

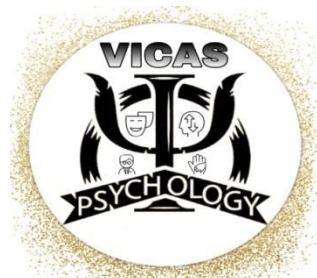


# **VIVEKANANDHA**

## **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.



### DEPARTMENT OF PSYCHOLOGY

### I - M.Sc., APPLIED PSYCHOLOGY

(For students admitted from 2024 - 2025)

### CURRICULUM

### FIRST SEMESTER (ODD)

Category	Course code/ Subject code	Course/ Subject Name	Hours per week		Exam duration	Internal marks (CIA)	External marks (ESE)	Total marks	Credits
			Theory (T)	Practical (P)					
Core – 1	24P1PYC01	Advanced General Psychology	6	-	3	25	75	100	5
Core – 2	23P1PYC02	Theories of Personality	6	-	3	25	75	100	5
Core – 3	24P1PYC03	Life Span Development	6	-	3	25	75	100	5
Elective – 1	23P1PYDE01	Applied Social Psychology	4	-	3	25	75	100	4
Elective – 2	24P1PYDE02	Organizational Behavior	4	-	3	25	75	100	4
(AEC-1)	23P1PYAC01	Learning disability	2	-	3	25	75	100	2
(SEC-1)	23P1PYS01	Enhancement of emotional intelligence	2	-	3	25	75	100	2
<b>TOTAL</b>			<b>30</b>	<b>-</b>	<b>21</b>	<b>175</b>	<b>525</b>	<b>700</b>	<b>27</b>

## SECOND SEMESTER (EVEN)

Category	Course code/ Subject code	Course/ Subject Name	Hours per week		Exam duration	Internal marks (CIA)	External marks (ESE)	Total marks	Credits
			Theory (T)	Practical (P)					
Core – 4	23P2PYC04	Psychopathology	6	-	3	25	75	100	5
Core – 5	23P2PYC05	Research Methodology & Applied Statistics	6	-	3	25	75	100	5
Core Practical (CP)- 6	24P2PYCP06	Psychological Assessment – I		6	3	40	60	100	5
Elective – 3	23P2PYDE03	Human Resource Management	4	-	3	25	75	100	4
Elective – 4	23P2PYDE04	School Counselling	4	-	3	25	75	100	4
(AEC-2)	23P2PYAC02	Computer assisted research skills	2	-	3	25	75	100	2
(SEC-2)	24P2PYS02	Professional report writing (Case analysis)	2	-	3	100	-	100	1
<b>TOTAL</b>			<b>24</b>	<b>6</b>	<b>21</b>	<b>190</b>	<b>510</b>	<b>700</b>	<b>26</b>

Title of the Course/Paper		ADVANCED GENERAL PSYCHOLOGY					
Paper Number		CORE - I					
Category	Core 1	Year	I	Credits	5	Course / Paper Code	24P1PYC01
		Semester	I				
Instructional Hours per week		Theory (T)			Practical (P)		Total
		6			-		6
Objectives of the Course		<ol style="list-style-type: none"> <li>1. To introduce students to the fundamental concepts and principles of psychology.</li> <li>2. To explore the biological foundations and processes that underlie human behaviour.</li> <li>3. To understand sensory processes, perception, and states of consciousness.</li> <li>4. To examine the principles of learning, memory, and forgetting.</li> <li>5. To analyze the theories and components of motivation, emotion, and intelligence.</li> </ol>					Hours/unit
Course Outline		<b>Unit I: The Nature of Psychology:</b> Definition of Psychology Goals of Psychology Founding the Science of Psychology Nature of Conscious Experience Functions of the Conscious Mind - Behaviorism and Social Learning Theory - Nature of the "Unconscious Mind" Psychometrics: Alfred Binet Neuroscience Perspective -Contemporary Perspectives and Specialty Areas in Psychology Socio cultural Perspective Basic and Applied Areas in Modern Psychology - Basic Concepts of Research Empirical Evidence and Operational Definitions Theories and Hypotheses Research Methods Ethical Principles of Research					12
		<b>Unit II: Biological Foundations of Psychology:</b> Nervous System: Biological Control Center Neurons: Primary Units of the Nervous System -Divisions of the Nervous System Divisions of the Peripheral Nervous System Divisions of the Autonomic Nervous System Structures and Functions of the Brain Hindbrain and Midbrain: Housekeeping Chores and Reflexes Forebrain: Cognition, Motivation, Emotion, and Action Thalamus, Hypothalamus, and Limbic System Cerebral Cortex: Sensory, Cognitive, and Motor Functions Lobes of the Cerebral Cortex . Frontal Lobes Parietal Lobes. Temporal Lobes Occipital Lobes Functions of the Hemispheres of the Cerebral Cortex Endocrine System: Chemical Messengers of the Body.					12
		<b>Unit III: Sensory Processes , Perception , Consciousness:</b> Sensation:: Stimuli: Transduction: Sensory Limits: Sensory Adaptation Psychophysics Vision Light: The Eye: Dark and Light Adaptation Signal Detection Theory Color Vision Color Blindness Hearing Body Senses Orientation and Movement Chemical Senses: Visual Perception- Constancy , Depth , Illusions Consciousness The Concept of the Unconscious Mind Stages of Sleep Altered States of Consciousness					12
		<b>Unit IV: Learning , Memory and forgetting</b> Definition , Classical Conditioning - Operant Conditioning - Theoretical					12

	Interpretations of Learning - Modeling- Memory – STM LTM levels of processing -theories of forgetting	
	<b>Unit V: Motivation Emotion and intelligence</b> Definitions Primary Motives: Biological Needs Homeostasis: Biological Thermostats Hunger: Thirst: Psychological Motives Intrinsic and Extrinsic Motivation Maslow’s Hierarchy of Motives Three Theories of Emotion Intelligence Differing Views of Intelligence biological , cognitive ,crystallized vs fluid intelligence	<b>12</b>
	<b>Total hours</b>	<b>60</b>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Benjamin, B, Lahey, “Psychology”: An Introduction. 11th Edition. McGraw Hill, New York , 2012.</li> <li>2. Atkinson &amp; Hilgard’s Introduction to Psychology, 15th Edition Susan Nolen-Hoeksema, Barbara L. Fredrickson, Geoff R. Loftus and Willem A. Wagenaar HE Publisher: Pat Bond.</li> </ol>	

### COURSE OUTCOMES

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

- **CO1:** Define and explain the basic concepts and goals of psychology, including its history and various perspectives.
- **CO2:** Describe the structure and function of the nervous system and brain, and their roles in behavior and mental processes.
- **CO3:** Understand the processes of sensation and perception, and the stages of consciousness.
- **CO4:** Apply the principles of learning, memory, and forgetting to real-world situations.
- **CO5:** Analyze different theories of motivation, emotion, and intelligence, and their implications for human behavior.

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CLO1</b>	✓					
<b>CLO2</b>		✓		✓		
<b>CLO3</b>			✓		✓	
<b>CLO4</b>		✓				
<b>CLO5</b>						✓

**Subject In-charge: MR. P. KARTHIKEYAN**

Title of the Course/Paper		THEORIES OF PERSONALITY					
Paper Number		CORE - II					
Category	Core 2	Year	I	Credits	5	Course / Paper Code	23P1PYC02
		Semester	I				
Instructional Hours per week		Theory (T)		Practical (P)		Total	
		6		-		6	
Objectives of the Course		<ol style="list-style-type: none"> <li>1. To make the student understand about personality and its determinants</li> <li>2. To know the fundamentals of personality theory and its emergence to gain insight about human behavior.</li> <li>3. To understand the significance of each school of thought in psychology</li> <li>4. To compare and contrast the conceptual frame work of various theories of personality</li> <li>5. To know the recent trends in personality theories how its applied in the field of psychology</li> </ol>					Hours/unit
Course Outline		<b>Unit I: Introduction to personality Theory:</b> Nature of Personality- Personality theory and history. Definitions-Personality, Paradox of human nature. Personality in perspective: genetic, environmental, learning, parental, developmental factors.					12
		<b>Unit II: Psychodynamic Approach:</b> Sigmund Freud- Psychoanalysis, Alfred Adler-Individual Psychology, Carl Jung- Analytical Psychology, Klein-Object Relations Theory					12
		<b>Unit III: Neo Psychoanalytic Approach:</b> Karen Horney- Psychoanalytic Social Theory, Erich Fromm-Humanistic Psychoanalysis, Sullivan-Interpersonal Theory, Erikson-Post-Freudian Theory					12
		<b>Unit IV: Humanistic Approach/Type/Cognitive/Dispositional:</b> 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					12
		<b>Unit V: Behavioristic Approach/ Recent Theory:</b> Skinner-Behavioral Analysis, Albert Bandura- Social Cognitive theory, Rotter & Mischel-Cognitive Social Theory , Seligman-Positive Psychology approach					12
		<b>Total Hours</b>					<b>60</b>
Reference Books		<ol style="list-style-type: none"> <li>1. Duanep, Schultz &amp; Sydney Ellen Schultz (2012).Theories of Personality (10thEdn.)New Delhi: Thomson Publishers</li> <li>2. Hall, S. Calvin &amp; Garner Lindzey (2007).Theories of Personality (4<sup>th</sup> ed.), John Wiley&amp; sons:US137(H)</li> <li>3. Jess Feist and Gregoryj Feist (2008 )Theories of personality, 7<sup>th</sup> edition, Mc Graw Hill</li> <li>4. Donna. M, Ashcraft (2015). Personality Theories Workbook, Cengage Learning, USA.</li> <li>5. Allen, B.P. (1997). Personality theories: Development, growth, and diversity, (2n ed.).London: AlynandBacon.</li> <li>6. Gardner Lindzey, John B. Campbell Calvin S. Hall (2007). Theories of Personality (4thEdition), John Wiley&amp; sons</li> </ol>					

## COURSE OUTCOMES

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

- **CO1(K2):** Understand the determinants of psychology and how it emerged as a 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

Subject In-charge: MS. D. VANITHA

Title of the Course/Paper		LIFE SPAN DEVELOPMENT					
Paper Number		CORE - III					
Category	Core 3	Year	I	Credits	5	Course / Paper Code	24P1PYC03
		Semester	I				
Instructional Hours per week		Theory (T)		Practical (P)		Total	
		6		-		6	
Objectives of the Course		<ol style="list-style-type: none"> <li>1. To know about the development stages and the challenges</li> <li>2. To understand and apply the major theoretical concepts related to different domains of development across the lifespan.</li> <li>3. Recognize the major issues, challenges milestones and developmental tasks related to different domains of development</li> <li>4. Distinguish the developmental milestones and transitions from adolescence to adulthood.</li> <li>5. Explaining the physical, cognitive, emotional, and social changes that occur during middle and late adulthood and understanding death and dying.</li> </ol>					Hours/unit
Course Outline		<b>Unit I: Introduction to Life Span Development:</b> The Life-Span Perspective, The Nature of Development, Genetic Foundations of Development, Reproductive Challenges and Choices, Heredity-Environment Interaction: The Nature-Nurture Debate. Traditional theoretical models: Psychodynamic Theories; Freud, Erickson, Object Relations Theory; Winnicott, Klein, Attachment Theory; Bowlby.					12
		<b>Unit II: Prenatal Period:</b> Modern theories: Social learning theory; Bandura, Socio Cultural theory (Lev Vygotsky) Ecological theory (Urie Bronfen Brenner). Prenatal Development - Birth, Postpartum Period, Prenatal and early environmental influences, Development through the prenatal period, Prematurity, Risks Associated with Prematurity.					12
		<b>Unit III: Childhood:</b> Early Childhood- Physical and Cognitive Development - Early Childhood Education Socio-emotional Development - Families, Peer Relations. Middle and late Childhood - Physical Changes and Health, Children with Disabilities, Cognitive Changes, Language Development, Socio-emotional Development.					12
		<b>Unit IV: Adolescence and Early Adulthood:</b> Nature - Physical Changes, issues in adolescents health, Adolescent cognition, school and career. Socio-emotional Development - families, peers, culture, Adolescent problems. Early Adulthood - The Transition From Adolescence to Adulthood, sexuality, career and work. Stability and Change From Childhood to Adulthood, Attraction, Love, and Close Relationships, adult lifestyle, marriage and the family					12
		<b>Unit V: Adulthood and Death and Dying:</b> Physical and cognitive development in middle adulthood and late adulthood- Career, work and leisure - Longevity, work and retirement and mental health Socio-emotional development - Personality theories and adult development, stability and change, close relationships, successful aging. Facing					12

	one's own death, coping with death of someone else.	
	<b>Total hours</b>	<b>60</b>
Reference Books	<ol style="list-style-type: none"> <li>1. Santrock, J. W. (2017). Life-span development (16th ed.). McGraw-Hill Higher Education.</li> <li>2. Papilla, Diane E, Olds, Sally Wendoks (1992): Human Development, Tata McGraw Hill Publishing Co</li> <li>3. Shaffer, David R. (1996): Developmental Psychology, IV Edition, Brooks/Cole Publishing Company.</li> <li>4. Hurlock, E.: Developmental Psychology (1980), Tata McGraw Hill Publishing Co.</li> <li>5. Berk, L. (2002), Child Development. Delhi; Tata McGraw-Hill</li> </ol>	

### COURSE OUTCOMES

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

- **CO1:** To gain knowledge about various development stages.
- **CO2:** To apply the major theoretical concepts related to different domains of development.
- **CO3:** To know about the major issues, challenges related to different domains of development.
- **CO4:** To know the developmental milestones and transitions from adolescence to adulthood.
- **CO5:** To explain the various changes that occur during middle and late adulthood and understanding death and dying.

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	1	1	1	1	1
<b>CO2</b>	2	3	2	2	2
<b>CO3</b>	1	2	3	2	2
<b>CO4</b>	1	1	1	3	2
<b>CO5</b>	1	2	2	2	3

**Subject In-charge: MS. R. BALA ABIRAMI**



Title of the Course/Paper		APPLIED SOCIAL PSYCHOLOGY						
Paper Number		ELECTIVE - I						
Category	Elective 1	Year	I	Credits	4	Course / Paper Code	23P1PYDE01	
		Semester	I					
Instructional Hours per week		Theory (T)		Practical (P)		Total		
		4		-		4		
Objectives of the Course		<ol style="list-style-type: none"> <li>1. To understand the key issues and theoretical concepts of applied social psychology and examine the roles of applied social psychologists.</li> <li>2. To analyze the intricacies underlying the theories of attribution and social cognition and to gain insight in the formation of attitudes and analyze its impact on behavior.</li> <li>3. Examine the causes of prejudice and explore techniques to prevent them.</li> <li>4. To gain an understanding on the cognitive, affective and behavioral process of individuals as influenced by group interaction.</li> <li>5. To understand the applications of applied social psychology to social issues in the field of media, legal system, politics, work settings, community, health and environment..</li> </ol>					Hours/unit	
Course Outline		<b>Unit-I: Introduction:</b> 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.						<b>9</b>
		<b>Unit-II: Understanding Others &amp; Social Cognition:</b> 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						<b>9</b>
		<b>Unit-III: Attitude &amp; Prejudice:</b> Attitude: Meaning–three components– Attitude Formation: Social Learning, Genetic Factors, Attitude Functions, Attitude- Behavior link. Persuasion: The Early Approach & the Cognitive Approach. Attitude Change: Cognitive Dissonance – Attitude scales. Prejudice: Nature, Sources, Consequences, Techniques for minimizing prejudice.						<b>9</b>
		<b>Unit-IV: Group Dynamics &amp; Leadership:</b> Group: Nature, functions, types of group, 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.						<b>9</b>
		<b>Unit V: Applying Social Psychology to arenas of life and to one's own life:</b> 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 class room and to good life-balance optimism and pessimism.						<b>9</b>
		<b>Total hours</b>						<b>45</b>

Reference Books	<ol style="list-style-type: none"> <li>1. Robert A. Baron &amp; Nyla R. Branscombe, Social Psychology, 13<sup>th</sup> Edition, Pearson Education.</li> <li>2. David G. Myers, Prem Sahajpal, Pushpita Behera. (2012) Social Psychology, 10<sup>th</sup> Edition, Mc Graw Hill Education (India) Private Limited.</li> <li>3. Robert S. Feldman, (2001). Social Psychology 3<sup>rd</sup> Edition, Pearson.</li> <li>4. Schultz, W., Oskamp. S (2000). Social Psychology: An applied perspective, Upper saddle River, NJ Prentice Hall.</li> <li>5. Frank W. Schneider., Jamie A .Gruman., Larry M. Coutts. (2005) Applied social Psychology- Understanding and Addressing Social and Practical Problems, Sage publications.</li> <li>6. Gruman J, A, Schneider, F. W. &amp; Coutts, L. M. (2017). Applied Social Psychology: Understanding and Addressing Social and Practical problems. 3<sup>rd</sup>edition. New Delhi: Sage Publications.</li> </ol>
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### COURSE OUTCOMES

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

- **CO1:** Delineates the theoretical concepts of applied social psychology and appraise the role of applied social psychologist.
- **CO2:** Explain the attribution concept and relate the information in social context to explain and predict others behavior.
- **CO3:** Explore the influence of social indicators on the formation of attitude and examine the attitude- behavior relationship.
- **CO4:** Demonstrate ability to articulate about group behavior, prejudice and its influence on individuals' behavior.
- **CO5:** Apply the principles of social psychology in various fields like media, legal system politics, work settings, community, health and environment.

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

Subject In-charge: DR. C. PRASANTH

Title of the Course/Paper		ORGANIZATIONAL BEHAVIOUR					
Paper Number		ELECTIVE - II					
Category	Elective 2	Year	I	Credits	4	Course / Paper Code	24P1PYDE02
		Semester	I				
Instructional Hours per week		Theory (T)		Practical (P)		Total	
		4		-		4	
Objectives of the Course		<ol style="list-style-type: none"> <li>1. Understand the nature, scope, and models of organizational behaviour.</li> <li>2. Understand the individual behaviour related to attitude, perception, and personality.</li> <li>3. Understand the individual behaviour related to motivation, learning and rewards through models.</li> <li>4. Understand group behaviour and demonstrate skills required for working in groups.</li> <li>5. Understand the dynamics of organizational behaviour.</li> </ol>					Hours/unit
Course Outline		<b>Unit I: Introduction to Organizational Behaviour:</b> Definition, meaning, nature, scope and importance of Organizational Behaviour - Disciplines contributing to organizational behaviour – Challenges and opportunities for Organizational Behaviour – Models of Organizational behaviour.					9
		<b>Unit II: The Individual:</b> Attitudes - Meaning, Components of attitude – Sources of attitude, its applications. Perception – Meaning, factors that influence perception, Person Perception: making judgments about others, link between perception and individual decision making. Personality – Meaning and definitions, determinants of personality, personality traits, Big Five Factor Model, matching personality and job types, other traits relevant to work behaviour.					9
		<b>Unit III: Motivation and Learning:</b> Motivation: Meaning, theories of motivation: early/content theories of motivation: Alderfer, Herzberg, Maslow, McClelland, McGregor; contemporary/process theories: Adams equity model, Goal setting theory, Skinner’s reinforcement model, Porter and Lawler’s expectancy model, Vroom; and applications. Learning: Meaning, Theories, shaping, schedules of reinforcement, its applications in organizations.					9
		<b>Unit IV: The Group:</b> Defining and classifying groups, stages of group development, Group properties: Roles, norms, status, size, cohesiveness, and diversity, group decision making, group process, group think and group-shift, Methods for managing Inter group relations. Team: Types of team, models of team effectiveness, team building. Conflicts: Types, conflict management techniques.					9
		<b>Unit V: Dynamics of Organizational Behaviour:</b> Leadership: Meaning, Theories – trait theories, contingency theories, charismatic, transformational, goal setting, situational theories; Leadership styles – autocratic, participative, free rein. Communication: Meaning, process directions, barriers to effective communication, non-verbal communications. Change: Meaning, forces for change, resistance to change, overcoming resistance to change, approaches to manage					9

	organizational change and implementation of successful change.	
	<b>Total hours</b>	<b>45</b>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Stephen P. Robbins and Timothy A. Judge, “Organizational Behaviour”, Perarson Education, 16<sup>th</sup> edition 2016.</li> <li>2. Fred Luthans, (2005): Organizational Behaviour, New Delhi: McGraw Hill International Edition</li> <li>3. Luthans, F. (2006): Organizational Behavior, New Delhi: McGraw Hill International Edition.</li> <li>4. Nelson, D. L. and Quish, J. C. (2008): Organizational Behavior, New Delhi: Adarsh Press.</li> </ol>	

### COURSE OUTCOMES

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

- **CO1:** Gain a comprehensive understanding of organizational behavior, including its nature, scope, and various models employed in its study.
- **CO2:** Analyze individual behavior encompassing attitude, perception, and personality traits.
- **CO3:** Evaluate motivation, learning, and rewards systems through applicable models.
- **CO4:** Cultivate group collaboration skills for effective teamwork.
- **CO5:** Comprehend the dynamic interactions shaping organizational behaviour.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
<b>CO1</b>	✓			✓	✓	✓	✓	✓	✓
<b>CO2</b>	✓	✓	✓	✓	✓				
<b>CO3</b>	✓				✓	✓			
<b>CO4</b>	✓		✓			✓		✓	✓
<b>CO5</b>	✓			✓	✓		✓	✓	✓

**Subject In-charge: MS. L GOKULA PRIYA**

Title of the Course/Paper		LEARNING DISABILITY					
Paper Number		ABILITY ENHANCEMENT COURSE - I					
Category Part III	AEC 1	Year	I	Credits	2	Course / Paper Code	23P1PYAC01
	Semester	I					
Instructional Hours per week		Theory (T)		Practical (P)		Total	
		2		-		2	
Objectives of the Course	<p>The main objectives of this course are to enable students:</p> <ol style="list-style-type: none"> <li>1. To understand learning disabilities, to know history and etiology of learning disorders.</li> <li>2. To identify the characteristics of people with learning disability and know neuro diversity and training of the brain.</li> <li>3. To understand the various types of Learning disability</li> <li>4. To know the approaches and various techniques of assessments.</li> <li>5. To provide an opportunity to observe remedial instruction in special schools and acquires skills to help students with learning disabilities.</li> </ol>						Hours/unit
Course Outline	<b>Unit I: Introduction to Learning Disability</b> -Definition, DSM 5 criteria for specific learning disorders. History, Characteristics, Etiology of specific learning disorders, comorbidity, Overview of Learning styles.						<b>6</b>
	<b>Unit II: Brain and Neuro diversity</b> -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.						<b>6</b>
	<b>Unit III: Types of Learning Disabilities</b> - Overview of different types of learning disabilities–Dyslexia, Dysgraphia, Dyscalculia, Nonverbal learning disabilities, oral/Written language disorder and specific reading						<b>6</b>
	<b>Unit IV: Approaches to Assessments</b> -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 in formal assessment.						<b>6</b>
	<b>Unit V: Remediation</b> -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.						<b>6</b>
<b>Total hours</b>						<b>30</b>	

<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. 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 Class room.(Overview of learning styles)</li> <li>2. Jena, S. P. K. (2013). Learning Disability: Theory to Practice. India: Sage Publishing,</li> <li>3. Nakra, O. (2019).Children and Learning Difficulties. India: Allied Publishers Limited.</li> <li>4. Alice Mathew, Sr. (2016). Learning Disabilities and Remediation. India: Neel Kamal</li> <li>5. 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 &amp; Sons.</li> <li>6. Hallahan, D. P., Kauffman, J. M. (2015). Exceptional Children. Introduction of Special Education. 14th Edition. New Jersey: Pearson.</li> <li>7. Flanagan, D. P., Vincent C. A. (2018). Essentials of Specific Learning Disability Identification, 2nd Edition. John Wiley &amp; Sons</li> </ol>
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**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 and techniques for people with learning disabilities.
- **CO5 (K5):** Design intervention methods and prepare modules for remedial work for the students with learning disability.

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

**Subject In-charge: DR. M. GOMATHI**

Title of the Course/Paper		ENHANCEMENT OF EMOTIONAL INTELLIGENCE					
Paper Number		SKILL ENHANCEMENT COURSE - I					
Category	SEC 1	Year	I	Credits	2	Course / Paper Code	23P1PYS01
		Semester	I				
Instructional Hours per week		Theory (T)		Practical (P)		Total	
		2		-		2	
Objectives of the Course		<ol style="list-style-type: none"> <li>1. To understand emotional intelligence and the skills of it.</li> <li>2. To identify the emotions of self.</li> <li>3. To know various methods of self-management.</li> <li>4. To identify the emotions of other people.</li> <li>5. To deal with Difficult Friends and Relatives.</li> </ol>					Hours/unit
Course Outline		<b>Unit I: Introduction to Emotional Intelligence</b> - 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					6
		<b>Unit II: Strategies for Self-awareness</b> - 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.					6
		<b>Unit III: Strategies for Self-Management-Acceptance of Emotions:</b> Cognitive Restructuring, Methods of Distraction, Relaxation, Meditation and Similar Activities and Application of Mindfulness- Recognizing the Importance of Practice.					6
		<b>Unit IV: Strategies for Social Awareness:</b> 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.					6
		<b>Unit V: Strategies for Relationship Management:</b> 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.					6
		Total hours					30
Reference Books		<ol style="list-style-type: none"> <li>1. Stein. S. J. (2009). Emotional Intelligence for Dummies. Canada: John Wiley &amp; Sons.</li> <li>2. Bradberry, T., Greaves. J., Lencioni, P.M. (2005) The Emotional Intelligence Quick Book: Everything You Need to Know to Put Your EQ to Work. ISBN 978-0743273268: Touchstone</li> </ol>					

3. Stein. S. J. Book, H. E. (2011). The EQ Edge: Emotional Intelligence and Your Success. (3<sup>rd</sup>ed.). ISBN 978-0470681619: Jossey-Bass
4. 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
5. Goleman, D. (2011). The Brain and Emotional Intelligence: New Insights. (2nd ed.). : More Than Sound LLC.
6. 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.

## COURSE OUTCOMES

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

- **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 (K5):** Develop techniques for efficient relationship management.

	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

**Subject In-charge: MR. P. KARTHIKEYAN**



Title of the Course/Paper		PSYCHOPATHOLOGY					
Paper Number		CORE – IV					
Category	Core 4	Year	I	Credits	5	Course / Paper Code	23P2PYC04
		Semester	II				
Instructional Hours per week		Theory (T)		Practical (P)		Total	
		6		-		6	
Objectives of the Course		<ol style="list-style-type: none"> <li>1. To introduce students to historical conceptions and perspectives of psychopathology</li> <li>2. To impart knowledge and skills about stress related disorder</li> <li>3. To impart knowledge and skills about sex related disorder</li> <li>4. To impart knowledge and skills about personality disorders</li> <li>5. To impart knowledge and skills about schizophrenia spectrum and other related disorders; neuro development disorders</li> </ol>					Hours/Unit
Course Outline		<b>Unit I: History, Approach to Psychopathology and Assessment &amp; Diagnosis:</b> Understanding psychopathology – Historical conceptions of abnormal behavior: Supernatural model, Biological model, Psychological model. One dimensional multi-dimensional model – genetic contribution to psychopathology – Contribution of neuroscience to psychopathology–Behavioral & Cognitive science–Emotions– Cultural & interpersonal factors– Life span development. Assessing psychological disorders – disorders.					12
		<b>Unit II: Anxiety &amp; Stress – Related Disorders;</b> Obsessive-Compulsive Disorders; And Mood disorders Complexity of anxiety disorders – Anxiety Disorders: GAS, Panic disorder and Agoraphobia, Specific Phobia, Social Anxiety Disorder. Post traumatic 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					12
		<b>UNIT III: Sex Related Disorders, Gender Dysphoria:</b> 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					12
		<b>Unit IV: Personality Disorders:</b> 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					12

	disorder.	
	<b>Unit V: Schizophrenia Spectrum And Other Related Disorders;</b> Neuro developmental 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	<b>12</b>
	<b>Total hours</b>	<b>60</b>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Barlow, D.H.,&amp; Durand, V.M. (2015).Abnormal Psychology– An Integrative Approach (7thed). New Delhi:Cengage Learning.</li> <li>2. Sarason and Sarason. (2010). Abnormal Psychology: The Problem of Maladaptive Behaviour (11thedition). New Delhi: Prentice-Hall of India Pvt Ltd.</li> <li>3. Sadock and Sadock. (2003). Kaplan and Sadock’s Synopsis of psychiatry: Behavioural sciences / Clinical Psychiatry (9<sup>th</sup> edition). Philadelphia: Lippincott Williams &amp; Wilkins.</li> </ol>	

### COURSE OUTCOMES

- **CO1:** Learn historical conceptions and perspectives of psychopathology.
- **CO2:** Analyze the knowledge and skills about stress related disorder.
- **CO3:** Analyze the knowledge and skills about sex related disorder.
- **CO4:** Analyze the knowledge and skills about personality disorders.
- **CO5:** Analyze the knowledge and skills about schizophrenia spectrum and other related disorders; neuro development disorders

	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>
<b>CLO1</b>	✓			✓		
<b>CLO2</b>		✓		✓		
<b>CLO3</b>	✓				✓	
<b>CLO4</b>			✓			✓
<b>CLO5</b>	✓				✓	

**Subject In-charge: DR. C.P. PRASANTH**

Title of the Course/Paper		RESEARCH METHODOLOGY & APPLIED STATISTICS					
Paper Number		CORE V					
Category Part - III	Core 5	Year	I	Credits	5	Course / Paper Code	23P2PYC05
		Semester	II				
Instructional Hours per week		Theory (T)		Practical (P)		Total	
		6		-		6	
Objectives of the Course		<ol style="list-style-type: none"> <li>To understand the processes of scientific research.</li> <li>To gain knowledge in ethics in research</li> <li>To explore the use of appropriate research design.</li> <li>To familiarize with various types of sampling techniques</li> <li>To gain knowledge in research report writing</li> </ol>					Hours/unit
Course Outline		<b>Unit-I: Foundations of Research</b> –Meaning – Types of Research– Research 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 for good research, Research problem: Definition, Selecting the problem, Techniques involved in defining a problem					<b>12</b>
		<b>Unit-II: Hypothesis, variables and sampling-</b> Hypothesis: Meaning – Types–Basic concepts related to hypothesis testing, .Procedure for 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.					<b>12</b>
		<b>Unit-III: Research Design:</b> Definition, Need, Features of a good design, Different types of Research Designs. Experimental design: Basic principles of Experimental Designs, 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.					<b>12</b>
		<b>Unit-IV: Statistics: Organizing data:</b> Frequency distribution–Graphs –Descriptive statistics: Measures of central tendency –Measures of variation– Types of distributions. Inferential statistics: Parametric tests – z test– student ‘t’ test – Large sample ‘t’ test – Analysis of Variance, Application, purpose, assumptions and calculation of ANOVA, Two way ANOVA –Correlation–Concepts related to correlation – Correlationcoefficient–Regression.Non-parametricstatistics:MannWhitney U test–Wilcoxon Chi-square–Spearman Rank correlation– Kruskal-Wallis test. Analysis of data using SPSS					<b>12</b>
		<b>Unit-V: Report Writing and computers in research:</b> Different steps in writing report – Writing Proposal–Plagiarism –References					<b>12</b>

	and In-text citation –APA primer- Presenting research: Mechanics of writing a research report – Precautions for writing research report– Typing guidelines–Oral and Poster presentation. Computers in research–Internet and research.	
	<b>Total hours</b>	<b>60</b>
Reference Books	<ol style="list-style-type: none"> <li>1. Anil Kumar Dhiman (2017). Basics of Research Methodology S.K. Book Agency.</li> <li>2. Anil Kumar Dhiman (2017). Research Methodology Basics of Research Methods, Tools and 18 Techniques Avon Publications.</li> <li>3. Kothari C.R. (2019). Research Methodology: Methods and Techniques. (2<sup>nd</sup>ed.). New Age International Publishers. New Delhi.</li> <li>4. Lokesh Koul (2009). Methodology of Educational Research, Vikas Publishers and Distributors.</li> <li>5. Ranjit Kaur Bhalla, MohitPuri (2013). Advanced Research Methodology Part 1 &amp; Part 2, Kanishka Publishers and Distributors.</li> <li>6. Satendra Kumar (2018) Research Methodology. A Step by Step Guide for Beginners, Yking Books Publications.</li> </ol>	

## COURSE OUTCOMES

On successful completion of the course, 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
<b>CO1</b>	3	1	1	3	3	3	3	2	3
<b>CO2</b>	3	3	2	3	3	3	1	1	1
<b>Co3</b>	2	1	1	1	2	3	2	1	1
<b>CO4</b>	2	3	2	1	3	1	1	1	3
<b>CO5</b>	3	3	2	3	1	1	1	1	1

Subject In-charge: DR. C. PRASANTH

<b>Title of the Course/Paper</b>		<b>PSYCHOLOGICAL ASSESSMENT – I</b>					
<b>Paper Number</b>		<b>CORE PRACTICAL - VI</b>					
<b>Category</b> <b>Part III</b>	Core Practical 6	<b>Year</b>	<b>I</b>	<b>Credits</b>	<b>5</b>	<b>Course /</b> <b>Paper</b> <b>Code</b>	<b>24P2PYCP06</b>
		<b>Semester</b>	<b>II</b>				
<b>Instructional Hours</b> <b>per week</b>		<b>Theory (T)</b>			<b>Practical (P)</b>	<b>Total</b>	
		<b>6</b>			<b>-</b>	<b>6</b>	
<b>Objectives of the Course</b>		<ul style="list-style-type: none"> <li>• To assist in the selection of appropriate tests.</li> <li>• To develop competence in Various types of Psychometric tests</li> <li>• To Administer psychological test according to the guidelines</li> <li>• To understand and interpret the person’s test scores</li> <li>• To understand and solve the ethical issues in Psychological assessment.</li> </ul>					<b>Hours/unit</b>
<b>Course Outline</b>		<p>Atleast 5 tests have to be conducted from the following list:</p> <ol style="list-style-type: none"> <li>1. Raven’s progressive matrices</li> <li>2. Attention Test</li> <li>3. Beck Depression Scale</li> <li>4. Students Stress Scale</li> <li>5. David's Battery of Differential aptitude test III</li> <li>6. Myers Briggs Type Indicator (MBTI)</li> <li>7. Memory Scale</li> </ol> <p>Atleast 5 tests have to be conducted from the following list:</p> <ol style="list-style-type: none"> <li>1. Communication Skills Assessment</li> <li>2. Emotional Intelligence</li> <li>3. Work Motivation</li> <li>4. Organizational Commitment</li> <li>5. Job Involvement</li> <li>6. Organizational Stress</li> <li>7. Working Styles Assessment</li> <li>8. Organization Effectiveness Scale</li> </ol>					
		<b>Total hours</b>					<b>60</b>
<b>Skills acquired from this course</b>		Knowledge, Problem Solving, Analytical ability, Professional					

	Competency, Professional Communication and Transferrable Skill
Recommended Text	<ol style="list-style-type: none"> <li>1. Anastasi. A.&amp; Urbina. S. (2002), <i>Psychological testing</i>, 7<sup>th</sup> Edition, Pearson Education, USA</li> <li>2. Gregory. R. J. (2005). <i>Psychological testing, history, principles and applications</i>.4<sup>th</sup> Edition, Pearson Education, USA.</li> </ol>
Reference Books	<ol style="list-style-type: none"> <li>3. Freeman, G.B. (1971) <i>Theory and Practice of Psychological testing</i>. New Delhi: Oxford and IBH Publishing Co.</li> <li>4. Kaplan, R. M &amp; Saccuzzo, D.P (2007). <i>Psychological Testing</i>. Delhi: Cengage Learning India.</li> <li>5. Singh, A. K. (2004). <i>Test Measurements and Research Methods in Behavioural Sciences</i>. Patna: Bharat Bhavan Publishers and Distributors.</li> </ol>
Website and e-Learning Source	<ol style="list-style-type: none"> <li>6. <a href="https://www.psychologydiscussion.net/essays/essay-on-the-uses-of-psychological-test/742">https://www.psychologydiscussion.net/essays/essay-on-the-uses-of-psychological-test/742</a></li> <li>7. <a href="https://www.youtube.com/watch?v=6HtnBBmuZpI">https://www.youtube.com/watch?v=6HtnBBmuZpI</a></li> <li>8. <a href="https://www.verywellmind.com/psychometric-properties-425262">https://www.verywellmind.com/psychometric-properties-425262</a></li> </ol>

**On successful completion the students will be able to:**

CO1 (K2): Explain the application of psychological testing at work place.

CO2 (K2): Identify the appropriate psychological test in recruiting and managing employees

CO3 (K3): Determine how to discuss the obtained individual data and write a report

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

**Minimum of 10 experiments should be conducted Evaluation:**

**Internal Assessment – 40 Marks**

**External Assessment – 60 Marks [Components of External Assessment]**

<b>Conduction</b>	<b>:</b>	<b>10</b>
<b>Materials</b>	<b>:</b>	<b>5</b>
<b>Plan &amp; procedure</b>	<b>:</b>	<b>5</b>
<b>Results &amp; Discussion:</b>		<b>10</b>
<b>Viva-voce</b>	<b>:</b>	<b>15</b>
<b>Record</b>	<b>:</b>	<b>15</b>

**Subject In-charge: MS. L. LAVANYA**

Title of the Course/Paper		HUMAN RESOURCE MANAGEMENT					
Paper Number		ELECTIVE - III					
Category	Elective 3	Year	I	Credits	4	Course / Paper Code	23P2PYDE03
		Semester	II				
Instructional Hours per week		Theory (T)		Practical (P)		Total	
		4		-		4	
Objectives of the Course		<ol style="list-style-type: none"> <li>1. To introduce the fundamental concepts of the HR Department and its structure, personnel policies and principles.</li> <li>2. To enable the students to learn the process and the sources of planning, recruitment, selection and identify appropriate performance appraisal methods.</li> <li>3. To impart skills in designing training and development programs and explain the maintenance of Human Resources.</li> <li>4. To understand the appraisal process and methods.</li> <li>5. To investigate the causes of stress and describe the models of stress.</li> </ol>					Hours/unit
Course Outline		<b>Unit-I: Introduction to Human Resource Management</b> -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.					<b>9</b>
		<b>Unit-II: Acquisition of Human Resources</b> -Human resource planning and forecasting – Job analysis-Job description and Job specification-Process and sources of recruitment-Selection process.					<b>9</b>
		<b>Unit-III: Development of Human Resources</b> -Training and development–Designing training and development programme-Methods and techniques of training-Evaluation of training program.					<b>9</b>
		<b>Unit-IV: Motivation of Human Resources</b> -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.					<b>9</b>
		<b>Unit-V: Maintenance of Human Resources</b> - 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.					<b>9</b>
		<b>Total hours</b>					<b>45</b>
Reference Books		<ol style="list-style-type: none"> <li>1. Mamoria-C. B (2007). Personal Management, Twelfth edition, Mumbai: Himalaya Publishing House.</li> <li>2. Durai. P.(2020).Human Resource Management (3<sup>rd</sup>ed). India: Pearson Education.</li> <li>3. Decenzo-D.A.-Robbins-D.A. (2007). Personnel / Human Resource Management India: Prentice-Hall Private Limited.</li> <li>4. Decenzo, D.A., Robbins-D,A., Verhulst, L.S. (2015). Human Resource</li> </ol>					



	Management (11 <sup>th</sup> ed) India: Wiley. 5. Aswathappa K.(2006).Human Resource and Personnel Management (4 <sup>th</sup> ed.). New Delhi: Tata Mc Graw Hill Publishing company limited. 6. Dessler D. & Varkkey B., (2017). Human Resource Management, (16 <sup>th</sup> ed.) India: Prentice, Hall Private Limited
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**COURSE OUTCOMES**

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

- CO1 (K1): Define and describe human resource management.
- CO2 (K3): Examine the process and sources of recruitment.
- CO3 (K4): Analyze the techniques of training.
- CO4 (K5): Evaluate the different types of rewards.
- CO5 (K5): Discuss the legal benefits and services provided by organizations.

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

**Subject In-charge: DR. C. PRASANTH**

Title of the Course/Paper		SCHOOL COUNSELLING					
Paper Number		ELECTIVE - IV					
Category	Elective 4	Year	I	Credits	4	Course / Paper Code	23P2PYDE04
		Semester	II				
Instructional Hours per week		Theory (T)		Practical (P)		Total	
		4		-		4	
Objectives of the Course		<ol style="list-style-type: none"> <li>1. To help students understand and identify with their role as School Counselors</li> <li>2. To enhance the knowledge on the distinct problem areas concerning school children</li> <li>3. To learn the basic assessments pertaining to the problem areas of school children.</li> <li>4. To enable efficient delivery of counseling services for the school children in individual and group settings</li> <li>5. To learn the skill of collaboration with parents and teachers both for awareness and intervention, advocacy</li> </ol>					Hours/unit
Course Outline		<b>Unit I: Introduction to School Counseling</b> – A comprehensive program: facilities and resources – Varying roles of school of counselors – training of school counselors- culturally competent counseling skills. Factors influencing school counseling					<b>9</b>
		<b>Unit II: Theories of School Counseling:</b> Developmental considerations: Physical, Social and Cognitive Development of Children. Theories by Piaget, Vygotsky. Psychological Approaches and Methods to counseling: Behaviorism; Rogerian; CBT; Reality Therapy with Choice Theory; Solution-focused; Strength Based.					<b>9</b>
		<b>Unit III: Counseling Young Children:</b> Children with Problems of Affect, Counseling Elementary and preschool Students for relationship problems, counseling students with acting out behavior problems. Counselling the Middle School Students – Problems of Adolescents Counselling and Adolescent Identity Formation, Sexual and Gender Identity, Problems of Relationships, Problems of Affect. Counseling in High Schools					<b>9</b>
		<b>Unit IV: Counseling Children with Special Needs:</b> Counselor’s Role with Parents of Children with Disabilities, Counseling Gifted Children. Counseling Children of Homeless Families, Truancy and School Refusal, Juvenile Justice System, Illegal Drug and Alcohol Use, Smoking,.					<b>9</b>
		<b>Unit V:Assessment, Collaboration and Advocacy:</b> Student Assessment, Counseling Individual and Group counseling, , Educational and Career Development, Evaluation of School Counseling Programs, Professional Ethics and Legal Issues. ASCA framework					<b>9</b>
		<b>Total hours</b>					<b>45</b>
Reference Books		<ol style="list-style-type: none"> <li>1. Charles L. Thompson, Donna A. Henderson (2007) Counseling Children (Seventh Edition) International Students Edition. USA Thomson Brooks/Cole</li> <li>2. Robert J. Wright, Widener University (2012) Introduction to School Counseling, Ne</li> </ol>					

	<p>Delhi, Sage Publication</p> <ol style="list-style-type: none"> <li>3. Susan C. Whiston, (3rd Edition) Principles and Application of Assessment in Counseling, (International Student Edition). USA: Brooks / Cole Cengage Learning</li> <li>4. Henderson, D. A., &amp; Thompson, C. L. (2015). Counseling children. Cengage Learning</li> <li>5. Schmidt, J. J. (1999). Counseling in schools – Essential services and comprehensive programs, (3rd ed). Boston: Allyn &amp; Bacon.</li> <li>6. Theodore, L. A. (Ed.). (2016). Handbook of evidence-based interventions for children and adolescents. Springer Publishing Company.</li> <li>7. Brown, N. W. (1994). Group counseling for elementary and middle school children. Greenwood Publishing Group.</li> <li>8. Dollarhide, C. T., &amp; Lemberger-Truelove, M. E. (Eds.). (2018). Theories of school counseling for the 21st century. Oxford University Press.</li> <li>9. Kolbert, J. B., Williams, R. L., Morgan, L. M., Crothers, L. M., &amp; Hughes, T. L. (2016). Introduction to professional school counseling: Advocacy, leadership, and intervention. Routledge.</li> <li>10. Gibson, R. L., &amp; Mitchell, M. H. (2005). Introduction to counseling and guidance. Pearson Education.</li> </ol>
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**COURSE OUTCOMES**

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

- CO1:** Identify and articulate the various roles and responsibilities of school counselors.
- CO2:** Analyze the distinct problem areas concerning school children and understand their implications on students' development.
- CO3:** Conduct basic assessments relevant to the problem areas of school children and apply appropriate psychological approaches and counseling methods.
- CO4:** Develop and implement effective counseling strategies for individual and group settings.
- CO5:** Collaborate effectively with parents and teachers to raise awareness and provide intervention for school children.

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	5					
<b>CO2</b>	4	3				
<b>CO3</b>	3	5	4			
<b>CO4</b>	3		5	4		
<b>CO5</b>					3	3

**Subject In-charge: MR. P. KARTHIKEYAN**

Title of the Course/Paper		COMPUTER ASSISTED RESEARCH SKILLS					
Paper Number		ABILITY ENHANCEMENT COURSE - II					
Category	AEC 2	Year	I	Credits	2	Course /	23P2PYAC02
		Semester	II			Paper Code	
Instructional Hours per week		Theory (T)		Practical (P)		Total	
		2		-		2	
Objectives of the Course		<ol style="list-style-type: none"> <li>1. To have hands-on training on state-of-the-art technology developments in research.</li> <li>2. To gain knowledge in various statistical test using SPSS</li> <li>3. To identify appropriate statistical analysis for the research</li> <li>4. To gain familiarity with various concepts in SPSS</li> <li>5. To Interpret data output in SPSS</li> </ol>					Hours/unit
Course Outline		<b>Unit-I: Basics in Research methodology-</b> 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 data base Psy-INFO Direct, Reference manager software-Mendeley, Paper ship, End Note, Zotero.					<b>6</b>
		<b>Unit-II: Fundamentals of Using SPSS-</b> 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.					<b>6</b>
		<b>Unit-III: Basic Data Management in SPSS-</b> Creating and recoding variables, Using SPSS functions for making/ recoding variables, Sub setting variables and observations, Analysis of a subset of a data. Labeling and documenting data, SORT and SPLIT BY, Missing data in SPSS.					<b>5</b>
		<b>Unit-IV: Data Analysis:</b> 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					<b>7</b>
		<b>Unit-V: Interpretation and presentation:</b> 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.					<b>5</b>
		<b>Total hours</b>					<b>29</b>
Reference Books		<ol style="list-style-type: none"> <li>1. McCormick, K.,&amp; Salcedo, J. (2020). SPSS statistics for dummies. John Wiley &amp; Sons.</li> <li>2. Aldrich, J. O. (2018). Using IBM SPSS statistics: An interactive hands-on approach: Sage Publications.</li> </ol>					

3. Brace, K., Kemp, R. & Snelgar R ( 2009) SPSS for Psychologist—a guide to data analysis using SPSS. Palgrave macmillan.
4. Mayers, A. (2013) Introduction to statistics and SPSS in Psychology. Pearson Education

## COURSE OUTCOMES

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

- **CO1 (K2):** Comprehend the basics in research methodology and fundamentals of using SPSS
- **CO2 (K2):** Acquire knowledge on overview of statistical tests in SPSS
- **CO3 (K3):** Create graphical representations and charts.
- **CO4 (K4):** Statistically Analyze given research data and represent in required format
- **CO5 (K5):** Apply knowledge acquired in preparing a research report.

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

**Subject In-charge: MS. D. VANITHA**


<b>Title of the Course/Paper</b>		<b>PROFESSIONAL REPORT WRITING (CASE ANALYSIS)</b>					
<b>Paper Number</b>		<b>SKILL ENHANCEMENT COURSE - II</b>					
<b>Category</b>	SEC 2	<b>Year</b>	<b>I</b>	<b>Credits</b>	<b>1</b>	<b>Course / Paper Code:</b>	<b>24P2PYS02</b>
		<b>Semester</b>	<b>II</b>				
<b>Instructional Hours per week</b>		<b>Theory (T)</b>		<b>Practical (P)</b>		<b>Total</b>	
		-		1		1	
<b>Objectives of the Course</b>		<ol style="list-style-type: none"> <li>1. Understand and learn the process involved in gathering and reporting data.</li> <li>2. Understand the process involved in problem identification</li> <li>3. Analyze the methods of hypothesizing cause of the problem</li> <li>4. Explain the process of the strategy for solving the problem.</li> </ol>					<b>Hours/unit</b>
<b>Course Outline</b>		<p>Professional Report Writing Practicals will consist of three sections namely:</p> <p><b>Section – A:</b> Processes of gathering Data from different settings – clinical, counselling, industrial and organizational – Case History – Mental Status Examination – Psychological Assessments.</p> <p><b>Section – B:</b> Clinical and Counselling Cases</p> <p><b>Section – C:</b> Organizational/Industrial Cases</p> <p>Students will be having 2 classes per week where they learn about case history taking and reporting cases in different settings / fields viz., clinical, counselling and industrial; along with psychological assessments and a total of 6 cases, 2 from each of the above mentioned fields to be taken which will be analyzed and recorded. In addition, report of psychological case handling to be maintained and is to be submitted for the examination.</p>					
		<b>Total hours</b>					<b>26</b>
<b>Reference Books</b>		<ol style="list-style-type: none"> <li>1. Niraj Ahuja, (2002). A Short Text Book of Psychiatry. (5<sup>th</sup> Edition), New Delhi: Jaypee Brothers.</li> <li>2. Barki. B.G., Mukhopadyay, B. (1989). Guidance and Counselling – A Manual. New Delhi: Sterling Publishers.</li> <li>3. Prasad. I.M. (2006). Organizational Behaviour. New Delhi: Sultan Chand &amp; Sons.</li> <li>4. Freeman. F.S. (1960). Theory and Practice of Psychological Testing, New Delhi: Oxford Publications.</li> </ol>					

## **COURSE OUTCOMES**

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

- **CO1 (K1):** Recall and apply data gathering and reporting processes fluently.
- **CO2 (K2):** Demonstrate effective problem identification skills by comprehending and interpreting diverse scenarios.
- **CO3 (K3):** Apply learned methods to analyze and hypothesize causes of problems proficiently.
- **CO4 (K4):** Employ critical thinking to strategically solve problems by dissecting and evaluating potential causes.

**Subject In-charge: MS. L. GOKULA PRIYA**




# 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

### II - M.Sc., APPLIED PSYCHOLOGY

(For students admitted from 2023 - 2024)

### CURRICULUM

#### THIRD SEMESTER (ODD)

Category	Course code/ Subject code	Course/ Subject Name	Hours per week		Exam duration	Internal marks (CIA)	External marks (ESE)	Total marks	Credits
			Theory (T)	Practical (P)					
Core – 7	23P3PYC07	Applied Social Psychology	6	-	3	25	75	100	5
Core – 8	24P3PYC08	Neuropsychology	6	-	3	25	75	100	5
Core Practical (CP)- 9	23P3PYCP09	Psychological Assessment – II (Organizational Behaviour & HR)	-	6	3	40	60	100	5
Elective – 5	23P3PYDE05	Psychotherapy	4	-	3	25	75	100	4
Elective – 6	23P3PYDE06	Human resource management	4	-	3	25	75	100	4
(SEC-2)	23P3PYS02	Corporate counselling	2	-	3	25	75	100	2
(SEC-3)	23P3PYS03	Addiction counselling	2	-	3	25	75	100	2
	23P3PYIN01	Summer Internship Training	-	-	-	-	-	-	1
<b>TOTAL</b>			<b>24</b>	<b>6</b>	<b>21</b>	<b>190</b>	<b>510</b>	<b>700</b>	<b>28</b>



### FOURTH SEMESTER (EVEN)

Category	Course code/ Subject code	Course/ Subject Name	Hours per week		Exam duration	Internal marks (CIA)	External marks (ESE)	Total marks	Credits
			Theory (T)	Practical (P)					
Core – 10	244PYPR01	Project	-	-	-	50	150	200	5
Core – 11	24P4INT01	Internship – Clinical Practicum	-	-	-	50	150	200	6
Elective -7	23P4PYDE07	School counseling	4	-		25	75	100	4
(AEC-3)	23P4PYAC03	Scientific report writing	2	-		25	75	100	2
<b>TOTAL</b>			<b>6</b>	<b>-</b>	<b>-</b>	<b>150</b>	<b>450</b>	<b>600</b>	<b>17</b>

Title of the Course/Paper		APPLIED SOCIAL PSYCHOLOGY					
Paper Number		CORE - VII					
Category	Core 7	Year	II	Credits	5	Course / Paper Code	23P3PYC07
	Semester	III					
Instructional Hours per week	Theory (T)			Practical (P)		Total	
	6			-		6	
Objectives of the Course	<ol style="list-style-type: none"> <li>1. To understand the key issues and theoretical concepts of applied social psychology and examine the roles of applied social psychologists.</li> <li>2. To analyze the intricacies underlying the theories of attribution and social cognition and to gain insight in the formation of attitudes and analyze its impact on behavior.</li> <li>3. Examine the causes of prejudice and explore techniques to prevent them.</li> <li>4. To gain an understanding on the cognitive, affective and behavioral process of individuals as influenced by group interaction.</li> <li>5. To understand the applications of applied social psychology to social issues in the field of media, legal system, politics, work settings, community, health and environment.</li> </ol>						Hours/unit
Course Outline	<b>Unit-I: Introduction:</b> 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.						12
	<b>Unit-II: Understanding Others &amp; Social Cognition:</b> Non-verbal 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						12
	<b>Unit-III: Attitude &amp; Prejudice:</b> Attitude: Meaning–three components– Attitude Formation: Social Learning, Genetic Factors, Attitude Functions, Attitude- Behavior link. Persuasion: The Early Approach & the Cognitive Approach. Attitude Change: Cognitive Dissonance–Attitude scales. Prejudice: Nature, Sources, Consequences, Techniques for minimizing prejudice.						12
	<b>Unit-IV: Group Dynamics &amp; Leadership:</b> Group: Nature, functions, types of group, 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.						12
	<b>Unit-V: Applying Social Psychology to arenas of life and to one's</b>						12

	<b>own life:</b> 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 class room and to good life-balance optimism and pessimism.	
	<b>Total hours</b>	<b>60</b>
Reference Books	<ol style="list-style-type: none"> <li>1. Robert A. Baron &amp; Nyla R. Branscombe, Social Psychology, 13 th Edition, Pearson Education.</li> <li>2. David G. Myers, Prem Sahajpal, Pushpita Behera. (2012) Social Psychology, 10 th Edition, McGraw Hill Education (India) Private Limited.</li> <li>3. Robert S. Feldman, (2001). Social Psychology 3 rd Edition, Pearson.</li> <li>4. Schultz, W., Osamp.S (2000). Social Psychology: An applied perspective, Upper saddle River, NJ Prentice Hall.</li> <li>5. Frank W. Schneider., Jamie A. Gruman., Larry M. Coutts. (2005) Applied social Psychology- Understanding and Addressing Social and Practical Problems, Sage publications.</li> <li>6. Gruman J, A.; Schneider, F. W. &amp; Coutts, L.M. (2017). Applied Social Psychology: Understanding and Addressing Social and Practical problems. 3ed edition. New Delhi: Sage Publications.</li> </ol>	

### COURSE OUTCOMES

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

- **CO1:** Delineates the theoretical concepts of applied social psychology and appraise the role of applied social psychologist.
- **CO2:** Explain the attribution concept and relate the information in social context to explain and predict others behavior.
- **CO3:** Explore the influence of social indicators on the formation of attitude and examine the attitude- behavior relationship.
- **CO4:** Demonstrate ability to articulate about group behavior, prejudice and its influence on individuals' behavior.
- **CO5:** Apply the principles of social psychology in various fields like media, legal system politics, work settings, community, health and environment.

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

**Subject In-charge: DR. C. PRASANTH**

Title of the Course/Paper		NEUROPSYCHOLOGY					
Paper Number		CORE - VIII					
Category	Core 8	Year	II	Credits	5	Course / Paper Code	24P3PYC08
		Semester	III				
Instructional Hours per week		Theory (T)		Practical (P)		Total	
		6		-		6	
Objectives of the Course		<ol style="list-style-type: none"> <li>1. Understand the nature and meaning of neuropsychology: its aims, history and methods.</li> <li>2. Gain insight into the frontal lobes: cognition, social behaviour and personality.</li> <li>3. Gain insight into the disorders of perception and movement disorders.</li> <li>4. Gain insight into the language disorders, dementia and disorders of thought and mood.</li> <li>5. Train students to apply various neuropsychological assessment.</li> </ol>					Hours/unit
Course Outline		<b>Unit I: Neuropsychology; its Aims, History and Methods:</b> Neuropsychology: History and Definitions, Human Neuropsychology: Development of 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, Brain Electrical Stimulation, Modern brain stimulation: Trans-cranial magnetic stimulation and localization& lateralization techniques					12
		<b>Unit II: The Frontal Lobes: Cognition, Social Behaviour and Personality:</b> 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, Roll’s theory of orbito-frontal functions: stimulus – reward.					12
		<b>Unit III: Disorders of Perception and Movement:</b> Disorders of Perception: Blind sight, Agnosias – visual agnosia, prosopagnosia, landmark agnosia, auditory agnosia, somatosensory agnosia, unilateral spatial neglect. Movement Disorders: Disorders of the human motor system, Parkinsonism and Parkinson’s disease – clinical features, Neuropsychology and treatment, Ataxia, Apraxia – types, tests, cerebral basis, Hemiplegia.					12

	<b>Unit IV: Language Disorders Dementia and Disorders of Thought and Mood:</b> 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.	<b>12</b>
	<b>Unit V: Neuropsychological Assessment:</b> Neuropsychological Assessments, Its principles. The neuropsychological batteries – Wechsler Adult Intelligence Scales, Halstead Retain 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.	<b>12</b>
	<b>Total hours</b>	<b>60</b>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Zillmer, E.A., &amp; Spiers, M.V. (2001). Principles of neuropsychology. Belmont, CA: Wadsworth/Thomson Learning.</li> <li>2. Beaumont, J.G. (1983). Introduction to Neuropsychology. Oxford, England: Blackwell Scientific Publications.</li> <li>3. Martin, G.N. (2006). Human Neuropsychology. London, England: Prentice Hall</li> </ol>	

### COURSE OUTCOMES

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

- **CO1 (K2):** Describe the nature and meaning and basic concepts of neuropsychology.
- **CO2 (K3):** Examine the functions of frontal lobes in cognition, social behaviour.
- **CO3 (K3):** Examine the disorders of perception, and movement disorders.
- **CO4 (K4):** Gain insight into the language disorders, dementia and disorders of thought and mood.
- **CO5 (K5):** Train students to apply various neuropsychological assessment.

	PO1	PO2	PO3	PO4	PO5
CO1	✓				
CO2		✓		✓	
CO3				✓	
CO4			✓		
CO5					✓

**Subject In-charge: MS. L GOKULA PRIYA**

Title of the Course/Paper:		<b>PSYCHOLOGICAL ASSESSMENT - II (ORGANIZATIONAL BEHAVIOUR &amp; HR)</b>					
Paper Number:		<b>CORE PRACTICAL- IX</b>					
Category:	Core Practical 9	Year	<b>II</b>	Credits:	<b>5</b>	Course / Paper Code:	<b>23P3PYCP09</b>
		Semester:	<b>III</b>				
Instructional Hours per week:		Theory (T)		Practical (P)		Total	
		-		<b>6</b>		<b>6</b>	
Objectives of the Course:		<ol style="list-style-type: none"> <li>1. To gain knowledge of assessments used in the workplace.</li> <li>2. To familiarize oneself with the psychometric properties of tests</li> <li>3. To administer psychological tests according to the guidelines.</li> <li>4. To understand and interpret the person's test scores.</li> <li>5. To understand and solve ethical issues in psychological assessment.</li> </ol>					<b>Hour/unit</b>
		<p>At least 10 tests must be conducted from the following list:</p> <ol style="list-style-type: none"> <li>1. Communication Skills Assessment,</li> <li>2. Emotional Intelligence,</li> <li>3. Work Motivation,</li> <li>4. Organizational Commitment,</li> <li>5. Job Involvement,</li> <li>6. Organizational Stress,</li> <li>7. Fundamental Interpersonal Relationship Organization Behavior,</li> <li>8. Work Motivation Questionnaire (WMQ),</li> <li>9. Conflict Style Inventory,</li> <li>10. Managing by Motivation,</li> <li>11. Leadership Effectiveness Scale,</li> <li>12. Employee Engagement Scale,</li> <li>13. Working Styles Assessment,</li> <li>14. Organization Effectiveness Scale</li> <li>15. Job Satisfaction</li> <li>16. Burnout measure</li> <li>17. Organizational Frustration Scale</li> </ol>					
Reference Books		<ol style="list-style-type: none"> <li>1. Freeman, G.B. (1971) Theory and Practice of Psychological testing . New Delhi : Oxford and IBH Publishing Co.</li> <li>2. Kaplan, R.M. &amp; Saccuzzo, D.P. (2007). Psychological Testing. Delhi: Cengage Learning India.</li> <li>3. Singh, A.K. (2004). Test Measurements and Research Methods in</li> <li>4. Behavioural Sciences. Patna: Bharat Bhavan Publishers and Distributors.</li> <li>5. <a href="https://www.psychologydiscussion.net/essays/essay-on-the-uses-of-psychological-test/742">https://www.psychologydiscussion.net/essays/essay-on-the-uses-of-psychological-test/742</a></li> <li>6. <a href="https://www.youtube.com/watch?v=6HtnBBmuZpI">https://www.youtube.com/watch?v=6HtnBBmuZp I</a></li> <li>7. <a href="https://www.verywellmind.com/psychometric-properties-">https://www.verywellmind.com/psychometric-properties-</a></li> </ol>					

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**Minimum of 10 experiments should be conducted Evaluation:**

**Internal Assessment – 40 Marks**

**External Assessment – 60 Marks [Components of External Assessment]**

<b>Conduction</b>	<b>:</b>	<b>10</b>
<b>Materials</b>	<b>:</b>	<b>5</b>
<b>Plan &amp; procedure</b>	<b>:</b>	<b>5</b>
<b>Results &amp; Discussion:</b>		<b>10</b>
<b>Viva-voce</b>	<b>:</b>	<b>15</b>
<b>Record</b>	<b>:</b>	<b>15</b>

**Subject In-charge: MR. P. KARTHIKEYAN**

Title of the Course/Paper		PSYCHOTHERAPY					
Paper Number		Elective - V					
Category	Elective 5	Year	II	Credits	4	Course / Paper Code	23P3PYDE05
		Semester	III				
Instructional Hours per week		Theory (T)		Practical (P)		Total	
		4		-		4	
Objectives of the Course		<ol style="list-style-type: none"> <li>1. Understand the nature and meaning of To understand the scope, forms, and key aspects of psychotherapy.</li> <li>2. To understand the key concepts and therapeutic process of psychoanalytic, adlerian and gestalt therapies.</li> <li>3. To understand the key concepts and therapeutic process of existential, person-centred, and family therapies</li> <li>4. To understand the key concepts and therapeutic process of various forms of behaviour and cognitive therapies.</li> <li>5. To understand the procedures of certain alternative methods to psychotherapy.</li> </ol>					Hours/unit
Course Outline		<b>Unit- I: Psychotherapy Scope:</b> Meaning, characteristics, Forms: Individual therapy, Group therapy. Forces of Counselling and Psychotherapy. Therapeutic Alliance: Guidelines for building and maintaining positive therapeutic alliance. Therapeutic process: transference, counter transference and resistance. Issues faced by Beginning Therapists					12
		<b>Unit- II: Psychoanalytic, Adlerian and Gestalt Therapy:</b> Psychoanalytic Therapy: Introduction, Key concepts, Therapeutic process, Application. Adlerian Therapy: Introduction, Key concepts, Therapeutic process, Application. Gestalt Therapy: Introduction, Key concepts, Therapeutic process, Application.					12
		<b>Unit- III: Existential Therapy, Person-Centred Therapy and Family Therapy:</b> Existential Therapy: Introduction, Key concepts, Therapeutic process, Application. Person-Centred Therapy: Introduction, Key concepts, Therapeutic process, Application. Family Systems Therapy: Family therapy: Family therapies that focus on background- Adlerian family therapy, multigenerational family therapy, Structural family therapy.					12
		<b>Unit-IV: Behaviour Therapy and Cognitive Behaviour Therapy:</b> Behaviour Therapy: Introduction, Key concepts, Therapeutic process, Application. Rational Emotive Behaviour Therapy: Introduction, Key concepts, Therapeutic process, Application. Cognitive Behaviour Therapy: Introduction, Key concepts, Therapeutic process, Application. Meichenbaum's Cognitive Behaviour Modification.					12
		<b>Unit- V: Alternatives to counselling and psychotherapy:</b> Eye movement desensitization therapy, Mindfulness based therapy, Neuro linguistic programming, Yoga therapy and Art Therapy. Method: Workshops to be organized by experts on these topics					12
		<b>Total hours</b>					<b>60</b>



<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Corey. G. (2017): Theory and Practice of Counselling and Psychotherapy. 10<sup>th</sup> ed. New Delhi, Brooks/Cole.</li> <li>2. Jacobs, Ed. E., Masson, R. L., &amp; Harvill, R.L. (2011). Group counselling –strategies and skills. (7<sup>th</sup> ed.). Pacific Grove: Brooks/Cole.</li> <li>3. Ells, Tracy. D. (2007). Handbook of psychotherapy –Case formulation (2<sup>nd</sup> ed.)The Guilford Press, New York</li> <li>4. Elsie,J.S. (2016), Theories of Counselling and Psychotherapy: an integrative approach, SAGE publication, Inc, (2 nd ed.)</li> <li>5. Feltham, C., Hanley, T., &amp; Winter, (Eds.) (2017).The SAGE Handbook of Counseling and Psychotherapy. (4th ed.) London: Sage Publications Ltd.</li> <li>6. Seligman, L. and Reichenberg, L. (2014). Theories of Counselling and Psychotherapy: systems, strategies and skills. 4th ed. United States of America: Pearson Education.</li> <li>7. Hersen, M., &amp; Sledge, W. H. (2002). Encyclopedia of psychotherapy. Amsterdam: Academic Press.</li> </ol>
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**Course Outcomes:**

- **CO1:** Describe the scope, forms, and key aspects of psychotherapy.
- **CO2:** Examine the therapeutic processes of Psychoanalytic, Adlerian, and Gestalt therapies.
- **CO3:** Analyze the therapeutic skills and techniques used in Existential, Person-Centred, and Family therapies.
- **CO4:** Evaluate various forms of Behaviour and Cognitive therapies for specific groups and problems.
- **CO5:** Recommend appropriate strategies using alternative methods to psychotherapy in hypothetical cases.

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

**Subject In-charge: MS. L GOKULA PRIYA**

Title of the Course/Paper		HUMAN RESOURCE MANAGEMENT						
Paper Number		ELECTIVE - VI						
Category	Elective 6	Year	II	Credits	4	Course / Paper Code	23P3PYDE06	
		Semester	III					
Instructional Hours per week		Theory (T)		Practical (P)		Total		
		4		-		4		
Objectives of the Course		<ol style="list-style-type: none"> <li>To introduce the fundamental concepts of the HR Department and its structure, personnel policies and principles.</li> <li>To enable the students to learn the process and the sources of planning, recruitment, selection and identify appropriate performance appraisal methods.</li> <li>To impart skills in designing training and development programs and explain the maintenance of Human Resources.</li> <li>To understand the appraisal process and methods.</li> <li>To investigate the causes of stress and describe the models of stress.</li> </ol>					Hours/unit	
Course Outline		<b>Unit-I: Introduction to Human Resource Management</b> -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.					<b>9</b>	
		<b>Unit-II: Acquisition of Human Resources</b> -Human resource planning and forecasting-Job analysis-Job description and Job specification-Process and sources of recruitment-Selection process.					<b>9</b>	
		<b>Unit-III: Development of Human Resources</b> -Training and development-Designing training and development programme-Methods and techniques of training-Evaluation of training program.					<b>9</b>	
		<b>Unit-IV: Motivation of Human Resources</b> -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.					<b>9</b>	
		<b>Unit-V: Maintenance of Human Resources</b> - 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.					<b>9</b>	
		<b>Total hours</b>					<b>45</b>	
Reference Books		<ol style="list-style-type: none"> <li>Mamoria-C. B (2007). Personal Management, Twelfth edition, Mumbai: Himalaya Publishing House.</li> <li>Durai.P.(2020).Human Resource Management (3<sup>rd</sup>ed).India: Pearson Education.</li> </ol>						

	<p>3. Decenzo-D.A.-Robbins D.A. (2007). Personnel/ Human Resource Management India: Prentice-Hall Private Limited.</p> <p>4. Decenzo, D.A., Robbins-D,A., Verhulst, L.S. (2015).Human Resource Management (11thed) India: Wiley.</p> <p>5. Aswathappa K.(2006).Human Resource and Personnel Management(4<sup>th</sup>ed.).New Delhi: Tata Mc Graw Hill Publishing company limited.</p> <p>6. Dessler D. &amp; Varkkey B., (2017). Human Resource Management, (16<sup>th</sup>ed.) India: Prentice, Hall Private Limited</p>
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**COURSE OUTCOMES**

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

- CO1 (K1): Define and describe human resource management.
- CO2 (K3): Examine the process and sources of recruitment.
- CO3 (K4): Analyze the techniques of training.
- CO4(K5):Evaluate the different types of rewards.
- CO5(K5):Discuss the legal benefits and services provided by organizations.

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

**Subject In-charge: DR. C. PRASANTH**

<b>Title of the Course/Paper</b>		<b>CORPORATE COUNSELLING</b>					
<b>Paper Number</b>		<b>SKILL ENHANCEMENT COURSE - II</b>					
<b>Category</b>	SEC 2	<b>Year</b>	<b>II</b>	<b>Credits</b>	<b>2</b>	<b>Course / Paper Code</b>	<b>23P3PYS02</b>
		<b>Semester</b>	<b>III</b>				
<b>Instructional Hours per week</b>		<b>Theory (T)</b>		<b>Practical (P)</b>		<b>Total</b>	
		<b>2</b>		<b>-</b>		<b>2</b>	
<b>Objectives of the Course</b>		<ul style="list-style-type: none"> <li>• Updated knowledge on Corporate Counseling in context</li> <li>• Understand various work place models and distinguish the importance of each model</li> <li>• Explain the skills and process related to professional practices in work setup</li> <li>• Discuss various factors contribute towards work stress and its effect on organization</li> <li>• Make students apply various psychological principles in employee well- being.</li> </ul>					<b>Hours/unit</b>
<b>Course Outline</b>		<b>Unit-I:</b> Understanding work place counseling- Concept of work place counseling-history of a work place counseling-faces of work place counseling-professional relationships in counseling in the workplace–Ethics and ethical issues in work place counseling.					<b>5</b>
		<b>Unit-II:</b> Overview of Models of Work place counseling: Counseling oriented models, brief therapy model, problem focused models, work oriented models, manager based models-Externally based models, Internally based models, welfare based models, organizational change based models					<b>5</b>
		<b>Unit-III:</b> Setting up counseling in the workplace- preparation-assessment- contracting- Engaging in counseling- termination-evaluation-Integrative model of individual employee counseling-Training for Work place Counselors					<b>5</b>
		<b>Unit-IV:</b> Work Stress-Stressful job factors, Occupational Stress; dealing with difficult people, sexual harassment, and unethical behaviour in the work place, Travel stress, Time stress, Work stress and families. Group Counseling: Conflict resolution, interpersonal, familial, team building, negotiation and arbitration skills					<b>5</b>
		<b>Unit-V:</b> Impact of organization on work place counseling- Employee Problem specific Counseling–Problems of absenteeism turn over, Burn out, Depression, Substance abuse.					<b>5</b>
		<b>Total hours</b>					<b>25</b>

<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Michael, C. (1996). Work place counseling –a Systematic approach to employee care, Sage Publications.</li> <li>2. Jacobs, Ed. E., Masson, R. L., &amp; Harvill, R.L. (2002). Group counseling – strategies and skills. (7thed.). Pacific Grove: Brooks/Cole.</li> <li>3. Adrian Coles, A( 2003).Counseling in the Work place. Open University Press, Mc Graw-Hill Education(UK)</li> <li>4. Vardi, &amp; Weitz. E(2004). Misbehavior in organization–theory research and management. New Jersey: Lawrence Erlbaum associates.</li> <li>5. Cartwright, S. &amp; Cooper, C.(1997). Managing Work place Stress, Sage Publications.</li> <li>6. Patterson, L. E. &amp; Welfel, E. R. The counseling process, 5<sup>th</sup> edition. Brooks /Cole, Thomson Learning.</li> <li>7. Nelson-Jones, R. (2002). Essential counseling and therapy skills, Sage Publications</li> <li>8. Rosemary A Thompson (2016). Counseling Techniques Improving relationships with others, ourselves, our families, and our environment, 3<sup>rd</sup> ed. Routledge.</li> </ol>
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**COURSE OUTCOMES**

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

- CO1 (K1): Outline, differentiate counseling in workplace set up and relate to different model
- CO2(K2): Discuss occupational factors to identify the need for counseling
- CO3(K3): Apply skills and process of counseling in corporate setup
- CO4(K4): Describe different methods of employee group counseling and identify skills for dealing with problem behaviors in workplace
- CO5(K3): Apply various counseling interventions for employee specific issues in work place

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

**Subject In-charge: MS. L. LAVANYA**

Title of the Course/Paper		<b>ADDICTION COUNSELLING</b>					
Paper Number		<b>SKILL ENHANCEMENT COURSE - III</b>					
Category	SEC 3	Year	<b>II</b>	Credits	<b>2</b>	Course / Paper Code	<b>23P3PYS03</b>
		Semester	<b>III</b>				
Instructional Hours per week		Theory (T)		Practical (P)		Total	
		<b>2</b>		<b>-</b>		<b>2</b>	
Objectives of the Course		<ol style="list-style-type: none"> <li>1. Gaining a basic understanding of addiction counseling and addiction theory.</li> <li>2. To familiarize with different types of drugs and their effects.</li> <li>3. To enable students to use various addiction counseling assessments &amp; diagnosis</li> <li>4. To equip to students to psycho educate family members of addicted patients</li> <li>5. To formulate appropriate treatment plan with respect to bio psychosocial environment of patients</li> </ol>					<b>Hour/unit</b>
Course Outline		Unit– 1: Introduction to Addiction Counseling & Therapy: Counseling 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, defense mechanisms and addiction theory, advantage and disadvantages of psychoanalytic theory and contemporary analytic theories.					<b>6</b>
		Unit– 2: Types of Drugs and Their Effect: Drug categories, sedatives – hypnotics, stimulants, opians, 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					<b>6</b>
		Unit– 3: Drug and Alcohol Assessments, Diagnosis and Interview Techniques: The counselor as a Facilitative Gatekeeper, Components of a Comprehensive Assessment Alcohol and Drug Assessment Instruments, Psychological Information, Medical Information. Psychological applications to addiction counseling, Assessments, techniques and Interviews, Clinical applications for counselors.					<b>6</b>
		Unit– 4: Families and Addiction: Bepko and Krestan Stage Theory, Family Life Cycle, Family Roles in Addicted Families, Al-Anon, Nar-Anon,					<b>6</b>

	Al-a- Teen, Families Anonymous, and ACOA Support Meetings, Intervention Strategies for Both Family and Addicted Member	
	Unit– 5: 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 counseling, strengths and limitations. Biomedical model, Aversion therapy. Cognitive Therapy, Motivational Approaches to Addiction Treatment, Mindfulness based Therapies and Group Theory, Structure and Process.	<b>6</b>
	<b>Total hours</b>	<b>30</b>
Reference Books	<ol style="list-style-type: none"> <li>1. Cavaiola, A.A ., &amp; Smith, M. (2020). <i>A comprehensive guide to addiction theory and counseling techniques</i> .Routledge.</li> <li>2. Brook, F., &amp; Mc Henry, B. (2015). <i>A Contemporary Approach to Substance Use Disorders and Addiction Counseling</i>. American Counseling Association</li> <li>3. West, R. (2006). <i>Theory of Addiction</i>. Oxford : Blackwell.</li> <li>4. Moss, A., &amp; Dyer, K. (2010). <i>Psychology of Addiction</i>. London: Palgrave Macmillan.</li> <li>5. Miller, W.R., Zweben A., DiClemente., C.C &amp; Rychtarik, R.G. (1999). <i>Motivational Enhancement Therapy Manual A Clinical Research Guide for Therapists Treating Individuals With Alcohol Abuse and Dependence</i>. National Institute on Alcohol Abuse and Alcoholism Project MATCH Monograph Series.</li> </ol>	

CO1(K2): Distinguish various drugs and various types of addiction

CO2(K3): Apply the knowledge relating to addiction counseling, assessment and Interview techniques for making diagnosis

CO3(K3): Able to Psycho educate family members to deal with addiction

CO4(K4): Devise individualized treatment plan for addiction patients with respected to their bio- psychosocial environment

CO5(K3): Apply various therapeutic techniques in addiction counseling.

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

**Subject In-charge: DR. C. PRASANTH**

Title of the Course/Paper		PROJECT					
Paper Number		CORE - VIII					
Category	Core 8	Year	II	Credits	5	Course / Paper Code	24P4PYPR01
		Semester	IV				
Instructional Hours per week		Theory (T)		Practical (P)		Total	
		-		-		-	
Objectives of the Course		<ul style="list-style-type: none"> <li>Identify the research problem on the basis of relevant literature review</li> <li>Adopt appropriate research design to undertake the research study</li> <li>Apply research methodology in selection of sample, finalization of tools for research</li> <li>Collect data and analyze the results</li> <li>Present the research work in the form of dissertation</li> </ul>					Hours/unit
Course Outline		<p style="text-align: center;"><i>SUGGESTED FORMAT FOR DISSERTATION</i></p> <p><b>Unit-I: Introduction:</b></p> <p>1.1. Conceptual Framework/Theoretical Framework 1.2. Need of the study</p> <p><b>Unit-II: Review of Related Literature (Last ten years)</b></p> <p>2.1. Introduction (Brief) 2.2. Studies on variables, sample and related variables and samples 2.3. Critical analysis of reviews collected</p> <p><b>Unit-III: Method of Investigation</b></p> <p>3.1 Introduction 3.2 Statement of the Problem 3.3 Objectives 3.4 Hypotheses 3.5 Research Design (Methodology) 3.6 Sample (Sample, Sample Size, Sampling technique &amp; Delimitation 3.7 Variables 3.8 Tools (Description of the Tools—Author(s), Year, Target Group, No of items, Scoring, Norms, Reliability &amp; Validity) 3.9 Statistical techniques</p> <p><b>Unit-IV: Results and Discussion</b></p> <p>4.1 Introduction 4.2 Tables followed with discussion</p> <p><b>Unit-V: Summary and Conclusion</b></p> <p>5.1 Summary (one and half pages)</p>					<b>5</b>



	<p>5.2 Findings</p> <p>5.3 Suggestions &amp; Recommendations</p> <p>5.4 Implications</p> <p>5.5 Conclusion</p> <p><b>Reference</b> (APAFORMAT)</p> <p><b>Appendices</b> (Tools used, item analysis if any, special diagrams, photographs if any)</p>	
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### **COURSE OUTCOMES**

- CO1 (K2): Identify gap in knowledge in existing literature.
- CO2 (K3): Apply appropriate psychological tools for data collection.
- CO3 (K2): Choose appropriate psychological tools for data collection.
- CO4 (K5): Design a research plan and carry out an independent research.
- CO5 (K5): Prepare a research report.

### **EVALUATION OF PROJECT REPORT**

1. Introduction 20 Marks
2. Methodology 30 Marks
3. Review of Literature 20 Marks
4. Results and Discussion 40 Marks
5. Summary and Conclusion 20 Marks
6. References or Bibliography 20 Marks

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Project Report 150 Marks

Viva -Voce Examination: 50 Marks

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Total Marks for Project 200 Marks

**Subject In-charge: DR. C. PRASANTH**

<b>Title of the Course/Paper</b>		<b>INTERNSHIP – CLINICAL PRACTICUM</b>					
<b>Paper Number</b>		<b>CORE – IX</b>					
<b>Category</b>	Core 9	<b>Year</b>	II	<b>Credits</b>	6	<b>Course / Paper Code</b>	<b>24P4INT01</b>
		<b>Semester</b>	IV				
<b>Instructional Hours per week</b>		<b>Theory (T)</b>		<b>Practical (P)</b>		<b>Total</b>	
		-		-		-	
<b>Objectives of the Course</b>		<ul style="list-style-type: none"> <li>To obtain direct field experience in real-life settings such as hospitals, counselling centers, mental health centers or community clinics, industries and organizations.</li> <li>To decide the direction of their career by providing opportunity to obtain hands-on Experience.</li> <li>To provide a meaningful educational opportunity which will help students to establish themselves in their preferred area of practice.</li> </ul>					
<b>Guidelines for Internship</b>		<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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. <ul style="list-style-type: none"> <li>➤ The demands and expectations of the role of the Psychologist.</li> <li>➤ The privileges of the Psychiatrist / Managers / Psychologists in the hospital /organization.</li> <li>➤ The functional domain and demarcations of Psychologist vs Psychiatrists / HR</li> <li>➤ The organizational chart of the Organization and the status of HR team/ Department.</li> <li>➤ 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.</li> <li>➤ The therapeutic privileges / employee privileges available at the Hospital /Industry especially, those approved by the clinical team to provide</li> </ul> </li> </ol>					

	<p>psychotherapies / counseling and group therapies/ HR trainers.</p> <p>➤ 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.</p> <p>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.</p> <p>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.</p> <p>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 60 working days of Clinical/Industrial internship by 3<sup>rd</sup> 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.</p>
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### **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

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Total for the Report 150 Marks

Viva -Voce Examination: 50 Marks

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Total Marks for Internship 200 Marks

#### **Expected Outcomes:**

- Career Direction
- Increased Competence
- Enhanced Marketability
- Formation of Work Habits

**Subject In-charge: MR. P. KARTHIKEYAN**

Title of the Course/Paper		SCHOOL COUNSELLING						
Paper Number		ELECTIVE - VII						
Category	Elective 7	Year	II	Credits	4	Course / Paper Code	23P4PYDE07	
		Semester	IV					
Instructional Hours per week		Theory (T)		Practical (P)		Total		
		4		-		4		
Objectives of the Course		<ol style="list-style-type: none"> <li>To help students understand and identify with their role as School Counselors</li> <li>To enhance the knowledge on the distinct problem areas concerning school children</li> <li>To learn the basic assessments pertaining to the problem areas of school children.</li> <li>To enable efficient delivery of counseling services for the school children in individual and group settings</li> <li>To learn the skill of collaboration with parents and teachers both for awareness and intervention, advocacy</li> </ol>					Hours/unit	
Course Outline		<b>Unit I: Introduction to School Counseling</b> – A comprehensive program: facilities and resources – Varying roles of school of counselors – training of school counselors- culturally competent counseling skills.Factors influencing school counseling					9	
		<b>Unit II:Theories of School Counseling:</b> Developmental considerations: Physical, Social and Cognitive Development of Children. Theories by Piaget, Vygotsky. Psychological Approaches and Methods to counseling: Behaviorism; Rogerian; CBT; Reality Therapy with Choice Theory; Solution-focused; Strength Based.					9	
		<b>Unit III:Counseling Young Children:</b> Children with Problems of Affect, Counseling Elementary and preschool Students for relationship problems, counseling students with acting out behavior problems. Counselling the Middle School Students – Problems of Adolescents Counselling and Adolescent Identity Formation, Sexual and Gender Identity, Problems of Relationships, Problems of Affect. Counseling in High Schools					9	
		<b>Unit IV:Counseling Children with Special Needs:</b> Counselor’s Role with Parents of Children with Disabilities, Counseling Gifted Children. Counseling Children of Homeless Families, Truancy and School Refusal, Juvenile Justice System, Illegal Drug and Alcohol Use, Smoking,.					9	
		<b>Unit V:Assessment, Collaboration and Advocacy:</b> Student Assessment, Counseling Individual and Group counseling, . Educational and Career Development, Evaluation of School Counseling Programs, Professional Ethics and Legal Issues. ASCA framework					9	
<b>Total hours</b>						<b>45</b>		

Reference Books	<ol style="list-style-type: none"> <li>1. Charles L. Thompson, Donna A. Henderson (2007) Counseling Children (Seventh Edition) International Students Edition. USA Thomson Brooks/Cole</li> <li>2. Robert J. Wright, Widener University (2012) Introduction to School Counseling, New Delhi, Sage Publication</li> <li>3. Susan C. Whiston, (3rd Edition) Principles and Application of Assessment in Counseling, (International Student Edition). USA: Brooks / Cole Cengage Learning</li> <li>4. Henderson, D. A., &amp; Thompson, C. L. (2015). Counseling children. Cengage Learning</li> <li>5. Schmidt, J. J. (1999). Counseling in schools – Essential services and comprehensive programs, (3rd ed). Boston: Allyn &amp; Bacon.</li> <li>6. Theodore, L. A. (Ed.). (2016). Handbook of evidence-based interventions for children and adolescents. Springer Publishing Company.</li> <li>7. Brown, N. W. (1994). Group counseling for elementary and middle school children. Greenwood Publishing Group.</li> <li>8. Dollarhide, C. T., &amp; Lemberger-Truelove, M. E. (Eds.). (2018). Theories of school counseling for the 21st century. Oxford University Press.</li> <li>9. Kolbert, J. B., Williams, R. L., Morgan, L. M., Crothers, L. M., &amp; Hughes, T. L. (2016). Introduction to professional school counseling: Advocacy, leadership, and intervention. Routledge.</li> <li>10. Gibson, R. L., &amp; Mitchell, M. H. (2005). Introduction to counseling and guidance. Pearson Education.</li> </ol>
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**COURSE OUTCOMES**

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

- CO1:** Identify and articulate the various roles and responsibilities of school counselors.
- CO2:** Analyze the distinct problem areas concerning school children and understand their implications on students' development.
- CO3:** Conduct basic assessments relevant to the problem areas of school children and apply appropriate psychological approaches and counseling methods.
- CO4:** Develop and implement effective counseling strategies for individual and group settings.
- CO5:** Collaborate effectively with parents and teachers to raise awareness and provide intervention for school children.

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	5					
CO2	4	3				
CO3	3	5	4			
CO4	3		5	4		
CO5					3	3

**Subject In-charge: MR. P. KARTHIKEYAN**

<b>Title of the Course/Paper</b>		<b>SCIENTIFIC REPORT WRITING</b>					
<b>Paper Number</b>		<b>ABILITY ENHANCEMENT COURSE – III</b>					
<b>Category</b>	AEC 3	<b>Year</b>	II	<b>Credits</b>	2	<b>Course / Paper Code</b>	23P4PYAC03
		<b>Semester</b>	III				
<b>Instructional Hours per week</b>		<b>Theory (T)</b>		<b>Practical (P)</b>		<b>Total</b>	
		2		-		2	
<b>Objectives of the Course</b>		<ul style="list-style-type: none"> <li>To describe the process of writing skills.</li> <li>To apply Microsoft office features in preparing the reports.</li> <li>To choose APA style in writing and publication of research papers.</li> <li>To articulate how to write a research proposal.</li> <li>To combine reports on various forms of qualitative and quantitative research methods</li> </ul>					<b>Hours/unit</b>
<b>Course Outline</b>		<b>Unit-I:</b> Written Communication –basics, parts of written communication, punctuation, common grammatical errors; spelling, commonly confused words, gender; Style–flow of writing, making writing lively, use of style in writing sentences and paragraphs					6
		<b>Unit-II:</b> Manuscript writing –critical appraisal using journal articles, review of literature, writing and publication of research papers					6
		<b>Unit-III:</b> The process of writing–Audience analysis, planning, collecting relevant materials, organizing ideas; specific writing situations and writing.					5
		<b>Unit-IV:</b> Plagiarism–Software for grammar and plagiarism check.					4
		<b>Unit-V:</b> APA style–Basics of APA, in-text citations, formatting and writing, Reference					4
		<b>Total hours</b>					<b>25</b>
<b>Reference Books</b>		<ol style="list-style-type: none"> <li>American Psychological Association (2010)–Publication Manual of the American Psychological Association, (7thed.). Washington DC. Author.</li> <li>100 tips to avoid mistakes in academic writing and presenting. (2020). Wall work. A &amp; Southern. A. USA: Springer Publications.</li> <li>Write an impactful research paper(2021). Zaumanis. M.</li> <li>Kail, R.V. (2018). Scientific Writing for Psychology. Lessons in Clarity and Style. 2<sup>nd</sup> edition. USA: Sage Publishing Inc.</li> <li>Mc Inerney, D. M. (2021). Publishing your psychology research. A guide to writing for journals in psychology and related fields.</li> </ol>					

## **COURSE OUTCOMES**

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

- CO1 (K2): Explain the Process of writing skills
- CO2 (K3): Practice Microsoft office
- CO3 (K4): Apply APA style in writing and publication of research papers.
- CO4 (K4): Articulate how to write a research proposal.
- CO5 (K4): Critically compile reports on various forms of qualitative and quantitative research methods.

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

**Subject In-charge: Ms. D. VANITHA**

**QUESTION PAPER PATTERN**  
**(For Theory & Problem oriented subjects)**

**Time: 3 Hours**

**Max. Marks: 75**

**PART – A (10 x 1 = 10 Marks)**

Answer All the Questions (From each unit Two questions)

**PART – B (5 x 7 = 35 Marks)**

Answer All Questions (Either or Type) (From each unit One question)

**PART – C (3 x 10 = 30 Marks)**

Answer Any Three out of Five Questions (From each unit One question)