussion.net> › personnel-policies- Personnel Policies: Meaning, Definitions, Types, Importance
- <https://www.toppr.com> › human-resource-management- Recruitment Process: HRM, External and Internal Sources
- <https://safetyculture.com> › Topics- The Process of Evaluating Training Programs – Safety Culture
- <https://kitaboo.com> › training-evaluation-evaluate-training- 5 Best Ways to Evaluate Training Effectiveness and Impact

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	3	2	3	2	2	3	2	3	2	2
<b>CO-2</b>	3	2	3	2	2	3	2	3	2	2
<b>CO-3</b>	3	3	3	3	3	3	3	3	3	3
<b>CO-4</b>	3	2	3	2	3	3	2	3	2	3
<b>CO-5</b>	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	2.4	3	2.4	2.6	3	2.4	3	2.4	2.6

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER IV</b>			
<b>Core: X</b>		<b>Modern Trends in Counselling</b>	
<b>Code: 23PPSC42</b>	<b>Hrs/Week:5</b>	<b>Hrs/ Sem: 75</b>	<b>Credit: 5</b>

**Objectives:**

- Be introduced to prominent current and effective techniques
- Identify the theoretical underpinnings of the modern trends in counselling.
- Learn to apply various techniques in counselling practice
- recognize ways of pursuing counselling via psycho-education

**Course Outcomes:**

<b>CO No</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO1	master the therapeutic techniques in counselling	K1
CO2	know about the various therapy techniques used for different age groups	K2
CO3	master the skills of being an efficient counsellor	K3
CO4	get updated in all the recent and contemporary counselling techniques	K4
CO5	become an efficient counsellor	K5

## **Unit I: Introduction**

Self – Psychology: Introduction – Origins – Major concepts - Therapeutic techniques – Cultural implications – Criticism.

## **Unit II: Art therapy**

Expressive Art Therapy – Overview – history – Application – American Art Therapy Association – Dealing with emotions through expressive art therapy – Activities and Exercise for children and adults’ Different types of therapeutic modalities: Art therapy, Drama therapy, Psychodrama, Music therapy, Poetry therapy, Dance therapy and Movie therapy

## **Unit III: Narrative therapies & Play therapy**

Narrative Therapies – Options for telling and re-telling of stories – re-engagement and reproduction of history – Alternative knowledge and skills – Alternative stories – Meta-texts – Meta to meta-texts.

Play Therapy - Overview – History – application – Method – Child’s language – Benefits Family’s Involvement in Play Therapy.

## **Unit IV: Psycho education**

The Psycho-Educational Model – The history of psycho-education, Modern Psycho-educational Leader (William Morse, Nicholas Long, Larry Brendtro, Mary Margaret Wood, Tom McIntyre, Richard Curwin and Allen Mendler), Assessment of Behaviour, Psycho-educational interventions.

## **Unit V: Positive Psychology**

Positive Psychology: History and Development, Three pillars of Positive Psychology – Positive psychology and well-being therapy: VIA, Flow, Meaning, Hope, Gratitude, Resilience and Altruism.

Internal Assessment: Preparing a psycho-educational module.

## Reference Books

Krik K, McManus M. (2002), Containing families' grief therapeutic group work in a hospice setting. *International Journal of Palliative Nursing*.

Noice H, Noice T, Staines G, (2004), A Short-term intervention to enhance cognitive and affective functioning in older adults. *Journal of Aging and Health*.

McIntyre, T, (2005), *The Behavioural Survival Guide for Kids: How to make Good Choices and Stay out of Troubles*. Minneapolis: Free Sprit Press.

Charles B, Strozier. (2001). *The Making of Psycho analyst*. Farrar, Straus and Giroux.

Marshall L. Silverstein. (1999). *Self-Psychology and Diagnostic Assessment: Identifying Self object Functions through Psychological Testing*. Routledge

Erford, B. T. (2019). *Transforming the School Counselling Profession* (5th ed.). Pearson.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO-4</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO-5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Average</b>	<b>3</b>	<b>2.4</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>	<b>3</b>	<b>2.4</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER IV</b>			
<b>Core XI</b>		<b>Community Psychology</b>	
<b>Code: 23PPSC43</b>	<b>Hrs/Week: 4</b>	<b>Hrs/ Sem: 60</b>	<b>Credit: 4</b>

**Objectives:**

- To understand the important concepts in community Psychology.
- To understand the fields of community psychology.
- To describe the various preventive measures that can be adopted in the community.
- To explain ways to provide supportive measures in the community and psychological first aid in cases of traumatic stress.
- To analyse ways in which community and social change can be facilitated.

**Course Outcomes:**

<b>CO No</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO1	describe the concepts of Community Psychology	K2
CO2	explain the importance of working with the Community	K3
CO3	classify the community interventions and psychological first aid	K4
CO4	investigate on the needs of the community	K5
CO5	recommend strategies for proper implementation of community psychology projects	K5



### **Unit I: Introducing Community Psychology**

History of community psychology. Aims of community research. Methods of community psychology research. Understanding individuals within environments and the community

### **Unit II: Preventing problem behaviour and promoting social competence**

Understanding the key concepts of prevention and promotion. Ways to implement programs.

### **Unit III: Promoting community and social change**

Citizen participation and empowerment. Program evaluation and program development.

### **Unit IV: Community based psychological first aid**

Introduction. On being a helper in providing CBPFA. Traumatic stress-emotional, physical, behavioural and cognitive reactions to stress. Stress of disasters. Coping with stress. CBPFA with marginalized and rural communities.

### **Unit V: Group service-learning project on a community related issue**

Skill training exercises for the students.

### **Recommended Text Books**

Thomas, E., Kloos B., Hill J., Wandersman A., Elias M.J. & Dalton, J.H. (2012) Community Psychology: Linking Individuals and Communities, 3<sup>rd</sup> Edition. Wadsworth Publishing.

Jacobs, G.A. (2016) Community based Psychological first aid -- A Practical Guide to Helping Individuals and Communities During Difficult Times, Elsevier.

Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). Community psychology: Linking individuals and communities (3rd ed.). Cengage Learning.

Nelson, G., & Prilleltensky, I. (Eds.). (2010). Community psychology: In pursuit of liberation and well-being. Palgrave Macmillan.

Rappaport, J. (1987). Terms of empowerment/exemplars of prevention: Toward a theory for community psychology. American Journal of Community Psychology, 15(2), 121-148

**References:**

Johnson, D.W. (1986) Reaching out interpersonal effectiveness and self-actualization, 3<sup>rd</sup> edition. New Jersey: Prentice Hall.

Johnson, D.W. & Johnson F.P. (1982) Joining together, 2<sup>nd</sup> Edition. New Jersey: Prentice Hall.

**Web References:**

- [www.springer.com](http://www.springer.com)
- [www.gicpp.org](http://www.gicpp.org)
- [www.scrahl.org](http://www.scrahl.org)

**Outside syllabus- Self Study**

- Social Issues and community-based interventions relevant to the Indian context.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO-2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-4</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-5</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>Average</b>	<b>2.8</b>	<b>2.2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.8</b>	<b>3</b>	<b>2.2</b>	<b>2.4</b>

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER IV</b>			
<b>Core Practical IV</b>		<b>Human Resource Management</b>	
<b>Code: 23PPSCR4</b>	<b>Hrs/Week:2</b>	<b>Hrs/ Sem: 60</b>	<b>Credit: 1</b>

Minimum 5 experiments should be chosen from the given list and professional skills (compulsory) be taken for record writing and practice.

### **Professional skills**

1. Qualities of HR
2. Case Analysis

### **Experiments**

#### **Human Resource Management**

1. Personal Performance Schedule
2. Comprehensive Interest Schedule
3. Job Diagnostic Survey
4. DISC Behaviour Inventory
5. The Multidimensional Work Motivation Scale
6. Work-Life Balance Questionnaire
7. Employee Engagement Scale
8. Working styles assessment
9. Leadership Style Inventory
10. Job Satisfaction

### **Reference**

- Rao P.S., (2010) Human Resource Management: text and cases. Himalaya Publishing house, New Delhi.
- Robinson S.P, Judges T.A., (2012) Organizational behaviour. Pearson Education, New Delhi.
- Capon, N. (1994). The product life cycle. In J. J. Hampton (Ed.), AMA Management Handbook.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO-2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-4</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-5</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>Average</b>	<b>2.8</b>	<b>2.2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.8</b>	<b>3</b>	<b>2.2</b>	<b>2.4</b>

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER IV			
<b>Core Practical V      Modern trends in counselling and Community Psychology</b>			
<b>Code: 23PPSCR5</b>	<b>Hrs/Week:4</b>	<b>Hrs/ Sem: 30</b>	<b>Credit: 2</b>

Minimum 3 experiments should be chosen from each given list and professional skills (compulsory) be taken for record writing and practice.

### **Professional skills**

1. Counselling skills
2. Communication Skills

### **Experiments**

#### **Modern trends in Counselling**

1. VIA Inventory of Strengths
2. Resilience Scale
3. Gratitude Scale
4. Expressivity Questionnaire
5. Flow Scale
6. Altruism Scale

#### **Community Psychology**

1. Coping Questionnaire
2. Stress Scale
3. Assertiveness Inventory
4. Social Competence Scale
5. Behaviour Problem Checklist

### **Reference**

Dass, S. N. (2015). *Textbook of Experimental Psychology*. Sublime Publications India

Gregory, R. J. (2005). *Psychological testing, history, principles and applications*. 4th Edition, Pearson Education, USA

Parameshwaran, E.G., & Ravichandra, R., “*Experimental Psychology*”, Neelkamal Publication Pvt. Ltd, Hyderabad, 2001.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	3	2	3	2	2	3	2	3	2	2
<b>CO-2</b>	3	2	3	2	2	3	2	3	2	2
<b>CO-3</b>	3	3	3	3	3	3	3	3	3	3
<b>CO-4</b>	3	2	3	2	3	3	2	3	2	3
<b>CO-5</b>	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	2.4	3	2.4	2.6	3	2.4	3	2.4	2.6

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER IV			
Discipline specific elective VI Crisis intervention and trauma counselling			
Code: 23PPSE41	Hrs/Week:4	Hrs/ Sem: 60	Credit: 3

**Objectives:**

- To understand and describe PTSD risk factors, symptomatology and comorbidities, acute traumatic stress reactions and the principles and basic strategies of crisis intervention
- To understand the principles of primary evidence-based treatments for PTSD and to learn to provide traumatized clients with psychoeducation and basic coping strategies

**Course Outcomes:**

CO No	Upon completion of this course, the person will be able to	CL
CO1	know and master the art of crisis intervention	K2
CO2	know about the impact caused by trauma	K3
CO3	master the art of PTSD intervention	K3
CO4	master the course of crisis intervention	K4
CO5	master the art of exposure based therapies	K5



## **Unit I: Introduction**

Introduction: Understanding Trauma: Post Traumatic Stress Disorder symptomatology and assessment measures.

## **Unit II: Trauma and development**

Trauma and Development: Developmental impact of trauma and overview of Complex PTSD.

Trauma and Loss: Traumatic grief and associated conditions

## **Unit III: Crisis intervention and PTSD**

Crisis Intervention and PTSD Treatment: Disaster Mental Health and Acute Stress Reactions, Cognitive-Behavioural Therapies for Trauma-related Conditions, Evidence-based Treatments for PTSD.

## **Unit IV: PTSD**

PTSD risk factors, development, and course. Biological Basis and Psychopharmacology of PTSD.

## **Unit V: Exposure based treatments**

Introduction to exposure-based treatments for PTSD, Vicarious Traumatization, Compassion Fatigue and Posttraumatic Growth

## **Reference:**

James, R. K. & Gilliland, B. E., (2513). Crisis Intervention Strategies, 7th Edition. Belmont, CA: Brooks/Cole.

Cloitre, M, et al. (2509). A Developmental Approach to Complex PTSD: Childhood and Adult Cumulative Trauma as Predictors of Symptom Complexity.

James, R. K., & Gilliland, B. E. (2017). Crisis intervention strategies (8th ed.). Cengage Learning.

Roberts, A. R. (Ed.). (2015). Crisis intervention handbook: Assessment, treatment, and research (4th ed.). Oxford University Press.

Figley, C. R. (Ed.). (2013). Encyclopaedia of trauma: An interdisciplinary guide. SAGE Publications.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO-4</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO-5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Average</b>	<b>3</b>	<b>2.4</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>	<b>3</b>	<b>2.4</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER IV			
Discipline specific elective VI		Learning Disability	
Code: 23PPSE42	Hrs/Week:4	Hrs/ Sem: 60	Credit: 3

**Objectives:**

- To comprehend the nature, types and learning disorders.
- To understand the impact of learning disability on physical and mental health.
- To appreciate and cultivate social support to children with learning disability
- To learn specific techniques to deal with learning disability

**Course Outcomes:**

CO No	Upon completion of this course, the person will be able to	CL
CO1	examine the nature and causes of stress	K2
CO2	identify the positive and negative effects of stress	K3
CO3	explain the coping style of stress	K4
CO4	appraise the effective ways of social support.	K5
CO5	discuss the psychological techniques to manage stress	K5

## **Unit I: Introduction**

Definition and Meaning of Stress and Stressor; Types of stress and symptoms of stress. Factors that cause stress: The General Adaptation Syndrome, The Diathesis Stress Model, Sources of Stress

## **Unit II: Effects of Stress**

Positive effects of stress: Optimal stress and positive psychological functioning. Negative effects of stress: Effect of stress on physical mental health

## **Unit III: Coping with Stress**

Introduction to Coping. Personality and Coping. Coping Style: Problem Focused and Emotion Focused Coping. Spiritual coping- Yoga, Meditation. Psychosocial Resources. Resilience: Growth through Trauma. Learned optimism, Hope, gratitude as psychological moderators of stress

## **Unit IV: Social Support**

Meaning Effects of Social Support on Illness. Bio psychosocial Pathways. Moderation of Stress by Social Support. Effective Types of Social Support. Enhancing Social Support.

## **Unit V: Interventions for Stress Management**

Coping Interventions: Expressive Writing, Self-Affirmation, Relaxation Training, Exercise, Diet, Cognitive interventions, Time Management, Communication skills training: Assertiveness training

## **Recommended text books:**

Greenberg J. S (2009). Comprehensive stress management. McGraw-Hill Education.

Straub, O, R (2001) Health Psychology. U.S.A.: Worth Publishers.

Taylor, E.S. (2018). Health Psychology. (10<sup>th</sup> Ed.) India: McGraw Hill Education (India)

Nanda, M. (2006). Handbook on stress management. New Delhi: India log Publication Pvt. Ltd.

## **References:**

Clegg. B. (2000) Instant stress management: bring calm to your life now. London: Kogan Page.

DiMatteo, R.M., & Marting, R.L (2002). Health Psychology, India: Pearson India Education Services Pvt. Ltd.

Nanda, M. (2006). A Handbook on Stress Management. India: India log Publications Pvt. Ltd

Turkington, C. (2005) Stress management for busy people. India: McGraw-Hill.

Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2015). Exceptional learners: An introduction to special education (13th ed.). Pearson.

Lerner, J. W. (2013). Learning disabilities and related disabilities: Strategies for success (13th ed.). Cengage Learning.

Swanson, H. L., Harris, K. R., & Graham, S. (Eds.). (2019). Handbook of learning disabilities (2nd ed.). Guilford Press

### **Web sources:**

- <http://opentextbc.ca/introductiontopsychology/chapter/15-2-stress-and-coping/>- Stress and coping
- <http://courses.lumenlearning.com/boundless-psychology/chapter/coping-with-and-managing-stress/> - Coping with and managing stress.
- <http://www.garrettcollege.edu/images/faculty/kasecamp/PSY101/psy7.pdf>- Notes - Health, Stress & Coping
- [http://college.cengage.com/psychology/bernstein/essentials/4e/assets/instructors/outlines/ch10\\_outline.pdf](http://college.cengage.com/psychology/bernstein/essentials/4e/assets/instructors/outlines/ch10_outline.pdf) - Chapter Health, Stress and coping.

### **Out of Syllabus (Self Study):**

- Health-Endangering Behaviours
- Promoting Healthy Behaviour
- Cognitive coping strategies change the thinking process about stressors.

James Prochaska - five stages of successful change

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO-2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-4</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-5</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>Average</b>	<b>2.8</b>	<b>2.2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.8</b>	<b>3</b>	<b>2.2</b>	<b>2.4</b>

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER IV</b>			
<b>Core XII</b>		<b>Project</b>	
<b>Code: 23PPSP41</b>	<b>Hrs/Week: 6</b>	<b>Hrs/ Sem: 90</b>	<b>Credit: 4</b>

The students will do individual projects choosing topics based on their areas of interest and the courses covered in the syllabus. The students are individually guided by staff members. This project involves research work including data collection, data analysis and interpretation using research and statistical knowledge gained.