PG Syllabus 2024-2026

Preamble

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

Vision:

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

Mission:

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

Programme Outcomes:

PO. NO.	Upon completion of Postgraduate Programme, students of St. Mary's College will be able to
PO-1	acquire expertise knowledge in their respective fields and become professionals
PO-2	develop critical/logical thinking skills, managerial skills and become locally, nationally and globally competent and be a lifelong learner
PO-3	pursue research/ higher studies and apply their experiment and research skills to analyse and solve complex problems
PO-4	compete in the job market by applying the knowledge acquired in Arts, Science, Economics, Commerce and Management studies
PO-5	be an empowered and economically independent woman with efficient leadership qualities and develop themselves as holistic persons

Programme Specific Outcomes:

PSO. No.	Upon completion of M.Sc. Programme, the students will be able to	PO mapped
PSO-1	develop in-depth knowledge in the concepts of psychology	PO 1
PSO 2	use knowledge gained to know about the basic concepts of numerous emerging fields of psychology	PO2
PSO-3	develop the skill to apply basic research methods in psychology including research design, data analysis and interpretation and ethical practice	PO3
PSO-4	use critical and creative thinking in daily life and understand humans from a psychological and research perspective and gain high professional positions	PO4
PSO-5	use scientific knowledge gained to solve problems related to behaviour and mental processes and personal growth	PO5

St. Mary's College (Autonomous), Thoothukudi
Department of Psychology
PG Course Structure (w.e.f. 2024)

Semester – I

Components	Course Code	Course Title	Contact Hours / Week	Credits	Maximum Marks		
					CIA	ESE	Total
Core I	24PPSC11	Advanced General Psychology	6	5	40	60	100
Core II	24PPSC12	Developmental Psychology	5	4	40	60	100
Core III	24PPSC13	Physiological Psychology	5	4	40	60	100
Core Practical I	24PPSCR1	Advanced General Psychology	2	1	40	60	100
Core Practical II	24PPSCR2	Developmental Psychology and Physiological Psychology	4	2	40	60	100
Discipline specific Elective I	24PPSE11/ 24PPSE12	**Positive Psychology** / Psychological intervention for developmental disorders	4	3	40	60	100
Skill Enhancement Course I	24PPSSE1	Dynamics in Parenting	4	3	40	60	100
MOOC (Compulsory)		MOOC Course		+2			
		Total	**30**	**22+2**			

Semester – II

Components	Course Code	Course Title	Contact Hours / Week	Credits	Maximum Marks		
					CIA	ESE	Total
Core IV	24PPSC21	Psychopathology and Psychotherapy I	6	5	40	60	100
Core V	24PPSC22	Research Methodology	5	4	40	60	100
Core VI	24PPSC23	Behaviour Modification	5	4	40	60	100
Core Practical III	24PPSCR3	Psychopathology and Psychotherapy I and Behaviour Modification	4	2	40	60	100
Core Practical IV	24PPSCR4	Research Methodology	2	1	40	60	100
Discipline specific Elective II	24PPSE21/ 24PPSE22	**Training and Development** / Adolescent Counselling	4	3	40	60	100
Skill Enhancement Course II	24PPSSE2	Emotional Maturity	4	3	40	60	100
		Total	**30**	**22**			

Note: MOOC should be completed in the I Year.

Internship can be completed during the II Semester vacation.

Semester – III

Components	Course Code	Course Title	Contact Hours / Week	Credits	Maximum Ma		T
					CIA	ESE	
Core VII	24PPSC31	Psychopathology and Psychotherapy II	6	5	40	60	1
Core VIII	24PPSC32	Applied Social Psychology	5	5	40	60	1
Core IX	24PPSC33	Advanced Cognitive Psychology	5	4	40	60	1
Core Practical V	24PPSCR5	Psychopathology and Psychotherapy II	2	1	40	60	1
Core Practical VI	24PPSCR6	Applied Social Psychology and Advanced Cognitive Psychology	4	2	40	60	1
Discipline specific Elective III	24PPSE31/ 24PPSE32	**Addiction Counselling/** Case studies	4	3	40	60	1
Skill Enhancement Course III	24PPSSE3	Computer assisted research skills	4	3	40	60	1
Internship / Self Study (Optional)	24PPSI31 24PPSSS1	Internship/ Understanding and Mastering Body Language		+2	--	50	
		Total	**30**	**23+2**			

Semester – IV

Components	Course Code	Course Title	Contact Hours / Week	Credits	Maximum Marks		
					CIA	ESE	Total
Core X	24PPSC41	Human Resource Management	6	5	40	60	100
Core XI	24PPSC42	Modern trends in Counselling	6	5	40	60	100
Core XII	24PPSC43	Community Psychology	6	5	40	60	100
Core Practical VII	24PPSCR7	Human Resource Management	2	1	40	60	100
Core Practical VIII	24PPSCR8	Modern trends in Counselling and Community Psychology	4	2	40	60	100
Core XIII (Project)	24PPSP41	Project and Viva Voce	6	5	40	60	100
		Total	**30**	**23**			

SEMESTER I			
Core I	**Advanced General Psychology**		
Code: 24PPSC11	**Hrs/Week:6**	**Hrs/ Sem: 90**	**Credit: 5**

Objectives:

- To impart advanced knowledge on the subject of psychology.
- To develop detailed understanding on the principles of the origin of psychology as a discipline.
- To make known the basics of psychology to the non-major students

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	CL
CO-1	know the nature, goal and historical origins of psychology.	K1
CO-2	learn the concepts of sensation, perception and consciousness by associating with daily activities.	K2
CO-3	understand about cognitive elements such as memory, language and thought.	K3
CO-4	apply the concept of general psychology by inculcating them in one's daily life.	K4
CO-5	know about intelligence, learning and conditioning and how they are acquired in individuals.	K5

Unit I: Introduction

Definition of psychology: Sub-fields of psychology – Experimental, Biological, Personality, Social, Clinical and Counselling, Development and quantitative psychology - Methods in psychology –Survey, Case Study, Naturalistic, Observation, Experiment.

Unit II: Nervus system

The Nervous system: Communication in the Nervous system and interaction between neuron- Neurotransmitters and its functions - The Spinal cord and its functions - the Brian and its functions.

Unit III: Sensory system

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

Unit IV: Learning

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

Unit V: Memory

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

REFERENCES:

Bougles A. Bernstein; Edward J. Roy; Thomas K. Srull; Christoper D. Wickens, Psychology– 2nd Edition, Hougsten, Muffin Company; Boston. 1991.

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

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

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

PSO Relation Matrix

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

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

SEMESTER I			
Core II	**Developmental Psychology**		
Code: 24PPSC12	**Hrs/Week:5**	**Hrs/ Sem: 75**	**Credit: 4**

Objectives:

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

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	CL
CO-1	know the stages of human development and their significant milestones	K1
CO-2	understand the psychology of development starting from the womb of the mother	K2
CO-3	understand about the physical, cognitive and psychological changes that takes place in each stage of human life.	K3
CO-4	apply the concepts of development by associating it with one's own life.	K4
CO-5	know about the family and peer influences on the behaviour and personality of children.	K5

Unit I: Introduction

Basic Concepts– Aspects of Development, Life Span periods– Methods– Non-Experimental, Experimental -Stages of Development– Principles of Development–Prenatal period – Birth – Neonatal stage – First year of Life – Early

childhood, Middle childhood –Adolescence, Adulthood and old age.

Unit II: Physical development

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

Unit III: Personality and social development

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

Unit IV: Issues in young adulthood

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

Unit V: Old age

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

REFERENCES:

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

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

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

PSO Relation Matrix

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

	<40%	$\geq 40\%$ and $<70\%$	$\geq 70\%$
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER I			
Core III	**Physiological Psychology**		
Code: 24PPSC13	**Hrs/Week:5**	**Hrs/ Sem: 75**	**Credit: 4**

Objectives:

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

Course Outcomes:

CONo	Upon completion of this course, the person will be able to	CL
CO 1	learn the basic concepts of physiological psychology	K1
CO 2	gain knowledge about various concepts of biology to treatment issues	K2
CO 3	analyse the various causes of psychological illnesses due to faulty physical functioning	K3
CO 4	create new methods of treating people with mental disorders with a physical approach	K4
CO 5	learn and develop the skill of administering biological psychology to the shaping of behaviour	K5

Unit I: Introduction to Physiological Psychology

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

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

Unit II: Neuron& Nervous system

Cells of the nervous system– neurons– supporting cells–The blood-brain barriers. **Nervous system**– Basic features of the nervous system: Meninges–The ventricular system and production of cerebrospinal fluid. The central NS: Development of CNS–Forebrain–midbrain – hindbrain – spinal cord. The peripheral NS: spinal nerves – cranial nerves – the ANS.

Unit III: Sensory processes of brain

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

Unit IV: Sleep, ingestive behaviour & reproductive behaviour

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

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

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

Unit V: Hormonal regulations of behaviour

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

Textbook

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

References

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

Carlson N.R.(2013) *Physiological of Behavior* 11[th]Edition Pearson India Education Services Pvt. Ltd.

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

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

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

PSO Relation Matrix

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

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

SEMESTER – I			
Core Practical I	**Advanced General Psychology**		
Code: 24PPSCR1	**Hrs / Week: 2**	**Hrs / Semester: 30**	**Credit: 1**

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

Professional Skills:
1. Qualities of Psychologist
2. Case Analysis

Advanced General Psychology
1. Massed vs Spaced Learning
2. Problem Solving ability Test
3. Colour Blindness
4. Sensation Seeking Scale
5. Muller Lyer/Size Weight Illusion
6. Recall and Recognition
7. Bender Visual Motor Gestalt Test
8. Division of Attention
9. Bilateral Transfer
10. Perception Scale

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

PSO Relation Matrix

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

Mapping	<40%	$\geq$ 40%and<70%	$\geq$70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER – I			
Core Practical II	**Developmental Psychology and Physiological Psychology**		
Code: 24PPSCR2	**Hrs / Week: 4**	**Hrs / Semester: 60**	**Credit: 2**

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

Professional Skills:
1. Ability to know age-related developmental tasks
2. Report Writing

Developmental Psychology
1. Global Assessment of Functioning
2. Attachment Styles Questionnaire
3. Self-concept Rating Scale
4. Emotional Intelligence Scale
5. Meaning in Life Questionnaire

Physiological Psychology
1. Stroop Effect
2. Rubber Hand Illusion
3. Reaction Time Test
4. Sleep Quality Scale
5. Sexual Orientation Scale

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

PSO Relation Matrix

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

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

	SEMESTER I		
Elective I		**Positive Psychology**	
Code: 24PPSE11	**Hrs/Week: 4**	**Hrs/ Sem: 60**	**Credit: 3**

Objectives:

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

Course outcomes:

CO. No.	Upon completion of this course, the person will be able to	CL
CO 1	know the basics of Positive Psychology	K2
CO 2	know about experiencing, measuring and spreading happiness	K3
CO 3	master the art of handling and measuring emotions	K4
CO 4	frame and help frame personal goals for life accomplishments	K5
CO 5	learn the concept of life above zero	K5

Unit I: Introduction

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

Unit II: Happiness

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

Unit III: Emotions and wellbeing

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

Unit IV: Personal goals

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

Unit V: Life above zero

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

References

Snyder, C. R., Lopez, S. J., Edwards, L. M., & Marques, S. C. (Eds.). (2021). The Oxford. handbook of positive psychology (3rd ed.). Oxford University Press.

Boniwell, I., & Tunariu, A. D. (2019). Positive psychology: Theory, research and applications. Open University Press.

Ivtzan, I., Lomas, T., Hefferon, K., & Worth, P. (2016). Second wave positive psychology: Embracing the Dark Side of Life. Routledge

Seligman, M. E. (2011). Flourish: A new understanding of happiness and wellbeing and how to achieve them. Nicholas Brealey

Steve, B.R. & Marie, C.K. (2509). Positive Psychology. Dorling Kindersley: India.

Boniwell, I. (2506). Positive Psychology in a Nutshell. PWBC (Personal Well–Being Centre).

Snyder. R, S. (2507). Positive Psychology: The Scientific & Practical exploration of human strengths. New Delhi: Sage Publications

PSO Relation Matrix

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

Mapping	<40%	$\geq$ 40%and<70%	$\geq$70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

	SEMESTER I		
Elective I	**Psychological Intervention for Developmental Disorders**		
Code: 24PPSE12	**Hrs/ Week: 4**	**Hrs/ Sem: 60**	**Credit: 3**

Objectives:

- To introduce to students the various Developmental Disorders
- To make them understand the causal factors of childhood disorders.
- To help students gain knowledge about the different types of assessment used in psycho diagnosis of childhood disorders.

Course Outcome:

CO. No.	Upon completion of this course, the person will be able to	CL
CO 1	describe the clinical picture of childhood disorders.	K1
CO 2	explain the causal factors and prevalence of childhood disorders.	K2
CO 3	compare the diagnostic criteria of different childhood disorders.	K3
CO 4	identify the different types of psychological assessment of various childhood disorders	K4
CO 5	apply various behavioural management and remedial education strategies for the different developmental disorders through hypothetical case discussions.	K5

Unit I: Intellectual Disability

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

Unit II: Language and learning disabilities

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

Unit III: Attention deficit hyperactivity disorder

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

Unit IV: Anxiety and other Disorders

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

Unit V: Autism spectrum disorders

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

Recommended Text books:

Wicks – Nelson, R., & Israel, A. C. (1984). Behaviour disorders of childhood.
Englewood Cliffs, New Jersey.
Malavika Kapur (2011). Counselling children with psychological problems. Pearson
Diagnostic and statistical manual of mental disorders: DSM-5TM (5th ed.). (2013)
Arlington, VA, US: American Psychiatric Publishing, Inc.

Reference

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

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

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

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

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

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

PSO Relation Matrix

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

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

	SEMESTER I		
Skill Enhancement Course I	**Dynamics in Parenting**		
Code: 24PPSSE1	**Hrs/ Week: 4**	**Hrs/ Sem: 60**	**Credit: 3**

Objectives:

- To make students understand the skills involved in parenting
- To familiarize among students the dynamic components of parents – child relationship
- To make known the role of parenting on emotional regulation

Course outcomes:

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

Unit I: Introduction

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

Unit II: Parent–Child Relationships and Attachment

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

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

Unit- IV: Child Characteristics and Their Reciprocal Effects on Parenting

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

Unit V: Family Structure and the Nature of Couple Relationships

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

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

Recommended Text books:

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

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

References:

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

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

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

Darling, N., & Steinberg, L. (Eds.). (1993). Parenting styles and child socialization. Guilford Press. Belsky, J. (1984). The determinants of parenting: A process model. Child Development, 55(1), 83-96.

PSO Relation Matrix

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

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

SEMESTER II			
Core IV	**Psychopathology and Psychotherapy I**		
Code: 24PPSC21	**Hrs/ Week: 6**	**Hrs/ Sem: 90**	**Credit: 5**

Objectives:

- To impart knowledge on the concepts of Psychopathology
- To develop an insight into the students' minds regarding psychotherapy
- To make the students aware of various disorders and their symptoms

Course Outcomes:

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

Unit I: Introduction

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

Unit II: Anxiety disorders

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

Unit III: Bipolar disorders

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

Unit IV: Schizophrenia

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

Unit V: Schools of treatment

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

REFERENCE BOOKS:

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

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

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

PSO Relation Matrix

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

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

	SEMESTER II			
Core V	**Research Methodology**			
Code: 24PPSC22	**Hrs/Week:5**	**Hrs/ Sem: 75**	**Credit: 4**	

Objectives:

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

Course Outcomes:

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

Unit I: Introduction

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

Unit II: Research design

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

Unit III: Data and data collection methods

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

Unit IV: Statistics

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

Unit V: Report writing

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

REFERENCE BOOKS:

Singh, A. K. (2019). Tests, measurements and research methods in behavioural sciences. New Delhi: Tata McGraw-Hill. VI Edition

Kothari, C. R. (2023). Research methodology: Methods and techniques. New Delhi: New Age International.

Mangal, S. K., &Mangal, S. (2013). Research methodology in behavioural sciences. PHI Learning Pvt. Ltd.

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

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

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

PSO Relation Matrix

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

Mapping	<40%	$\geq 40\%$ and $<70\%$	$\geq 70\%$
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

	SEMESTER II			
Core VI	**Behaviour Modification**			
Code: 24PPSC23	Hrs/Week: 5	Hrs/ Sem: 75	Credit: 4	

Objectives:

- Make known the terminology, procedures, and techniques of Behaviour Modification
- Equip students to apply these principles within the real-world environment.
- Help students achieve holistic development

Course Outcomes:

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

Unit I: Basic Concepts

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

Unit II: Procedures to Establish New Behaviours

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

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

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

Unit IV: Other Behaviour Change Procedures

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

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

Clinical Conditions– Depression, panic, OCD, GAD, eating disorders, PTSD. Anxiety reduction procedures – Defining fear and anxiety problems, procedures to reduce fear and anxiety–relaxation, systematic desensitization, in-vivo desensitization. Anxiety induction procedures – implosive therapy flooding, aversive counterconditioning –use of electric shock, covert sensitization.

Recommended Textbooks

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

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

References:

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

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

Web resources

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

https://onlinecourses.swayam2.ac.in/cec22_ed04/preview

PSO Relation Matrix

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

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

SEMESTER – II			
Core Practical III	**Psychopathology and Psychotherapy I and Behaviour Modification**		
Code: 24PPSCR3	**Hrs / Week: 4**	**Hrs / Semester: 60**	**Credit: 2**

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

Professional Skills
1. Diagnostic Skills
2. Case Analysis

Psychopathology & Psychotherapy I & Behaviour Modification
1. Mental Status Examination
2. Developmental Screening Test
3. General Behaviour Inventory
4. Rorschach ink blot test
5. Panic disorder severity scale
6. Fear Questionnaire
7. Word Association Test
8. Separation Anxiety Questionnaire
9. Behaviour Rating Scale
10. Post Traumatic Stress Disorder Questionnaire

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

PSO Relation Matrix

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

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

SEMESTER – II			
Core Practical IV	**Research Methodology**		
Code: 24PPSCR4	**Hrs / Week: 2**	**Hrs / Semester: 30**	**Credit: 1**

Professional Skills

1. Ethical Guidelines
2. Analytical Skills

Research Methodology

1. Collect data with the tools on any chosen variable – Using one probability and one non probability sampling technique.

2. Hypothesis Testing Problems.

3. Measures of Central Tendency.

4. Measures of Variability.

5. Review the literature with reference to any of the chosen variables and write a report.

Book for Reference:

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

PSO Relation Matrix

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

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

SEMESTER II			
Elective II	**Training and Development**		
Code: 24PPSE21	**Hrs/Week:4**	**Hrs/ Sem: 60**	**Credit: 3**

Objectives:

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

Course Outcomes:

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

Unit I: Nature and Meaning of Training and development

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

Unit II: Training and Assessment of needs

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

Unit III: Training methods, designing and conducting Training Programs

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

Unit IV: Technical Training Systems

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

UNIT V: Evaluation of Training

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

Recommended Textbooks:

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

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

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

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

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

References:

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

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

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

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

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

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

PSO Relation Matrix

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

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

SEMESTER II			
Elective II	**Adolescent Counselling**		
Code: 24PPSE22	**Hrs/Week: 4**	**Hrs/ Sem: 60**	**Credit: 3**

Objective:

- To familiarize students with the nature of adolescence and the counselling strategies that can be employed for adolescents.
- To help them understand the issues faced by adolescents
- To help students empathize with adolescents

Course Outcomes:

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

Unit I: Understanding the Adolescence

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

Unit II: Proactive Counselling for Adolescence

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

Unit III: Counselling Strategies

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

Unit IV: Mental Health in Adolescence

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

Unit V: Counselling Techniques for Adolescents

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

Reference:

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

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

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

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

PSO Relation Matrix

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

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

	SEMESTER II		
Skill enhancement Course II	**Emotional Maturity**		
Code: 24PPSSE2	**Hrs/Week:4**	**Hrs/ Sem: 60**	**Credit: 3**

Objectives:

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

Course Outcomes:

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

Unit I: Introduction to Emotions

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

Unit II: Techniques in Handling Emotions

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

Unit III: Anger and its management

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

Unit IV: Sadness & handling sadness

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

Unit V: Emotional maturity

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

REFERENCE BOOKS:

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

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

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

PSO Relation Matrix

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

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