VIVEKANANDHA
College of Arts and Sciences for Women
(Autonomous)
(Affiliated to Periyar University, Approved by AICTE, Recognized u/s 2(f), 12(B) of UGC Act, 1956)
Elayampalayam-637 205, Tiruchengode, Namakkal Dt., Tamilnadu.

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DEPARTMENT OF PSYCHOLOGY

M.Sc. DEGREE

Applied Psychology

[Choice Based Credit System (CBCS)]

OBE REGULATIONS AND SYLLABUS TANSCHE
(Effective from the academic year2023-2024 and thereafter)

I - SEMESTER

	Course	CourseCode	Category	Number of Credits	Hours Per Week	Internal Exam	External Exam	Exam Duration (hrs)
			Semester I					
1	Advanced General Psychology	23P1PYC01	Core I	4	6	25	75	3
2	Research Methodology & Applied Statistics	23P1PYC02	Core II	4	6	25	75	3
3	Counselling skills and techniques	23P1PYC03	Core III	4	6	25	75	3
4	. Geriatric challenges and development	23P1PYDE01	Elective I	3	4	25	75	3
5	Learning disability	23P1PYGE02	Elective II	3	4	25	75	3
6	Interpersonal and communication skills	23PIPYAC01	Ability Enhancement Course AEC I	2	2	25	75	3
7	Dynamics in parenting	23P1PYPC01	Professional competency Skill PSC I	2	2	25	75	3
	Total			22	30			

II SEMESTER

S. No.	Course	Course Code	*Category	Number of Credits	Hours Per Week	Exam Duration (Hrs)
	Semester II					
1	Theories of Personality	23P2PYC04	Core IV	4	6	3
2	Psychopathology	23P2PYC05	Core V	4	6	3
3	Psychological Assessment - I (Counselling and Psychotherapy)	23P2PYCP06	Core VI	4	6	3
4	. Training and development	23P2PYDE03	Elective III	3	4	3
5	Psychological intervention for developmental disorders	23P2PYGE04	Elective IV	3	4	3
6	Stress management	23P2PYAC02	Ability Enhancement Course AEC II	2	2	3
7	Enhancement of emotional intelligence	23P2PYS01	Skill Enhancement Course SEC I	2	2	3
8	Summer Internship Training	23P2PYIN01		2		
	Total			24	30	

Semester III					
Research Methods and Statistics	22P3PY10	Core XI	4	4	3
Psychotherapeutics	22P3PY11	Core XII	4	4	3
Training and Development	22P3PY12	Core XIII	4	4	3
Neuro Psychology	22P3PY13	Core XIV	6	8	3
Experimental Psychology II	22P3PYP02	Core XV (Practical)	8	8	3
Forensic Psychology	22P3PYE03	Elective III	4	4	3

SEMESTER - IV

Course	Course code	Category	Number of credits	Int. Mark	Ext. Mark	Total Marks
Internship - Clinical Practicum	22P4PYINT01	Core XVI	10	50	150	200
Project Work - Dissertation	22P4PYPR01	Core XVII	09	50	150	200

Title of the Course	ADVANCED GENERAL PSYCHOLOGY						
Paper Number	**CORE I**						
Category Core	**Year**	I	**Credits**	4	**Course Code**	23P1PYC01	
	Semester	I					
Instructional Hours per week	**Lecture**		**Tutorial**		**Lab Practice**	**Total**	
	3		1		--	4	
Pre-requisite							
Objectives	✓ To enable the student to understand the basic concepts in psychology ✓ To make the students realize the recent advancements in the general psychology ✓ To make them to understand the Biological Bases of behaviour ✓ To sensitize the student on motivational, emotional and other aspects of behaviour ✓ To help the students to understand the intellectual and creativity part of our behaviour						
Course Outline	**UNIT I INTRODUCTION** Psychology: Brief history of Modern Psychology – Its Grand Issues and Key Perspectives – Multicultural Perspective – Evolutionary Psychology - Positive Psychology Perspective-Cyber Psychology. Research in Psychology: the Scientific Method –Theory in the Scientific Method- Research methods in Psychology: Observation-Correlation-Experimentation. Ethical Issues in Psychological Research						
	UNIT II BIOLOGICAL BASES OF BEHAVIOR AND THE BRAIN The Biological Basis: Neurons-Basic Structure and Functions – Neurotransmitters-the Nervous System-the Endocrine System. The Brain: The Brain Stem- The Hypothalamus- Thalamus and the Limbic System- the Cerebral Cortex-The Brain and Visual Perception-the Brain and Human Speech- the Brain and Higher Mental Processes. Heredity and Behavior: Genetics- Role of Genetics and Environmental Effect on human behaviour- Genes and Evolutionary Psychology.						

	UNIT III SENSATION, PERCEPTION, CONSCIOUSNESS, AND LEARNING Sensation: Sensory Thresholds- Psychophysics and its Methods- Sensory Adaptation-Vision – Hearing – Touch and other Skin Senses – Smell and Taste – Kinesthesia and Vestibular Sense. Perception: – Organizing principles- Constancies and Illusions- Pattern Recognition and Distance Perception –Plasticity of Perception- Extrasensory perception. State of Consciousness: Biological Rhythms– Waking States of Consciousness – Sleep and Sleep Disorders- Dreams-Hypnosis - Consciousness Altering Drugs. Learning: Principles and Applications of Classical Conditioning- Principles and Applications of Operant Conditioning- Principles and Applications of Observational Learning- Social Cognitive Learning Theory.
	UNIT IV MOTIVATION AND EMOTION Motivation: Drive, Arousal, Expectancy, Goal Setting and Need hierarchy Theories of Motivation- Hunger Motivation and Regulation of Eating- Sexual Motivation and Human Sexual Behaviour– Aggressive Motivation– Achievement Motivation - Intrinsic Motivation. Emotion: Nature, Expression and Impact – Biological Basis of Emotion – External Expression of Emotion. Emotions and Cognitions –Subjective Well Being.
	UNIT V INTELLIGENCE & CREATIVITY Intelligence –Nature – Meaning – Theories of Intelligence– Measuring Intelligence–Heredity and Environment in Intelligence– Group Differences in Intelligence. Emotional Intelligence. Creativity – Views of Creativity- Techniques of Creativity.
Recommended Text	**Learning Resources:** **Recommended Text books:** • Robert A. Baron (2001). Psychology. New Delhi: Prentice Hall of India.
Reference Books	**References:** Cacioppo, J., &Freberg, L. (2018). Discovering psychology: The science of mind. Cengage Learning. Cengage Learning.Hilgard, E.R. (1999). Introduction to Psychology (6th Edition). New Delhi: Oxford and IBH Publishing Co, Pvt Ltd. Hilgard, E.R. (1999). Introduction to Psychology (6th Edition). New Delhi: Oxford and IBH Publishing Co, Pvt Ltd. Morgan C.T, King, R.A., Weisy, J.R, Scooper, J. (1993). Introduction to Psychology. New Delhi: Tata Mc-Graw Hill Publishing Company.

LEARNING OUTCOMES: -

On successful completion the students will be able to :

CLO1: Learn about the basic concepts in psychology

CLO2 : Understand the Biological Bases of behaviour

CLO3 : Realize the recent advancements in the general psychology

CLO4 : Sensitized on motivational, emotional and other aspects of behaviour

CLO5: Understand the intellectual and creativity part of behaviour

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	✓					
CLO2		✓		✓		
CLO3			✓		✓	
CLO4		✓				
CLO5						✓

Title of the Course	RESEARCH METHODS AND APPLIED STATISTICS					
Paper Number	CORE II					
Category	Core	Year	I	Credits	4	Course Code	23P1PYC02
		Semester	I			
Instructional Hours per week		Lecture	Tutorial		Lab Practice	Total
		3	1		--	4
Pre-requisite						
Objectives of the Course	1. To understand the processes of scientific research. 2. To gain knowledge in ethics in research 3. To explore the use of appropriate research design. 4. To familiarize with various types of sampling techniques 5. To gain knowledge in research report writing					
Course Outline	**Unit- I:** Foundations of Research -Meaning – Critical thinking process – Objectives of science – Need for research – Research approaches – Steps in research. Method Vs Methodology. General Principles – Ethical issues: Children, Adults, Animals. Research problem – Sources – Criteria of good problem.Reviewing the literature – Research article.					
	Unit- II: Hypothesis,variables and sampling- Hypothesis: Meaning – Types – Basic concepts related to hypothesis testing. Variables – Definition – Ways of asking questions – measuring observed variables – Scales of measurement – Types of measures – Reliability – Validity. Sampling – Meaning – Probability and Non-probability sampling – Sample & effect size. Data collection methods: Observational research –Survey research.					
	Unit- III: Research Design: Experimental design: Independent groups designs – Completely randomized groups designs, randomized factorial groups design. Dependent groups designs: Within-participants design, matched groups design – Mixed Designs – Single-participant design – Baseline designs. Non- experimental designs: Quasi-experiments – Time-series design, nonequivalent groups designs, longitudinal research, Cross-sectional research, Case-studies, Correlational research.					

	Unit- IV: Statistics: Organizing data: Frequency distribution – Graphs – Descriptive statistics: Measures of central tendency – Measures of variation – Types of distributions. Inferential statistics: z test – t test – Analysis of Variance – Correlation– Concepts related to correlation – Correlation coefficient –Regression. Non-parametric statistics: Mann-Whitney test – Wilcoxon Chi-square – Spearman Rank correlation – Kruskal-Wallis test. Analysis of data using SPSS
	Unit- V: Report Writing and computers in research: Writing Proposal – Plagiarism – References and In-text citation – APA primer - Presenting research: Research report – Typing guidelines – Oral and Poster presentation. Computers in research – Internet and research.
Skills acquired from this course	Knowledge, Analytical ability, Professional Competency, and Transferrable Skill
Recommended Text	1. Evans, A.N., &Rooney, B. J. (2011). Methods in psychological research. New Delhi, India: Sage Publications India Pvt. Ltd. 2. Jackson, S.L. (2015). Research methods and statistics. New Delhi, India: Cengage Learning India Pvt. Ltd. 3. Kothari, C. R.(2004). Research methodology,(2 nd ed). Chennai: New Age International Publishers. 4. Shaughnessy, J.J., Zechmeister, E.B. &Zechmeister, J.S. (2006). Research Methods in Psychology. (7th ed.). Singapore: McGraw-Hill.
Reference Books	Coaley, K. (2009). An introduction to psychological assessment and psychometrics. New Delhi, India:Sage Publications India Pvt. Ltd. 2. Coolican, H. (2009). Research methods in statistics in psychology. New Delhi, India: Rawat Publications. 3. Gravetter, F.J., & Forzana, L.A.B. (2009). Research methods for behavioral sciences. Boston, MA: Wadsworth Cengage learning. 4. Mohanty, B., & Misra, S. (2019). Statistics for behavioural and social sciences. New Delhi, India: Sage Publications. 5. Myers, J. (2008). Methods in psychological research. New Delhi, India: Sage Publications. 6. Ruyon, R.P, Haber, A, Pittenger, D.J., & Coleman, K.A. (2010). Fundamentals of behavioural statistics. New York, NY: McGraw Hill. 7. Singh, A.K. (2006). Tests, measurements and research methods in behavioural sciences. Patna, India:

		Bharati Bhavan Publishers.
Website and e-Learning Source		● https://www.sciencedirect.com/topics/psychology/psychological-research ● https://opentextbc.ca/researchmethods/chapter/qualitative-research/ ● https://www.studysmarter.us/explanations/psychology/research-methods-in-psychology/ ● https://www.verywellmind.com/introduction-to-research-methods-2795793 ● https://apaformat.org/apa-format-overview/ 1.

COURSE OUTCOMES

On successful completion the students will be able to :

CO1(K2): Describe the elements of research, sampling and hypothesis formulation.

CO2(K3): Develop research report in APA Style.

CO3(K3): Apply knowledge for the selection of appropriate research design.

CO4(K4): Analyze ethical issues in conducting a research

CO5(K5): Explain the steps in conducting Psychological research.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	1	1	3	3	3	3	2	3
CO2	3	3	2	3	3	3	1	1	1
Co3	2	1	1	1	2	3	2	1	1
CO4	2	3	2	1	3	1	1	1	3
CO5	3	3	2	3	1	1	1	1	1

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	1	2	3	2	3	2	2
CO2	3	2	2	3	3	2	2	3
CO3	3	2	2	3	3	1	2	2
CO4	3	2	2	3	3	1	2	2
Co5	3	3	3	3	2	3	2	3
Weightage	15	11	11	15	13	10	10	12
Weighted percentage of **Course Contribution to Pos**	3	2.2	2.2	3	2.6	2	2	2.4

Title of the Course		COUNSELING SKILLS AND TECHNIQUES					
Paper Number		Core Paper					
Category	Core	Year	I	Credits	4	Course Code	23P1PYC03
		Semester	I				
Instructional Hours per week		Lecture	Tutorial		Lab Practice	Total	
		3	1		--	4	
Pre-requisite							
Objectives of the Course		- To acquire knowledge about skill based models of counseling. - To examine the ethical issues in counseling - To understand the skills and process of online counseling. - Practice the skills of attending, listening and responding with empathy using classroom activities and exercises. - To understand one' strengths and limitations in basic counseling skills..					
Course Outline		**Unit- I:** Counseling Skills and Ethical Issues: The Helping relationship and process. Specific Counseling skills: Understanding the internal frame of reference, showing attention and interest, paraphrasing and reflecting feelings, structuring, probing, monitoring, challenging, self-disclosing. Managing resistances and making referrals. Facilitating problem solving. Improving client's perceptions, negotiating homework, conducting middle sessions and terminating helping. Ethical and Legal Issues in Counseling					
		Unit- II: The Skill Based Models of Counseling: Egan's problem management approach to helping. Stage I Problem clarification, Stage II Setting goals based on dynamic understanding, Stage III Facilitating action. Ivey and Ivey's Step by Step Micro skills model-Towards Intentional interviewing and Counseling. The Micro skills hierarchy. Drawing out client stories. Relationship-Story and Strengths- Goals- Restory- Action. Increasing skills and flexibility. Theory and Microskills.					
		Unit- III: **Listening & Empathy Building:** Qualities of the Effective Listener: Positive & Negative Listening– Proximity in Listening–Using Silence – Head nodding – Facial Expressions – Active Listening – Distraction –Assessing your own Listening. Clarifying empathy– Empathy building Statements–People who empathize –Simple reflection of content – Simple reflection of feeling – Selective reflection – Putting it all together – Using Empathy in everyday life – Empathy in difficult situations–Ethical					

	issues
	Unit- IV: Activities in Counseling: Information Activities: Types of information – Pros and cons of advice-giving – Breaking bad news – Confrontation I – Confrontation II – Checking for understanding. Facilitation Activities: Exploring facilitation – Types of facilitation– Learning to facilitate – Group facilitation – Limits to facilitation – Dealing with contingencies. Problem Solving Activities: Types of problem– Identifying problems– Problem- Solving Cycle–Clarifying Problems– Dealing with problems – Planning – Evaluation of Problem solving. Coping with Feelings: Types of feelings – Feeling words – Expressing feelings – Dealing with Paradox - Focusing –Preventing Burnout–Coping with stress
	Unit- V: Online Counseling Skills: Establishing an online presence and online relationship, online expression and listening, establishing and maintaining an open dialogue. Professional considerations in online practice. Technological advances: Implications for Counseling Psychological research, training and practice Practicum: To practice basic skills of listening, responding, empathizing and summarizing in the classroom under supervised guidance..
Recommended Text	- Egan, G. (2019).The skilled helper: A problem-management and opportunity- development approach to helping, 11 th edition. Pacific Grove, CA: Brooks/Cole - Brown, S.D., & Lent, R.W.(2008).Handbook of counseling psychology (4 th Ed) Edison, NJ: John Wiley & Sons, Inc. - Evans, J (2009) Online Counseling and Guidance Skills: A resource for trainees & practitioners, 1 st Edition, Sage Publications India Pvt. Ltd., New Delhi - Ivey, A.E., Ivey, M.B.,& Zalaquett, C.P.(2018). Intentional interviewing and counselling. 9 th edition. Belmont, CA: Brooks/Cole Cengage learning Pub. Co. - Feltham, C.,& Horton, I.(2017).The SAGE handbook of counseling and psychotherapy (4th ed.).Los Angeles, CA: Sage Publications Pub. Co. - Nelson–Jones, R. (2011). Basic counseling skills: A helper's manual (2 nd Ed.). Chennai, India: Sage Publications India Pvt. Ltd.

Reference Books	Burnard, P. (1995). Counseling skills training: A source book of activities for trainers. London, England: Kogan Page Ltd.
	2. Nelson-Jones (2010). The theory and practice of counseling and Therapy (5th ed). Sage.
	3. Meier,A.&Boivin,M. (2010), Counseling & Therapy Technique, Theory and Practice (Sage)
	4. Thompson,R.A.(2016). Counseling Techniques-Improving relationships with others, ourselves, our families, and our environment, 3rd ed. Routledge.
Website and e-Learning Source	● https://www.apa.org/education-career/ce/beyond-microskills.pdf

COURSE OUTCOMES

On successful completion of the course, students will be able to

On successful completion the students will be able to :

CO1(K2): Discuss the process of counseling offline and online and ethical issues.

CO2(K3): Explain the basic counseling skills of listening, responding , challenging and formulating action plans.

CO3(K4): Identify and differentiate skills at different stages of Counseling.

CO4(K5): Evaluate the various counseling approaches that are skill based.

CO5(K6): Apply the skills of counseling through classroom activities and practicum

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	1	3	1	3	3	3	3
CO2	3	3	1	3	2	2	1	3	3
Co3	3	3	1	3	2	2	1	2	3
CO4	3	2	1	2	3	1	3	3	2
CO5	2	2	2	3	3	1	3	2	2

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	3	2	3	3	3	3
CO2	3	3	3	1	3	2	3	3
CO3	3	3	3	1	3	2	3	3
CO4	3	3	3	3	2	3	3	2
Co5	3	2	2	3	3	1	3	3
Weightage	15	14	14	10	14	11	15	14
Weighted percentage of Course Contribution to Pos	3	2.8	2.8	2	2.8	2.2	3	2.8

Title of the Course	GERIATRIC: CHALLENGES AND DEVELOPMENT						
Paper Number	Elective I						
Category	Elective	**Year**	I	**Credits**	3	**Course Code**	**23P1PYDE01**
		Semester	I				
Instructional Hours per week		**Lecture**		**Tutorial**	**Lab Practice**	**Total**	
		2		1	--	2	
Pre-requisite							
Objectives of the Course	1. Acquire an insight about the aging process 2. Envisage the physical and psychological changes of the aged people 3. Identify the symptoms of mental illness in old age. 4. List out the welfare policies and agents for elderly care. 5. Express the issues of caregiving, case management and long term care regulations						
Course Outline	**Unit- I:** Physiological conditions of old age: Understanding the physiological conditions of old age in context to life style, socio economic conditions, gender -Old age from an old age perspective- Old age from society's perspective – Life expectancy in India and abroad – sensory problems – vision and eye diseases – cataracts – glaucoma – hearing loses – problems in movement and balance – Parkinson disease and dental problems – alcohol abuse – sexual activity.						
	Unit- II: Health issues in old age: Heart diseases – BP – other cardiovascular problems – arthritis, diabetics, osteoporosis, cancer, kidney or bladder diseases, incontinence, indigestion, urinary tract infections, changes in the nervous system, immune system .						
	Unit- III: Mental illness in old age: Symptoms of mental illness in old age – stress – different forms of stressors in old age – depression – Alzheimer and dementia – confusion due to multiple medication – loneliness – panic disorder-fear of death – anxiety – reduced mental and cognitive functioning – suicidal tendency – insomnia – substance abuse – falls .						
	Unit- IV: Care and welfare needs of old age: Physical needs – health care needs – social needs – psychological needs – financial needs – retirement – singleness – adjustment problems of the aged – violence, neglect, abuse, crime, empty nest syndrome – governmental and nongovernmental welfare measures for the aged.						
	Unit- V: Elderly care and management: Knowledge and skills required for old age care planning- assessments – financial support- legal and medical issues – referrals, advocacy and counseling – finding the resources human and material.						

Recap:	Problems of old age people staying at home as well as old age homes can be reviewed. Responsible behavior of families and citizens towards oldage people can be discussed
Recommended Text	• Behr, N. K. &Monhanty R P. (2005). Aging in changing social systems – their problems. New Delhi: Discovery Publishers House. • Iswar M. (2001). Aging Human Development. New Delhi: Rawat Publications. • Sandrock, J.W. (1999). Lifespan development. New York: Mac-Graw Hill Publishing.
Reference Books	• Johnson. M. (2005). The Cambridge handbook of age and ageing . New York: Cambridge University Press. • Mc- Innis Dittrich, K. (2009). Social work with older adults: A biopsychosocial approach to assessment and intervention. Boston: Allen and Bacon.
Website and e-Learning Source	● Educative videos on various welfare schemes, old age living conditions, counseling old generations and the like can be shared with the students. ● https://www.youtube.com/watch?v=Z_LbsK6LelE problems of elderly in India. ● https://www.seniority.in/blog/10-government-schemes-launched-for-the-benefit-of-senior-citizens/ aging policies and welfare schemes in India.

Course Outcomes:

On successful completion of the course, students will be able to

CO1(K2): Attain a comprehensive and scientific knowledge based on various aspects relating to geriatric care.

CO2(K3): Analyze the health issues arising during old age.

CO3(K4): Illustrate the welfare needs of the aged

CO4(K4): Demonstrate skill development in managing elderly people in the family and community settings for the welfare of the elder persons.

CO5(K6): Identify and promote support systems and networking for care of the older persons.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	1	2	3	1	2	2	2
CO2	2	2	1	3	3	1	3	3	3

CO3	2	2	1	3	3	2	3	3	2
CO4	3	3	2	3	3	3	3	3	3
CO5	3	3	2	3	3	3	3	3	3

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	3	1	2	3	3	3
CO2	2	3	3	2	3	3	3	3
CO3	3	3	3	2	2	3	3	3
CO4	3	3	3	3	3	2	3	3
Co5	3	3	3	3	3	2	3	3
Weightage	14	14	15	11	13	13	15	15
Weighted percentage of Course Contribution to Pos	2.8	2.8	3	2.2	2.6	2.6	3	3

Title of the Course	LEARNING DISABILITY					
Paper Number	Elective II					
Category FC	Year	I	Credits	3	Course Code	23P1PYGE02
	Semester	I				
Instructional Hours per week	Lecture	Tutorial		Lab Practice	Total	
	2	1		--	3	
Pre-requisite						
Objectives of the Course	The main objectives of this course are to enable students: • To understand learning disabilities, to know History and etiology of learning disorders. • To identify the characteristics of people with learning disability and know neuro diversity and training of the brain • To understand the various types of Learning disability • To know the approaches and various techniques of assessments • To provide an opportunity to observe remedial instruction in special schools and acquire skills to help students with learning disabilities.					
Course Outline	**UNIT I** Introduction to Learning Disability- Definition, DSM 5 criteria for specific learning disorders. History, Characteristics, Etiology of specific learning disorders, comorbidity, Overview of Learning styles.					
	UNIT II Brain and Neurodiversity-Plasticity, balance model, brain electrical activity. Training –Hemispheric stimulation training, EEG and bio feedback training, FMRI and computerized video games, Neuro diversity, universal design for learning, universal design solutions.					
	UNIT III Types of Learning Disabilities-Overview of different types of learning disabilities – Dyslexia, Dysgraphia ,Dyscalculia, Nonverbal learning disabilities, oral/Written language disorder and specific reading					

	comprehension deficit.
	UNIT IV Approaches to Assessments - Formal and Informal Assessment - Diagnostic test of reading disability, NIMHANS battery of specific learning disabilities Reading- Durell analysis of reading difficulty,Stanford diagnostic reading test,Writing and mathematical – formal and informal assessment.
	UNIT V Remediation-Principles of remediation, approaches –individualized education program, multi-sensory approach, tactile approaches, Sensory integration approach, manuscript and cursive instruction, remedying reversals, perceptual problems, phonic readiness,gross and fine motor activities,general, auditory and visual memory activities.
Recap	Etiology of specific learning disorders Types of learning disabilities Principles of remediation
Recommended Text	• .Diagnostic and Statistical Manual of Mental Disorders. (2013). Fifth Edition. (DSM-5)Rief, S.F. and Heimburger, J.A. (2006). How to Reach and Teach all slow Learners in the Inclusive Classroom. (Over view of learning styles • .Jena, S.P.K.(2013). Learning Disability: Theory to Practice. India: Sage Publishing, • .Nakra, O.(2019).Children and Learning Difficulties. India: Allied Publishers Limited. • Alice Mathew, Sr. (2016). Learning Disabilities and Remediation. India: NeelKamal
Reference Books	• Rief, S.F. and Heimburger, J.A. (2006). How to Reach and Teach all slow Learners in the Inclusive Classroom. Ready to use Strategies, Lessons and Activities for Teaching Learners with Diverse Learning Needs. John Wiley & Sons. • Hallahan,D.P.Kauffman,J.M.(2015).ExceptionalChildren. Introductionof SpecialEducation.14thEdition. NewJersey: Pearson . • Flanagan, D. P . Vincent C. A. (2018) Essentials of Specific Learning Disability Identification, 2nd Edition. . John Wiley & Sons
Website and e-Learning Source	• http://www.ldonline.org/- About Learning Disabilities and ADHD • https://youtu.be/yG_xSBsFMPQ -Learning disabilities expert Dr. Sheldon Horowitz explains the different types of learning disabilities and their impact on people with LD. • https://youtu.be/OdqaUcq7YVQ-How Are You Smart? What Students with Learning Disabilities are Teaching Us

| | https://youtu.be/DNu4WiQaVTI -Inside a Dyslexia Evaluation |
| | https://youtu.be/_dPyzFFcG7A -The True Gifts of a Dyslexic Mind \| Dean Bragonier \| TEDxMarthasVineyard |

Course Outcomes:

On successful completion of the course, students will be able to

CO1: [K1] Define and describe learning disability.

CO2: [K3] Examine the brain and its neuro plasticity with reference to learning disability

CO3: [K4] Analyze the different types of learning disabilities and diagnostic methods.

CO4: [K4] Analyze the approaches of Learning disabled children.

CO5: [K6] Design intervention methods and prepare modules for remedial work for the learning disabled.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	2	1	2	3	1	1	2	2
CO2	3	2	1	2	2	1	1	2	3
Co3	3	2	1	2	3	2	2	3	3
CO4	2	1	2	1	2	3	3	3	3
CO5	3	2	3	2	3	3	3	3	3

Title of the Course	**INTERPERSONAL AND COMMUNICATION SKILLS**				
Paper Number	Ability Enhancement Compulsory Course (AECC 1) Soft Skill-1				
Category AECC- 1	**Year** I		**Credits** 2	**Course Code**	**23P1PYAC01**
	Semester I				
Instructional Hours per week	**Lecture**	**Tutorial**	**Lab Practice**	**Total**	
	2	1	--	3	
Pre-requisite					
Objectives of the Course	LEARNING OBJECTIVES: 1To prepare students to equip themselves in communication and building relationships. 2.To send and interpret verbal and nonverbal messages accurately and effectively. 3.To recognize the need for self-monitoring of personal communication competence. 4.To understand one's values and enable value clarification. 5.To explain the dynamics of conflict management.				
Course Outline	**UNIT I** Self-Awareness – Understanding the self and discovering it. Self-awareness. Self- image development. Finding your real self. Importance of self-talk. Self Esteem. The journey of life.				
	UNIT II Interpersonal Communication - steps involved in communication process, types of communication and the strategies for making effective verbal and non-verbal communications. Listening and Improved Communication in Relationships.				
	UNIT III Developing Close Relationships - Personality variables, Zones, Body language, Desk method and character variables for developing close relationships.				
	UNIT IV Meaning and values – Values-types of values- Personal values-Value indicators- the importance of meaning and purpose.				

	Unit V Resolving Interpersonal Conflict–Cause for conflict ,Realities of conflict,Effects of conflict, Components of conflict, Behavior styles in conflict, Dirty fight techniques inconflict,Learning to be assertive in a conflict situation,Steps for win-win conflict resolution and when conflicts cannot be resolved.
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	. 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. 1.
Reference Books	. Janet Levine (2003) "know your parenting Personality" John wiley& sons,inc. . Lindsay C. Gibson (2015) " Adult Children of Emotionally Immature Parents", New harbinger publications. 1. Marc h. Bornste (2008) "Promoting Positive Parenting- An attachment – Lawrence Erlbaum Associates
Website and e-Learning Source	● https://www.youtube.com/watch?v=hY29SPXCxLA ● https://www.youtube.com/watch?v=fyO8pvpnTdE ● https://www.youtube.com/watch?v=WjOowWxOXCg ● https://www.youtube.com/watch?v=A71OktxTPac 1. https://www.youtube.com/watch?v=6fL09e8Tm9c

Course Outcomes:

On successful completion of the course, students will be able to

- **CO1 (K1)** Able to acquire knowledge on the importance of time, management of time, principles of time.
- **CO2 (K3)** Ability to understand what is procrastination, how to organize one's work, learn techniques to overcome procrastination
- **CO3 (K4)** Able to learn the scheduling, planning and prioritizing skills
- **CO4 (K5)** Assertively say a 'NO' positively, learn how to develop SMART goals
- **CO5 (K1, K4)** Recognize the difference between urgent items and important items

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		

					√	
CO2	√				√	
CO3	√		√		√	
CO4		√	√		√	
CO5			√		√	√

Title of the Course	DYNAMICS IN PARENTING					
Paper Number	Professional competency Skill					
Category	AECC- 1	Year	I	Credits	2	Course Code
		Semester	I			23P1PYPC01
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total	
		1	1	--	2	
Pre-requisite						
Objectives of the Course	The main objectives of the course are: 1.To understand the skills involved in parenting. 2.To familiarize the dynamic components of parents – child relationship 3.To explain the role parenting emotional regulation 4.To analyze the effects of reciprocal relationship between parents- Children and specia.children 5.To evaluate the Nature of Couple Relationships on relationship distress					
Course Outline	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 Behavior 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 Stepfamilies.	
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill	
Recommended Text	2. Brain, T. (2013). *Time Management.* American Management Association 3. Marc, M. (2003).*Time Management.* The McGraw- Hill Companies.	
Reference Books	2. Raju, K.V.S. & Jagannadha swamy, T. (n.d). Time management. Institute of Engineering and Technology	
Website and e-Learning Source	2. https://www.amanet.org/assets/1/6/time-management-mini.pdf 3. http://trongton.free.fr/books/self-help/Time%20Management%20(McGraw-Hill).pdf 3. Effective time management . Online course. https://www.colbycc.edu/Assets/Documents/Academics/late-fall/BU281-effective-time-mgmt.pdf 4. https://web.wlu.ca/learning_resources/oo/Time_Management_INTERACTIVE.pdf	

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	2	1	3	2	1	2	3	2
CO2	3	2	2	3	2	1	3	3	3
Co3	3	2	3	3	2	2	3	3	3
CO4	3	3	3	3	2	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	3	1	2	3	3	3
CO2	3	3	3	2	2	3	3	3
CO3	3	3	3	1	3	3	3	3
CO4	3	3	3	2	3	3	3	3
Co5	3	2	2	2	3	3	2	3
Weightage	15	10	14	8	13	15	14	15
Weighted percentage of Course Contribution to Pos	3	2	2.8	1.6	2.6	3	28	3

Title of the Course	THEORIES OF PERSONALITY						
Paper Number	CORE IV						
Category	Core IV	Year	I	Credits	4	Course Code	23P2PYC04
		Semester	II				
Instructional Hours per week		Lecture	Tutorial		Lab Practice		Total
		5	1		--		6
Pre-requisite							
Objectives of the Course		1. To make the student understand about personality and its determinants 2. To know the fundamentals of personality theory and its emergence to gain insight about human behavior. 3. To understand the significance of each school of thought in psychology 4. To compare and contrast the conceptual framework of various theories of personality 5. To know the recent trends in personality theories how its applied in the field of psychology						
Course Outline		**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: Behavioristic Approach/ Recent Theory: Skinner-Behavioral Analysis, Albert Bandura-Social Cognitive theory, Rotter&Mischel -Cognitive Social Theory , Seligman- Positive Psychology approach
Recommended Text	**Learning Resources:** **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
Reference Books	**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
Website and e-Learning Source	**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-extoverts-careers/ ● https://courses.lumenlearning.com/boundless-psychology/chapter/traitperspectives-on-personality ● https://www.psychologistworld.com/cognitive/carl-jung-analytical-psychology

LEARNING OUTCOMES: -

On successful completion the students will be able to :
CO1(K2): Understand the determinants of psychology and how it emerged as significant concept of psychology
CO2(K2): Classify and compare various personality theories' basic principles and approaches in
understanding human nature.
CO3(K4): Explain a critical understanding of personality through various Western approaches including type and trait, psychoanalytic, socio-cognitive, and humanistic and contemporary theories.
CO4(K5): Apply different personality theory's perspectives by engaging students in a discussion
about the everyday applications of various personality theories.
CO5(K5): Adapt to apply principles of personality in counseling practices.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	1	3	3	1	3	3	1
CO2	1	1	2	2	1	1	2	3	2
Co3	1	1	1	2	3	1	2	2	2
CO4	3	1	2	3	3	2	1	1	1
CO5	1	1	1	2	2	2	3	3	3

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	3	2	1	2	2	1
CO2	3	2	3	2	2	1	2	3
CO3	3	3	3	2	3	2	3	3
CO4	3	3	3	3	2	2	3	3
Co5	3	3	2	3	2	3	2	3
Weightage	15	14	14	12	10	10	12	13
Weighted percentage of Course Contribution to Pos	3	2.8	2.8	2.4	2	2	2.4	2.6

Title of the Course	PSYCHOPATHOLOGY						
Paper Number	CORE V						
Category	CORE V	Year	I	Credits	4	Course Code	23P2PYC05
		Semester	II				
Instructional Hours per week		Lecture		Tutorial	Lab Practice		Total
		5		1	--		6
Pre-requisite							

- . To introduce students to historical conceptions and perspectives of psychopathology
- To impart knowledge and skills about stress related disorder
- To impart knowledge and skills about sex related disorder
- To impart knowledge and skills about personality disorders
- To impart knowledge and skills about schizophrenia spectrum and other related
- disorders; neurodevelopment disorders

Course Outline		.UNIT I: HISTORY, APPROACH TO PSYCHOPATHOLOGY AND ASSESSMENT & DIAGNOSIS Understanding psychopathology – Historical conceptions of abnormal behavior: Supernatural model, Biological model, Psychologicalmodel. One dimensional Vs multi-dimensional model – genetic contribution to psychopathology – Contribution of neuroscience to psychopathology – Behavioral& Cognitive science – Emotions – Cultural & interpersonal factors – Lifespan development. Assessing psychological disorders – disorders.
		UNIT II: ANXIETY & STRESS- RELATED DISORDERS; OBSESSIVE-COMPULSIVE DISORDERS; AND MOODDISORDERS Complexity of anxiety disorders – Anxiety Disorders: GAS, Panic disorder and Agoraphobia, Specific Phobia, Social Anxiety Disorder. Posttraumatic stress disorder – Obsessive-Compulsive and Related disorders: Obsessive-Compulsive disorder. Defining Mood disorder – Structure of mood disorder –

		Additional defining criteria for depressive and bipolar disorders. Causes: Biological, Neurological, Psychological, Social and cultural – Treatment: ECT and TMS, Psychological, Preventing relapse
		UNIT III: SEX RELATED DISORDERS, GENDER DYSPHORIA Meaning of normal sexuality – Overview of sexual dysfunctions: Sexual desire disorder, Sexual arousal disorder, Orgasm disorder, Sexual pain disorder. Assessing sexual behavior- Causes and treatment of sexual dysfunctions. Paraphilic disorders – Types – Assessing and treating paraphilic disorders – Gender dysphoria
		UNIT IV: PERSONALITY DISORDERS Aspects of personality disorder – Categorical and dimensional models – Comorbidity – Cluster A personality disorders: Paranoid, Schizoid, Schizotypal personality disorder – Cluster B personality disorders: Antisocial, Borderline, Histrionic, Narcissistic personality disorder – Cluster C personality disorders: Avoidant, Dependent, Obsessive-compulsive personality disorder.
		UNIT V: SCHIZOPHRENIA SPECTRUM AND OTHER RELATED DISORDERS; NEURODEVELOPMENTAL DISORDERS Clinical descriptions: Positive symptoms, negative symptoms, disorganized symptoms. Historic schizophrenia subtypes – Other psychotic disorders – Causes of schizophrenia – Treatment of schizophrenia. Attention-deficit/hyperactivity disorder – Specific learning disorder – Autism spectrum disorder – Intellectual disability – Causes – Treatment – Prevention
Recommended Text		Barlow, D.H., & Durand, V.M. (2015). Abnormal Psychology – An Integrative Approach (7th ed). New Delhi: Cengage Learning.
Reference Books		Sarason and Sarason. (2010). Abnormal Psychology: The Problem of Maladaptive Behaviour (11th edition). New Delhi: Prentice-Hall of India Pvt Ltd.
Website and e-Learning Source		Sadock and Sadock. (2003). Kaplan and Sadock"s Synopsis of psychiatry: Behavioural sciences/ Clinical Psychiatry (9th edition). Philadelphia: Lippincott Williams & Wilkins.

Course learning outcomes: at the end of the course, the student will be able to
- **CLO1** Learn historical conceptions and perspectives of psychopathology
- **CLO2** Analyze the knowledge and skills about stress related disorder
- **CLO3** Analyze the knowledge and skills about sex related disorder

- **CLO4** Analyze the knowledge and skills about personality disorders
- **CLO5** Analyze the knowledge and skills about schizophrenia spectrum and other related
- disorders; neurodevelopment disorders

Mapping of Course Outcomes to Program Outcomes

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	✓			✓		
CLO2		✓		✓		
CLO3	✓				✓	
CLO4			✓			✓
CLO5	✓				✓	

Title of the Course	Psychological Assessment - I (Counselling and Psychotherapy)						
Paper Number	CORE						
Category	CORE VI	Year	I	Credits	4	Course Code	23P2PYCP06
		Semester	II				
Instructional Hours per week		Lecture	Tutorial		Lab Practice		Total
			6		--		6
Pre-requisite							
Objectives of the Course	. 1.To assist in the selection of appropriate tests. 2.To develop competence in Various types of Psychometric tests 3.To Administer psychological test according to the guidelines 4.To understand and interpret the person's test scores 5.To understand and solve the ethical issues in Psychological assessment.						
Course Outline	At least 10 tests have to be conducted from the following list: 1. Raven's progressive matrices 2. Weschler's Adult Intelligence 3. Differential Aptitude tests 4. Adolescent Interest scale 5. David's Battery of Differential aptitude test III 6. Myers Briggs Type Indicator (MBTI) 7. Cattell's 16 Personality Factor Questionnaire (16PF) 8. Multiple Anxiety Inventory 9. Beck Depression Scale 10. Memory Scale						

	11. Assessment of Learning disability
	12. Career maturity
	13. Assertive Questionnaire
	14. Students Stress Scale
	15. Marital Adjustment Questionnaire
Skills acquired from this course	
Recommended Text	. Anastasi. A. &Urbina.S. (2002), *Psychological testing*, 7th Edition, Pearson Education, USA . Gregory.R.J. (2005). *Psychological testing, history, principles and applications*. 4th Edition, Pearson Education, USA.
Reference Books	. Freeman, G.B. (1971) Theory and Practice of Psychological testing . New Delhi : Oxford and IBH Publishing Co. 2. Kaplan, R.M &Saccuzzo, D.P (2007). Psychological Testing. Delhi: Cengage Learning India. 3. Singh, A.K. (2004). Test Measurements and Research Methods in Behavioural Sciences. Patna: Bharat Bhavan Publishers and Distributors.
Website and e-Learning Source	**https://www.psychologydiscussion.net/essays/essay-on-the-uses-of-psychological-test/742** **https://www.youtube.com/watch?v=6HtnBBmuZpI** **https://www.verywellmind.com/psychometric-properties-425262**

On successful completion the students will be able to :

CO1(K2): Explain the conceptual framework of psychological testing.

CO2(K2): Identify the appropriate psychological test

CO3(K3): Determine how to discuss the obtained individual data.

CO4(K4): Evaluate the ethical issues in psychological testing.

CO5(K6): Infer the Individual differences through psychological testing.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	1	3	3	3	3	3	2
CO2	3	2	1	3	3	3	3	3	2
Co3	3	2	2	3	3	3	3	3	2
CO4	3	2	2	3	3	3	3	3	3
CO5	3	2	2	3	3	3	3	3	2

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	3	3	2	3	3	3
CO2	3	2	3	3	2	3	3	3
CO3	3	2	3	3	2	3	3	3
CO4	3	2	3	3	3	3	3	3
Co5	3	2	3	3	3	3	3	3
Weightage	15	10	15	15	12	15	15	15
Weighted percentage of Course Contribution to Pos	3	2	3	3	2.4	3	3	3

Title of the Course	**TRAINING AND DEVELOPMENT**					
Paper Number	Elective					
Category Elective III	**Year**	I	**Credits**	4	**Course**	
	Semester	I			**Code**	23P2PYDE03

Instructional Hours	Lecture	Tutorial	Lab Practice	Total
per week	2	1	--	3

Pre-requisite	
Objectives of the Course	. 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. . To examine different training styles and to apply the principles to conduct training programs and ensure quality management. . To build skills in evaluating the training program.
Course Outline	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.
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	. Camp, R.R., Blanchard, N.P., &Huszczo, 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. 3rded. New Delhi: India: Sage Publications. . Blanchard, N.P., &Thacket, J. W. (2009). Effective training: systems, strategies and practices. New Delhi, India: Pearson Education. 4.
Reference Books	. Biech, E. (2005). Training for dummies. Hoboken, NJ: Wiley Publishing Inc. . Songh, P. N. (1996). Training management development. 4th ed. Mumbai: Suchandra Publications. . Hardinghan, A. (1998). Training essential – Psychology for trainers. London, England: Chartered Institute of Personnel and Development. . 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. . Singh P N. (1996). Training Management Development. Mumbai: Suchandra Publications. . Janakiram, B. (2007). Training and Development. New Delhi: Biztantra. 4.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	2	2	3	3	1	2	2	1
CO2	3	2	3	3	3	3	2	3	3
Co3	3	3	2	3	2	3	3	3	2
CO4	3	2	3	3	2	3	3	3	3
CO5	3	2	3	3	2	3	3	3	3

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	1	3	1	1	3	3	3
CO2	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3
CO4	3	2	3	2	3	3	3	3
Co5	3	3	3	3	3	3	3	3
Weightage	15	12	15	12	13	15	15	15
Weighted percentage of Course Contribution to Pos	3	2.4	3	2.4	2.6	3	3	3

CO1(K2): Differentiate training and development and describe its nature, need and scope.
CO2(K3): Analyze and evaluate the reasons for training in the light of data collection methods, training design and learning style of participants.
CO3(K4): Compare the merits and demerits of the experiential and non-experiential training techniques.
CO4(K6): Formulate methods of improving productivity and quality in the workplace. CO5(K6): Recommend the techniques for evaluation of the training programme.

Title of the Course		PSYCHOLOGICAL INTERVENTION FOR DEVELOPMENTAL DISORDERS					
Paper Number		Elective					
Category	Elective IV	Year	I	Credits	4	Course Code	23P2PYGE04
		Semester	I				
Instructional Hours per week		Lecture	Tutorial		Lab Practice	Total	
		2	1		--	3	
Pre-requisite							
Objectives of the Course		To introduce various Developmental Disorders 2. To understand the causal factors of childhood disorders. 3. To gain knowledge about the different types of assessment used in psycho diagnosis of childhood disorders. 4. To explain the psychological principles in management of childhood disorders. . 5. To recommend suitable intervention strategies in hypothetical case studies.					
Course Outline		Unit- I: Intellectual Disability - Definition, classification, prevalence, etiology, early identification, interpersonal deficits, behavior 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, behavior rating scales. Treatment – medication, behavior modification, self-regulation and cognitive behavioral 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 behavioral functioning, etiology, assessment, comprehensive educational					

	treatment and behavioral intervention. Presentation of case formulation and recommend suitable intervention strategies in hypothetical cases
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	. 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 Books	. Learner,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 (9 th ed.) Cengage Learning,Boston . Thomas,P.H., Fedewa,A.L.(2021) Counselling & Psychotherapy with children & Adolescents-Theory &Practice for school & Clinical settings(5 th ed.) John Wiley &Sons,Canada
Website and e-Learning Source	● https://alison.com/course/understanding-child-development-and- disabilities ● https://www.coursera.org/learn/child-development

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	2	1	3	3	2	3	3	2
CO2	3	2	1	3	3	2	3	3	3
Co3	2	3	2	3	3	2	2	3	3
CO4	3	3	1	3	3	3	3	3	3
CO5	3	3	2	3	3	3	3	3	3

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	3	2	2	3	3	3
CO2	3	2	3	2	3	3	3	3
CO3	3	3	3	2	3	3	3	3
CO4	2	3	3	3	3	3	3	3
Co5	3	3	3	3	3	3	3	3
Weightage	14	13	15	12	14	15	15	15
Weighted percentage of Course Contribution to Pos	2.8	2.6	3	2.4	2.8	3	3	3

Title of the Course		Stress management						
Paper Number		Ability Enhancement Course						
Category	Ability Enhancement Course	Year	I	Credits	2	Course Code		23P2PYAC02
		Semester	II					
Instructional Hours per week		Lecture		Tutorial		Lab Practice	Total	
		1		1		--	2	
Pre-requisite								
Objectives of the Course		1. . To comprehend the nature, types and sources of stressors. 2. 2. To understand the impact of stress on physical and mental health. 3. 3. To understand the nature, types and methods of coping with stress, 4. 4. To appreciate and cultivate social support to mitigate stress. 5. 5. To learn specific techniques to deal with stress with the help of practicum.						
Course Outline		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						
Skills acquired from this course		Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill						

Recommended Text	Greenberg J. S (2009). Comprehensive stress management. McGraw-Hill Education. 2. Straub, O,R (2001) Health Psychology. U.S.A.: Worth Publishers. 3. Taylor, E.S. (2018). Health Psychology. (10 the.d.) India: McGraw Hill Education (India) 4. Nanda, M. (2006). Handbook on stress management. New Delhi: Indialog Publication Pvt.Ltd.
Reference Books	Clegg. B. (2000) Instant stress management: bring calm to your life now. London: Kogan Page. 2. DiMatteo, R.M., & Marting, R.L (2002). Health Psychology, India: Pearson India Education Services Pvt. Ltd. 3. Nanda, M. (2006). A Handbook on Stress Management. India:lndialog Publications Pvt. Ltd 4. Turkington, C. (2005) Stress management for busy people. India: McGraw-Hill. 5.
Website and e-Learning Source	● http://opentextbc.ca/introductiontopsychology/chapater/15-2-stress-and-coping/- Stress and coping ● http://courses.lumenlearning.com/boundless-psychology/chapater/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 - Chapter Health, Stress and coping.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	3	3	2	2	3	2	3
CO2	3	2	3	3	3	2	2	3	3
Co3	3	2	2	3	2	1	2	3	2
CO4	2	2	2	3	2	1	2	2	3
CO5	3	2	3	2	2	1	2	2	2

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	2	2	3	3	3	3
CO2	3	2	2	3	3	3	3	3
CO3	3	3	3	2	2	2	3	3
CO4	3	3	2	3	2	3	3	3
Co5	3	3	3	3	3	3	2	3
Weightage	15	14	12	13	13	14	14	15
Weighted percentage of Course Contribution to Pos	3	2.8	2.4	2.6	2.6	2.8	2.8	3

CO1(K1): Examine the nature and causes of stress

CO2(K2): Identify the positive and negative effects of stress

CO3(K3): Explain the coping style of stress.

CO4(K4): Appraise the effective ways of social support.

CO5(K6): Discuss the psychological techniques to manage stress.

Title of the Course	Enhancement of emotional intelligence					
Paper Number	Skill Enhancement Course					
Category	Skill Enhancement Course	Year	I	Credits	2	Course Code	23P2PYS01
		Semester	II			
Instructional Hours per week		Lecture	Tutorial		Lab Practice	Total
		1	1		--	2
Pre-requisite						
Objectives of the Course	. To understand emotional intelligence and the skills of it. 2. To identify the emotions of self. 3. To know various methods of self-management. 4. To identify the emotions of other people. 5. To deal with Difficult Friends and Relatives.					
Course Outline	Unit- I: Introduction to Emotional Intelligence- Meaning and definition - Impact of Emotional Intelligence — Four Skills of Emotional Intelligence: Self- awareness, Self- management, Social-Awareness and Relationship Management - Action Plan to increase Emotional Intelligence.					
	Unit- II: Strategies for Self-awareness - Definition of feelings -Identification of Emotions of Self — Recognition of Emotions: Interpreting behaviours, examining self-destructive behaviours, Understanding body language and Identification of Emotions through other people- Changing Negative Emotions: Recognizing negative emotions.					
	Unit- III: Strategies for Self-Management-Acceptance of Emotions: Cognitive Restructuring, Methods of Distraction, Relaxation, Meditation and Similar Activities and Application of Mindfulness- Recognizing the Importance of Practice					
	Unit- IV: Strategies for Social Awareness - Difference between Empathy and Sympathy -Identification of Emotions of Other People, Understanding Empathy, Listening, Facial Cues and Decoding body language- Practice Empathy: Determine Emotions of others- Usefulness of Empathy, Dealing with intimate Relationships, Dealing with Friends & Relatives and dealing with strangers					
	Unit- V: Strategies for Relationship Management: Controlling the Reactions to Others Emotions: Being aware of the gut reaction and working through alternative responses - Influencing Other People's Emotions - Encountering Difficult People: Determining the best outcome with a difficult person, Techniques for dealing with difficult people - Dealing with Difficult Friends and Relatives. Recap: Four Skills of Emotional Intelligence, Understanding body language					

	and Identification of Emotions through other people, Difference between Empathy and Sympathy
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	. Stein. S. J. (2009). Emotional Intelligence for Dummies. Canada: John Wiley & Sons. . Bradberry, T..Greaves. J., Lencioni, P.M. (2005) The Emotional Intelligence Quick Book: Everyhing You Need to Know to Put Your EQ to Work. ISBN 978-0743273268: Touchstone . Stein. S. J.. Book, H. E. (2011). The EQ Edge: Emotional Intelligence and Your Success. (3" ed.). ISBN 978-0470681619: Jossey-Bass.
Reference Books	Goleman. B. (20 19). Emotional Intelligence: For a Better Life, success at work, and happier relationships. Improve Your Social Skills, Emotional Agility and Discover Why it Can Matter More Than IQ. (EQ 2.0). ISBN 978-1077972131: Independently Published 2 Goleman, D. (2011). The Brain and Emotional Intelligence: New Insights. (2nd ed.). : More Than Sound LLC 3. Segal. J. (2008). The Language of Emotional Intelligence: The Five Essential Tools for Building Powerful and Effective Relationships (NTC SELF-HELP). ed.). ISBN 978-007154455: McGraw- Hill Education;
Website and e-Learning Source	● **https://www.verywelImind.com/what-is—emotional-intelligence-2795423** ● **https://brm.institute/strategies-increase-self-awareness/** ● **https://aliabdaal.com/self—management-skills/** ● **https://www.trainerbubble.com/downloads/emotional-intelligence-e-learning/** ● **https://elearningindustry.com/ways-facilitate-emotional-intelligence** ● **https://blog.neolms.com/how-online-courses-can-nurture-emotional-intelligence/** ● **https://www.coursera.org/learn/emotional-and-social-intelligence/** ● **https://positivepsychology.com/emotional-intelligence-**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	2	3	3	2	3	3	2
CO2	3	3	2	3	3	2	3	3	3
Co3	3	3	3	2	2	3	3	3	3
CO4	3	3	3	3	2	3	3	3	3
CO5	3	3	3	3	2	3	3	3	3

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	3	2	2	3	3	3
CO2	3	3	3	2	2	3	3	3
CO3	3	3	3	3	2	2	3	3
CO4	3	3	3	2	3	3	3	3
Co5	3	3	3	3	2	3	3	3
Weightage	15	15	15	12	11	14	15	15
Weighted percentage of Course Contribution to Pos	3	3	3	2.4	2.2	2.8	3	3

CO1(K1): Identify the impact and skills necessary for Emotional Intelligence

CO2(K2): Describe the strategies essential for being aware of self.

CO3(K3): Examine the techniques for self Management

CO4(K5): Appraise the social awareness strategies for becoming emotionally intelligent.

CO5(K6): Develop techniques for efficient relationship management.

RESEARCH METHODS AND STATISTICS

Course Code: 22P1PY11		Credits: 4
Semester: III		CIA: 25
Category : Core		ESE: 75

	Course Objectives
CO1	To orient students to the different stages of research
CO2	To give insight into the various research methods
CO3	To identify and apply appropriate research tools
CO4	To acquire the skill of reporting the research
CO5	To employ various statistical techniques including software for psychological research

	Course learning outcomes: at the end of the course, the student will be able to
CLO1	Learn different stages of research
CLO2	Insight into the various research methods
CLO3	Identify and apply appropriate research tools
CLO4	Acquire the skill of reporting the research
CLO5	Learn various statistical techniques including software for psychological research

Mapping of Course Outcomes to Program Outcomes

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	✓		✓			
CLO2		✓		✓		
CLO3						✓
CLO4			✓		✓	
CLO5	✓			✓		

Unit No.	Content	Hrs	CLOs
1	**UNIT I: FOUNDATIONS OF RESEARCH** Meaning – Critical thinking process – Objectives of science – Need for research – Research approaches – Steps in research. Method Vs Methodology. General Principles – Ethical issues: Children, Adults, Animals. Research problem – Sources – Criteria of good problem. Reviewing the literature – Research article.	12	CLO1
2	**UNIT II: HYPOTHESIS, VARIABLES AND SAMPLING** Hypothesis: Meaning – Types – Basic concepts related to hypothesis testing. Variables – Definition – Ways of asking questions – measuring observed variables – Scales of measurement – Types of measures – Reliability – Validity. Sampling – Meaning – Probability and Non-probability sampling – Sample & effect size. Data collection methods: Observational research – Survey research.	12	CLO2

3	**UNIT III: RESEARCH DESIGN** Experimental design: Independent groups designs – Completely randomized groups designs, randomized factorial groups design. Dependent group's designs: Within-participants design, matched groups design – Mixed Designs – Single-participant design – Baseline designs. Non-experimental designs: Quasi-experiments – Time-series design, non-equivalent groups designs, longitudinal research, Cross-sectional research, Case-studies, Correlational research.	12	CLO3
4	**UNIT IV: STATISTICS** Organizing data: Frequency distribution – Graphs – Descriptive statistics: Measures of central tendency – Measures of variation – Types of distributions. Inferential statistics: z test – t test – Analysis of Variance – Correlation– Concepts related to correlation – Correlation coefficient – Regression. Non-parametric statistics: Mann-Whitney test – Wilcoxon Chi-square – Spearman Rank correlation – Kruskal-Wallis test. Practical: Analysis of data using SPSS will be demonstrated.	12	CLO4
5	**UNIT V: COMMUNICATING IN PSYCHOLOGY** Writing Proposal – Plagiarism – References and In-text citation – APA primer - Presenting research: Research report – Typing guidelines – Oral and Poster presentation.	12	CLO5

Text Book	
1	Evans, A. N., & Rooney, B. J. (2008). Methods in Psychological Research. New Delhi: Sage Publications India Pvt. Ltd.
2	Jackson, S. L. (2010). Research Methods and Statistics. New Delhi: Cengage Learning OndiaPvt. Ltd.

Reference Books	
1	Coaley, K. (2009). An Introduction to Psychological Assessment and Psychometrics. New Delhi: Sage Publications.
2	Coolican, H. (2009). Research Methods in Statistics in Psychology. New Delhi: Rawat Publications. M.Sc Applied Psychology, 2014-15 9
3	Gravetter,F.J. and Forzana,L.A.B. (2009). Research methods for behavioral sciences. United States: Wordsworth Cengage learning
4	Kothari, C.R. (2008). Research Methodology – Methods and Techniques. New Delhi
5	Kundu. (2010). Research Methodology. New Delhi: Pearson Publishing.
6	Myers, J. (2008). Methods in Psychological Research. New Delhi: Sage Publications.
7	Ruyon, R.P, Haber, A, Pittenger, D.J and Coleman, K.AGravetter,F.J. and Forzana,L.A.B. (2009). Research methods for behavioral sciences. United States:

PSYCHOTHERAPEUTICS

Course Code: 22P1PY12		Credits: 4
Semester: III		CIA: 25
Category : Core		ESE: 75

	Course Objectives
CO1	To understand the various approaches in psychotherapy
CO2	To gain insight into the freudian, kleinian and jungian approaches
CO3	To gain insight into the gestalt therapy, cognitive therapy and transactional analysis
CO4	To gain insight into the theoretical foundations of psychotherapy
CO5	To train students to apply various techniques in real life situations

	Course learning outcomes: at the end of the course, the student will be able to
CLO1	Understand the various approaches in psychotherapy
CLO2	Gain insight into the freudian, kleinian and jungian approaches
CLO3	Gain insight into the gestalt therapy, cognitive therapy and transactional analysis
CLO4	Gain insight into the theoretical foundations of psychotherapy
CLO5	Train students to apply various techniques in real life situations

Mapping of Course Outcomes to Program Outcomes

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	✓		✓			
CLO2		✓		✓		
CLO3						✓
CLO4			✓		✓	
CLO5	✓			✓		

Unit No.	Content	Hrs	CLOs
	INTRODUCTION TO THERAPIES, TRAINING AND SUPERVISION OF THERAPISTS Psychotherapy: Meaning, Definition and Nature - Importance of Theories - Problems faced by the beginners. Dimensions of Therapy: Preparation- Therapeutic Relationship - Therapeutic contents- Goals of therapy - Steps in therapeutic process - Therapeutic interactions. Training of Therapists: Objectives of training - Motivating factors in therapists - Selection of therapists for training. Cardinal elements in training: Theoretical learning - Supervised practice -Personal therapy - Evaluation - Supportive therapy.	12	CLO1
2	**FREUDIAN, KLEINIAN AND JUNGIAN APPROACHES** Theoretical assumptions: The person – Conceptualization of psychological disturbance and health – Perpetuation – Change. Practice: Goals – Selection criteria – Qualities of therapists – Therapeutic relationship – Strategies and techniques – Change process – Limitations.	12	CLO2

3	**GESTALT THERAPY, COGNITIVE THERAPY AND TRANSACTIONAL ANALYSIS** Theoretical assumptions: The person – Conceptualization of psychological disturbance and health – Perpetuation – Change. Practice: Goals – Selection criteria – Qualities of therapists – Therapeutic relationship – Strategies and techniques – Change process – Limitations.	12	CLO3
4	**ADLERIAN APPROACH, PERSON CENTRED THERAPY AND EXISTENTIAL THERAPIES** Theoretical assumptions: The person – Conceptualization of psychological disturbance and health – Perpetuation – Change. Practice: Goals – Selection criteria – Qualities of therapists – Therapeutic relationship – Strategies and techniques – Change process – Limitations.	12	CLO4
5	**BEHAVIOR AND RATIONAL EMOTIVE BEHAVIOUR THERAPIES** Theoretical assumptions: The person – Conceptualization of psychological disturbance and health – Perpetuation – Change. Practice: Goals – Selection criteria – Qualities of therapists – Therapeutic relationship – Strategies and techniques – Change process – Limitations.	12	CLO5

Reference Books	
1	Jack Martin., Jeff Sugarman., & Kathleen L. Slaney (Eds.). (2015). Handbook of Theoretical and Philosophical Psychology: Methods, Approaches, and New Directions for Social Sciences. New York: John Wiley & Sons, Ltd.
2	Wills, F. (2008). Skills in Cognitive Behavior Counselling and Psychotherapy. New Delhi: Sage Publications.
3	Capuzzi. (2010). Counselling and Psychotherapy (4th Edn.). New Delhi: Pearson Education Inc.

TRAINING AND DEVELOPMENT

Course Code: 22P1PY13		Credits: 4
Semester: III		CIA: 25
Category : Core		ESE: 75

Course Objectives	
CO1	To understand the nature and meaning of training and development
CO2	To gain insight into the assessing needs and developing learning objectives
CO3	To gain insight into the training methods
CO4	To gain insight into the designing and conducting training programmes
CO5	To train students to apply various evaluation of the training

Course learning outcomes: at the end of the course, the student will be able to	
CLO1	Understand the nature and meaning of training and development
CLO2	Gain insight into the assessing needs and developing learning objectives
CLO3	Gain insight into the training methods
CLO4	Gain insight into the designing and conducting training programmes
CLO5	Train students to apply various evaluation of the training

Mapping of Course Outcomes to Program Outcomes

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	✓		✓			
CLO2		✓		✓		
CLO3						✓
CLO4			✓		✓	
CLO5	✓			✓		

Unit No.	Content	Hrs	CLOs
1	**NATURE AND MEANING OF TRAINING AND DEVELOPMENT** Training: Definition, Development: definition - Nature & Scope; Reasons for Training; Skills and Qualities of a trainer – Learning Process in Training	12	CLO1
2	**ASSESSING NEEDS AND DEVELOPING LEARNING OBJECTIVES** Need Assessment: Reasons, methods of data collection, criteria to be used to select a data gathering method General Features of adult learners; basic learning styles of participants; factors influencing the learning process Writing objectives: SMART objectives, ideas for writing objectives, task analysis	12	CLO2
3	**TRAINING METHODS** On-the-job and off-the-job technical training - Principles of learning and the choice of methods. Lecture method, the case method, syndicate method, Group discussion, Brainstorming, Simulation, business game, role play, programmed learning, in basket exercise. Experiential learning techniques, audio visual aids - Training approaches to improve Productivity and quality - TQM, Quality Circles, KAIZEN.	12	CLO3

4	**DESIGNING AND CONDUCTING TRAINING PROGRAMMES** Conducting training programmes, Explaining the four training styles, Gauging group dynamics, Training like a professional: presentation skills, participation materials, asking and answering questions, smooth transitions, wrap up and effective training sessions - Management Development: The nature of the Managerial job- Knowledge and Skills requirements of managers- Management Development Programs and Techniques; Career Planning and Development.	12	CLO4
5	**EVALUATION OF THE TRAINING:** Purpose, Kirkpatrick's four levels of evaluation, guidelines for measuring the four levels, Evaluation methods, ROI – process and benefits.	12	CLO5

Reference Books	
1	Biech, E. (2005). Training for dummies. Hoboken, NJ: Wiley Publishing Inc.
2	Singh, P.N. (1996). Training management development. (4th ed.). Mumbai, India: Suchandra Publications.
3	Hardingham, A. (1998). Training essentials-psychology for trainers. London, England: Chartered Institute of Personnel & Development.
4	Joyce P., & Sills, C. (2010). Skills in Gestalt counselling & psychotherapy, (2nd ed.). New Delhi, India: Sage Publications.
5	Agochiya, D. (2002). Every trainer's handbook. New Delhi, India: Sage Publications
6	Blanchard, N. P., &Thacker, J. W. (2009). Effective training: systems, strategies and practices. New Delhi, India: Pearson Education
7	Lynton, R. P., & Pareek, U. (2013). Training for Development. (3rd ed.) New Delhi, India: Sage Publications.

EXPERIMENTAL PSYCHOLOGY-II

Course Code: 22P3PYP02		Credits: 8
Semester: II		CIA: 40
Category : Core		ESE: 60

Course Objectives	
CO1	To provide the theoretical basis of psychological testing
CO2	To provide practical exposure to assess neuropsychological and other special areas of assessment
CO3	To provide practical exposure to assessment of industrial, occupational, forensic assessment
CO4	To provide practical exposure to industrial, occupational, forensic assessment
CO5	To provide training in the administration of various Psychological Tests

Course learning outcomes: at the end of the course, the student will be able to	
CLO1	Theoretical basis of psychological testing
CLO2	Assess neuropsychological and other special areas of assessment
CLO3	Assessment of industrial, occupational, forensic assessment
CLO4	Practical exposure to industrial, occupational, forensic assessment
CLO5	Training in the administration of various Psychological Tests

Mapping of Course Outcomes to Program Outcomes

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	✓		✓			
CLO2		✓				
CLO3	✓			✓		
CLO4					✓	
CLO5		✓				✓

Unit No.	Content	Hrs	CLOs
1	**Psychological Testing** Students have to learn various aspects of Psychological Testing and write an answer for a question from this part in Practical Examination	12	CLO1
2	**NEUROPSYCHOLOGICAL AND OTHER SPECIAL AREAS OF ASSESSMENT** Neuropsychological Assessment: Conceptual model of Brain-Behaviour relationships- Measures of attention and concentration – Tests of learning and memory –Assessment of language functions – Tests of spatial and manipulating ability – Assessment of executive functions – Assessment of motor output – Test batteries in neuropsychological assessment – Screening for alcohol use disorders- Assessment of mental status in the elderly. Testing Special Population: Assessment of infant ability – Assessment of preschool intelligence – Screening for school readiness. Testing Persons with Disabilities: Non language tests- Non reading and motor-reduced test- Testing persons with visual	12	CLO2

3	**INDUSTRIAL, OCCUPATIONAL, FORENSIC ASSESSMENT** Industrial and Occupational assessment: Testing in Personnel Selection- Autobiographical data- the employment interview- Cognitive abilities tests- Personality Tests-Paper-Pencil Integrity Tests- Work Sample and Situational exercises- Appraisal of Work Performance-Interest Assessments. Forensic Applications of Assessment: The Expert Witness- nature of forensic assessment – evaluation of suspected malingering- Assessment of mental state for the insanity Plea-Prediction of violence and assessment of risk.	12	CLO3
4	**COMPUTERIZED ASSESSMENT** Computerized assessment: Overview and history- Computer based test interpretation- High-definition video and virtual reality- Evaluation of Computer-based test interpretation- Computerized adaptive testing.	12	CLO4
5	**Part II Practical** Students have to complete a minimum of 10 Experiments and conduct an Experiment in Practical examination from this part 1. PGI Brain Dysfunction 2. Mental Health battery 3. Medico psychological Questionnaire 4. Student problem checklist 5. DATB 6. MBTI 7. Competition and Performance 8. Beck's Depression Scale 9. Pre-marital sexual anxiety scale 10. Work Motivation 11. SDS 12. Coping styles inventory 13. Neurological Assessment Battery (any 5 sub tests) 14. Thurston interest schedule 15. FIRO-B 16. Sequin Form Board	12	CLO5

	Reference Books
1	Robert J. Gregory (2008). *Psychological testing: History, Principles, and Applications* (6thEdn). New Delhi: Pearson Education Inc.
2	Anastasi,A., & Urbina,S. (1997). *Psychological testing*. (7th Edn). New Delhi: Pearson Education Inc.
3	Chadha, N.K. (2009). *Theory and Practice of Psychometry*. New Delhi: Sage. Domino, G., & Domino, M.L. (2006). *Psychological testing*: *An Introduction* (2ndEdn). New York: Cambridge University Press.
4	Ruyon, R.P, Haber, A, Pittenger, D.J and Coleman, K.A. (2010). *Fundamentals of Behavioural Statistics*. New York: McGraw Hill.
5	Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan Publishers

NEUROPSYCHOLOGY

Course Code: 22P3PYE01		Credits: 4
Semester: III		CIA: 25
Category : Core		ESE: 75

Course Objectives	
CO1	To understand the nature and meaning neuropsychology; its aims, history and methods
CO2	To gain insight into the frontal lobes: cognition, social behaviour and personality
CO3	To gain insight into the disorders of perception and movement disorders
CO4	To gain insight into the language disorders dementia and disorders of thought and mood
CO5	To train students to apply various neuropsychological assessment

Course learning outcomes: at the end of the course, the student will be able to	
CLO1	Understand the nature and meaning neuropsychology; its aims, history and methods
CLO2	Gain insight into the frontal lobes: cognition, social behaviour and personality
CLO3	Gain insight into the disorders of perception and movement disorders
CLO4	Gain insight into the language disorders dementia and disorders of thought and mood
CLO5	Train students to apply various neuropsycholgical assessment

Mapping of Course Outcomes to Program Outcomes

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1		✓			✓	
CLO2			✓			
CLO3		✓			✓	
CLO4	✓			✓		
CLO5			✓			✓

Unit No.	Content	Hrs	CLOs
1	**NEUROPSYCHOLOGY; ITS AIMS, HISTORY AND METHODS** Neuropsychology: History and Definitions, Human Neuropsychology : Development of the discipline, The tools of Human Neuropsychology : Measuring brain function and structure - In depth exploration of brain injury and disrupted function, Connectionism, EEG, ERPs, MEG, CT, PET, SPECT, MRI, fMRI, Biochemical techniques, Brian Electrical Stimulation, Modern brain stimulation: Trans-cranial magnetic stimulation and lateralization techniques	12	CLO1

2	**THE FRONTAL LOBES: COGNITION, SOCIAL BEHAVIOUR AND PERSONALITY** Frontal lobes: a brief review, frontal lobes: an anatomical sketch, early studies of frontal lobe function, tests used to measure frontal lobe (dys) function, the symptoms; an introduction, motor (pre- central) symptoms, sensory/perceptual symptoms, cognitive (pre frontal) symptoms, frontal lobes – mediating intelligence, decision making. Theory of mind and the frontal lobe – understanding behaviour of others. Recent evidence for frontal cortex involvement. Social Behaviour and personality – theories of frontal lobe functions; Luria's theory: the classical view, Norman and Shallice's supervisory attentional system, Rolls's theory of orbito-frontal function: stimulus – reward.	12	CLO2
3	**DISORDERS OF PERCEPTION AND MOVEMENT DISORDERS** Disorders of perception : Blindsight, Agnosias - Visual, Prosopagnnosia, Landmark agnosia, Auditory, Somatosensory, unilateral spatial neglect.Movement Disorders : Disorders of the human motor system, Parkinsonism and Parkinson's Disease- clinical features, Neuropathology and treatment ,Ataxia, Apraxia -Types , tests ,Cererbral Basis , Hemiplegia.	12	CLO3
4	**LANGUAGE DISORDERS DEMENTIA AND DISORDERS OF THOUGHT AND MOOD** Neuropsychology of Language, Speech Production and comprehension, Aphasia -sensory, production, conduction, deep dysphasia, Transcortical sensory and motor, global aphasia and recovery from aphasia. Learning disorders - dyslexia, Dysgraphia. Dementia and Alzheimer's disease -etiology, Alcoholic Dementia, Korsokoffs Psychosis . The neuropsychology of ageing. Disorders of Thought and Mood -Schizophrenia-subtypes, Neuropathology, Epilepsy , Depression and anxiety .	12	CLO4
5	**NEUROPSYCHOLGICAL ASSESSMENT** NeuroPsychological Assessment, its principles. The neuropsychological batteries- Wechsler Adult Intelligence scales, Halstead Reitan Battery, Luria - Nebraaska NeuroPsychological Battery, Individual tests, Memory - the WMS, Practical Issues of NeuroPsychological Assessment , Choice of test, NeuroPsychological Assessment of Children, Faults in conducting and reporting the results of neuropsychological assessment, computer based assessment.	12	CLO5

Reference Books		
1	Zillmer, E.A., & Spiers, M.V. (2001). Principles of neuropsychology. Belmont, CA: Wadsworth/Thomson Learning.
2	Beaumont, J.G. (1983). Introduction to neuropsychology. Oxford, England: Blackwell Scientific Publications
3	Martin, G.N. (2006). Human neuropsychology. London, England: Prentice Hall

FORENSIC PSYCHOLOGY

Course Code: 22P3PYE02		Credits: 4
Semester: III		CIA: 25
Category : Core		ESE: 75

Course Objectives	
CO1	To understand the history of forensic psychology.
CO2	To understand the psychology of crime
CO3	To understand the psychological investigation of crime
CO4	To understand the psychology of violence
CO5	To understand the correctional psychology

Course learning outcomes: at the end of the course, the student will be able to	
CLO1	Understand the history of forensic psychology.
CLO2	Understand the psychology of crime
CLO3	Understand the psychological investigation of crime
CLO4	Understand the psychology of violence
CLO5	Understand the correctional psychology

Mapping of Course Outcomes to Program Outcomes

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1			✓			✓
CLO2	✓				✓	
CLO3		✓			✓	
CLO4				✓		
CLO5	✓		✓			✓

Unit No.	Content	Hrs	CLOs
1	**UNIT – I INTRODUCTION TO FORENSIC PSYCHOLOGY** Historical overview, Functions of Forensic Psychologists, Psychology and Law.	12	CLO1
2	**UNIT – II PSYCHOLOGY OF CRIME** Development Theories and Psychological bases of crime, Risk Assessment & Violence Prediction, Eyewitness Testimony and Expert Testimony.	12	CLO2
3	**UNIT – III PSYCHOLOGICAL IVESTIGATION OF CRIME** Scientific Lie Detection: Polygraph, Verbal & Non-Verbal cues, Hypnosis and Nacroanalysis, Behavioural Analysis: Understanding the criminal personality – antisocial personality, psychopath & sociopath; Personality Profiling.	12	CLO3
4	**UNIT – IV PSYCHOLOGY OF VIOLENCE** Workplace and domestic violence, Child abuse, Victim Psychology.	12	CLO4
5	**UNIT – V CORRECTIONAL PSYCHOLOGY** Recognizing the suffering: Rape Trauma Syndrome and Post traumatic Stress Disorder, Coping with criminal Victimization, rehabilitation of victim and offender.	12	CLO5

	Reference Books
1	Bartol, C.R. and Bartol, A.M.(2004). Introduction to forensic psychology. Thousand Oaks, CA:Sage Publications.
2	Brown, J.m., and Campbell, E.A, (Eds,) (2010). The Cambridge handbook of forensic psychology. Cambridge, England: Cambridge University Press.
3	Constanzo, M, and Kraus, D. (2010). Legal and forensic psychology, New York: Worth Publication.
4	G., Hollin, C., & Bull, R. (Eds) (2008). Forensic Psychology. Chichester, England: John Wiley & Sons, Ltd.
5	Huss Mthew T. (2009). Forensic Psychology: Research, clinical practice, and applications. West Sussex, UK W9lley-Blackwell.
6	Joanna R. Adler, Jacqueline M Gray (Eds) (2010) Forensic Psychology, N.Y.: William Pub;lisihing.
7	Towl, Graham J., &Crighton, David A (Eds) (2010) Forensic Psychology, West Sussex; NJ. John Wiley & Sons Ltd.
8	Weiner, Irving B & Hess, Allen K. (Eds) (2006) Handbook of Forensic Psychology, NJ. John Wiley & Sons Ltd.

PROJECT WORK

Course Code: 22P4PYPR01		Credits: 8
Semester: IV		
Category : Core Project		

Course Objectives:

The objective of the Project work is to further the student's critical thinking and scientific enquiry of psychological concepts through systematic investigation;

To make the student understand the importance of scientific research in Psychology;

To expose the student to various methods of research; To emphasize the role of statistical procedures in the interpretation of the data collected; To make the student learn the art of report presentation.

The Project work may be a survey (fact findings or exploratory nature).Construction or Standardization of a test, collection of clinical case studies, a

Problem-solving assignment, Verification of existing or established theory and any other assignment as approved by the respective faculty guide and the HOD.

The Project work report should be submitted to the Department of Psychology, Vivekanandha College of Arts and Sciences for Women (Autonomous) at the end of the III

semester. The viva-voce will be held subsequently as per the directions of the Controller of

Examinations, Vivekanandha College of Arts and Sciences for Women (Autonomous).

EVALUATION OF PROJECT REPORT

1. Introduction 20 Marks

2. Methodology 30 Marks

3. Review of Literature 20 Marks

4. Results and Discussion40 Marks

5. Summary and Conclusion 20 Marks

6. References or Bibliography 20 Marks

Project Report 150 Marks

Viva -Voce Examination: 50 Marks

Course Code: 22P4PYIN01		Credits: 10
Semester: III		
Category : Internship		

Course Objectives:

➤ To obtain direct filed experience in real-life settings such as hospitals, counselling Centers, mental health centers or community clinics, industries and organizations.

➤ To decide the direction of their career by providing opportunity to obtain hands-on Experience.

➤ To provide a meaningful educational opportunity which will help students to establish

   Themselves in their preferred area of practice.

Guideline   for Internship:

1. A Candidate Undertaking Internship should be equipped with the theoretical knowledge in the discipline and practical skills in Psycho-diagnostics including administration and interpretation of cognitive and personality tests involving objective and projective materials.

2. During the Internship the candidate may be permitted, under supervision, to participate in the diagnostic testing and to attend clinical/organizational conference where in the cases are   diagnosed and treatment/management plan mooted and progress in treatment/training discussed. The candidate may be guided to pursue fifteen case studies in detail.

3. Besides, the candidates may be required to collect information regarding the following: The history of the organization, the vision and mission statement of the organization, personality sketch of the pioneers in the organization, historical development of the Department of Psychology / Psychiatry / Mental Health / Counselling / HR in the organization.

- The demands and expectations of the role of the Psychologist.
- The privileges of the Psychiatrist / Mangers / Psychologists in the hospital
  /organizati
     on.
- The functional domain and demarcations of Psychologist Vs Psychiatrists / HR
- The organizational chart of the Organization and the status of HR team/ Department.
- The test privileges available at the Hospital/Industry. The test approved for administration in the clinical / HR settings by the team, procedures followed in administering the tests in diagnosis and management and follow up of the use of various test, if any.

- The therapeutic privileges / employee privileges available at the Hospital /Industry especially, those approved by the clinical team to provide psychotherapies / counseling and group therapies/ HR trainers.
- The details about the hospital / organization routines, mainly about the admission procedures, document maintained, regular clinical / organizational conference, meetings and the follow-up of the cases in detail.

4. After completion of the internship, the report should be submitted to the Department within the stipulated date prescribed by the Department. The Report should adequately reflect the exposure to the training and experience gained by the candidates during the internship.

5. In case a candidate could not submit the report within the date specified he/she may be granted extension of time of three months at once for submitting their report.

6. The candidates are required to maintain a work diary/log book for their three months Clinical/Industrial internship. Candidates are required to report to the concerned guide allotted at the department after completing 70 working days of Clinical/Industrial internship by 3 rd week of March. Further the candidates are required to maintain attendance at the department after completing the internship till the date of viva voce examination. The candidates should submit the Clinical/Industrial internship Report [with a minimum of 15 cases] within 20 days (inclusive of holidays) after completion of the clinical/industrial internship.

CRITERIA OF EVALUATION OF INTERNSHIP REPORT

1. Introduction, Objectives and Work carried out 25 Marks
2. Case Studies 75 Marks
3. Summary and Conclusion 25 Marks
4. Attendance 25 Marks

Total for the Report 150 Marks
Viva -Voce Examination: 50 Marks

Total Marks for Internship 200 Marks

Expected Outcomes:

1. Career Direction
2. Increased Competence
3. Enhanced Marketability
4. Formation of Work Habits