

# ALAGAPPA UNIVERSITY

(Accredited with A+ Grade by NAAC (CGPA: 3.64) in the Third Cycle,  
Graded as Category-I University and granted autonomy by MHRD-UGC)

## DIRECTORATE OF COLLABORATIVE PROGRAMMES



## M.Sc. Psychology (Specialization in Clinical Psychology)

Regulations and Syllabus

[For those who join the Course in July 2023 and after]

CHOICE BASED CREDIT SYSTEM

Name of the programme: M.Sc Psychology(With specialization in Clinical Psychology)  
Duration of the programme: Two years (Four Semesters)

**1. Eligibility:**

A Pass in any bachelor degree from any recognized University/Institutes, or accepted as equivalent thereto by the Syndicate. Candidate for admission to M.Sc Psychology Shall be required to have passed qualifying examination

**For the Degree:**

The candidates shall have subsequently undergone the prescribed programme of study in a institute for not less than two academic years comprising 4 semesters, passed the examinations prescribed and fulfill such conditions as have been prescribed therefore.

**2. Admission:**

Admission based on the marks in the qualifying examination.

**3. Duration of the course:**

The course shall extend over a period of two years under semester pattern accounting to four semesters.

**4. Standard of Passing and Award of Division:**

- a. Students shall have a minimum of 50% of total marks of the University examinations in each subject. The overall passing minimum is 50% both in aggregate of Continuous Internal Assessment and external in each subject.
- b. The minimum marks for passing in each theory / Lab course shall be 50% of the marks prescribed for the paper / lab.
- c. A candidate who secures 50% or more marks but less than 60% of the aggregate marks, shall be awarded **SECOND CLASS**.
- d. A candidate who secures 60% or more of the aggregate marks, shall be awarded **FIRST CLASS**.
- e. The Practical / Project shall be assessed by the two examiners, by an internal examiner and an external examiner.

**5. Continuous internal Assessment:**

- a. Continuous Internal Assessment for each paper shall be by means of Written Tests, Assignments, Class tests and Seminars
- b. **25 marks** allotted for the Continuous Internal assessment is distributed for Written Test, Assignment, Class test and Seminars.
- c. Two Internal Tests of 2 hours duration may be conducted during the semester for each course / subject and the best marks may be considered and one Model Examination will be conducted at the end of the semester prior to University examination. Students may be asked to submit at least five assignments in each subject. They should also participate in Seminars conducted for each subject and marks allocated accordingly.
- d. Conduct of the continuous internal assessment shall be the responsibility of the concerned faculty.

- e. The continuous internal assessment marks are to be submitted to the University at the end of every year.
- f. The valued answer papers/assignments should be given to the students after the valuation is over and they should be asked to check up and satisfy themselves about the marks they have scored.
- g. All mark lists and other records connected with the continuous Internal Assessments should be in the safe custody of the institution for at least one year after the assessment.

**6. Attendance:**

Students must have earned 75% of attendance in each course for appearing for the examination.

Students who have earned 74% to 70% of attendance to be applied for condonation in the prescribed form with the prescribed fee.

Students who have earned 69% to 60% of attendance to be applied for condonation in the prescribed form with the prescribed fee along with the medical certificate.

Students who have below 60% of attendance are not eligible to appear for the examination. They shall re-do the semester(s) after completion of the programme.

**7. Examination:**

Candidate must complete course duration to appear for the university examination. Examination will be conducted with concurrence of Controller of Examinations as per the Alagappa University regulations. **University may send the representatives as the observer during examinations.** University Examination will be held at the end of the each semester for duration of 3 hours for each subject. Certificate will be issued as per the AU regulations. **Hall ticket will be issued to the 1<sup>st</sup> year candidates and upon submission of the list of enrolled students along with the prescribed course fee, subsequent 2<sup>nd</sup> year hall tickets will be issued.**

**8. Question Paper pattern:**

Maximum 75 Marks

Duration: 3 Hours

Part A - Short answer questions with no choice : 10 x 2 = 20

Part B – Brief answer questions either / or type [like 1.a [or] b] : 5 x 5 = 25

Part C- Essay – type questions of either / or type [like 1.a [or] b] : 10 x 3 = 30

**9. Miscellaneous**

- a. Each student posses the prescribed text books for the subject and the workshop tools as required for theory and practical classes.

- b. Each student is issued with an identity card by the University to identify his / her admission to the course
- c. Students are provided library and internet facilities for development of their `studies.
- d. Students are to maintain the record of practicals conducted in the respective laboratory in a separate Practical Record Book and the same will have to be presented for review by the University examiner.
- e. Students who successful complete the course within the stipulated period will be awarded the degree by the University.

**10. Fee structure**

Course fee shall be as prescribed by the University and 50% of the course fee should be disbursed to University. Special fees and other fees shall be as prescribed by the Institution and the fees structure must intimated to the University. Course fees should be only by Demand draft / NEFT and AU has right to revise the fees accordingly.

**11. Semester pattern**

<b>Course Fee payment deadline</b>
Fee must be paid before 30 <sup>th</sup> September of the academic year

**12. Other Regulations:**

Besides the above, the common regulation of the University shall also be applicable to this programme.

**Anugraha Institute of Counselling,  
Psychotherapy and Research, Dindigul**

**Structure**

Sr. No	Course Code	Title of the Paper		T/ P	Credits	Hours/ Week	Marks		
<b>I Semester</b>							<b>I</b>	<b>E</b>	<b>Total</b>
1	70711	Core 1	Fundamentals of Psychology	T	4	4	25	75	100
2	70712	Core 2	Cognitive Psychology	T	4	4	25	75	100
3	70713	Core 3	Theories of Personality	T	4	4	25	75	100
4	70714	Core 4	Development Psychology	T	4	4	25	75	100
5	70715	Core 5	Psychological Assessment: -I (Psychodiagnostics)	P	3	6	25	75	100
6	70716	SEC - 1	Health Psychology	T	2	2	25	75	100
7	70717	Core 6	Field Observation Visit	I	2	4	25	75	100
8			Library			2			
					<b>23</b>	<b>30</b>	<b>175</b>	<b>525</b>	<b>700</b>
<b>II Semester</b>									
9	70721	Core 7	Applied Social Psychology	T	4	4	25	75	100
10	70722	Core 8	Neuropsychology	T	4	4	25	75	100
11	70723	Core 9	Psychometry	T	4	4	25	75	100
12	70724	Core 10	Psychological Assessment: -II (Psychodiagnostics)	P	3	6	25	75	100
13	70725	DSE - 1*	Psychopathology I	T	4	4	25	75	100
14	70726	DSE - 2*	Psychotherapies I	T	4	4	25	75	100
15	70727	SEC - 2	Behaviour Modification	T	2	2	25	75	100
16	70728	NME	Community Mental Health	T	2	2	25	75	100
17		Self-learning course (SLC)		--	Extra Credit				
					<b>27</b>	<b>30</b>	<b>200</b>	<b>600</b>	<b>800</b>

III Semester										
18	70731	Core 11	Counselling Skills & Techniques	T	4	4	25	75	100	
19	70732	Core 12	Research Methods and Applied Statistics	T	4	4	25	75		
20	70733	Core 13	Training and Development	T	4	4	25	75	100	
21	70734	DSE - 3*	Psychopathology II	T	4	5	25	75	100	
22	70735	DSE -4*	Psychotherapies II	T	4	5	25	75	100	
23	70736	SEC - 3	Positive Psychology	T	2	2	25	75	100	
24	70737	NME	Social Marketing	T	2	2	25	75	100	
25	70738	Core 14	Internship I	I	4	4	25	75	100	
26		Self-learning course(SLC)		--	Extra Credit					
					<b>28</b>	<b>30</b>	<b>200</b>	<b>600</b>	<b>800</b>	
IV Semester										
27	70741	Core 15	Internship II	I	6	18	25	75	100	
28	70742	Core 16	Dissertation	D	6	12	25	75	100	
<b>Total</b>						<b>12</b>	<b>30</b>	<b>50</b>	<b>150</b>	<b>200</b>
						<b>90+ EC</b>	<b>120</b>	<b>625</b>	<b>1875</b>	<b>2500</b>

## Semester I

<b>Title of The Course</b>		<b>FUNDAMENTALS OF PSYCHOLOGY</b>					
<b>Paper Number</b>		<b>CORE 1 (Theory)</b>					
<b>Category</b>	<b>Core</b>	<b>Year</b>	<b>1</b>	<b>Credits</b>	<b>4</b>	<b>Course Code</b>	<b>70711</b>
		<b>Semester</b>	<b>1</b>				
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>		<b>Lab Practice</b>	<b>Total</b>	
		<b>4</b>			<b>---</b>	<b>4</b>	
<b>Pre-requisite</b>							
<b>Objectives</b>		<ol style="list-style-type: none"> <li>1. Gain knowledge on the definition, aims and scope of Psychology</li> <li>2. Be introduced to the key concepts of Psychology</li> <li>3. Possess theoretical base to the forthcoming topics</li> </ol>					
<b>Course Outline</b>		<p><b>Unit 1</b>            Psychology: Definition and Meaning - History and Origin of Science of Psychology; Scope and Application of Psychology Methods of Psychology, Brief History of Psychology in India            Biology of Behaviour: Heredity and Environment Receptors: The sensory systems Effectors: Muscles, Glands Connector: Nervous System</p> <p><b>Unit 2</b>            Cognitive Processes-1: Types of Attention, Determinants of Attention, Alteration in Attention Perception: Meaning &amp; Definition, Principles of Perception, Errors in perception Extra-sensory perception            Memory: Definition, Types, Nature, Factors influencing memory Theories of memory Methods of memorizing Forgetting: Definition, Types, Theories of forgetting</p> <p><b>Unit 3</b>            Cognitive Processes-2: Thinking: Meaning &amp; Definition, Types of thinking, Levels of Thinking, Problem Solving, Decision Making, Creative Thinking Intelligence: Meaning and Definition, Classification of Intelligence, and Aptitude.            Learning: Meaning and definition Types of learning Theories of learning: Trial and Error learning, Classical and Operant conditioning, Insightful learning</p> <p><b>Unit 4</b>            Motivational and Emotional Process: Motivation: Definition, Types of Motives Theories of Motivation: Instinct theory, Drive theory, Arousal theory, Incentive theory, Motives and Behaviour            Emotion: Definition, Components of emotion, Theories of emotion – James-Lange theory, Cannon-Bard theory</p> <p><b>Unit 5</b>            Personality: Definition, Types of personality Theories of Personality: Freud's Psychoanalytic theory, Eric Erickson's Psychosocial development,</p>					

	Hans Eysenck's theory, Albert Bandura's Social learning theory, Maslow's Hierarchy of Needs Self & Social Identity Individual differences Attitudes Social Influence: Prejudice, Persuasion, Conformity and obedience Pro-social Behaviour
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REFERENCE BOOKS:

1. Morgan, C T , (2015) Introduction to Psychology New Delhi: McGraw Hill Education (India) Pvt Ltd
2. Sreevani, R (2013) Psychology for Nurses New Delhi: Jaypee Medical Publishers (P) Ltd
3. Comer, R & Gould E (2011) Psychology Around Us Wiley India
4. S K Mangal, S K , (2009) An Introduction to Psychology New Delhi: Sterling Publishers Pvt Ltd
5. Siegel, D J (1999) The developing mind: Toward a neurobiology of interpersonal experience New York: Guilford Press
6. Hunt, M (1993) The Story of Psychology New York: Doubleday

<b>Title of the Course</b>		<b>Cognitive Psychology</b>				
<b>Paper Number</b>		<b>CORE2 (Theory)</b>				
<b>Category</b>	<b>Core</b>	<b>Year</b>	<b>I</b>	<b>Credits</b>	<b>4</b>	<b>Course Code</b>
		<b>Semester</b>	<b>I</b>			<b>70712</b>
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>	
		4		--	4	
<b>Pre-requisite</b>						
<b>Objectives</b>		<ul style="list-style-type: none"> <li>● To understand the basic concept of cognitive psychology and its approaches.</li> <li>● To understand the concept of attention, perception and consciousness.</li> <li>● To understand and analyze the different models of memory and language.</li> <li>● To explain and apply the concept of problem solving</li> <li>● To explain and apply the concept of decision Making</li> </ul>				
<b>Course Outline</b>		<b>UNIT 1: Definition and Scope of Cognitive Psychology, History and Development of Cognitive Psychology, Methods, Current trends in the study of cognition- Paradigms of cognitive psychology- The information processing approach, The connectionist approach, The evolutionary approach, The ecological approach. Intelligence, Definition, Theories of Intelligence, Emotional Intelligence, Definition and its components, Artificial Intelligence, Definition and its applications.</b>				
		<b>UNIT 2 – ATTENTION, PERCEPTION AND CONSCIOUSNESS</b> The nature and definition of attention, perception and consciousness, Attention and consciousness-selective attention and division of attention – controlled vs automatic processing, Theories of attention, Perception: Perceptual constancies, Theories of perception – bottom up and top down process, Gestalt approaches to perception, Disruptions of perception, subliminal perception.				
		<b>UNIT 3 – MEMORY AND LANGUAGE</b> Definition, Models of memory, Types of memory, process of memory-process of forgetting and memory distortions - reconstructive retrieval – eyewitness testimony – Language, properties of language, the process of language comprehension, language and Thought, language in social context.				
		<b>UNIT 4 – PROBLEM SOLVING AND CREATIVITY</b> Problem-solving: Meaning, Problem solving cycle, types of problems, Problem solving techniques, obstacles and aids in problem solving, Knowledge and problem solving, Creativity: creativity thinking, nature of creative people, blocks to creative thinking, Promoting Creativity.				
		<b>UNIT 5 – REASONING AND DECISION MAKING</b> Reasoning: Meaning, types of reasoning- Deductive, Inductive, and everyday reasoning, Decision making: Meaning, Phases of decision making, modes of decision making, improving decision making.				

<b>Reference Books</b>	<ul style="list-style-type: none"> <li>• Galotti, K.M. (2004). Cognitive psychology: In and out of the laboratory. New Delhi, India: Wadsworth.</li> <li>• Kellogg, R.T. (2007). Fundamentals of cognitive psychology. New Delhi, India: Sage Publication.</li> <li>• Parkin, A.J. (2000). Essential Cognitive Psychology. London: Psychology Press.</li> <li>• Riegler, B.R. &amp; Riegler, G.L. (2008). Cognitive psychology. Applying the science of the mind. New Delhi, India: Pearson India Education Services Private Limited.</li> <li>• Smith, E.E. &amp; Kosslyn, S.M. (2007). Cognitive psychology: Mind and brain. New Delhi, India: Prentice-Hall of India.</li> <li>• Sternberg, R.J. (2009). Applied cognitive psychology: Perceiving, learning and remembering. New Delhi, India: Cengage Learning.</li> </ul>
<b>Website and e-Learning Source</b>	<ol style="list-style-type: none"> <li>1. <a href="https://www.all-about-psychology.com/cognitive-psychology.html#:~:text=Quality%20Cognitive%20Psychology%20Resources,respected%20scientists%20in%20the%20field">https://www.all-about-psychology.com/cognitive-psychology.html#:~:text=Quality%20Cognitive%20Psychology%20Resources,respected%20scientists%20in%20the%20field</a></li> <li>2. <a href="https://cnlm.uci.edu/">https://cnlm.uci.edu/</a></li> <li>3. <a href="https://en.wikipedia.org/wiki/Cognitive_psychology">https://en.wikipedia.org/wiki/Cognitive_psychology</a></li> <li>4. <a href="https://www.cogneurosociety.org/">https://www.cogneurosociety.org/</a></li> <li>5. <a href="https://www.apa.org/topics/learning-memory">https://www.apa.org/topics/learning-memory</a></li> <li>6. <a href="https://libguides.bc.edu/c.php?g=44128&amp;p=280109">https://libguides.bc.edu/c.php?g=44128&amp;p=280109</a></li> </ol>

<b>Title of the Course</b>		<b>Theories of Personality</b>					
<b>Paper Number</b>		<b>CORE 3</b>					
<b>Category</b>	<b>Core</b>	<b>Year</b>	<b>I</b>	<b>Credits</b>	4	<b>Course Code</b>	70713
		<b>Semester</b>	<b>II</b>				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>		<b>Lab Practice</b>	<b>Total</b>	
		4	-		-	4	
<b>Prerequisite</b>							
<b>Objectives</b>		<p>To familiarize the concept of personality and its aspects.</p> <p>To explain and relate the psychoanalytic and neo psychoanalytic approach.</p> <p>To illustrate and compare the interpersonal approach.</p> <p>To explain and relate the existential and trait approach.</p> <p>To illustrate and compare the social learning and cognitive approach.</p>					
<b>Course Outline</b>		<p><b>UNIT I: INTRODUCTION</b>  Definition and meaning of personality, History, Ways of looking at personality, Role of social media, determinants of personality, Varieties of personality measures - Objective tests, projective tests, situational tests, the comparison of theories of personality.</p> <p><b>UNIT II: The Psychoanalytic and Neo Psychoanalytic Approach: Sigmund Freud</b> - Levels of personality, anxiety, defenses, psychosexual stages of personality, criticism. <b>Carl Jung</b> - Psychic energy, aspects of personality, development of personality. <b>Alfred Adler</b>: Inferiority feelings, striving for superiority, style of life, birth order. <b>Karen Horney</b> - Basic anxiety, neurotic needs, the idealized self image.</p> <p><b>UNIT III: The Interpersonal Approach: Erich Fromm</b> (Freedom Theory)- Nature of human beings, Structure of personality, Development of Personality, application and evaluation.  <b>Harry Stack Sullivan</b> (Interpersonal Theory)- Nature of human beings, Structure of personality, Development of personality, Application and evaluation.</p> <p><b>UNIT IV: EXISTENTIAL AND TRAIT APPROACH</b>  <b>Rollo May</b> - Nature of human beings, Structure of personality, Development of personality, Application and evaluation.  <b>Gordon Allport</b>- Nature of human beings, Structure of personality, Development of personality, Assessment in Allport's theory, Application and evaluation.  <b>Raymond Cattell</b>- Nature of human beings, Structure of personality, Development of personality, Assessment in Cattell's theory, Application and evaluation.</p> <p><b>Unit V</b>  <b>Social Learning and Cognitive Approach: George Kelley</b> (Personal construct theory) - Nature of human beings, Structure of personality, Development of personality, Assessment in George Kelley's theory, Application and evaluation.  <b>Albert Bandura</b> - Nature of human beings, structure of personality, development of personality, application and evaluation.</p>					

<b>Reference Books</b>	<p>Albert, B. Even (2010). An introduction to theories of personality (7th ed.). New York, NY: Psychology Press.</p> <p>Friedman, H. S., &amp; Schustack, M. W. (2009). Personality: Classic theories and modern research (3rd ed.). Noida, India: Dorling Kindersley India Pvt. Ltd.</p> <p>Hall, C. S., Lindzey, G., &amp; Campbell, J. B. (2007). Theories of personality (4th ed.). New Delhi, India: Wiley India Pvt. Ltd.</p> <p>Reeves, A. (2012). An introduction to counselling and psychotherapy: From theory to practice. (1st ed.). London, England: SAGE Publications Ltd.</p> <p>Schultz, D. P., &amp; Schultz, S. E. (2013). Theories of personality (10th ed.). New Delhi, India: Cengage Learning India Pvt. Ltd.</p> <p>Shaffer, D. V. (2009). Social and personality development. (6th ed.). Belmont, MA: Wadsworth Cengage Learning.</p>
<b>Website and e-Learning Source</b>	<ol style="list-style-type: none"> <li>1. <a href="https://psychcentral.com/health/personality-theories-in-psychology">https://psychcentral.com/health/personality-theories-in-psychology</a></li> <li>2. <a href="http://webspace.ship.edu/cgboer/perscontents.html">http://webspace.ship.edu/cgboer/perscontents.html</a></li> <li>3. <a href="https://www.simplypsychology.org/personality-theories.html">https://www.simplypsychology.org/personality-theories.html</a></li> <li>4. <a href="https://positivepsychology.com/personality-psychology/">https://positivepsychology.com/personality-psychology/</a></li> <li>5. <a href="https://edge.sagepub.com/shiraevpersonality">https://edge.sagepub.com/shiraevpersonality</a></li> <li>6. <a href="https://www.hzu.edu.in/uploads/2020/9/Theories%20of%20Personality.pdf">https://www.hzu.edu.in/uploads/2020/9/Theories%20of%20Personality.pdf</a></li> </ol>

<b>Title of the Course</b>		<b>Development Psychology</b>					
<b>Paper Number</b>		<b>Core 4</b>					
<b>Category</b>	<b>Core</b>	<b>Year</b>	I	<b>Credits</b>	4	<b>Course Code</b>	70714
		<b>Semester</b>	I				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>		
		4		--	4		
<b>Pre-requisite</b>							
<b>Objectives</b>		<ul style="list-style-type: none"> <li>• To understand the basic concept and stages of human development.</li> <li>• To compare the physical, social and emotional development of infancy and toddlerhood stage.</li> <li>• To know the overview about the physical, social and emotional development of middle childhood.</li> <li>• To summarize the physical, cognitive, emotional and psychosocial development of Early adulthood.</li> <li>• To understand the physical, cognitive and psychosocial development of late adulthood.</li> </ul>					
<b>Course Outline</b>		<p><b>UNIT – I</b>  <b>Introduction:</b> Concept of human development - Stages of lifespan development - Conception through birth: Fertilization, Prenatal development, Environmental Influences on prenatal development; Stages of childbirth, Types of childbirth: Perinatal hazards &amp; Complications of low birth weight. Physical &amp; Cognitive Development, Milestones of motor development, Environmental influences on motor development.</p> <p><b>UNIT – II</b>  Characteristics of <b>infancy and early childhood</b> - physical development, health, motor, sensory, emotional, and perceptual development and hazards; characteristics of late childhood, developmental tasks, physical development, health, motor skills, cognition and language. Cognitive development: Piaget sensory motor stage, Piaget preoperational stage; Piaget stage of concrete operations, moral development, personality in late childhood, development of self-concept, Freud's latency period, Erickson's industry versus inferiority, social learning theory, Piaget stage of formal operations, moral development.</p> <p><b>UNIT – III</b>  <b>Middle Childhood:</b> Physical, Social, Emotional development and Hazards. Development of self concept, Theoretical perspectives on self concept - Freud's latency period, Erickson's Industry Vs Inferiority, Social learning theory, Puberty: Physical, Mental Development. Psychosocial Development: Relationship with family, peers and adult society.</p> <p><b>UNIT IV</b>  <b>Early Adulthood:</b> Physical Development, Cognitive development. Emotional Intelligence. Psychosocial development. Middle Adulthood: Physical Development, Sensory &amp; Psychomotor Functioning, Sexuality &amp; Reproductive Functioning- Menopause &amp; Changes in male Sexuality. Cognitive development. Psycho Social Development.</p>					

	<p><b>UNIT V</b>  <b>Late Adulthood:</b> Physical development, Cognitive Development, Psychosocial Development. Death and Dying: Care of the dying. Facing death &amp; Loss- Psychological Issues- Confronting one's death; Patterns of grieving Death &amp; Bereavement across the Lifespan. Finding Meaning &amp; Purpose in Life &amp; Death.</p>
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>• David R. Shaffer (2009), Developmental Psychology Childhood and Adolescence, California, Wadsworth Publishing Co.</li> <li>• Diane E. Olds (1992), Human Development, New Delhi, Tata McGraw Hill Publishing Co.</li> <li>• Fiona White (2015), Developmental Psychology, New Jersey, Pearson Education.</li> <li>• Hurlock, E (1980), Developmental Psychology, New Delhi, Tata McGraw Hill Publishing Co.</li> <li>• Irving B (2012), Developmental Psychology, New Jersey, Pearson Education.</li> <li>• Papilla (1996), Developmental Psychology Childhood and Adolescence, California, Brooks/Cole Publishing Co.</li> </ul>
<b>Website and e-Learning Source</b>	<ol style="list-style-type: none"> <li>1. <a href="https://www.cdc.gov/ncbddd/childdevelopment/index.html">https://www.cdc.gov/ncbddd/childdevelopment/index.html</a></li> <li>2. <a href="https://www.verywellmind.com/erik-eriksons-stages-of-psycho-social-development-2795740">https://www.verywellmind.com/erik-eriksons-stages-of-psycho-social-development-2795740</a></li> <li>3. <a href="https://egyankosh.ac.in/handle/123456789/4466">https://egyankosh.ac.in/handle/123456789/4466</a></li> <li>4. <a href="https://egyankosh.ac.in/handle/123456789/4473">https://egyankosh.ac.in/handle/123456789/4473</a></li> <li>5. <a href="https://egyankosh.ac.in/handle/123456789/4475">https://egyankosh.ac.in/handle/123456789/4475</a></li> </ol>

<b>Title of the Course</b>		<b>Psychological Assessment I (Psychodiagnostics)</b>					
<b>Paper Number</b>		<b>CORE 5</b>					
<b>Category</b>	<b>Core</b>	<b>Year</b>	<b>I</b>	<b>Credits</b>	<b>3</b>	<b>Course Code</b>	<b>70715</b>
		<b>Semester</b>	<b>1</b>				
<b>Instructional Hours per week</b>	<b>Lecture</b>	<b>Tutorial</b>		<b>Lab practice</b>		<b>Total</b>	
				<b>6</b>		<b>6</b>	
<b>Objectives</b>		1.To recognize the nature and importance of psychological tests 2. to understand the psychometric properties of the tools 3. To equip the students with the skills necessary to administer the psychological tests 4. To identify and apply their knowledge to interpret the scores on the assessment 5. TO create reports and discuss the results.					
<b>Areas</b>		1.Intelligence 2.Interest 3. Personality and attitude 4. Perception and Attention 5. Motivation					
<b>Guidelines</b>		A minimum of <b>TWO</b> assessments or experiments under each broad area may be conducted. <b>A total of 10 assessments/experiments are mandatory per semester.</b>					

**REFERENCE BOOKS:**

1. Anastasi, A & Urbina, S (1977) *Psychological testing* N J: Practice Hall
2. Gegory, J R (2004) *Psychological testing: History, principles and applications* Allyn & Bacon
3. Kaplan, R M & Saccuzzo, D P (2005) *Psychological testing: Principles, applications and issues* (6th edition) US: Thomson-Wadsworth, CenageLeading India Pvt Ltd
4. Kline T J B (2005) *Psychological testing: A practical approach to design and evaluation* Sage Publication Inc
5. Silva, F (2005) *Psychometric foundation and behavioral assessment* Sage Publications Inc

<b>Title of the Course</b>		<b>Health Psychology</b>					
<b>Paper Number</b>		<b>SEC -1: Health Psychology</b>					
<b>Category</b>	<b>Theory</b>	<b>Year</b>	I	<b>Credits</b>	2	<b>Course Code</b>	70716
		<b>Semester</b>	I				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>		
		2			2		
<b>Pre-requisite</b>							
<b>Objectives</b>		1. To gain a basic understanding about the field of health psychology and define healthy behaviour. 2. To describe the barriers in practicing healthy behaviour and explain the various approaches to promote healthy behaviours. 3. To increase knowledge about stress and coping. 4. To learn strategies to manage pain. 5. To gain an indepth understanding about managing chronic health disorders.					
<b>Course Outline</b>		<b>Unit 1 – Overview of Health Psychology:</b> Definition and characteristics of health, managing and definition of healthy psychology, Mind – Body Relationship, Goals of Health Psychology, Biomedical model, Biopsychosocial model, Research in Health Psychology and future of Health Psychology					
		<b>Unit 2: Promotion of Healthy Behaviour:</b> Definition and Types of Healthy Behaviour, why study healthy behaviours, predicting healthy behaviours, barriers in practicing and changing healthy behaviours, changing health habits, theories and approaches, health promoting behaviours, health compromising behaviours – characteristics					
		<b>Unit 3 – Stress and Coping:</b> Definition, stressors, types, perceiving stress, sources of stress, theories of stress, study of stress personality and coping, coping style, resilience, coping outcomes and interventions, social support.					
		<b>Unit 4 – Management of Pain and discomfort:</b> definition, measuring pain, physiology of pain, Phantom Limb, Issues in pain management, pain control techniques, placebo effect, pain management program.					
		<b>Unit 5 – Management of Chronic Health Disorders:</b> Overview of Chronic disorders, quality of life, responses and issues in chronic health disorders, psychological interventions, psychological issues in advancing illness, Kubler Ross’ Theory, Alternative care for the terminally ill, problems of survivors.					
<b>Recommended Books</b>		1. Bernard, J. M. & Goodyear, R. K. (2009). Fundamentals of Clinical Supervision, (4 <sup>th</sup> ed.) Boston: Allyn & Bacon. 2. Borders, L. D., & Brown, L. L. (2005). The New Handbook of Counselling Supervision. (2 <sup>nd</sup> ed.). Lawrence Erlbaum Associates. 3. Falender, C. A., & Shafranske, E. P. (2004). Clinical Supervision: A Competency-based Approach. Washinton D. C.: American Psychological Association. 4. Tyson, L. E., Culbreth, J. R., & Harrington, J. A. (ed.). (2008). Critical					

	<p>Incidents in Clinical Supervision: Addictions, Community and School Counselling. Alexandria, VA: American Counselling Association.</p> <p>5. Kassin, L. D. (2010). Peer Supervision Groups: How they work and Why Need one. New York: Jason Aronson.</p>
<b>Recommended Texts</b>	<p>1. Branmon, L., &amp; Frist, J. (2010). Introduction to Health Psychology: New Delhi, India. Cengage Learning India Pvt Ltd.</p> <p>2. Boyer, B., &amp; Paharia, I. (2008). Comprehensive handbook of Clinical Health Psychology. Edison, NJ: John &amp; Wiley &amp; Sons.</p> <p>3. Marks, D. F. Murray, B.M., Willig, C., and Sykes, C. M. (2008). Health Psychology Theory, Research and Practice. 5<sup>th</sup> edition. New Delhi: Sage Publications.</p> <p>4. Sarafino, E. P. (2011). Health Psychology. 7<sup>th</sup> edition. John Wiley &amp; sons.</p> <p>5. Taylor, S.E. (2018). Health Psychology. 10<sup>th</sup> edition. Tata McGraw Hill Edition.</p>
<b>Websites and E-learning resources</b>	<p>1. <a href="http://www.verywellmind.com/what-is-health-psychology-2794907">www.verywellmind.com/what-is-health-psychology-2794907</a></p> <p>2. <a href="http://www.who.int/health/topics/health-promotion#tab=tab 1">www.who.int/health/topics/health-promotion#tab=tab 1</a></p> <p>3. <a href="http://www.Tandfonline.com/doi/full/10.1080/08870466.2017.1336240">www.Tandfonline.com/doi/full/10.1080/08870466.2017.1336240</a></p>

<b>Title of the Course</b>		<b>Field Observation Visit</b>					
<b>Paper Number</b>		<b>Core 6</b>					
<b>Category</b>	Soft skill	<b>Year</b>	I	<b>Credits</b>	2	<b>Course Code</b>	70717
		<b>Semester</b>	I				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>		
				4	4		
<b>Pre-requisite</b>							
<b>Objectives</b>		<ol style="list-style-type: none"> <li>1. Gain knowledge about conducting counselling sessions with clients.</li> <li>2. To develop the skill to conduct counselling sessions under the supervision of a faculty member</li> <li>3. gain experience in the real situations such as, schools, colleges, hospitals, NGSs and other mental health related settings,</li> <li>4. gain the competency to and comfort in discussing about medication (if needed) with a patient during the session</li> <li>5. gain the skill and competency to recommend psychotherapy and conduct it to the patients</li> </ol>					
<b>Course Outline</b>		<p>An important part of one's preparation as a counsellor includes actual counselling sessions performed under the supervision of a faculty member or experienced counsellor. In the Field Work, a student will see individual clients in the counselling skills practice sessions as well as in appropriate settings likes schools, colleges, hospitals, NGO's and other mental health related settings. The student is expected to complete 20 days or 100 hours of supervised counselling experience in an appropriate professional setting. The Field work shall be undertaken weekly once (20 visits), or a spell of 10 days continuous work in two spells covering 100 hours of work. Their field work will be supervised by the regular assessment of counselling progression and case study presentation. Evaluation is based on student skills and competence of counselling skills assessed through the record work and viva voce. The internal assessment will carry 75 marks while the external viva voce will carry 25 marks.</p>					
<b>Recommended Texts</b>		<ol style="list-style-type: none"> <li>1. Falvey, J. E. (2002). Managing Clinical Supervision: Ethical Practice and Legal Risk Management. Pacific Grove. California: Brooks/Cole.</li> <li>2. Stoltenberg, C. D., Delworth, U., &amp; McNeill, B. (1998). IDM Supervision: An Integrated Developmental Model for Supervision counsellors and Therapists. 3<sup>rd</sup> Edition. San Francisco: Wiley and Sons.</li> <li>3. Campbell, J. M. (2006). Essentials of Clinical Supervision. New York: John Wiley and Sons. Inc.</li> <li>4. Fleming, I., &amp; Steen, L. (ed.). (2012). Supervision and Clinical Psychology: Theory, Practice and Perspective, 2<sup>nd</sup> edition. London: Routledge.</li> </ol>					
<b>Websites and E-learning resources</b>		<ol style="list-style-type: none"> <li>1. <a href="https://mindfulliving.com.au/supervision/">https://mindfulliving.com.au/supervision/</a></li> <li>2. <a href="https://www.bacp.co.uk/membership/supervision/">https://www.bacp.co.uk/membership/supervision/</a></li> <li>3. <a href="https://onlinelibrary.wiley.com/journal/15566978">https://onlinelibrary.wiley.com/journal/15566978</a></li> <li>4. <a href="https://trace.tennessee.edu/tsc/">https://trace.tennessee.edu/tsc/</a></li> <li>5. <a href="https://www.counsellingsupervisors.co.uk/blog">https://www.counsellingsupervisors.co.uk/blog</a></li> <li>6. <a href="https://nationalcounsellingsociety.org/blog/posts/the-importance-of-supervision">https://nationalcounsellingsociety.org/blog/posts/the-importance-of-supervision</a></li> </ol>					

## Semester 2

<b>Title of the Course</b>		<b>Applied Social Psychology</b>				
<b>Paper Number</b>		<b>Core 7</b>				
<b>Category</b>	<b>Year</b>	I	<b>Credits</b>	4	<b>Course Code</b>	70721
	<b>Semester</b>	2				
<b>Instructional Hours per week</b>	<b>Lecture</b>	<b>Tutorial</b>		<b>Lab Practice</b>	<b>Total</b>	
	4				4	
<b>Pre-requisite</b>						
<b>Objectives</b>		<ol style="list-style-type: none"> <li>1. To understand the concept, importance of Applied Social Psychology and the role of Social Psychologists</li> <li>2. To examine and understand the factors that influence social perception and cognition</li> <li>3. To analyze the factors that determine interpersonal attraction.</li> <li>4. To explore the concept of aggression and the functioning of groups.</li> <li>5. To examine the role of leadership and apply the concept and principles of social psychology in different settings.</li> </ol>				
<b>Course Outline</b>		<p><b>Unit 1 – Introduction:</b> Definition of social psychology and applied social psychology, historical context of Applied social psychology, scope of social psychology, Research methods in applied social psychology, role of Applied social psychologists.</p> <p><b>Unit 2: Social Perception and Social Cognition</b> - Nonverbal communication, basic channels, recognizing deception. Attribution: Theories, basic sources of error, applications. Impression Formation and Impression Management: Kellye’s Model, Asch’s Research, Cognitive perspective. Social Cognition – Schemas, heuristics, and automated processing, sources of error in social cognition.</p> <p><b>Unit 3 – Interpersonal Attraction and Social Influence</b> – interpersonal attraction, factors determining attraction, Sociometry. Social Influences – conformity, compliance, obedience, prosocial behaviour, why do we help others, situational and individual factors. Attitude: Meaning – three components – Attitude formation: Social Learning, attitude – behaviour link. Persuasion: the early approach &amp; the cognitive approach. Attitude change: Cognitive dissonance – Attitude scales.</p> <p><b>Unit 4 – Prejudice, aggression, and group Characteristics</b> – Prejudice-discrimination in action- origin – methods to reduce it, Aggression – theories, types, determinants of aggression, environmental cause, prevention and control of aggression.</p> <p>Groups – Types and formation – theories of group formation - group decision making, group think.</p> <p><b>Unit 5 – Leadership and Applications of social Psychology</b> – Leadership, Meaning – three major types – functions – theories – Nature and impact in groups, gender differences, leader effectiveness, Transformational, transactional and other</p>				

	types of leadership. Applying social psychology: IN Media, legal system, work settings, community, Health and environmental psychology.
<b>Recommended Books</b>	<ol style="list-style-type: none"> <li>1. Branscombe, N. R., Baron, R. A., &amp;Kapur, P. (2017). Social Psychology. (14<sup>th</sup> edition). Chennai: India. Pearson, India Education services Private Limited.</li> <li>2. Feldman, R. S. (2001). Social Psychology. (3<sup>rd</sup> edition). New Delhi, India. Pearson India Education Services Private Limited.</li> <li>3. Myers, D.G., &amp;Twenge, J.M. (2017). Social Psychology. (12<sup>th</sup>ed). New York, NY: McGraw-Hill Education.</li> <li>4. Schneider, F. W. Grunman, J.A., &amp; Coutts, I.M. (2005). Applied Social Psychology: Understanding and Addressing Social and Practical problems, New York, NY: Sage Publications.</li> <li>5. Schultz, W., &amp;Oskamp, S. (2000). Social Psychology: An Applied Perspective. Upper Saddle River, NJ: Prentice Hall.</li> </ol>
<b>Websites and E-learning resources</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.apa.org/education-career/guide/subfields/social">www.apa.org/education-career/guide/subfields/social</a></li> </ul>

<b>Title of the Course</b>		<b>NEUROPSYCHOLOGY</b>					
<b>Paper Number</b>		<b>Core 8</b>					
<b>Category</b>	<b>Theory</b>	<b>Year</b>	1	<b>Credits</b>	4	<b>Course Code</b>	70722
		<b>Semester</b>	2				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>		<b>Total</b>	
		4		--		4	
<b>Pre-requisite</b>							
<b>Objectives</b>		<p><i>The students will,</i></p> <ol style="list-style-type: none"> <li>1. Understand the definition, history, and branches of Neuropsychology, including brain mapping practices.</li> <li>2. Explore the structure, anatomy, and physiology of the nervous system, including the brain, divisions of the brain, and the spinal cord.</li> <li>3. Study the organization of the cerebral cortex, including the grey matter and white matter.</li> <li>4. Gain knowledge about brain development, plasticity, and the response to injury, including the role of neurons, glia, signalling, neurotransmitters, synaptic communication, and hormones.</li> <li>5. Examine the specific functions, divisions, and dysfunctions of the frontal lobe, temporal lobe, parietal lobes, and occipital lobes.</li> </ol>					
<b>Course Outline</b>		<p><b>Unit-1</b></p> <p><b>Neuropsychology; Its aims, history and methods:</b> Neuropsychology: Definitions, Scope, Human Neuropsychology: Origin and Development of the discipline, Anatomy of Brain, Brain Functions: Localization, Lateralization, Neuroplasticity. The Brain Imaging Techniques: Single-cell recording, electroencephalographic recording, event-related potentials, Magnetoencephalography, Brain stimulation, Static Imaging Techniques (XRay, CT), Dynamic Brain Imaging (PET, MRI, MRS, FMRI, Optical Tomography), Comparing the imaging techniques pros and cons.</p> <hr/> <p><b>Unit – 2</b></p> <p><b>Structure and Electrical activity of neurons:</b> Neuron- Structure, Electrical activity- Resting potential, graded potential and action potential, Nerve impulse, Communication- Neurotransmitter, structure, types and functions.</p> <hr/> <p><b>Unit-3</b></p> <p><b>The Frontal and Temporal Lobes:</b> Frontal Lobes- Anatomy, Theory of Frontal Lobe Functions, Symptoms of Lesions, Disorders affecting frontal lobe, Temporal Lobe- Anatomy, Theory, Symptoms of Lesions, Disorders of Auditory, speech and music perception.</p>					

	<p><b>Unit 4</b></p> <p><b>Occipital and Parietal Lobes:</b> Occipital Lobe - Anatomy, Theory, Symptoms of Lesions, Disorders of visual and cortical pathways, Parietal Lobes - Anatomy, Theory, Symptoms of Lesions, Disorders of spatial cognition.</p>
	<p><b>Unit 5</b></p> <p><b>Neuropsychological Assessment:</b> Neuropsychological Assessment - meaning, goals, factors affecting the choice of assessment, The neuropsychological batteries - Wechsler Adult Intelligence scales, Halstead Reitan Battery, Luria - Nebraska NeuroPsychological Battery, Memory - the Wechsler's Memory Scale, PGI Battery of Brain dysfunction.</p>
<p><b>Reference Books</b></p>	<ol style="list-style-type: none"> <li>1. Beaumont, J.G. (1983). Introduction to neuropsychology. Oxford, England: Blackwell Scientific Publications</li> <li>2. Kolb, "Fundamentals of Human Neuropsychology", 7th Edition, Worth Publishers, New York, 2015.</li> <li>3. Martin, G.N. (2006). Human neuropsychology. London, England: Prentice Hall</li> <li>4. Zillmer, E.A., &amp; Spiers, M.V. (2001). Principles of neuropsychology. Belmont, CA: Wadsworth/Thomson Learning.</li> </ol>
<p><b>Website and e-Learning Source</b></p>	<ol style="list-style-type: none"> <li>1. <a href="https://my.clevelandclinic.org/health/body/24501-frontal-lobe">https://my.clevelandclinic.org/health/body/24501-frontal-lobe</a></li> <li>2. <a href="https://byjus.com/question-answer/name-the-four-lobes-of-the-cerebral-cortex-what-functions-do-they-perform/">https://byjus.com/question-answer/name-the-four-lobes-of-the-cerebral-cortex-what-functions-do-they-perform/</a></li> <li>3. <a href="https://www.simplypsychology.org/glia-cells.html">https://www.simplypsychology.org/glia-cells.html</a></li> </ol>

<b>Title of the Course</b>		<b>Psychometry</b>					
<b>Paper Number</b>		<b>Core 9</b>					
<b>Catego ry</b>	<b>Co re</b>	<b>Year</b>	<b>I</b>	<b>Credits</b>	<b>4</b>	<b>Course Code</b>	<b>70723</b>
		<b>Semester</b>	<b>2</b>				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>		<b>Lab practice</b>		<b>Total</b>
		<b>4</b>				<b>4</b>	
<b>Objectives</b>		<ol style="list-style-type: none"> <li>1. To understand the concept and characteristics of test construction.</li> <li>2. To know the outline about the construction of intelligence, ability and personality tests.</li> <li>3. To examine the concept of item analysis.</li> <li>4. To understand the process of test standardization.</li> <li>5. To understand the significance of norms and standard scores.</li> </ol>					
<b>Course Outline</b>		<b>Test Construction:</b> Defining the test, Classification of tests, Characteristics of standardized test –Brief history of testing, Scaling – Selecting a scaling method, Representative scaling methods. Constructing the items, Testing the items, Revising the test, Publishing the test.					
		<b>Unit 2</b> <b>Construction of Intelligence, ability and Personality Tests:</b> Item writing for Intelligence tests: Analogies, odd-man-out, sequences. Tests of ability and attainment: Content of items, multiple choice items. Advantages of multiple choice items, True-false items, matching items, choosing the item type, Other item types, arrangement of items for a test trial, guessing, Constructing Personality Inventories, Problems in constructing personality Inventories, Writing items for personality Inventories - item forms, guidelines for item writing, Eliminating response sets, Item content.					
		<b>Unit 3</b> <b>Item Analysis:</b> Important variables for item analysis, Two indices in item analysis, correlations of items and the total score, choice of item, analytic statistics, Item scoring and item analysis, Item difficulty, Item discrimination, Item response theory, Selection of items after item analysis, Rewriting items, Failure to format a test.					
		<b>Unit 4</b> <b>Test Standardization:</b> An overview of the different types of reliability, Factors affecting reliability and validity Generalizability of test scores, Using reliable information, Factors affecting reliability estimates, Special issues in reliability, Interpretation of reliability coefficient, An overview of the different types of validity, Standardizing the test obtaining a representative normative sample, Sampling specific groups, Rules for sampling special groups.					

## Unit 5

**Norms and Standard Scores:** Norms -Meaning and purpose of norms, Raw score transformation. Percentile and percentile ranks, standardized scores, Normalizing standard scores, T scores, stanines, sten scores and C scale, Selecting a norm group--age and grade norms, Local and subgroup norms, Criterion referenced tests and norm referenced tests, Ethical issues.

### REFERENCE BOOKS:

- Anastasi, A., & Urbina, S. (2017). Psychological testing. (7th ed.). Chennai, India: Pearson India Education Services Pvt. Ltd.
- Gregory, R. J. (2017). Psychological testing. (7th ed.). Chennai, India: Pearson India Education Services Pvt. Ltd.
- Husain, A. (2012). Psychological testing. Noida, India: Dorling Kindersley (India) Pvt. Ltd.
- Kline, P. (2015). A handbook of test construction: Introduction to psychometric design. New York, NY: Methuen.

### Web Resources:

[Essentials of Psychological Testing](#)

<https://www.apa.org/topics/testing-assessment-measurement/understanding>

<b>Title of the Course</b>		<b>Psychological Assessment – II (Psychodiagnostics)</b>					
<b>Paper Number</b>		<b>Core 10</b>					
<b>Category</b>	Elective	<b>Year</b>	I	<b>Credits</b>	3	<b>Course Code</b>	70724
		<b>Semester</b>	II				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>		<b>Lab Practice</b>	<b>Total</b>	
			-		6	6	
<b>Prerequisite</b>							
<b>Objectives</b>		<ol style="list-style-type: none"> <li>1. To recognize the nature and importance of psychological tests.</li> <li>2. To understand the psychometric properties of the tools.</li> <li>3. To equip the students with the skills necessary to administer the psychological tests.</li> <li>4. To identify and apply their knowledge to interpret the scores on the assessment.</li> <li>5. To create reports and discuss the results.</li> </ol>					
<b>Course Outline</b>		<ol style="list-style-type: none"> <li>1. Assessment of children and adolescent</li> <li>2. Psychiatric rating scale</li> <li>3. Diagnostic assessment test</li> <li>4. Aptitude test</li> <li>5. Wellbeing assessment</li> <li>6. Cognitive/Memory related.</li> </ol>					
<b>Guidelines</b>		A minimum of TWO assessments or experiments under each broad area may be conducted. A total of 10 assessments/experiments are mandatory per semester.					
<b>Reference Books</b>		<ol style="list-style-type: none"> <li>1. Groth-Marnat, Gary. (2003). (4<sup>th</sup>ed.). Handbook of Psychological Assessment. John Wiley &amp; Sons.</li> <li>2. Dillon, Ronna, F. (1997). Handbook on Testing. Greenwood.</li> <li>3. Geisinger, Kurt, F. (2010). APA Handbook of Testing and Assessment in Psychology.</li> </ol>					
<b>Website and e-Learning Source</b>		<ol style="list-style-type: none"> <li>1. <a href="https://www.psytoolkit.org/">https://www.psytoolkit.org/</a></li> <li>2. <a href="https://latrobe.libguides.com/education/tests">https://latrobe.libguides.com/education/tests</a></li> <li>3. <a href="https://www.parinc.com/">https://www.parinc.com/</a></li> <li>4. <a href="https://www.wpspublish.com/">https://www.wpspublish.com/</a></li> </ol>					

<b>Title of the Course</b>		<b>Psychopathology I</b>					
<b>Paper Number</b>		<b>DSE 1</b>					
<b>Category</b>	<b>DSE</b>	<b>Year</b>	I	<b>Credits</b>	4	<b>Course Code</b>	70725
		<b>Semester</b>	II				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>		<b>Lab Practice</b>	<b>Total</b>	
		4	-		-	4	
<b>Prerequisite</b>							
<b>Objectives</b>		<p>The main objectives of this course are to:</p> <ol style="list-style-type: none"> <li>1. To understand the maladaptive behavior in humans</li> <li>2. To explain the causes and risk factors of anxiety disorders</li> <li>3. To understand the types of mood disorders</li> <li>4. To explain the Psychotic disorder</li> <li>5. To understand the Personality disorder</li> </ol>					
<b>Course Outline</b>		<p><b>Unit I:</b>  <b>Psychopathology:</b> Concept and Current Paradigms in Psychopathology, Normality and Abnormality, Classification of mental disorders - DSM IV R and ICD - 10, Salient features and limitations. Understanding Human Brain – Structure and functions of Brain, Changes in Brain and its impact. Examination of the Person with Mental Illness – Importance of Interview, Skills in Interviewing, Case history taking and Mental Status Examination.</p>					
		<p><b>UNIT II – ANXIETY -DISORDERS</b></p> <p>Obsessive Compulsive Disorders, PTSD, Phobic Disorders- Epidemiology, Etiology, Clinical Diagnosis, Management and its Outcome.</p>					
		<p><b>UNIT III – MOOD DISORDERS</b></p> <p>Unipolar, Bipolar disorders- Epidemiology, Etiology, Clinical Diagnosis, Management and its Outcome.</p>					
		<p><b>UNIT IV –</b>  <b>Schizophrenia:</b> Paranoid, Disorganized, Catatonic, Schizophrenia form disorder- Epidemiology, Etiology, Clinical Diagnosis, Management and its Outcome.</p> <p>Schizophrenia and other Psychotic Disorders. Schizophrenia – Kurt Schneider’s first-rank symptoms, diagnostic criteria, Positive and negative symptoms. Differential diagnosis and Schizophrenia subtypes: paranoid schizophrenia disorganized, or hebephrenic</p>					

	<p>schizophrenia, catatonic schizophrenia, childhood schizophrenia. Schizoaffective disorder. Schizophreniform disorder. Delusional Disorder. Psychotic Disorders – brief, shared, substance induced. – Course and outcome of Schizophrenia. Decision-tree for differential diagnosis. Etiology and Management</p> <p><b>UNIT V –</b>  <b>SubstanceuseDisorder:</b> Concept of use, Misuse, Abuse and Addiction, Alcohol, Caffeine, Nicotine, Opioid, Cannabis, Inhalants related mental disorders, Epidemiology, Etiology, Clinical Diagnosis, Course, Management and its outcomes</p>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Barlow.D.H(2000), Abnormal Psychology, Toronto, Thompson Publication.</li> <li>2. Carson.R.C(2004), Abnormal Psychology and Modern Life, New Delhi, Pearson Education.</li> <li>3. Gerald C. Davison (1982), Abnormal Psychology, New York. John Wiley &amp; sons.</li> <li>4. Sarason.G(2005), Abnormal Psychology: The problem of maladaptive behavior, New Jersey, Pearson Education.</li> <li>5. World Health Organization (2008), ICD-10: International Classification of Mental Disorder, New York.</li> <li>6. WHO (1993) The ICD 10 classification of mental and behavioural disorder. Diagnostic criteria for research Geneva WHO.</li> <li>7. Barlow H. David and Durnad V. Mark (1999) – Abnormal Psychology; India, Brooks/Cole Publishing Company.</li> <li>8. Carson C. Robert, Butcher N. James, Mineka, Susan (1998) – Abnormal Psychology and Modern life; New York, Longman.</li> </ol>
<b>Website and e-Learning Source</b>	<ol style="list-style-type: none"> <li>1. <a href="https://widener.libguides.com/clinicalpsych/web-resources">https://widener.libguides.com/clinicalpsych/web-resources</a></li> <li>2. <a href="https://www.psychologicalscience.org/">https://www.psychologicalscience.org/</a></li> <li>3. <a href="https://www.psychologytoday.com/intl/essentials">https://www.psychologytoday.com/intl/essentials</a></li> <li>4. <a href="https://www.apa.org/pubs/journals/xap/">https://www.apa.org/pubs/journals/xap/</a></li> <li>5. <a href="https://www.helpguide.org/home-pages/personality-disorders.htm">https://www.helpguide.org/home-pages/personality-disorders.htm</a></li> </ol>

<b>Title of the Course</b>		<b>Psychotherapies I</b>					
<b>Paper Number</b>		<b>DSE 2</b>					
<b>Category</b>	<b>DSE</b>	<b>Year</b>	<b>I</b>	<b>Credits</b>	<b>4</b>	<b>Course Code</b>	<b>70726</b>
		<b>Semester</b>	<b>2</b>				
<b>Instructional Hours Per Week</b>		<b>Lecture</b>	<b>Tutorial</b>		<b>Lab Practice</b>		<b>Total</b>
		<b>4</b>	<b>---</b>		<b>---</b>		<b>4</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>To impart knowledge on the development of therapeutic models psychological therapeutheorieses</li> <li>Familiarize the students with therapeutic procedures of helping the behaviourally impaired</li> </ul>						
<b>Unit I</b>	<b>Introduction and Definition of psychotherapy:</b> Goals of psychotherapy. Professional issues- training, ethical issues, personal characteristics of therapists, future of therapy. Psychotherapy in India. Development and current status.						
<b>Unit II</b>	<b>Psychotherapy and Related techniques:</b> Psychotherapy and counseling, Psychotherapy and social case work, Psychotherapy and culture, Psychotherapy and values and the therapist's responsibility, Psychotherapeutic devices, Catharsis, suggestions, persuasion, reeducation, distributive analysis and synthesis.						
<b>Unit III</b>	<b>Psychoanalytical therapies:</b> Brief dynamic therapies, Indications and evaluation. Neo Freudian approach, Humanistic approaches- Rogerian and Gestalt therapy.						
<b>Unit IV</b>	<b>Cognitive &amp; Behavioral Therapy:</b> Cognitive Behaviour Modification, Fundamental Aspects, Cognitive Restructuring, Meichenbaum's Self Instructional training, Beck's Model, Rational Emotive Therapy (Ellis), Thought Stopping and Variations, Problem Solving Techniques.						
<b>Unit V</b>	<b>Acceptance and Commitment Therapy:</b> Introduction, Aim of ACT, The therapeutic relationship in ACT, The six core therapeutic process of ACT, The ACT triflex <b>Dialectic Behavioural Therapy:</b> Introduction, Dialectical Philosophy, Client, Therapist and treatment assumptions, Treatment stages, DBT stages, The functions of comprehensive DBT						
<b>References:</b>							
<ol style="list-style-type: none"> <li>Aveline.M(1995),Eds,Researchforpsychotherapypractice,NewYork,JohnWiley&amp;Sons.</li> <li>Bellack,A.S,etal(1983),Internationalhandbookofbehavioralmodificationandtherapy,NewYorkPlenumPress.</li> <li>Bergin,A.E(1994),Handbookofpsychotherapy&amp;behaviouralchange,NewYork,JohnWiley&amp;Sons.</li> <li>Lane.D&amp;Miller.A(1992),Child&amp;Adolescenttherapy.Ahandbook,Maidenhead,OpenUniversityPress.</li> <li>Norcross.J.C(1980),Handbookofpsychotherapyintegration,NewYork,OxfordUniversityPress.</li> <li>SrinivasaMurthyetal(1992),Eds.CommunityMentalHealthproceedingsoftheIndo-USsymposium.Bangalore:NIMHANS</li> </ol>							

<b>Title of the Course</b>		<b>Behaviour Modification.</b>					
<b>Paper Number</b>		<b>SEC 2</b>					
<b>Category</b>	Core	<b>Year</b>	I	<b>Credits</b>	2	<b>Course Code</b>	70727
		<b>Semester</b>	2				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>		
		2		--	2		
<b>Pre-requisite</b>							
<b>Objectives</b>		<ol style="list-style-type: none"> <li>1. To understand the concept and importance of Behaviour Modification and explore functional behaviour analysis.</li> <li>2. To examine the function of reinforcement and punishment.</li> <li>3. To develop an understanding of the process followed in shaping and chaining.</li> <li>4. To explore and understand the various techniques and its application.</li> </ol> <p>To understand the salient features of DBT and its application.</p>					
<b>Course Outline</b>		<p><b>UNIT I:</b>  <b>Behavior and Behaviour Modification:</b> Meaning, definition, basic concepts of behavior. Behavior Modification- Definition and characteristics of behavior modification. Historical aspects. Areas of application. Introduction to functional behavioral analysis, Observing and Recording Behavior-Defining target behavior, logistics of recording, choosing a recording method, choosing a recording instrument, reactivity, graphing and measuring change.</p> <p><b>UNIT II:</b>  <b>Basic Principles:</b> Definition, Positive and Negative, Escape and avoidance, conditioned and unconditioned reinforcers, Schedules of reinforcement, Extinction- Definition, Spontaneous recovery, factors influencing extinction, Punishment- Definition, Positive and Negative Punishment, Differentiating Reinforcement and Punishment, Stimulus Control: Discrimination and Generalization, Respondent Conditioning.</p> <p><b>UNIT III: Procedure to establish new behaviour:</b> How to use shaping, shaping of problem behaviors. Prompting and fading techniques. Types of prompts.. How to use prompting and transfer of stimulus control (for example in autism). Chaining. Examples of behavioral chains, analyzing stimulus-response chains, task analysis, backward chaining, forward chaining, and total task presentation. Behavioral Skill Training- Components: Modeling, instructions, rehearsal, feedback.</p> <p><b>UNIT IV: Procedure to increase desirable behaviour and decrease undesirable behaviour:</b> Differential reinforcement of alternative behavior, differential reinforcement of other behavior - Differential reinforcement of low rates of responding Antecedent control procedures. Using antecedent control strategies. Using punishment. Timeout, response cost.</p> <p><b>UNIT V:</b>  <b>Other behaviour change procedure:</b> Token economy, practical considerations, implementing a token economy, applications of token economy, advantages and disadvantages of a token economy. Behavioral contract, components of a behavioral contract, Relaxation training, systematic desensitization, in vivo desensitization, Cognitive behavior modification</p>					

	ication, Introduction to thirdwave therapies, metacognitive therapy, implosive therapy flooding, aversive counter conditioning, use of electric shock, covert sensitization.
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>• Kanfer, F.H., &amp; Saslow, G. (1965). Behavioral analysis: An alternative to diagnostic classification. <i>Archives of General Psychiatry</i>, 12(6), 529-538.</li> <li>• Masters, J.C., Burish, T.G., Hollon, S.D., &amp; Rimm, D.C. (1987). <i>Behaviour therapy: Techniques and empirical findings</i>. (3rd ed.). New York, NY: Harcourt Brace Jovanovich College Publishers.</li> <li>• Miltenberger, R.G. (2012). <i>Behaviour modification: Principles and procedures</i>. (5th ed.). Boston, MA: Wadsworth Cengage Learning.</li> <li>• Simos, G. (2002). <i>Cognitive behavior therapy: A guide for the practicing clinician</i> (Vol 1) London, England: Brunner-Routledge.</li> </ul>
<b>Website and e-Learning Source</b>	<ol style="list-style-type: none"> <li>1. <a href="https://www.ncbi.nlm.nih.gov/books/NBK459285/">https://www.ncbi.nlm.nih.gov/books/NBK459285/</a></li> <li>2. <a href="https://journals.sagepub.com/home/bmo">https://journals.sagepub.com/home/bmo</a></li> <li>3. <a href="https://scienceofbehaviorchange.org/">https://scienceofbehaviorchange.org/</a></li> <li>4. <a href="https://www.betterhelp.com/advice/behavior/what-is-behavior-modification-psychology-definition-techniques-applications/">https://www.betterhelp.com/advice/behavior/what-is-behavior-modification-psychology-definition-techniques-applications/</a></li> </ol>

<b>Title of the Course</b>		<b>Community Mental Health</b>					
<b>Paper Number</b>		<b>NME</b>					
<b>Category</b>	Core	<b>Year</b>	1	<b>Credits</b>	2	<b>Course Code</b>	70728
		<b>Semester</b>	2				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>		
		2		--	2		
<b>Pre-requisite</b>							
<b>Objectives</b>		<p>1. To develop a critical understanding of theory and practice of Community Mental Health (CMH)</p> <p>2. To equip students with a holistic view of mental disorders, with a special focus on community- related mental health disorders</p> <p>3. To aid students to explore the Indian and International policies on mental health and enable them to devise an awareness and intervention plan</p>					
<b>Course Outline</b>		<p><b>UNIT I:</b> What is a community? Introduction to mental health issues in the community. Assessing and addressing community needs holistically.</p> <p><b>UNIT II:</b> Issues and interventions relevant to Building community resilience and addressing stigma. Introduction to non-traditional, innovative community interventions.</p> <p><b>UNIT III:</b> Introduction to implementation science frameworks, tools and resources, implementing Community interventions. Evaluating community interventions.</p> <p><b>UNIT IV:</b> Considering the role of culture. Working with stakeholders.</p> <p><b>UNIT V:</b> Applying implementation tools and resources to plan a community mental health intervention.</p>					
<b>Reference Books</b>		<p>1. Gupta, Nitin.,Chavan, BS., Arun, Priti., Sidana, Ajeet., Jadhav, Sushrut. (2012). Community mental health in India. Jaypee.</p> <p>2. Zangeneh, Masood.,&amp; Al-Krenawi, Alean. (2019). Culture, Diversity and Mental Health – Enhancing Clinical Practice. Springer.</p> <p>3. Gopalkrishnan, Narayan.,Babacan, Hurriyet. (2015). Cultural Diversity and Mental Health. <i>Australian Psychiatry</i>, 23(6), 6-8. DOI:10.1177/1039856215609769.</p> <p>4. Thornicroft, G., Szmukler, G., Mueser, K. T., &amp; Drake, R. E. (2011). Oxford Textbook of Community Mental Health. Oxford University Press Inc.: New York.</p> <p>5. Woltman, E., &amp; Whitley, R. (2010) Shared decision making in public mental health. <i>Psychiatric Rehabilitation Journal</i>, 34(1), 29-36.</p> <p>6. Sullivan, W.P. &amp; Floyd (2012). Spirit lifting: The role of hope in case management practice. <i>Families in Society: Journal of Contemporary Social</i></p>					

	Services, 94(1), 38-44.
<b>Website and e-Learning Source</b>	<ol style="list-style-type: none"><li>1. <a href="https://www.ncbi.nlm.nih.gov/books/NBK459285/">https://www.ncbi.nlm.nih.gov/books/NBK459285/</a></li><li>2. <a href="https://journals.sagepub.com/home/bmo">https://journals.sagepub.com/home/bmo</a></li><li>3. <a href="https://www.betterhelp.com/advice/behavior/what-is-behavior-modification-psychology-definition-techniques-applications/">https://www.betterhelp.com/advice/behavior/what-is-behavior-modification-psychology-definition-techniques-applications/</a></li><li>4. <a href="https://csbc.org.in/">https://csbc.org.in/</a></li><li>5. <a href="https://choicespsychotherapy.net/services/behavioral-modification/">https://choicespsychotherapy.net/services/behavioral-modification/</a></li><li>6. <a href="https://www.ucl.ac.uk/behaviour-change/resources/online-tools-behaviour-change">https://www.ucl.ac.uk/behaviour-change/resources/online-tools-behaviour-change</a></li></ol>

## Year II

### Semester 3

<b>Title of the Course</b>		<b>Counselling Skills and Techniques</b>					
<b>Paper Number</b>		<b>Core 11</b>					
<b>Category</b>	<b>Core</b>	<b>Year</b>	II	<b>Credits</b>	4	<b>Course Code</b>	70731
		<b>Semester</b>	3				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>		
		4		--	4		
<b>Pre-requisite</b>							
<b>Objectives</b>		<ul style="list-style-type: none"> <li>• To understand the concept and importance of counseling.</li> <li>• To get equipped with various approaches of counseling</li> <li>• To develop the basic skills in counseling and Guidance.</li> <li>• To apply the counselling skills in a therapeutic setting.</li> <li>• To analyse and understand the practice of counseling in different settings.</li> </ul>					
<b>Course Outline</b>		<p><b>Unit 1 -</b></p> <p><b>Introduction to Counselling:</b> Counselling: Definition -Goals; Historical development; Types-Directive -Non-Directive Counselling, Individual-Group -Community Counselling; Principles &amp; Ethical Standards of Practice; Worth &amp; Dignity of an individual: Sociological &amp; Philosophical Implications; Characteristics of clients; Relevance of Counselling to Social Work Practice.</p> <p><b>Unit II:</b></p> <p><b>Theoretical Foundations of Counselling:</b> Psychodynamic; Humanistic; Existential; Transactional-Gestalt; Cognitive-Behavioural; Family Therapy; Integrative &amp; Eclectic Approaches: Overview, Key Concepts, Contemporary contributors, Therapeutic Applications.</p> <p><b>Unit III: Counsellor as a professional:</b> Personal Qualities and Attributes of a Counsellor: Values, Beliefs, Attitude &amp; Awareness; Personal Effectiveness: Self-Esteem &amp; Congruence; Wellness &amp; Self-Care for Professional Counsellors: Vicarious Trauma, Compassion Fatigue, Handling Stress, Burnouts and Self-Renewal Recording in Counselling-Types-Uses and Skills required.</p> <p><b>UNIT IV:</b></p> <p><b>Process and Approaches of Counselling:</b> Gerard Egan's Model; Ingredients of Counselling Relationship; Skills &amp; Techniques required for effective counsellors- Initiating, attending &amp; responding. Use of Bonding &amp; Spirituality for healing. Use of Indigenous Therapeutic Approaches in Counselling: Meditation, Yoga, Movement Therapies; Psychodrama: Expressive Arts Therapy; Mindfulness, Positive P</p>					

	<p>psychology, Solution Focused &amp; Brief Therapies in Counselling.</p> <p><b>UNIT V:</b>  <b>Counselling Practice Setting:</b> Pre-Marital, Marital &amp; Family Counselling, Counselling at Workplace, Counseling in Educational Settings – Career Counselling, Counselling in Disaster Situations &amp; Grief, Counselling Sexual Minorities, Fertility Management Counselling, Adoption Counselling, Counselling for Addiction Concerns; Counselling for Suicide Prevention; Gerontological Counselling, Counselling in Health Settings.</p>
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>• Corey Gerald, 2004, Theory and Practice of Group Counselling, Thomson Brooks/Cole</li> <li>• Cormier, S. &amp; Cormier, B. 1998, Interviewing Strategies for Helpers (4th ed.). Pacific Grove: Brooks/Cole.</li> <li>• Egan, Gerard, 2006, The Skilled Helper: A Problem Management and Opportunity Approach to Helping, Boston, Wadsworth Publishers.</li> <li>• Gladding Samuel &amp; Batra Promila, 2018, Counselling: A Comprehensive Profession. India, Pearson Publications.</li> <li>• Rao, Narayana, 2002, Counselling and Guidance, New Delhi, Tata McGraw Hill. Aggarwal &amp; Malhotra, 2021, Guidance and Counselling, India, NDP Publishers.</li> </ul>
<b>Website and e-Learning Source</b>	<ol style="list-style-type: none"> <li>1. <a href="https://www.ncbi.nlm.nih.gov/books/NBK304189/">https://www.ncbi.nlm.nih.gov/books/NBK304189/</a></li> <li>2. <a href="https://www.counseling.org/aca-community/learn-about-counseling/what-is-counseling">https://www.counseling.org/aca-community/learn-about-counseling/what-is-counseling</a></li> <li>3. <a href="https://positivepsychology.com/counseling-process/">https://positivepsychology.com/counseling-process/</a></li> <li>4. <a href="https://www.slideshare.net/praveensureshpai/counseling-process">https://www.slideshare.net/praveensureshpai/counseling-process</a></li> </ol>

<b>Title of the Course</b>		<b>Research Methods and Applied Statistics</b>					
<b>Paper Number</b>		<b>Core 12</b>					
<b>Category</b>	<b>Core</b>	<b>Year</b>	II	<b>Credits</b>	4	<b>Course Code</b>	70732
		<b>Semester</b>	3				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>		<b>Total</b>	
		4		--		4	
<b>Pre-requisite</b>							
<b>Objectives</b>		<ul style="list-style-type: none"> <li>• To understand the fundamentals of Research process</li> <li>• To develop an understanding about Research designs and Sampling, Methods and tools for data collection.</li> <li>• To understand the importance of qualitative research and its differences with quantitative research.</li> <li>• To analyse and understand about variables mapping and its importance.</li> <li>• To develop the ability to do statistical analysis..</li> </ul>					
<b>Course Outline</b>		<p><b>Unit 1 -</b>  <b>Research meaning, objectives and types:</b> Scientific attitude, characteristics, scientific method, Social work research: steps of social work research, defining, strategy, execution and reporting. Research problem, identification, Selection, formulation of research problem. Research proposal preparation.</p> <p><b>Unit II:</b>  <b>Research design:</b> meaning and types, hypothesis, nature and types, assumptions and its nature. Sampling, meaning, types, errors and principles. Research tools, questionnaire, in interviews schedule, interview guide, observations schedule, standardized tools.</p> <p><b>Unit III: Qualitative research:</b> meaning, definition, types, process, and methods, grounded theory, ethnography, participant and non participant observation, naturalistic observation, field research, phenomenology, case study, historical method and action research. Methods of collection of data, in depth interview, focus group interview and artifacts. Relationship between qualitative and quantitative research. Survey, meaning types and steps.</p> <p><b>UNIT IV:</b>  <b>Variables:</b> meaning, types and levels of measurement. Reliability and validity. Data Analysis and processing of data, editing, coding, code book preparation, codesheet preparation. Classification, tabulation, frequency distribution, diagrammatic and graphic presentations, interpretation of data.</p> <p><b>Descriptive Statistics:</b> Measures of Central tendency – Mean, Median, Mode; Measures of dispersion, Standard deviation; Measures of association-Correlation; Testing of Significance: Chi-square test, t-test, Correlation and Rank correlation, Uses of statistics and its limitations; Statistical application in Social Work Research, Introduction to Statistical softwares- Research format and report writing</p>					
<b>Reference Books</b>		<ul style="list-style-type: none"> <li>• Cargan, Leonard. 2008. Doing social research. Jaipur. Rawat publications.</li> <li>• Debashis Chakraborty, 2009, research methodology, Saurab publishing house. New Delhi.</li> </ul>					

	<ul style="list-style-type: none"> <li>• Gupta, SP. 2009. Statistical methods. New Delhi. Sultan Chand and sons.</li> <li>• Hatt, and Goode. 1981. Methods in social research. Auckland. Mcgraw Hill book company.</li> <li>• Kothari, C. R. 2004. Research methodology – methods and techniques. New Delhi. New age international private limited.</li> <li>• Wilkinson. 1984. Methodology and techniques of social research. Bombay. Himalaya.</li> </ul>
<b>Website and e-Learning Source</b>	<a href="#">What Is a Research Design   Types, Guide &amp; Examples (scribbr.com)</a> <a href="#">Qualitative Research: Definition, Types, Methods and Examples (questionpro.com)</a> <a href="#">Descriptive Statistics   Definitions, Types, Examples (scribbr.com)</a>

## TRAINING AND DEVELOPMENT

<b>Paper Number</b>		<b>Core 13</b>					
<b>Category</b>	Core	<b>Year</b>	II	<b>Credits</b>	4	<b>Course Code</b>	70733
		<b>Semester</b>	3				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>		
		4		--	4		
<b>Pre-requisite</b>							
<b>Objectives</b>		<ol style="list-style-type: none"> <li>1. Learn the nature and meaning of training and development.</li> <li>2. Gain an understanding of need assessment, basic learning styles, and factors influencing learning process.</li> <li>3. Acquire an understanding of job technical training, and training methods.</li> <li>4. Be able to design and conduct training programmes.</li> </ol> <p>Understand and perform evaluation of the training.</p>					
<b>Course Outline</b>		<p><b>UNIT-I NATURE AND MEANING OF TRAINING AND DEVELOPMENT</b>            Training:Definition,Development:definition - Nature &amp; Scope; Reasons for Training; Skills and Qualities of a trainer,LearningProcess in Training            General Features of adult learners; basic learning styles of participants; factorsinfluencingthelearningprocess.</p> <p><b>UNIT-II</b>  <b>Developing Training Program:</b> Need Assessment: Reasons, methods of data collection, criteria to be used to select a data gathering method, Writing objectives: SMART objectives, ideas for writingobjectives, task analysis, Steps in designing a training program, Key considerations in designing,guidelinesforpreparationofatrainingmodule</p> <p><b>UNIT-III TRAINING METHODS</b>            On-the-job and off-the-job technical training - Principles of learning and the choice of methods. Lecture method, the case method, syndicate method, Group discussion, Brainstorming, Simulation, business game, role play, programmed learning, in basket exercise. Experiential learning techniques, audio visual aids -</p> <p><b>UNIT-IV: CONDUCTING TRAINING PROGRAMMES</b>            Conducting training programs, Explaining the four training styles, Gauging group dynamics, Training like a professional: presentation skills, participation materials, asking and answering questions, smooth transitions, wrap up and effective training sessions</p> <p><b>UNIT-V EVALUATION OF THE TRAINING:</b>            Purpose, Kirkpatrick's four levels of evaluation, guidelines for measuring the four levels, Evaluation methods, ROI – process and benefits.</p>					

<b>Recommended Texts</b>	<ol style="list-style-type: none"> <li>1. Ross, Stanley C., (2002). Training and Development in Organizations: An Essential Guide for Trainers. Taylor &amp; Francis.</li> <li>2. Janakiram B. (2007). Training and Development. Pearson.</li> <li>3. Venkatesh, Bharti. (2012). Training and Development. Indra Publishing House.</li> <li>4. Uppal, Nishant. (2023). Training and Development. Pearson India.</li> <li>5. Sahu, R.K. Training For Development: All You Need to Know. Excel Books-New Delhi.</li> <li>6. Prabhjot, Kaur. (2019). Training and Development. New Century Publications.</li> </ol>
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>• Agochiya, D. (2002). Every trainer's handbook. New Delhi, India: Sage Publications</li> <li>• Biech, E. (2005). Training for dummies. Hoboken, NJ: Wiley Publishing Inc.</li> <li>• Blanchard, N.P., &amp; Thacker, J.W. (2009). Effective training: systems, strategies and practices. New Delhi, India: Pearson Education.</li> <li>• Hardingham, A. (1998). Training essentials- psychology for trainers. London, England: Chartered Institute of Personnel &amp; Development.</li> <li>• Joyce P., &amp; Sills, C. (2010). Skills in Gestalt counselling &amp; psychotherapy, (2nd ed.). New Delhi, India: Sage Publications.</li> <li>• Lynton, R.P., &amp; Pareek, U. (2013). Training for Development. (3rd ed.) New Delhi, India: Sage Publications.</li> <li>• Singh, P.N. (1996). Training management development. (4th ed.). Mumbai, India: Suchandra Publications.</li> </ul>
<b>Website and e-Learning Source</b>	<ol style="list-style-type: none"> <li>1. <a href="https://trainingindustry.com/">https://trainingindustry.com/</a></li> <li>2. <a href="https://trainingmag.com/">https://trainingmag.com/</a></li> <li>3. <a href="https://www.zoho.com/people/training-and-development.html">https://www.zoho.com/people/training-and-development.html</a></li> <li>4. <a href="https://www.g2.com/categories/training-development">https://www.g2.com/categories/training-development</a></li> <li>5. <a href="https://www.coursera.org/learn/people-management">https://www.coursera.org/learn/people-management</a></li> <li>6. <a href="https://www.coursera.org/courses?query=training%20and%20development">https://www.coursera.org/courses?query=training%20and%20development</a></li> <li>7. <a href="https://www.coursera.org/learn/human-resources-analytics">https://www.coursera.org/learn/human-resources-analytics</a></li> </ol>

<b>Title of the Course</b>		<b>Psychopathology II</b>					
<b>Paper Number</b>		<b>DSE 3</b>					
<b>Category</b>	DSE	<b>Year</b>	II	<b>Credits</b>	4	<b>Course Code</b>	70734
		<b>Semester</b>	3				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>		
		5		--	5		
<b>Pre-requisite</b>							
<b>Objectives</b>		<ul style="list-style-type: none"> <li>To outline the various types of personality disorders and understand the management of the same.</li> <li>To outline the features of the Delirium, Dementia and Amnesic disorders and understand management if the same.</li> <li>To outline the various disorders related to eating and sleeping and understand the management of the same.</li> <li>To outline the features of various sexual disorders and somatoform disorders and understand the various management practices used.</li> <li>To explain the features of various childhood and elderly disorders and learn about the strategies used to manage them.</li> </ul>					
<b>Course Outline</b>		<p><b>UNIT I</b>  <b>Personality Disorders:</b> Paranoid, Schizoid, Antisocial, Borderline, Histrionic, Narcissistic, Avoidant and Dependent Disorders, Epidemiology, Etiology, Diagnosis, Management and its Outcome.</p> <p><b>UNIT II</b>  <b>Delirium, Dementia and Amnesic Disorders:</b> Delirium, Dementia, Alzheimer type, Vascular, Substance induced, Due to General medical Condition, Epidemiology, Etiology, Diagnosis, Management and its Outcome.</p> <p><b>UNIT III</b>  <b>Eating and Sleep Disorders:</b> Eating Disorder, Anorexia Nervosa, Bulimia Nervosa and Binge Eating Disorders, Sleep Disorders, Insomnia, Hypersomnia, Breathing related Disorder, Nightmare and Sleepwalking disorders, Epidemiology, Etiology, Diagnosis, Management and its Outcome.</p> <p><b>UNIT IV</b>  <b>Sexual Disorders and Somatoform Disorders:</b> Sexual Dysfunction, Problems in Sexual desire and arousal, Male erectile Dysfunction, Female Orgasmic Disorder and Sexual Pain Disorder, Epidemiology, Etiology, Diagnosis, Management and its Outcome. Somatoform Disorders – Somatisation Disorder, Conversion, Pain and Hypochondrias Disorders - Epidemiology, Etiology, Diagnosis, Management and its Outcome.</p> <p><b>UNIT V</b>  <b>Childhood Disorders and Disorders of the Elderly:</b> Mental Retardation, Pervasive Developmental Disorders, ADHD, Learning and Motor Skills Disorders, Communication disorder - Epidemiology, Etiology, Diagnosis, Management and its Outcome.</p>					

	Disorders of Aged: Old age stress, Anxiety, Depression and Substance abuse in later life, Psychotic disorders and Disorders of cognition. Sleep and sleep disorders among the aged- Epidemiology, Etiology, Diagnosis, Management and its Outcome.
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>• Butcher, J.N., Hooley, J.M., &amp; Mineka, S.M. (2013). <i>Abnormal Psychology</i>. Pearson Higher Ed.</li> <li>• Carson, et al (2004), <i>Abnormal Psychology and Modern Life</i>, New Delhi, Pearson Education.</li> <li>• Comer (2002), <i>Fundamentals of Abnormal Psychology</i>, New York, Worth Publishers.</li> <li>• Hoeksema (2005), <i>Abnormal Psychology</i>, New Delhi, Tata McGraw Hill Publishing Co.</li> <li>• John D. et al (1999), <i>Psychopathology</i>, New York, Routledge.</li> <li>• Niraj, &amp; Ahuja, N. (2010). <i>A short textbook of psychiatry</i>.</li> <li>• Sarason, B. (2005), <i>Abnormal Psychology: The problem of maladaptive behavior</i>, New Jersey, Pearson Education.</li> </ul>
<b>Website and e-Learning Source</b>	<ol style="list-style-type: none"> <li>1. <a href="https://www.helpguide.org/home-pages/personality-disorders.htm">https://www.helpguide.org/home-pages/personality-disorders.htm</a></li> <li>2. <a href="https://my.clevelandclinic.org/health/diseases/17749-dissociative-disorders">https://my.clevelandclinic.org/health/diseases/17749-dissociative-disorders</a></li> <li>3. <a href="https://medlineplus.gov/sleepdisorders.html">https://medlineplus.gov/sleepdisorders.html</a></li> <li>4. <a href="https://www.aacap.org/AACAP/Families_and_Youth/Resource_Centers/Conduct_Disorder_Resource_Center/Home.aspx">https://www.aacap.org/AACAP/Families_and_Youth/Resource_Centers/Conduct_Disorder_Resource_Center/Home.aspx</a></li> <li>5. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2695750/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2695750/</a></li> <li>6. <a href="https://www.nimh.nih.gov/health/topics/eating-disorders">https://www.nimh.nih.gov/health/topics/eating-disorders</a></li> <li>7. <a href="https://naric.com/?q=en/content/intellectual-and-developmental-disabilities-resources">https://naric.com/?q=en/content/intellectual-and-developmental-disabilities-resources</a></li> </ol>

<b>Title of the Course</b>		<b>Psychotherapies II</b>					
<b>Paper Number</b>		<b>DSE 4</b>					
<b>Category</b>	DSE	<b>Year</b>	II	<b>Credits</b>	4	<b>Course Code</b>	70735
		<b>Semester</b>	3				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>		
		5		--	5		
<b>Pre-requisite</b>							
<b>Objectives</b>		<ul style="list-style-type: none"> <li>• To understand the fundamental theoretical approaches used in couplestherapy and elaborate the techniques used in working with couples.</li> <li>• To understand the theoretical frameworks used in family therapy and elaborate the techniques used in working with families.</li> <li>• To summarize the various approaches used in group therapy and gain knowledge about the necessary skills involved in group therapy.</li> <li>• To learn about the postmodern therapeutic approaches.</li> <li>• To define mindfulness and illustrate the various mindfulness techniques.</li> </ul>					
<b>Course Outline</b>		<p><b>UNIT I</b>  <b>Couples Therapy:</b> Defining a couple, Assessing the problem in relationships, Theoretical Frameworks - Gottman's theory, Techniques used in working with couples, Issues in working with couples, Treatment plans, Ethics</p> <p><b>UNIT II</b>  <b>Family Therapy:</b> Defining family, Theoretical Frameworks- Systemic approach, Narrative Approach, Techniques used in working with families, Issues in working with families, Skills of a family therapist, Treatment plans, Ethics in working with families</p> <p><b>UNIT III</b>  <b>Group Therapy:</b> Emergence of group interventions as a form of treatment, Need of group therapy, Selection of clients for group therapy, Preparing the group for the process, approaches to group therapy, Dealing with issues during group counselling, Skills of a group therapist, ethics in group counselling</p> <p><b>UNIT IV</b>  <b>Postmodern Therapies:</b> Social Constructionism, Solution Focused Brief Therapy, Narrative therapy, EMDR- Introduction, assumptions, Process and techniques.</p> <p><b>UNIT V</b>  <b>Mindfulness:</b> Concept and importance, Process, Mindfulness Techniques, Application of mindfulness</p>					
<b>Reference Books</b>		<ul style="list-style-type: none"> <li>• Aveline.M(1995), Eds, Research for psychotherapy practice, New York, John Wiley &amp; Sons.</li> <li>• Bergin, A.E(1994), Handbook of psychotherapy &amp; behavioural change, New York, John Wiley &amp; Sons.</li> <li>• Gladding, S.T.(2002). Family therapy: History, Theory, and Practice. Prentice Hall.</li> <li>• Gottman, J.S., &amp; Gottman, J.M.(2015). 10 Principles for doing Effective Couples Therapy (Norton Series on Interpersonal Neurobiology). W.W. Norton &amp; Company.</li> <li>• Yalom, I.D., &amp; Leszcz, M.(2008). The Theory and practice of group psychotherapy. Hachette UK.</li> </ul>					

<b>Website and e-Learning Source</b>	1. <a href="https://www.lionsroar.com/what-is-zen-buddhism-and-how-do-you-practice-it/">https://www.lionsroar.com/what-is-zen-buddhism-and-how-do-you-practice-it/</a> 2. <a href="https://www.jstor.org/publisher/egps">https://www.jstor.org/publisher/egps</a>

<b>Title of the Course</b>		<b>Positive Psychology</b>					
<b>Paper Number</b>		<b>SEC 3</b>					
<b>Category</b>	Core	<b>Year</b>	II	<b>Credits</b>	2	<b>Course Code</b>	70736
		<b>Semester</b>	3				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>		
		2		--	2		
<b>Pre-requisite</b>							
<b>Objectives</b>		<ul style="list-style-type: none"> <li>• To understand the importance of positive psychology by reviewing the concepts and through activities</li> <li>• To examine and review the role of positive emotions on psychological well-being and quality of relationships</li> <li>• To identify personal goals by reviewing and applying the concepts of personal goals, self-regulation and self-control.</li> </ul>					
<b>Course Outline</b>		<p><b>UNIT I:</b>  <b>Introduction to Positive psychology:</b> Definition; goals and assumptions; Relationship with health psychology, developmental psychology, clinical psychology. Western vs Eastern perspectives on positive psychology. <b>Activities:</b> Collection of life stories from magazines, websites, films etc and discussion in the class.</p> <p><b>UNIT II:</b>  <b>Positive emotions:</b> Broaden and built theory; Cultivating positive emotions; Happiness- Hedonic and Eudemonic; <b>Well-being:</b> negative vs positive functions; Subjective well-being: Emotional, social and psychological well-being; Model of complete mental life. Close Relationship and Wellbeing: Meaning-Characteristics-Light side of CR-The power of "Bad".</p> <p><b>UNIT III:</b>  <b>Personal Goals (PG):</b> Definition - Measuring PG - Universal human motives - Goals expressing fundamental values-Goals contribute to well-being-Materialism and its discontents.<b>Self-Regulation (SR):</b> Meaning-Control and discrepancy theory-Planning for Success-Goals and SR problems-Goal difficulty;<b>Self-Control:</b> Meaning-Value of self-control;-Self management-Goal disengagement.,</p> <p><b>UNIT IV:</b>  Living well at every stages of life- 12 stages of Life Pre-birth: potential - Birth: Hope- Infancy : vitality - Early Childhood: Playfulness - Middle childhood: Imagination - Late childhood: ingenuity</p> <p><b>UNIT V:</b>  Living well at every stages of life- 12 stages of Life Adolescence: Passion - Early adulthood: Enterprise - Middle ages: Contemplation, - Mature adulthood: Benevolence - Late adulthood: Wisdom - Death and dying: Life- The Role of Positive Psychology in Counseling and psychotherapy</p>					

<b>Reference Books</b>	<ul style="list-style-type: none"> <li>• Acacia C. Parks (2014), Positive Psychology in Higher Education, New York, Routledge.</li> <li>• Carr, A. (2004), Positive Psychology: The Science of Happiness and Human Strengths, New York, Routledge.</li> <li>• Synder, G.R. &amp; Lopez, S.J. (2008). "Positive Psychology". Sage Publication.</li> <li>• Steve. Retal (2009), Positive Psychology, New Delhi, Pearson Education.</li> <li>• Singh, A. (2013), Behavioral Science: Achieving Behavioral Excellence for Success, New Delhi, Wiley India Pvt Ltd.</li> <li>• Boniwell, I (2006) Positive Psychology in a Nutshell PWBC (Personal Well-Being Centre)</li> <li>• Peterson, C &amp; Seligman, M E P (2004) Character strengths and virtues: A handbook and classification New York: OUP</li> <li>• Seligman, M E P &amp; Czikszentmihalyi, M (2000) Positive psychology: An Introduction, American Psychologist, 55, 5-14</li> </ul>
<b>Website and e-Learning Source</b>	<ol style="list-style-type: none"> <li>1. <a href="https://greatergood.berkeley.edu/">https://greatergood.berkeley.edu/</a></li> <li>2. <a href="https://happiness-academy.eu/5-of-our-favorite-websites-about-positive-psychology/mindful.org">https://happiness-academy.eu/5-of-our-favorite-websites-about-positive-psychology/mindful.org</a></li> <li>3. <a href="https://www.psychologies.co.uk/">https://www.psychologies.co.uk/</a></li> <li>4. <a href="https://www.psychologytoday.com/us">https://www.psychologytoday.com/us</a></li> <li>5. <a href="https://www.authentic-happiness.sas.upenn.edu/">https://www.authentic-happiness.sas.upenn.edu/</a></li> </ol>

<b>Title of the Course</b>		<b>Social Marketing</b>					
<b>Paper Number</b>		<b>NME</b>					
<b>Category</b>	Core	<b>Year</b>	II	<b>Credits</b>	2	<b>Course Code</b>	70737
		<b>Semester</b>	3				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>		
		2		--	2		
<b>Pre-requisite</b>							
<b>Objectives</b>		1.To appreciate the power of social marketing 2.Use techniques and proven theory from the field of social marketing to address social issues mainly through attempting to change behaviour in ways that benefit society. 3.Create a social marketing plan..					
<b>Course Outline</b>		<p><b>UNIT I:</b> Introduction – what is social Marketing and what is not. Traditional versus social marketing. Effecting social change – the nature and role of social campaigns. Creativity in business problem solving.</p> <p><b>UNIT II:</b> Developing the <i>Social marketing plan</i> – current social marketing situation: Profile of target adopter population, Review of social support, assessment of alternative sources of target adopters’ satisfaction, scan of environment; <i>Social marketing strategies</i>: Market research, targeting, positioning, communication channels, distribution channels, publicity</p> <p><b>UNIT III:</b> Designing social product – type of social product: new, superior, substitute. Product base: tangible product base, intangible product base. Types of demand: Latent demand, under-filled demand, unwholesome demand, abstract demand, irregular demand, faltering demand, dual-single demand.</p> <p><b>UNIT IV:</b>  Positioning the social product: Segmenting, segmentation variables, market targeting, product positioning. Social Marketing of Services- Issues in social marketing: intangibility, inseparability, variability and perishability. Channels for the social product- Making social product available: Distribution channels; Managing channel conflict: negotiation, outside help, strengthen mutual interests, legal processes.</p> <p><b>UNIT V –</b>  Action and Service: Triggering Target Adopters’ Actions _ Product sampling, couponing, premium offering, contests and sweepstakes, continuity programmes, special events.  Participatory Adoption- Compliance adoption process, identification adoption process, internalization adoption process.  Influence groups – Mobilizing influence groups – Strategies for mobilizing influence groups;  Power politics approach – Sources of power, strategies of power,</p>					

	types of power structures, tactics of power.
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC-CSIR/GATE/TNPSC/other to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferable Skill
<b>Reference Books</b>	<p>1. Gillin, Paul, &amp; Schwatzman, Eric. (2020). Social Marketing to the business customer: Learn to your B2B market, generate major account leads, and build client relationships. Wiley</p> <p>2. Finklestein, Ron. (2012). 49 Marketing Secrets that work to Grow Sales. Morgan James Publishing.</p> <p>3. Erl, Thomas. (2010). Social Media Marketing Strategies for Engaging in Facebook, Twitter, and other Social Media. Pearson..</p>
<b>Website and e-Learning Source</b>	<p>6. <a href="https://www.thensmc.com/content/what-social-marketing-1">https://www.thensmc.com/content/what-social-marketing-1</a></p> <p>7. <a href="https://en.wikipedia.org/wiki/Social_marketing">https://en.wikipedia.org/wiki/Social_marketing</a></p> <p>8. <a href="https://referralrock.com/blog/social-marketing/">https://referralrock.com/blog/social-marketing/</a></p> <p>9. <a href="https://www.intotheminds.com/blog/en/social-marketing-definition/">https://www.intotheminds.com/blog/en/social-marketing-definition/</a></p> <p>10. <a href="https://sendpulse.com/support/glossary/social-marketing">https://sendpulse.com/support/glossary/social-marketing</a></p>

<b>Title of the Course</b>		<b>Internship I</b>					
<b>Paper Number</b>		<b>Core 14</b>					
<b>Category</b>	Core	<b>Year</b>	II	<b>Credits</b>	4	<b>Course Code</b>	70738
		<b>Semester</b>	3				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>		
				4	4		
<b>Pre-requisite</b>							
<b>Objectives</b>		<ol style="list-style-type: none"> <li>1. To study and understand the working of an agency.</li> <li>2. To gain professional intervention skills and program/Process implementation skills</li> <li>3. To develop skills in documentation</li> <li>4. To develop personal and professional self</li> <li>5. To build a network of professionals in the field of psychology</li> </ol>					
<b>Course Outline</b>		<p>An important part of one's preparation as a counsellor includes actual counselling sessions performed under the supervision of a faculty member or experienced counsellor. In the Field Work, a student will see individual clients in the counselling skills practice sessions as well as in appropriate settings like schools, colleges, hospitals, NGO's rehabilitation centres, counselling centres, industries and other mental health related settings. The student is expected to complete 15 days of supervised counselling experience in an appropriate professional setting twice (in the third semester). Their field work will be supervised by the regular assessment of counselling progression and case study presentation. Evaluation is based on student skills and competence of counselling skills assessed through the record work and viva voce. The internal assessment will carry 75 marks while the external viva voce will carry 25 marks. The</p>					
<b>Recommended Texts</b>		<ol style="list-style-type: none"> <li>1. Falvey, J. E. (2002). Managing Clinical Supervision: Ethical Practice and Legal Risk Management. Pacific Grove. California: Brooks/Cole.</li> <li>2. Stoltenberg, C. D., Delworth, U., &amp; McNeill, B. (1998). IDM Supervision: An Integrated Developmental Model for Supervision counsellors and Therapists. 3<sup>rd</sup> Edition. San Francisco: Wiley and Sons.</li> <li>3. Campbell, J. M. (2006). Essentials of Clinical Supervision. New York: John Wiley and Sons. Inc.</li> <li>4. Fleming, I., &amp; Steen, L. (ed.). (2012). Supervision and Clinical Psychology: Theory, Practice and Perspective, 2<sup>nd</sup> edition. London: Routledge.</li> </ol>					

**Websites and E-learning resources**

1. <https://mindfulliving.com.au/supervision/>
2. <https://www.bacp.co.uk/membership/supervision/>
3. <https://onlinelibrary.wiley.com/journal/15566978>
4. <https://trace.tennessee.edu/tsc/>
5. <https://www.counsellingsupervisors.co.uk/blog>
6. <https://nationalcounsellingsociety.org/blog/posts/the-importance-of-supervision>

## IV Semester

<b>Title of the Course</b>		<b>Internship II</b>					
<b>Paper Number</b>		<b>Core 15</b>					
<b>Category</b>	Core	<b>Year</b>	II	<b>Credits</b>	6	<b>Course Code</b>	70741
		<b>Semester</b>	4				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>		
				18	18		
<b>Pre-requisite</b>							
<b>Objectives</b>		<p>1. Practicetheprimarymethodsofpsychologyindifferentsettings.</p> <p>2. Understandtheapplicabilityofthemethodsandtechniquesofpsychologyinthefield.3.EnhancetheirskillsofPsychologypractice</p> <p>4.Develop a network with working professionals in the field.</p> <p>5.Discoverthenuancesinvolvedinthepacticeofpsychology</p>					
<b>Course Outline</b>		<p>An important part of one’s preparation as a counsellor includes actual counselling sessions performed under the supervision of a faculty member or experienced counsellor. In the Field Work, a student will see individual clients in the counselling skills practice sessions as well as in appropriate settings likes schools, colleges, hospitals, rehabilitation centre, counselling centre, industries and other mental health related settings. The student is expected to comp,lete 15 days of supervised counselling experience in an appropriate professional setting twice (in the third and fourth semester). Their field work will be supervised by the regular assessment of counselling progression and case study presentation. Evaluation is based on student skills and competence of counselling skills assessed through the record work and viva voce. The internal assessment will carry 75 marks while the external viva voce will carry 25 marks. The</p>					
<b>Recommended Texts</b>		<p>1.Falvey, J. E. (2002). Managing Clinical Supervision: Ethical Practice and Legal Risk Management. Pacific Grove. California: Brooks/Cole.</p> <p>2.Stoltenberg, C. D., Delworth, U., &amp; McNeill, B. (1998). IDM Supervision: An Integrated Developmental Model for Supervision counsellors and Therapists. 3<sup>rd</sup> Edition. San Francisco: Wiley and Sons.</p> <p>3.Campbell, J. M. (2006). Essentials of Clinical Supervision. New York: John Wiley and Sons. Inc.</p> <p>4.Fleming, I., &amp; Steen, L. (ed.). (2012). Supervision and Clinical Psychology: Theory, Practice and Perspective, 2<sup>nd</sup> edition. London: Routledge.</p>					

**Websites and E-learning resources**

1. <https://mindfulliving.com.au/supervision/>
2. <https://www.bacp.co.uk/membership/supervision/>
3. <https://onlinelibrary.wiley.com/journal/15566978>
4. <https://trace.tennessee.edu/tsc/>
5. <https://www.counsellingsupervisors.co.uk/blog>
6. <https://nationalcounsellingsociety.org/blog/posts/the-importance-of-supervision>

<b>Title of the Course</b>		<b>Dissertation</b>					
<b>Paper Number</b>							
<b>Category</b>	Project	<b>Year</b>	II	<b>Credits</b>	6	<b>Course Code</b>	70742
		<b>Semester</b>	4				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>		
				12	12		
<b>Pre-requisite</b>							
<b>Objectives</b>		<ol style="list-style-type: none"> <li>1. To comprehend the application of social work research methodology.</li> <li>2. To practice the various procedural steps involved in undertaking a research project.</li> <li>3. To develop the skill to scientifically study a social concern and come up with practical concerns to address the concerns.</li> <li>4. To analyze the field of interest and conduct a study.</li> <li>5. To apply the ethical standard and conduct a research study.</li> </ol>					
<b>Course Outline</b>		<p>The paper aims at developing a research mind-set among the students and to prepare them for further research in their area of study. Students are expected to select a research problem in the specific field of psychology and prepare a research design by the end of IV semester. Selection of the problem for the study is at the discretion of the student. However, while formulating the research problem, the student shall get the guidance from the research supervisor assigned to guide the research work. Students are expected to maintain a Research Logbook and clearly note down the nature of meeting with the research guide with date and time. The draft research work shall be submitted for the scrutiny of the research supervisor.</p> <p>The project report will be submitted to Madurai Kamaraj University by the end of the IV Semester, as partial fulfilment of the requirements for the award of the Master's degree in Psychology.</p>					

## PG Programme

### **19.1 Passing minimum**

- A candidate shall be declared to have passed each course if he/she secures not less than 40% marks in the End Semester Examinations and 40% marks in the Internal Assessment and not less than 50% in the aggregate, taking Continuous Assessment and End Semester Examinations marks together.
- The candidates not obtain 40% in the Internal Assessment are permitted to improve their Internal Assessment marks in the subsequent semesters (2 chances will be given) by writing the CIA tests and by submitting assignments.
- Candidates, who have secured the pass marks in the End-Semester Examination and in the CIA but failed to secure the aggregate minimum pass mark (E.S.E + C I.A), are permitted to improve their Internal Assessment mark in the following semester and/or in University examinations.
- A candidate shall be declared to have passed the Project/Dissertation/Internship if he/she gets not less than 40% in the End Semester Examinations and 40% marks in the Internal Assessment and not less than 50% in the aggregate in each of the Project/Dissertation/Internship Report and Viva-Voce.
- A candidate who gets less than 50% in the Project/Dissertation/Internship Report must resubmit the thesis. Such candidates need to take again the Viva-Voce on the resubmitted Project report.

### **19.2 Grading**

The following table gives the marks, Grade points, Letter Grades, and classifications meant to indicate the overall academic performance of the candidate.

Conversion of Marks to Grade Points and Letter Grade (Performance in Paper/ Course)

<b>RANGE OF MARKS</b>	<b>GRADE POINTS</b>	<b>LETTER GRADE</b>	<b>DESCRIPTION</b>
90 - 100	<b>9.0 – 10.0</b>	<b>O</b>	<b>Outstanding</b>
80 - 89	<b>8.0 – 8.9</b>	<b>D+</b>	<b>Excellent</b>
75 - 79	<b>7.5 – 7.9</b>	<b>D</b>	<b>Distinction</b>
70 - 74	<b>7.0 – 7.4</b>	<b>A+</b>	<b>Very Good</b>
60 - 69	<b>6.0 – 6.9</b>	<b>A</b>	<b>Good</b>
50 - 59	<b>5.0 – 5.9</b>	<b>B</b>	<b>Average</b>
00 - 49	<b>0.0</b>	<b>U</b>	<b>Re-appear</b>
ABSENT	<b>0.0</b>	<b>AAA</b>	<b>ABSENT</b>

- a) Successful candidates passing the examinations and earning a GPA between 9.0 and 10.0 and marks from 90 – 100 shall be declared to have Outstanding (O).
- b) Successful candidates passing the examinations and earning a GPA between 8.0 and 8.9 and marks from 80 - 89 shall be declared to have Excellent (D+).
- c) Successful candidates passing the examinations and earning a GPA between 7.5 – 7.9 and marks from 75 - 79 shall be declared to have Distinction (D).
- d) Successful candidates passing the examinations and earning a GPA between 7.0 – 7.4 and marks from 70 - 74 shall be declared to have Very Good (A+).
- e) Successful candidates passing the examinations and earning a GPA between 6.0 – 6.9 and marks from 60 - 69 shall be declared to have Good (A).
- f) Successful candidates passing the examinations and earning a GPA between 5.0 – 5.9 and marks from 50 - 59 shall be declared to have an Average (B).
- g) Candidates earning a GPA between 0.0 and marks from 00 - 49 shall be declared to have Re-appear (U).
- h) Absence from an examination shall not be taken as an attempt.

From the second semester onwards the total performance in a semester and continuous performance starting from the first semester are indicated respectively as Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA). These two are calculated by the following formulate

$$\text{GRADE POINT AVERAGE (GPA)} = \frac{\sum_i C_i G_i}{\sum_i C_i}$$

GPA = Sum of the multiplication of Grade Points by the credits of the courses

Sum of the credits of the courses in a Semester

### 19.3 Classification of the final result

CGPA	Grade	Classification of Final Result
9.5 – 10.0 9.0 and above but below 9.5	O+ O	First Class – Exemplary*
8.5 and above but below 9.0 8.0 and above but below 8.5 7.5 and above but below 8.0	D++ D+ D	First Class with Distinction*
7.0 and above but below 7.5 6.5 and above but below 7.0 6.0 and above but below 6.5	A++ A+ A	First Class
5.5 and above but below 6.0 5.0 and above but below 5.5	B+ B	Second Class
0.0 and above but below 5.0	U	Re-appear

The final result of the candidate shall be based only on the CGPA earned by the candidate.

- a) Successful candidates passing the examinations and earning a CGPA between 9.5 and 10.0 shall be given Letter Grade (O+), and those who earned a CGPA between 9.0 and 9.4 shall be given Letter Grade (O) and declared to have First Class – Exemplary\*.
- b) Successful candidates passing the examinations and earning a CGPA between 7.5 and 7.9 shall be given Letter Grade (D), those who earned a CGPA between 8.0 and 8.4 shall be given Letter Grade (D+), those who earned a CGPA between 8.5 and 8.9 shall be given Letter Grade (D++) and declared to have First Class with Distinction\*.
- c) Successful candidates passing the examinations and earning a CGPA between 6.0 and 6.4 shall be given Letter Grade (A), those who earned a CGPA between 6.5 and 6.9 shall be given Letter Grade (A+), those who earned a CGPA between 7.0 and 7.4 shall be given Letter Grade (A++) and declared to have First Class.
- d) Successful candidates passing the examinations and earning a CGPA between 5.0 and 5.4 shall be given a Letter Grade (B), and those who earned a CGPA between 5.5 and 5.9 shall be given a Letter Grade (B+) and declared to have passed in Second Class.
- i) Candidates who earned a CGPA between 0.0 and 4.9 shall be given Letter Grade (U) and declared to have Re-appear.
- e) Absence from an examination shall not be taken as an attempt.

$$\text{CUMULATIVE GRADE POINT AVERAGE (CGPA)} = \frac{\sum_n \sum_i C_{ni} G_{ni}}{\sum_n \sum_i C_{ni}}$$

CGPA = Sum of the multiplication of Grade Points by the credits of the entire Programme

Sum of the credits of the courses for the entire Programme

Sum of Grade Points X credits of the entire Programme

Where 'Ci' is the Credit earned for Course i in any semester; 'Gi' is the Grade Point obtained by the student for Course i and 'n' refers to the semester in which such courses were credited.

**CGPA** (Cumulative Grade Point Average) = Average Grade Point of all the Courses passed starting from the first semester to the current semester.

Note: \* The candidates who have passed in the first appearance and within the prescribed Semesters of the PG Programme are alone eligible for this classification.