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 Educational 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   Educational 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 in
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.

         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.

5. 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.

6. 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 1st year candidates and upon submission of the list of enrolled students along with the prescribed course fee, subsequent 2nd year hall tickets will be issued.**

7. 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

8. **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.

9. 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.

10. Semester pattern

Course Fee payment deadline
Fee must be paid before 30th September of the academic year

11. 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		
							I	E	Total
I Semester									
1	70811	Core 1	Fundamentals of Psychology	T	4	4	25	75	100
2	70812	Core 2	Cognitive Psychology	T	4	4	25	75	100
3	70813	Core 3	Theories of Personality	T	4	4	25	75	100
4	70814	Core 4	Development Psychology	T	4	4	25	75	100
5	70815	Core 5	Psychological Assessment: -I (Psychodiagnostics)	P	3	6	25	75	100
6	70816	SEC - 1	Health Psychology	T	2	2	25	75	100
7	70817	Core 6	Field Observation Visit	I	2	4	25	75	100
8			Library			2			
					23	**30**	**175**	**525**	**700**
II Semester									
9	70821	Core 7	Applied Social Psychology	T	4	4	25	75	100
10	70822	Core 8	Neuropsychology	T	4	4	25	75	100
11	70823	Core 9	Psychometry	T	4	4	25	75	100
12	70824	Core 10	Psychological Assessment: -II (Psychodiagnostics)	P	3	6	25	75	100
13	70825	DSE - 1*	Fundamentals of Educational Psychology	T	4	4	25	75	100
14	70826	DSE - 2*	Psychological Assessment in Educational Setting	T	4	4	25	75	100
15	70827	SEC - 2	Behaviour Modification	T	2	2	25	75	100

16	70828	NME	Community Mental Health	T	2	2	25	75	100
17		Self-learning course (SLC)		--	Extra Credit				
					27	**30**	**175**	**525**	**700**
18	70831	Core 11	Counselling Skills & Techniques	T	4	4	25	75	100
19	70832	Core 12	Research Methods and Applied Statistics	T	4	4	25	75	
20	70833	Core 13	Training and Development	T	4	4	25	75	100
21	70834	DSE - 3*	Psychopathology of Childhood and Adolescence	T	4	5	25	75	100
22	70835	DSE - 4*	Therapeutic Interventions in Educational Setting	T	4	5	25	75	100
23	70836	SEC - 3	Positive Psychology	T	2	2	25	75	100
24	70837	NME	Social Marketing	T	2	2	25	75	100
25	70838	Core 14	Internship I	I	4	4	25	75	100
26		Self-learning course(SLC)		--	Extra Credit				
					28	**30**	**200**	**600**	**800**
			IV Semester						
27	70841	Core 15	Internship II	I	6	18	25	75	100
28	70842	Core 16	Dissertation	D	6	12	25	75	100
		Total			**12**	**30**	**50**	**150**	**200**
					90+ EC	**120**	**600**	**1800**	**2400**

Semester I

Title of The Course		FUNDAMENTALS OF PSYCHOLOGY					
Paper Number		CORE 1 (Theory)					
Category	Core	Year	1	Credits	4	Course Code	70811
		Semester	1				
Instructional Hours Per week		Lecture	Tutorial		Lab Practice		Total
		4			---		4
Pre-requisite							
Objectives		1. Gain knowledge on the definition, aims and scope of Psychology 2. Be introduced to the key concepts of Psychology 3. Possess theoretical base to the forthcoming topics					
Course Outline		**Unit 1** 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					
		Unit 2 Cognitive Processe-1: Types of Attention, Determinants of Attention, Alteration in Attention Perception: Meaning & 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					
		Unit 3 Cognitive Processes-2: Thinking: Meaning & 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					
		Unit 4 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					

	Unit 5 Personality: Definition, Types of personality Theories of Personality: Freud's Psychoanalytic theory, Eric Erickson's Psychosocial development, 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

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

Title of the Course	Cognitive Psychology					
Paper Number	CORE2 (Theory)					
Category	Core	Year	I	Credits	4	Course Code	70812
		Semester	I				

Instructional Hours per week	Lecture	Tutorial	LabPractice	Total
	4		--	4

Pre-requisite	
Objectives	- Tounderstandthebasicconceptofcognitivepsychologyanditsapproaches. - Tounderstandtheconceptofattention,perceptionandconsciousness. - Tounderstandandanalyzethedifferentmodelsofmemoryandlanguage. - Toexplainandapplytheconceptofproblemsolving - ToexplianandapplytheconceptofdecisionMaking
Course Outline	**UNIT 1:** DefinitionandScopeofCognitivePsychology,HistoryandDevelopmentofCognitive Psychology, Methods, Current trends in the study of cognition- Paradigms of cognitivepsychology- The information processing approach, The connectionist approach, The evolutionaryapproach, The ecological approach. Intelligence, Definition, Theories of Intelligence, EmotionalIntelligence,Definitionanditscomponents,ArtificialIntelligence,Definitiona nditsapplications.
	UNIT 2 – ATTENTION, PERCEPTION AND CONSCIOUSNESS The nature and definition of attention, perception andconsciousness,Attentionandconsciousness-selectiveattritionanddivisionofattention– controlledvsautomaticprocessing,Theoriesofattention,Perception:Perceptualconstanc ies,Theoriesofperception–bottomup and top down process, Gestalt approaches to perception,Disruptionsofperception,subliminalperception.
	UNIT 3 – MEMORY AND LANGUAGE 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,languageinsocialcontext.
	UNIT 4 – PROBLEM SOLVING AND CREATIVITY Problem-solving: Meaning, Problem solving cycle, types ofproblems, Problem solving techniques, obstacles and aids in problem solving, Knowledge andproblemsolving,Creativity:creativity thinking, nature of creative people, blocks to creativethinking,PromotingCreativity.
	UNIT 5 – REASONING AND DECISION MAKING Reasoning: Meaning, types of reasoning- Deductive, Inductive,andeverydayreasoning,Decisionmaking:Meaning,Phasesofdecisionmaking ,modelsofdecisionmaking,improvingdecisionmaking.

ReferenceBooks	• Galotti,K.M.(2004).Cognitivepsychology:Inandoutofthelaboratory.N ewDelhi,India:Wadsworth. • Kellogg,R.T.(2007).Fundamentalsofcognitivepsychology.NewDelhi, India:SagePublication. • Parkin,A.J.(2000).EssentialCognitivePsychology.London:Psycholog yPress. • Riegler,B.R&Riegler,G.L.(2008).Cognitivepsychology.Applyingthe scienceofthemind.NewDelhi,India:PearsonIndiaEducationServicesP rivateLimited. • Smith,E.E&Kosslyn,S.M.(2007).Cognitivepsychology:Mindandbrai n.NewDelhi,India:Prentice–HallofIndia. • Sternberg,R.J.(2009).Appliedcognitivepsychology:Perceiving,learni ngandremembering.NewDelhi,India:CengageLearning.
Website and e-Learning Source	1. https://www.all-about-psychology.com/cognitive-psychology.html#:~:text=Quality%20Cognitive%20Psychology%20Resourc es,respected%20scientists%20in%20the%20field 2. https://cnlm.uci.edu/ 3. https://en.wikipedia.org/wiki/Cognitive_psychology 4. https://www.cogneurosociety.org/ 5. https://www.apa.org/topics/learning-memory 6. https://libguides.bc.edu/c.php?g=44128&p=280109

Title of the Course	Theories of Personality						
Paper Number	CORE 3						
Category	Core	Year	I	Credits	4	Course Code	70813
		Semester	II				

Instructional Hours per week	Lecture	Tutorial	Lab Practice	Total
	4	-	-	4

Prerequisite	
Objectives	1) Tofamiliarizetheconceptofpersonalityanditsaspects. 2) Toexplainandrelatethepsychoanalyticandneopsychoanalyticapproach. 3) Toillustrateandcomparetheinterpersonalapproach. 4) Toexplainandrelatetheeexistentialandtraitapproach. 5) Toillustrateandcomparethesociallearningandcognitiveapproach.
Course Outline	**UNIT I: INTRODUCTION** Definition and meaning of personality, History, Ways of looking at personality, Roleof social media, determinants of personality, Varieties of personality measures - Objective tests,projectivetests,situationaltests,thecomparisonoftheoriesofpersonality.
	UNIT II: The Psychoanalytic and Neo Psychoanalytic Approach: Sigmund Freud - Levels of personality,anxiety, defenses, psychosexual stages of personality, criticism.**Carl Jung** - Psychic energy,aspects of personality, development of personality.**Alfred Adler**: Inferiority feelings, striving forsuperiority, style of life, birth order. **Karen Horney** - Basic anxiety, neurotic needs, the idealizedselfimage.
	UNIT III: TheInterpersonalApproach:ErichFromm(FreedomTheory)-Natureofhumanbeings,Structureofpersonality,DevelopmentofPersonality,applicationandevaluation. **HarryStackSullivan**(InterpersonalTheory)-Natureofhumanbeings,Structureofpersonality,Developmentofpersonality,Applicationandevaluation.
	UNIT IV: EXISTENTIAL AND TRAIT APPROACH **Rollo May** - Nature of human beings, Structure of personality,Developmentofpersonality,Applicationandevaluation. **GordonAllport**-Natureofhumanbeings,Structureofpersonality,Developmentofpersonality,AssessmentinAllport'stheory,Applicationandevaluation. **RaymondCattell**-Natureofhumanbeings,Structureofpersonality,Developmentofpersonality,AssessmentinCattell'stheory,Applicationandevaluation.
	Unit V **Social Learning and Cognitive Approach: George Kelley** (Personal construct theory) - Nature ofhumanbeings,Structureofpersonality,Developmentofpersonality,AssessmentinGeorgeKelley'stheory,Applicationandevaluation. **Albert Bandura** - Nature of human beings, structure of personality, development of personality,applicationandevaluation.
Reference Books	● Albert,B.Even(2010).Anintroductiontotheoriesofpersonality(7thed.).NewYork,NY:PsychologyPress. ● Friedman,H.S.,&Schustack,M.W.(2009).Personality:Classictheoriesandmo

	dernresearch(3rded.).Noida,India:DorlingKindersleyIndiaPvt.Ltd. • Hall,C.S.,Lindzey,G.,&Campbell,J.B.(2007).Theoriesofpersonality(4thed.).NewDelhi,India:WileyIndiaPvt.Ltd. • Reeves,A(2012).AnIntroductiontocounsellingandpsychotherapy:Fromtheorytopractice.(1sted.).London,England:SAGEPublicationsLtd. • Schultz,D.P.,&Schultz,S.E.(2013).Theoriesofpersonality(10thed.).NewDelhi,India:CengageLearningIndiaPvt.Ltd. • Shaffer,D.V.(2009).Socialandpersonalitydevelopment.(6thed.).Belmont,MA:WadsworthCengageLearning.
Website and e-Learning Source	1.https://psychcentral.com/health/personality-theories-in-psychology 2. http://webspace.ship.edu/cgboer/perscontents.html 3. https://www.simplypsychology.org/personality-theories.html 4. https://positivepsychology.com/personality-psychology/ 5. https://edge.sagepub.com/shiraevpersonality 6.https://www.hzu.edu.in/uploads/2020/9/Theories%20of%20Personality.pdf

Title of the Course	Development Psychology						
Paper Number	Core 4						
Category	Core	Year	I	Credits	4	Course Code	70814
		Semester	I				
Instructional Hours per week		Lecture	Tutorial		Lab Practice	Total	
		4			--	4	
Pre-requisite							
Objectives		- Tounderstandthebasicconceptandstagesofhumandevelopment. - Tocomparethephysical,socialandemotionaldevelopmentofinfancyandtoddlerhoodstage. - Toknowtheoverviewaboutthephysical,socialandemotionaldevelopmentofmiddlechildhood. - Tosummarizethephysical,cognitive,emotionalandpsychosocialdevelopmentofEarlyadulthood. - Tounderstandthephysical,cognitiveandpsychosocialdevelopmentoflateadulthood.					
Course Outline		**UNIT – I** **Introduction:**Conceptofhumandevelopment-Stagesoflifespandevelopment-Conceptionthroughbirth:Fertilization,Prenataldevelopment,EnvironmentalInfluencesonprenataldevelopment; Stages of childbirth, Types of childbirth: Perinatal hazards & Complications of lowbirthweight.Physical&CognitiveDevelopment,Milestonesofmotordevelopment,Environmentalinfluencesonmotordevelopment.					
		UNIT – II Characteristics of **infancy and early childhood** - 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.					
		UNIT – III **Middle Childhood:**Physical, Social, Emotional development and Hazards. Development of selfconcept, Theoretical perspectives on self concept - Freud's latency period, Erickson's Industry VsInferiority,Sociallearningtheory,Puberty:Physical,MentalDevelopment.PsychosocialDevelopment:Relationshipwithfamily,peersandadultsociety.					

	UNIT IV **Early Adulthood:** Physical Development, Cognitive development. Emotional Intelligence. Psychosocialdevelopment.MiddleAdulthood:PhysicalDevelopment,Sensory &PsychomotorFunctioning, Sexuality & Reproductive Functioning-Menopause & Changes in male Sexuality.Cognitivedevelopment.PsychoSocialDevelopment.
	UNIT V **LateAdulthood:**Physical development, Cognitive Development, Psychosocial Development.Death and Dying: Care of the dying. Facing death & Loss-Psychological Issues-Confronting one'sdeath; Patterns of grieving Death & Bereavement across the Lifespan. Finding Meaning & PurposeinLife&Death.
ReferenceBooks	• DavidR.Shaffer(2009),DevelopmentalPsychologyChildhoodandAdolescence,California,WadsworthPublishingCo. • DianeE.Olds(1992),HumanDevelopment,NewDelhi,TataMcGrawHillPublishingCo. • FionaWhite(2015),DevelopmentalPsychology,NewJersey,PearsonEducation. • Hurlock,E(1980),DevelopmentalPsychology,NewDelhi,TataMcGrawHillPublishingCo. • IrvingB(2012),DevelopmentalPsychology,Newjersey,PearsonEducation. • Papilla(1996),DevelopmentalPsychologyChildhoodandAdolescence,California,Brooks/ColePublishingCo.
Website and e-Learning Source	1. https://www.cdc.gov/ncbddd/childdevelopment/index.html 2. https://www.verywellmind.com/erik-eriksons-stages-of-psychosocial-development-2795740 3. https://egyankosh.ac.in/handle/123456789/4466 4. https://egyankosh.ac.in/handle/123456789/4473 5. https://egyankosh.ac.in/handle/123456789/4475

Title of the Course		Psychological Assessment I (Psychodiagnostics)					
Paper Number		CORE 5					
Category	Core	Year	I	Credits	3	Course Code	70815
		Semester	1				
Instructional Hours per week		Lecture	Tutorial		Lab practice		Total
					6		6
Objectives		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.					
Areas		1.Intelligence 2.Interest 3. Personality and attitude 4. Perception and Attention 5. Motivation					
Guidelines		A minimum of **TWO** assessments or experiments under each broad area may be conducted. **A total of 10 assessments/experiments are mandatory per semester.**					

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 lnc
5. Silva, F (2005) Psychometric foundation and behavioral assessment Sage Publications Inc

Title of the Course		Health Psychology					
Paper Number		SEC -1: Health Psychology					
Category	Theory	Year	I	Credits	2	Course	70816
		Semester	I			Code	
Instructional Hours per week		Lecture	Tutorial		LabPractice	Total	
		2				2	
Pre-requisite							
Objectives		1. To gain a basic understanding about the field of health psychology and define healthy behaviour. 2. To describe the barriers in practicing healthy behaviuor 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.					
Course Outline		**Unit 1 – Overview of Health Psychology**: 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					
		Unit 2: Promotion of Healthy Behaviour: 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					
		Unit 3 – Stress and Coping: 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.					
		Unit 4 – Management of Pain and discomfort: definition, measuring pain, physiology of pain, Phantom Limb, Issues in pain management, pain control techniques, placebo effect, pain management program.					
		Unit 5 – Management of Chronic Health Disorders: 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.					

Recommended Books	1. Bernard, J. M. & Goodyear, R. K. (2009). Fundamentals of Clinical Supervision, (4thed.) Boston: Allyn & Bacon. 2. Borders, L. D., & Brown, L. L. (2005). The New Handbook ocCounselling Supervision. (2nded.). 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 Incidents in Clinical Supervision: Addictions, Community and School Counselling. Alexandria, VA: American Counselling Association. 5. Kassan, L. D. (2010). Peer Supervision Groups: How they work and Why Need one. New York: Jason Aronson.
Recommended Texts	1. Branmon, L., & Frist, J. (2010). Introduction to Health Psychology: New Delhi, India. Cengage Learning India Pvt Ltd. 2. Boyer, B., &Paharia, I. (2008). Comprehensive handbook of Clinical Health Psychology. Edison, NJ: John & Wiley & Sons. 3. Marks, D. F. Murray, B.M., Willig, C., and Sykes, C. M. (2008). Health Psychology Theory, Research and Practice. 5th edition. New Delhi: Sage Publications. 4. Sarafino, E. P. (2011). Health Psychology. 7th edition. John Wiley & sons. 5. Taylor, S.E. (2018). Health Psychology. 10th edition. Tata McGraw Hill Edition.
Websites and E-learning resources	1. www.verywellmind.com/what-is-health-psychology-2794907 2. www.who.int/health/topics/health-promotion#tab=tab 1 3. www.Tandfonline.come/doi/full/10.1080/08870466.2017.1336240

Title of the Course	Field Observation Visit						
Paper Number	Core 6						
Category	Soft skill	Year	I	Credits	2	Course Code	70817
		Semester	I				
Instructional Hours per week		Lecture	Tutorial		Lab Practice	Total	
					4	4	
Pre-requisite							
Objectives		1. Gain knowledge about conducting counselling sessions with clients. 2. To develop the skill to conduct counselling sessions under the supervision of a faculty member 3. gain experience in the real situations such as, schools, colleges, hospitals, NGSs and other mental health related settings, 4. gain the competency to and comfort in discussing about medication (if needed) with a patient during the session 5. gain the skill and competency to recommend psychotherapy and conduct it to the patients					
Course Outline		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.					
Recommended Texts		1. Falvey, J. E. (2002). Managing Clinical Supervision: Ethical Practice and Legal Risk Management. Pacific Grove. California: Brooks/Cole. 2. Stoltenberg, C. D., Delworth, U., & McNeill, B. (1998). IDM Supervision: An Integrated Developmental Model for Supervision counsellors and Therapists. 3rd Edition. San Francisco: Wiley and Sons. 3. Campbell, J. M. (2006). Essentials of Clinical Supervision. New York: John Wiley and Sons. Inc. 4. Fleming, I., & Steen, L. (ed.). (2012). Supervision and Clinical					

	Psychology: Theory, Practice and Perspective, 2nd edition. London: Routledge.
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

Semester 2

Title of the Course	Applied Social Psychology						
Paper Number	Core 7						
Category		Year	I	Credits	4	Course Code	70821
		Semester	2				
Instructional Hours per week		Lecture	Tutorial		Lab Practice	Total	
		4				4	
Pre-requisite							
Objectives	1. To understand the concept, importance of Applied Social Psychology and the role of Social Psychologists 2. To examine and understand the factors that influence social perception and cognition 3. To analyze the factors that determine interpersonal attraction. 4. To explore the concept of aggression and the functioning of groups. 5. To examine the role of leadership and apply the concept and principles of social psychology in different settings.						
Course Outline	**Unit 1 – Introduction:** 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.						
	Unit 2: Social Perception and Social Cognition - 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.						
	Unit 3 – Interpersonal Attraction and Social Influence – 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 ling. Persuasion: the early approach & the cognitive approach. Attitude change: Cognitive dissonance – Attitude scales.						
	Unit 4 – Prejudice, aggression, and group Characteristics – Prejudice-discrimination in action- origin – methods to reduce it, Aggression – theories, types, determinants of aggression, environmental cause, prevention and control of aggression. Groups – Types and formation – theories of group formation - group decision making, group think.						

	Unit 5 – Leadership and Applications of social Psychology – Leadership, Meaning – three major types – functions – theories – Nature and impact in groups, gender differences, leader effectiveness, Transformational, transactional and other types of leadership. Applying social psychology: IN Media, legal system, work settings, community, Health and environmental psychology.
Recommended Books	1. Branscombe, N. R., Baron, R. A., &Kapur, P. (2017). Social Psychology. (14th edition). Chennai: India. Pearson, India Education services Private Limited. 2. Feldman, R. S. (2001). Social Psychology. (3rd edition). New Delhi, India. Pearson India Education Services Private Limited. 3. Myers, D.G., &Twenge, J.M. (2017). Social Psychology. (12thed). New York, NY: McGraw-Hill Education. 4. Schneider, F. W. Grunman, J.A., & Coutts, I.M. (2005). Applied Social Psychology: Understanding and Addressing Social and Practical problems, New York, NY: Sage Publications. 5. Schultz, W., &Oskamp, S. (2000). Social Psychology: An Applied Perspective. Upper Saddle River, NJ: Prentice Hall.
Websites and E-learning resources	• www.apa.org/education-career/guide/subfields/social

Title of the Course		NEUROPSYCHOLOGY						
Paper Number		Core 8						
Category	Theory	Year	I	Credits	4	Course Code		70822
		Semester	2					
Instructional Hours per week		Lecture	Tutorial		LabPractice		Total	
		4			--		4	
Pre-requisite								
Objectives		*The students will,* 1. Understand the definition, history, and branches of Neuropsychology, including brain mapping practices. 2. Explore the structure, anatomy, and physiology of the nervous system, including the brain, divisions of the brain, and the spinal cord. 3. Study the organization of the cerebral cortex, including the grey matter and white matter. 4. Gain knowledge about brain development, plasticity, and the response to injury, including the role of neurons, glia, signalling, neurotransmitters, synaptic communication, and hormones. 5. Examine the specific functions, divisions, and dysfunctions of the frontal lobe, temporal lobe, parietal lobes, and occipital lobes.						
Course Outline		**Unit-1** **Neuropsychology; Its aims, history and methods:** Neuropsychology: Definitions, Scope, HumanNeuropsychology: Origin and Development of the discipline, Anatomy of Brain, Brain Functions:Localization, Lateralization, Neuroplasticity. The Brain Imaging Techniques: Single-cell recording,electroencephalographicrecording,event-relatedpotentials,Magnetoencephalography,Brainstimulation, Static Imaging Techniques (XRay, CT), Dynamic Brain Imaging (PET, MRI, MRS,FMRI,OpticalTomography),Comparingtheimagingtechniquesprosandcons.						
		Unit – 2 **Sturcuture and Electrical activity of neurons:** Neuron- Structure, Electrical activity- Restingpotential, graded potential and action potential, Nerve impulse, Communication- Neurotransmitter,structure,typesandfunctions.						
		Unit-3 **The Frontal and Temporal Lobes:** Frontal Lobes- Anatomy, Theory of Frontal Lobe Functions,SymptomsofLesions,Disordersaffectingfrontallobe,TemporalLobe-Anatomy,Theory,SymptomsofLesions,DisordersofAuditory,speechandmusicperception.						

	Unit 4 **OccipitalandParitealLobes:**OccipitalLobe-Anatomy,Theory,SymptomsofLesions,Disordersofvisualandcorticalpathways,Parietal Lobes-Anatomy,Theory,SymptomsofLesions,Disordersofspatialcognition.
	Unit 5 **NeuropsychologicalAssesment:**NeuropsychologicalAssessment-meaning,goals,factorsaffecting the choice of assessment, The neuropsychological batteries- Wechsler Adult Intelligencescales, Halstead Reitan Battery, Luria - NebraaskaNeuroPsychological Battery, Memory - theWechsler'sMemoryScale,PGIBatteryofBraindysfunction.
ReferenceBooks	1. Beaumont,J.G.(1983).Introductiontoneuropsychology.Oxford,England:BlackwellScientificPublications 2. Kolb,"FundamentalofHumanNeuro-psychology",7thEdition,WorthPublishers,NewYork,2015. 3. Martin,G.N.(2006).Humanneuropsychology.London,England:PrenticeHall 4. Zillmer,E.A.,&Spiers,M.V.(2001).Principlesofneuropsychology.Belmont,CA:Wadsworth/ThomsonLearning.
Website and e-Learning Source	1.https://my.clevelandclinic.org/health/body/24501-frontal-lobe 2. https://byjus.com/question-answer/name-the-four-lobes-of-the-cerebral-cortex-what-functions-do-they-perform/ 3. https://www.simplypsychology.org/glial-cells.html

Title of the Course		Psychometry					
Paper Number		Core 9					
Category	Core	Year	I	Credits	4	Course Code	70823
		Semester	2				
Instructional Hours per week		Lecture	Tutorial		Lab practice		Total
		4					4
Objectives		1. Tounderstandtheconceptandcharacteristicsoftestconstruction. 2. Toknowtheoutlineabouttheconstructionofintelligence,abilityandpersonalitytests. 3. Toexaminetheconceptofitemanalysis. 4. Tounderstandtheprocessofteststandardization. 5. Tounderstandthesignificanceofnormsandstandardscores.					
Course Outline		**Test Construtcion:** Defining the test, Classification of tests, Characteristics of standardized test –Brief history of testing, Scaling – Selecting a scaling method, Representative scaling methods.Constructingtheitems,Testingtheitems,Revisingthetest,Publishingthetest.					
		Unit 2 **Construction of Intelligence, ability and Persoanlity Tests:** Item writing for Intelligence tests:Analogies, odd-man-out, sequences. Tests of ability and attainment: Content of items, multiplechoice items. Advantages of multiple choice items, True-false items, matching items, choosing theitemtype,Otheritemtypes,arrangementofitemsforatesttrial,guessing,Constructing PersonalityInventories,ProblemsinconstructingpersonalityInventories,Writingitems forpersonality Inventories - item forms, guidelines for item writing, Eliminating response sets, Itemcontent.					
		Unit 3 **Item Analysis:** Important variables for item analysis, Two indices in item analysis, correlations ofitems and the total score, choice of item, analytic statistics, Item scoring and item analysis, Itemdifficulty,Itemdiscrimination,Itemresponsetheory,Selectionof items after item analysis,Rewritingitems,Failuretoformatest.					
		Unit 4 **Test Standardization:** An overview of the different types of reliability, Factors affecting reliabilityand validity Generalizability of test scores, Using reliable information, Factors affecting reliabilityestimates, Special issues in reliability, Interpretation of reliability coefficient, An overview of thedifferent types of validity, Standardizing the test obtaining a representative normative sample,Samplingspecificgroups,Rulesforsamplingspecialgroups.					

	Unit 5
	Norms and Standard Scores: Norms -Meaning and purpose of norms, Raw score transformation.Percentileandpercentileranks,standardizedscores,Normalizingstandardscores,Tscores,stanines, sten scores and C scale, Selecting a norm group--age and grade norms, Local and subgroupnorms,Criterionreferencedtestsandnormreferencedtests,Ethicalissues.

REFERENCE BOOKS:

- Anastasi,A.,&Urbina,S.(2017).Psychologicaltesting.(7thed).Chennai,India:PearsonIndiaEducationServicesPvt.Ltd.
- Gregory,R.J.(2017).Psychologicaltesting.(7thed.).Chennai,India:PearsonIndiaEducationServicesPvt.Ltd.
- Husain,A.(2012).Psychologicaltesting.Noida,India:DorlingKindersley(India)Pvt.Ltd.
- Kline,P.(2015).Ahandbookoftestconstruction:Introductiontopsychometricdesign.NewYork,NY:Methuen.

WebResources:

EssentialsofPsychologicalTesting

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

Title of the Course		Psychological Assessment – II (Psychodiagnostics)					
Paper Number		Core 10					
Category	Core	Year	I	Credits	3	Course Code	70824
		Semester	II				
Instructional Hours per week		Lecture	Tutorial		Lab Practice	Total	
			-		6	6	
Prerequisite							
Objectives		1. Torecognizethenatureandimportanceofpsychologicaltests. 2. Tounderstandthepsychometricpropertiesofthetools. 3. Toequipthestudentswiththeskillsnecessarytoadministerthepsychologicaltests. 4. ToIdentifyandapplytheirknowledgetointerpretthescoresontheassessment. 5. Tocreatereportsanddiscusstheresults.					
Course Outline		1. Assessment of children and adolescent 2. Psychiatric rating scale 3. Diagnostic assessment test 4. Aptitude test 5. Wellbeing assessment 6. Cognitive/Memory related.					
Guidelines		A minimum of TWO assessments or experiments under each broad area may be conducted. A total of 10 assessments/experiments are mandatory per semester.					
Reference Books		1. Groth-Marnat, Gary. (2003). (4thed.). Handbook of Psychological Assessment. John Wiley & Sons. 2. Dillon, Ronna, F. (1997). Handbook on Testing. Greenwood. 3. Geisinger, Kurt, F. (2010). APA Handbook of Testing and Assessment in Psychology.					
Website and e-Learning Source		1. https://www.psytoolkit.org/ 2. https://latrobe.libguides.com/education/tests 3. https://www.parinc.com/ 4. https://www.wpspublish.com/					

Title of the Course	Fundamentals of Educational psychology						
Paper Number	DSE 1						
Category	DSE	Year	II	Credits	4	Course Code	70825
		Semester	3				
Instructional Hours per week	Lecture		Tutorial		LabPractice	Total	
	4				--	4	
Pre-requisite							
Objectives	1. Demonstrates the knowledge and ability to think critically about educational psychology theory. 2. Apply theories of educational psychology to the interpretation of classroom practices and student behaviour 3. Describes the basic principles of child and adolescent development and apply them to the classroom 4. Describes some of the difficult issues children face in the school system and assist them in their future work with parents, teachers and students.						
Course Outline	**UNIT I:** Educational psychology a foundation for teaching: theories of development						
	UNIT II: Development during childhood and adolescent: student diversity: behavioural theories of learning .						
	UNIT III: Information processing and cognitive theories of learning: student centred and constructivist approaches to instruction						
	UNIT 1V: Accommodating instruction to meet the individual needs: motivating students to learn						
	UNIT V: Effective learning environment: learners with exceptionalities						
ExtendedProfessionalComponent (is a part ofinternal component only,Not to be included in theExternalExamination questionpaper)	Questionsrelatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved (TobediscussedduringtheTutorialhour)						
Skillsacquiredfromthis course	Knowledge,ProblemSolving,Analyticalability,Professional Competency,ProfessionalCommunicationandTransferrableSkill						

ReferenceBooks	1. Dandapani S. (2017). Handbook of Education and Psychology (2 vols). Neelkamal Publications Pvt Ltd. 2. Showkeen, Gul., Ahmad, Bilal &Bhat A.A. (2018). A Textbook of Educational Psychology. Dilpreet publishing House. 3. Seifert, Kelvin & Sutton, Rosemary. (2012). Educational Psychology. (3rded). Simple book publishing. 4. Johri P.K. (2007). Educational Psychology. SBS Publishers and Distributors Pvt Ltd. .
Website and e-Learning Source	1. https://alison.com/course/fundamentals-of-educational-psychology-and-development 2. https://www.psychology.org/resources/educational-psychology-theories/ 3. https://sites.edb.utexas.edu/uploads/sites/113/2017/01/chapter1.pdf 4. https://positivepsychology.com/educational-psychology/ 5. https://link.springer.com/book/10.1007/978-1-4899-3620-2 6.https://mkuniversity.ac.in/new/centre/cer/docs/PSYCHOLOGY%20IN%20EDUCATION.pdf

Title of the Course	Psychological Assessment in Educational Setting						
Paper Number	DSE 2						
Category	DSE	Year	I	Credits	4	Course Code	70826
		Semester	2				

Instructional Hours per week	Lecture	Tutorial	LabPractice	Total
	4		--	4

Pre-requisite	
Objectives	1. Demonstrates the knowledge and ability to think critically about educational psychology theory. 2. Apply theories of educational psychology to the interpretation of classroom practices and student behaviour 3. Describes the basic principles of child and adolescent development and apply them to the classroom 4. Describes some of the difficult issues children face in the school system and assist them in their future work with parents , teachers and students.
Course Outline	**UNIT I:** Purposes of psychological assessment in schools: screening, diagnosis, intervention, evaluation, selection, certification. **UNIT II:** Current status and practices of psychological assessment in schools: 1. Interviews and record reviews, 2. Observational systems, 3. Check-list and self-report techniques, 4. Projective techniques, 5. Standardized tests, 6. Response-to-intervention approaches. **UNIT III:** Assessment of academic achievement: 1. individually administered tests, 2. Curriculum-based assessment and measurement, 3. Performance assessment and portfolios, 4. Large-scale tests and standards-based educational reform. **UNIT 1V:** Cognition and cognitive test varieties: Check for knowledge, the results of aptitude exam, competency exam. Non-cognitive Assessment formats : observation of mental approach, personality test interpretation, Brain test. **UNIT V:** The future of psychological assessment in schools: Aligning assessment to scientific advances, aligning assessment to educational standards, accommodating diverse learners in assessment, Treatment utility.

ExtendedProfessionalComponent (is a part ofinternal component only,Not to be included in theExternalExamination questionpaper)	Questionsrelatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved (TobediscussedduringtheTutorialhour)
Skillsacquiredfromthis course	Knowledge,ProblemSolving,Analyticalability,Professional Competency,ProfessionalCommunicationandTransferrableSkill
ReferenceBooks	1. Achenbach, T. M., McConaughy, S. H., & Howell, C. T. (1987). Child/adolescent behavioral and emotional problems: Implications of cross-informant correlations for situational specificity. *Psychological Bulletin, 101,* 213–232. 2. Adams, C. D., Kelley, M. L., & McCarthy, M. (1997). The Adolescent Behavior Checklist: Development and initial psychometric properties of a self-report measure for adolescents with ADHD. *Journal of Clinical Child Psychology, 25,* 77–86. 3. McGrew, K. S., Keith, T. Z., Flanagan, D. P., &Vanderwood, M. (1997). Beyond "g": The impact of "Gf-Gc" specific cognitive abilities research on the future use and interpretation of intelligence test batteries in the schools. *School Psychology Review, 26,* 189–210. 4. Plewis, I. (1988). Estimating generalizability in systematic observation studies. *British Journal of Mathematical and Statistical Psychology, 41,* 53–62. 5. American Psychological Association. (2001). *Appropriate use of high-stakes testing in our nations schools.* Washington, DC: Retrieved from http://www.apa.org/pubinfo/testing.html 6. Batsche, G. M., &Knoff, H. M. (1995). Best practices in linking assessment to intervention. In A. Thomas & J. P. Grimes (Eds.), *Best practices in school psychology* (4th ed., pp. 569–586). Bethesda, MD: National Association of School Psychologists. 7. Reiss, D., & Price, R. H. (1996). National research agenda for prevention research: The National Institute of Mental Health report. *American Psychologist, 51,* 1109–1115.
Website and e-Learning Source	1. https://www.iresearchnet.com/research-paper-examples/assessment-psychology-research-paper/psychological-assessment-in-school-settings/ 2. https://www.tutorialspoint.com/psychological-test-used-in-educational-institutions 3. https://education.seattlepi.com/importance-psychological-tests-schools-2298.html

	4. https://academic.oup.com/book/1027/chapter-abstract/137929419?redirectedFrom=fulltext
	5.https://www.researchgate.net/publication/318244590_The_Development_of_School_Psychology_Assessment_Centers_as_Training_Service_Delivery_and_Research_Sites
	6. https://www.russellsage.org/publications/educational-and-psychological-testing

Title of the Course	Behaviour Modification.						
Paper Number	SEC 2						
Category	Core	Year	I	Credits	2	Course Code	70827
		Semester	2				
Instructional Hours per week	Lecture		Tutorial		Lab Practice	Total	
	2					2	
Pre-requisite							
Objectives	1. TounderstandtheconceptandimportanceofBehaviourModificationandexplorefunctionalbehaviouranalysis. 2. Toexaminethefunctionofreinforcementandpunishment. 3. Todevelopanunderstandingoftheprocessfollowedinshapingandchaining. 4. Toexploreandunderstandthevarioustechniquesanditsapplication. Tounderstandthesalientfeaturesof DBTanditsapplication.						
Course Outline	**UNIT I:** **BehaviorandBehaviourModification**:Meaning,definition,basicconceptsofbehavior.BehaviorModification- Definition and characteristics of behavior modification. Historical aspects. Areas ofapplication. Introduction to functional behavioral analysis, Observing and Recording Behavior-Defining target behavior, logistics of recording, choosing a recording method, choosing a recordinginstrument,reactivity,graphingandmeasuringchange.						
	UNIT II: **BasicPrinciples**:Definition,PositiveandNegative,Escapeandavoidance,conditioned anduncondionedreinforcers,Schedulesofreinforcement,Extinction-Definition,Spontaneousrecovery,factorsinfluencingextinction,Punishment-Definition,PositiveandNegativePunishment, Differentiating Reinforcement and Punishment, Stimulus Control: Discrimination andGeneralization,RespondentConditioning.						
	UNIT III: Proceduretoestablishnewbehaviour: How to use shaping, shaping of problem behaviors.Promptingandfadingtechniques.Typesofprompts..Howtouseprompting and transfer ofstimuluscontrol(for example in autism). Chaining. Examples of behavioral chains, analyzingstimulus-responsechains,taskanalysis,backwardchaining,forwardchaining,andtotaltaskprese ntation.BehavioralSkillTraining-Components:Modeling,instructions,rehearsal,feedback.						
	UNIT 1V: Procedure to increase desirable behaviour and decrease undesirable behaviour: Differentialreinforcement of alternative behavior, differential reinforcement of other behavior - Differentialreinforcement of low rates of responding Antecedent control procedures. Using antecedent controlstrategies.Usingpunishment.Timeout,responsecost.						
	UNIT V: **Other behaviour change procedure**: Token economy, practical considerations, implementing atoken economy, applications of token economy, advantages and disadvantages of a token economy.Behavioralcontract,componentsofabehavioralcontract,Relaxationtraining ,systematicdesensitization,invivodesensitization,Cognitivebehaviormodification, Introduction to thirdwave therapies, metacognitive therapy, implosive therapy flooding, aversive counter conditioning,useofelectricshock,covertsensitization.						

ReferenceBooks	• Kanfer, F.H., &Saslow, G. (1965). Behavioral analysis: An alternative to diagnostic classification. Archives of GeneralPsychiatry,12(6),529-538. • Masters,J.C.,Burish,T.G.,Hollon,S.D.,&Rimm,D.C.(1987).Behaviourtherapy:Techniquesandempiricalfindings.(3rded.).NewYork,NY:HarcourtBraceJovanovichCollegePublishers. • Miltenberger,R.G.(2012).Behaviourmodification:Principlesandprocedures.(5thed.).Boston,MA:WadsworthCengageLearning. • Simos,G.(2002).Cognitivebehaviortherapy:Aguideforthepracticingclinician(Vol 1)London,England:Brunner-Routledge.
Website and e-Learning Source	1. https://www.ncbi.nlm.nih.gov/books/NBK459285/ 2. https://journals.sagepub.com/home/bmo 3. https://scienceofbehaviorchange.org/ 4. https://www.betterhelp.com/advice/behavior/what-is-behavior-modification-psychology-definition-techniques-applications/

Title of the Course	Community Mental Health						
Paper Number	NME						
Category	NME	Year	1	Credits	2	Course Code	70828
		Semester	2				
Instructional Hours per week		Lecture	Tutorial		LabPractice	Total	
		2			--	2	
Pre-requisite							
Objectives	1. To develop a critical understanding of theory and practice of Community Mental Health (CMH) 2. To equip students with a holistic view of mental disorders, with a special focus on community- related mental health disorders 3. To aid students to explore the Indian and International policies on mental health and enable them to devise an awareness and intervention plan						
Course Outline	**UNIT I:** What is a community? Introduction to mental health issues in the community. Assessing and addressing community needs holistically. **UNIT II:** Issues and interventions relevant to Building community resilience and addressing stigma. Introduction to non-traditional, innovative community interventions. **UNIT III:** Introduction to implementation science frameworks, tools and resources, implementing Community interventions. Evaluating community interventions. **UNIT 1V:** Considering the role of culture. Working with stakeholders. **UNIT V:** Applying implementation tools and resources to plan a community mental health intervention.						
ReferenceBooks	1. Gupta, Nitin.,Chavan, BS., Arun, Priti., Sidana, Ajeet., Jadhav, Sushrut. (2012). Community mental health in India. Jaypee. 2. Zangeneh, Masood.,& Al-Krenawi, Alean. (2019). Culture, Diversity and Mental Health – Enhancing Clinical Practice. Springer. 3. Gopalkrishnan, Narayan.,Babacan, Hurriyet. (2015). Cultural Diversity and Mental Health. *Australian Psychiatry*, 23(6), 6-8. DOI:10.1177/1039856215609769. 4. Thornicroft, G., Szmukler, G., Mueser, K. T., & Drake, R. E. (2011). Oxford Textbook of Community Mental Health. Oxford University Press Inc.: New York. 5. Woltman, E., & Whitley, R. (2010) Shared decision making in public mental health. Psychiatric Rehabilitation Journal, 34(1), 29-36. 6. Sullivan, W.P. & Floyd (2012). Spirit lifting: The role of hope in case management practice. Families in Society: Journal of Contemporary Social Services, 94(1), 38-44.						

Website and **e-Learning Source**	1. https://www.ncbi.nlm.nih.gov/books/NBK459285/ 2. https://journals.sagepub.com/home/bmo 3. https://www.betterhelp.com/advice/behavior/what-is-behavior-modification-psychology-definition-techniques-applications/ 4. https://csbc.org.in/ 5. https://choicespsychotherapy.net/services/behavioral-modification/ 6. https://www.ucl.ac.uk/behaviour-change/resources/online-tools-behaviour-change

Year II

Semester 3

Title of the Course		Counselling Skills and Techniques						
Paper Number		Core 11						
Category	Core	Year	II	Credits	4	Course Code		70831
		Semester	3					
Instructional Hours per week		Lecture		Tutorial		LabPractice	Total	
		4				--	4	
Pre-requisite								
Objectives		• Tounderstandtheconceptandimportanceofcounseling. • Togetequippedwithvariousapproachesofcounseling • TodevelopthebasicskillsincounselingandGuidance. • Toapplythecounsellingskillsinatherapeuticsetting. • Toanalyseandunderstandthepracticeofcounselingindifferentsettings.						
Course Outline		**Unit 1 -** **Introduction to Counselling:** Counselling: Definition -Goals; Historical development;Types-Directive -Non-Directive Counselling, Individual- Group -Community Counselling;Principles&EthicalStandardsofPractice;Worth&DignityofanIndividual:Sociological& PhilosophicalImplications;Characteristicsofclients;RelevanceofCounsellingtoSocialWorkPractice.						
		Unit II: **TheoreticalFoundationsofCounselling:**Psychodynamic;Humanistic;Existential;Transactional-Gestalt; Cognitive-Behavioural; Family Therapy; Integrative & Eclectic Approaches: Overview,KeyConcepts,Contemporarycontributors,TherapeuticApplications.						
		Unit III: Counsellor as a professional: Personal Qualities and Attributes of a Counsellor: Values, Beliefs,Attitude&Awareness;PersonalEffectiveness:Self-Esteem&Congruence;Wellness&Self-Carefor Professional Counsellors: Vicarious Trauma, Compassion Fatigue, Handling Stress, BurnoutsandSelf-Renewal RecordinginCounselling-Types-UsesandSkillsrequired.						
		UNIT 1V: **ProcessandApproachesofCounselling:**GerardEgan'sModel;IngredientsofCounsellingRelationship; Skills & Techniques required for effective counsellors- Initiating, attending &responding.UseofBonding&Spiritualityforhealing. Use of Indigenous Therapeutic Approaches in Counselling: Meditation, Yoga, MovementTherapies;Psychodrama:ExpressiveArtsTherapy;Mindfulness,PositiveP						

	sychology,SolutionFocused&BriefTherapiesinCounselling.
	UNIT V: **Counselling Practice Setting:** Pre-Marital, Marital & Family Counselling, Counselling atWorkplace, Counseling in Educational Settings – Career Counselling, Counselling in DisasterSituations&Grief,CounsellingSexualMinorities,FertilityManagementCoun selling,AdoptionCounselling, Counselling for Addiction Concerns; Counselling for Suicide Prevention;GerontologicalCounselling,CounsellinginHealthSettings.
ReferenceBooks	• CoreyGerald,2004,TheoryandPracticeofGroupCounselling,ThomsonBrooks/Cole • Cormier,S.&Cormier,B.1998,InterviewingStrategiesforHelpers(4thed.).PacificGr ove:Brooks/Cole. • Egan,Gerard,2006,TheSkilledHelper:AProblemManagementandOpportu nityApproachtoHelping,Boston,WadsworthPublishers. • GladdingSamuel&BatraPromila,2018,Counselling:AComprehensiveProfession.I ndia,PearsonPublications. • Rao,Narayana,2002,CounsellingandGuidance,NewDelhi,TataMcGra wHill.Aggarwal&Malhotra,2021,GuidanceandCounselling,India,NDP ublishers.
Website and e-Learning Source	1. https://www.ncbi.nlm.nih.gov/books/NBK304189/ 2. https://www.counseling.org/aca-community/learn-about-counseling/what-is-counseling 3. https://positivepsychology.com/counseling-process/ 4. https://www.slideshare.net/praveensureshpai/counseling-process

Title of the Course	Research Methods and Applied Statistics						
Paper Number	Core 12						
Category	Core	Year	II	Credits	4	Course Code	70832
		Semester	3				
Instructional Hours per week	Lecture		Tutorial		LabPractice	Total	
	4				--	4	
Pre-requisite							
Objectives	- TounderstandthefundamentalsofResearchprocess - To develop an understanding about Research designs and Sampling, Methods and tools fordatacollection. - Tounderstandtheimportanceofqualitativeresearchanditsdifferenceswith quantitativeresearch. - Toanalyseandunderstandaboutvariablesmappinganditsimportance. - Todeveloptheabilitytodostatisticalanalysis..						
Course Outline	**Unit 1 -** **Researchmeaning,objectivesandtypes**:Scientificattitude,characteristics,scientific method,Social work research: steps of social work research, defining, strategy, execution andreporting.Research problem, identification, Selection,formulation of research problem.Researchproposalpreparation. **Unit II:** **Research design**: meaning and types, hypothesis, nature and types, assumptions and its nature.Sampling,meaning,types,errorsandprinciples.Researchtools,questionnaire,interviewschedule,interviewguide,observationschedule,standardizedtools.						
	Unit III: Qualitative research: meaning, definition, types, process, and methods, grounded theory,ethnography, participant and non participant observation, naturalistic observation, field research,phenomenology,casestudy,historicalmethodandactionresearch.Methodsof collectionofdata,indepth interview, focus group interview and artifacts. Relationship between qualitative andquantitativeresearch.Survey,meaningtypesandsteps.						
	UNIT 1V: **Variables**: meaning, types and levels of measurement. Reliability and validity.Data Analysis andprocessingofdata,editing,coding,codebookpreparation,codesheetpreparation.Classification,tabulation,frequencydistribution,diagrammaticandgraphicpresentations,interpretationofdata.						
	Descriptive Statistics: Measures of Central tendency – Mean, Median, Mode; Measures ofdispersion,Standarddeviation;Measuresofassociation-Correlation;TestingofSignificance:Chi-square test, t-test, Correlation and Rank correlation, Uses of statistics and its limitations;StatisticalapplicationinSocialWorkResearch,IntroductiontoStatisticalsoftwares-Researchformatandreportwriting						

ReferenceBooks	• Cargan,Leonard.2008.Doingsocialresearch.Jaipur.Rawatpublications. • DebashisChakraborty,2009,researchmethodology,Saurabnpublishinghouse.New Delhi. • Gupta,SP.2009.Statisticalmethods.NewDelhi.SultanChandandsons. • Hatt,andGoode.1981.Methodsinsocialresearch.Auckland.McgrawHillbookcompany. • Kothari,C.R.2004.Researchmethodology–methodsandtechniques.NewDelhi.Newageinternationalprivatelimited. • Wilkinson.1984.Methodologyandtechniquesofsocialresearch.Bombay.Himalaya.
Website and e-Learning Source	WhatIsaResearchDesign|Types,Guide&Examples(scribbr.com) QualitativeResearch:Definition,Types,MethodsandExamples(questionpro.com)Descriptive Statistics|Definitions,Types,Examples(scribbr.com)

TRAINING AND DEVELOPMENT

Paper Number		Core 13						
Category	Core	Year	II	Credits	4	Course		70833
		Semester	3			Code		
Instructional Hours per week		Lecture		Tutorial		LabPractice	Total	
		4				--	4	
Pre-requisite								
Objectives		1. Learn the nature and meaning of training and development. 2. Gain an understanding of need assessment, basic learning styles, and factors influencing learning process. 3. Acquire an understanding of job technical training, and training methods. 4. Be able to design and conduct training programmes. Understand and perform evaluation of the training.						
Course Outline		**UNIT-I NATURE AND MEANING OF TRAINING AND DEVELOPMENT** Training:Definition,Development:definition - Nature & Scope; Reasons for Training; Skills and Qualities of a trainer,LearningProcess in Training General Features of adult learners; basic learning styles of participants; factorsinfluencingthelearningprocess.						
		UNIT-II **Developing Training Program:** Need Assessment: Reasons, methods of data collection, criteria tobe 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						
		UNIT-III TRAINING METHODS On-the-job and off-the-job technical training - Principles of learning and the choice of methods. Lecture method, the case method, syndicate method, Group discussion, Brainstorming, Simulation, business game, role play, programmed learning, in basket exercise. Experiential learning techniques, audio visual aids -						
		UNIT-IV: CONDUCTING TRAINING PROGRAMMES 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						
		UNIT-V EVALUATION OF THE TRAINING: Purpose, Kirkpatrick's four levels of evaluation, guidelines for measuring the four levels, Evaluation methods, ROI – process and benefits.						
Recommended Texts		1. Ross, Stanley C., (2002). Training and Development in Organizations: An Essential Guide for Trainers. Taylor & Francis.						

	2. Janakiram B. (2007). Training and Development. Pearson. 3. Venkatesh, Bharti. (2012). Training and Development. Indra Publishing House. 4.Uppal, Nishant. (2023). Training and Development. Pearson India. 5. Sahu, R.K. Training For Development: All You Need to Know. Excel Books-New Delhi. 6. Prabhjot, Kaur. (2019). Training and Development. New Century Publications.
ReferenceBooks	• Agochiya,D.(2002).Everytrainer'shandbook.NewDelhi,India:SagePublications • Biech,E.(2005).Trainingfordummies.Hoboken,NJ:WileyPublishingInc. • Blanchard,N.P.,&Thacker,J.W.(2009).Effectivetraining:systems, strategies and practices. New Delhi, India:PearsonEducation. • Hardingham, A. (1998). Training essentials-psychology for trainers.London, England: Chartered Institute of Personnel&Development. • JoyceP.,&Sills,C.(2010).SkillsinGestaltcounselling&psychotherapy,(2nded.).NewDelhi,India:SagePublications. • Lynton,R.P.,&Pareek,U.(2013).TrainingforDevelopment.(3rded.)NewDelhi, India:SagePublications. • Singh,P.N.(1996).Trainingmanagementdevelopment.(4thed.).Mumbai,India: SuchandraPublications.
Website and e-Learning Source	1. https://trainingindustry.com/ 2. https://trainingmag.com/ 3. https://www.zoho.com/people/training-and-development.html 4. https://www.g2.com/categories/training-development 5. https://www.coursera.org/learn/people-management 6.https://www.coursera.org/courses?query=training%20and%20development 7. https://www.coursera.org/learn/human-resources-analytics

Title of the Course	Psychopathology of Childhood and Adolescence						
Paper Number	DSE 3						
Category	DSE	Year	II	Credits	4	Course Code	70834
		Semester	3				
Instructional Hours per week	Lecture		Tutorial		LabPractice	Total	
	5				--	5	
Pre-requisite							
Objectives of the Course	- Introduction to abnormal child and adolescent psychology - Learn the causes, maintenance, and treatment of children's behavioural, social-emotional, and cognitive disorders from a developmental perspective - Learn the course of child and adolescent disorders over time, pays special attention to risk and protective factors, and examines child psychopathology in the context of normal child development.						
Course Outline	**UNIT I: INTRODUCTION** Development, diagnosis and treatment models; Principles and practice: Classification, assessment, intervention.						
	UNIT II: Disorders of early development; disorders of early development; disorders of attachment.						
	UNIT III: Intellectual, developmental and learning disorders. Specific learning disability – dyslexia, dyscalculia, dysgraphia (written expression disorder)						
	UNIT IV: Eating disorders; Autism Spectrum Disorder (ASD); Attention Deficit Hyperactivity Disorder (ADHD)						
	UNIT V – Emotional disturbance, speech or language impairment, Visual impairment, hearing impairment, deaf-blindness, orthopedic impairment, intellectual disability, traumatic brain injury, multiple disabilities.						
ReferenceBooks	1. Essau, Cecilia A. (ed). (2006). Child and Adolescent Psychopathology: Theoretical and Clinical Implications. Routledge. 2. Sunitha, D. &Yakaiah, P. (2016), Psychology of Childhood and Adolescence. Neelkamal Publications. 3. Wilmshurst. Linda, A. (2018). Child and Adolescent Psychopathology: A Case book. Sage Publications. 4. Wilmshurst, L., Kaufman, A. S., & Kaufman, N, L. (2015). (2nded.). Essentials of Child and Adolescent Psychopathology. Wiley.						
Website and e-Learning Source	1. https://www.springer.com/journal/10802 2. https://resources.nu.edu/c.php?g=901389&p=6486110 3. https://usi.libguides.com/psychopathologyinchildrenandadolescents/websites 4. https://acamh.onlinelibrary.wiley.com/journal/14697610						

Title of the Course	Therapeutic Interventions in Educational Setting						
Paper Number	DSE 4						
Category	DSE	Year	II	Credits	4	Course Code	70835
		Semester	3				
Instructional Hours per week		Lecture		Tutorial	LabPractice	Total	
		5			--	5	
Pre-requisite							
Objectives of theCourse		- Learn evidence-based practices in schools to improve emotional, social, and behavioural functioning of children and adolescent. - Learn theory, case conceptualization and research related to behavioural and cognitive behavioural interventions. - Learn direct and indirect, evidence-based techniques and principles of change to address internalizing and externalizing behaviours in school-aged children.					
Course Outline		**UNIT I** Introduction to the evidence-based intervention movement: History and complexity of evidence-based intervention movement, criteria for designating interventions as evidence-based. Access to evidence-based interventions, cultural competence. **UNIT II** Introduction to the evidence-based intervention movement: History and complexity of evidence-based intervention movement, criteria for designating interventions as evidence-based. Access to evidence-based interventions, cultural competence. **UNIT III** Disruptive Behaviours & Indirect interventions: Assessment, case conceptualization and indirect interventions: Overview of externalizing disorders, assessing disruptive behaviours in children and youth, case conceptualization and common elements (psychoeducation with parents and teachers). **UNIT IV** Differential attention, effective instructions, effective reward systems. Risk assessment for depression. Differential Behaviours direct common elements, (anger management, problem-solving, perspective taking, attribution retraining). Group management and process.					

	UNIT V Building a strong home school partnershops, enhancing student behaviour by promoting an equity lens in student discipline. Case conceptualization and assessment of trauma, common elements (psychoeducation, emotional expression, safety behaviours, trauma narrative, cognitive restructuring).
ReferenceBooks	1. Antony, D. John, (2006) Mental Disorders Encountered in Counselling, Dindigul: Anugraha Publications. 2. American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders (5th ed.). Washington, DC. 3. Blashfield, R. K. (1984). The Classification of Psychopathology. New York: Plenum. 4. Kraepelin, E. Clinical Psychiatry: A Textbook for Students and Physicians (A.R. Diefendorf, Trans.). London: Macmillan. 5. Alexander, F. G., &Selesnick, S. T. (1966). The History of Psychiatry. New York: Harper & Row. 6. World Health Organization. The ICD-10 Classification of Mental and Behavioural Disorders: Clinical Descriptions and Diagnostic Guidelines. Geneva: World Health Organization, 1992. 6. Achor, S. (2010) The Happiness Advantage. Crown Business, New York.
Website and e-Learning Source	1.https://www.helpguide.org/home-pages/personality-disorders.htm 2.https://my.clevelandclinic.org/health/diseases/17749-dissociative-disorders 3.https://medlineplus.gov/sleepdisorders.html 4.https://www.aacap.org/AACAP/Families_and_Youth/Resource_Centers/Conduct_Disorder_Resource_Center/Home.aspx 5.https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2695750/ 6.https://www.nimh.nih.gov/health/topics/eating-disorders 7.https://naric.com/?q=en/content/intellectual-and-developmental-disabilities-resources

Title of the Course	Positive Psychology						
Paper Number	SEC 3						
Category	Core	Year	II	Credits	2	Course Code	70836
		Semester	3				
Instructional Hours per week		Lecture	Tutorial		LabPractice	Total	
		2			--	2	
Pre-requisite							
Objectives	- Tounderstandtheimportanceofpositivepsychologybyreviewingtheconceptsandthroughactivities - Toexamineandreviewtheroleofpositiveemotionsonpsychologicalwellbeingandqualityofrelationships - Toidentifypersonalgoalsbyreviewingandapplyingtheconceptsofpersonalgoals,selfregulationandselfcontrol.						
Course Outline	**UNIT I:** **Introduction to Positive psychology:** Definition; goals and assumptions; Relationship withhealth psychology, developmental psychology, clinical psychology. Western vs Easternperspectives on positive psychology. **Activities:** Collection of life stories from magazines, websites, films etc and discussion in the class.						
	UNIT II: **Positive emotions**: Broaden and built theory; Cultivating positive emotions; Happiness- Hedonicand Eudemonic; **Well- being:** negative vs positive functions; Subjective well –being: Emotional,socialandpsychologicalwell-being;Modelofcompletementallife.CloseRelationshipandWellbeing:Meaning-Characteristics-LightersideofCR-Thepowerof"Bad".						
	UNIT III: **Personal Goals (PG)**: Definition - Measuring PG - Universal human motives - Goals expressingfundamentalvalues-Goalscontributetowell-being-Materialismanditsdiscontents.**Self-Regulation(SR):**Meaning-Controlanddiscrepancytheory-PlanningforS-Rsuccess-GoalsandSRproblems-Goaldifficulty;**Self-Control:**Meaning–Valueofself-control;-Selfmanagement-Goaldisengagement.						
	UNIT IV: 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						
	UNIT V: 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						

ReferenceBooks	• AcaciaC.Parks(2014),PositivePsychologyinHigherEducation,NewYork,Routledge. • Carr.A(2004),PositivePsychologyThescienceofhappinessandhumanstrengths,NewYork,Routledge. • Synder,G.R.&Lopez,S.J.(2008)."PositivePsychology".SagePublication. • Steve.Retal(2009),PositivePsychology,NewDelhi,PearsonEducation. • Singh.A(2013),Behavioralscience: Achieving behavioral excellence for success, New Delhi, Wiley IndiaPvtltd. • Boniwell, I (2006) Positive Psychology in a Nutshell PWBC (Personal Well–Being Centre) • Peterson, C & Seligman, M E P (2004) Character strengths and virtues: A handbook and classification New York: OUP • Seligman, M E P &Czikszentmihalyi, M (2000) Positive psychology: An Introduction, American Psychologist, 55, 5-14
Website and e-Learning Source	1. https://greatergood.berkeley.edu/ 2. https://happiness-academy.eu/5-of-our-favorite-webistes-about-positive-psychology/mindful.org 3. https://www.psychologies.co.uk/ 4. https://www.psychologytoday.com/us 5. https://www.authentichappiness.sas.upenn.edu/

Title of the Course		Social Marketing						
Paper Number		NME						
Category	NME	Year	II	Credits	2	Course Code		70837
		Semester	3					
Instructional Hours per week		Lecture		Tutorial		LabPractice	Total	
		2				--	2	
Pre-requisite								
Objectives		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..						
Course Outline		**UNIT I:** 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.						
		UNIT II: Developing the *Social marketing plan* – current social marketing situation: Profile of target adopter population, Review of social support, assessment of alternative sources of target adopters' satisfaction, scan of environment; *Social marketing strategies*: Market research, targeting, positioning, communication channels, distribution channels, publicity						
		UNIT III: 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.						
		UNIT IV: 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.						
		UNIT V – 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, types of power structures, tactics of power.						

ExtendedProfessionalComponent (is a part ofinternal component only,Not to be included in theExternalExamination questionpaper)	Questionsrelatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved (TobediscussedduringtheTutorialhour)
Skillsacquiredfromthis Course	Knowledge,ProblemSolving,Analyticalability,Professional Competency,ProfessionalCommunicationandTransferrableSkill
ReferenceBooks	1.Gillin, Paul, &Schwatzman, Eric. (2020). Social Marketing to the business customer: Learn to your B2B market, generate major account leads, and build client relationships. Wiley 2.Finklestein, Ron. (2012). 49 Marketing Secrets that work to Grow Sales. Morgan James Publishing. 3.Erl, Thomas. (2010). Social Media Marketing Strategies for Engaging in Facebook, Twitter, and other Social Media. Pearson..
Website and e-Learning Source	6. https://www.thensmc.com/content/what-social-marketing-1 7. https://en.wikipedia.org/wiki/Social_marketing 8. https://referralrock.com/blog/social-marketing/ 9. https://www.intotheminds.com/blog/en/social-marketing-definition/ 10. https://sendpulse.com/support/glossary/social-marketing

Title of the Course	Internship I						
Paper Number	Core 14						
Category	Core	Year	II	Credits	4	Course Code	70838
		Semester	3				

Instructional Hours per week	Lecture	Tutorial	LabPractice	Total
			4	4

Pre-requisite	
Objectives of theCourse	1. Tostudyandunderstandtheworkingofanagency. 2. Togainprofessionalinterventionskillsandprogram/Processinimplementationskills 3. Todevelopskillsindocumentation 4. Todeveloppersonalandprofessionalself 5. Tobuildanetworkofprofessionalsinthefieldofpsychology
Course Outline	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 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
Recommended Texts	1. Falvey, J. E. (2002). Managing Clinical Supervision: Ethical Practice and Legal Risk Management. Pacific Grove. California: Brooks/Cole. 2. Stoltenberg, C. D., Delworth, U., & McNeill, B. (1998). IDM Supervision: An Integrated Developmental Model for Supervision counsellors and Therapists. 3rd Edition. San Francisco: Wiley and Sons. 3. Campbell, J. M. (2006). Essentials of Clinical Supervision. New York: John Wiley and Sons. Inc. 4. Fleming, I., & Steen, L. (ed.). (2012). Supervision and Clinical Psychology: Theory, Practice and Perspective, 2nd edition. London: Routledge.
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

Title of the Course	Internship II					
Paper Number	Core 15					
Category	Core	Year	II	Credits	6	Course Code	70841
		Semester	4			
Instructional Hours per week		Lecture	Tutorial		LabPractice	Total
					18	18
Pre-requisite						
Objectives of theCourse	1.Practicetheprimarymethodsofpsychologyindifferentsettings. 2.Understandtheapplicabilityofthemethodsandtechniquesofpsy chologyinthefield.3.EnhancetheirskillsofPsychologypractice 4.Develop a network with working professionals in the field. 5.Discoverthenuancesinvolvedinthepracticeofpsychology					
Course Outline	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					
Recommended Texts	1.Falvey, J. E. (2002). Managing Clinical Supervision: Ethical Practice and Legal Risk Management. Pacific Grove. California: Brooks/Cole. 2.Stoltenberg, C. D., Delworth, U., & McNeill, B. (1998). IDM Supervision: An Integrated Developmental Model for Supervision counsellors and Therapists. 3rd Edition. San Francisco: Wiley and Sons. 3.Campbell, J. M. (2006). Essentials of Clinical Supervision. New York: John Wiley and Sons. Inc. 4.Fleming, I., & Steen, L. (ed.). (2012). Supervision and Clinical Psychology: Theory, Practice and Perspective, 2nd edition. London: Routledge.					

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

Title of the Course	Dissertation						
Paper Number							
Category	Project	Year	II	Credits	6	Course Code	70842
		Semester	4				
Instructional Hours per week		Lecture		Tutorial	LabPractice	Total	
					12	12	
Pre-requisite							
Objectives of theCourse		1. Tocomprehendtheapplicationofsocialworkresearchmethodology. 2. Topracticethevariousproceduralstepsinvolvedinundertakingaresearch project. 3. Todeveloptheskillstoscientificallystudyasocialconcernandcom eupwithpracticalconcernstoaddresstheconcerns. 4. Toanalyzethefieldofinterestandconductastudy. 5. Toapplytheethicalstandardandconductaresearchstudy.					
Course Outline		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. 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.					