



HOLY CROSS COLLEGE (AUTONOMOUS)

Affiliated to Bharathidasan University

Nationally Accredited (4th Cycle) with A++Grade (CGPA 3.75/4) by NAAC

College with potential for Excellence Tiruchirappalli – 620002

PG DEPARTMENT OF PSYCHOLOGY

Programme: M.Sc. Psychology

	ProgrammeOutcomes <i>Upon completion of the M.Sc. Degree Programme, the graduate will be able to</i>
PO-1	Exhibit a profound mastery of fundamental concepts, theories, methodologies, and tools in their field, equipping them to skillfully analyze and evaluate issues that pertain to their area of expertise.
PO-2	Conduct original and independent research to create findings and solutions to address the societal problems
PO-3	Apply employability skills to confidently navigate in the job market and excel in competitive examinations in diverse professional settings.
PO-4	Demonstrate a strong commitment to ethical and moral values, actively engage in activities that promote social responsibility, decision making as inspired leaders to contribute positively for the betterment of society both locally and globally
PO-5	Embrace a commitment to lifelong learning and professional development, possessing the skills to adapt to the evolving trends, engage in self-directed learning and continuously enhance their expertise.
PO-6	Apply the acquired theoretical knowledge and practical skills in the field of Psychology, Disability Rehabilitation and Social Work in dealing with individuals, groups and communities to accelerate more sustainable lifestyles.
PO-7	Embrace and practice humanistic, ethical and moral inclination when dealing with competencies related to diagnostic, intervention, teaching and management of educational, vocational and rehabilitation programmes for all segments of population.

	Programme Specific Outcomes <i>Upon completion of the PG programme the student would</i>
PSO-1	Demonstrate respectful engagement with others' ideas, behaviours, and beliefs, as well as apply diverse frames of reference to inform their decisions and actions.
PSO - 2	Apply critical thinking, problem-solving, decision-making, and leadership skills to enable themselves to become effective entrepreneurs who can facilitate startups and high-potential organizations.
PSO-3	Design and implement HR systems and practices grounded in research that comply with employment laws, leading the organization towards growth and development.

Semester-I

MajorCore	Course	Code	Hrs/Week	Credits	Total
Core Course-I	Advanced General Psychology	P23PS1CCT01	5	4	100
Core Course-II	Life Span Development	P23PS1CCT02	6	4	100
Core Course-III	Theories of Personality	P23PS1CCT03	6	4	100
Core Course-IV	Research Methods and Applied Statistics	P23PS1CCT04	5	4	100
Elective Course-I	Geriatric Challenges & Development	P23AS1ECT01	4	2	100
Elective Course-II	Psychological Intervention for developmental disorders	P23RS1ECT01	4	2	100
	Total		30	24	600

Course offered by the Department to other Department at UG Level

MajorCore	Course	Code	Hrs/Week	Credits	Total
Major Core-1	Clinical Psychology	U23PS1CCT01	4	-	100
Allied-1	General Psychology	U23PS1ALT01	4	2	100

For students admitted from June 2023 onwards

HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI -2
SCHOOL OF REHABILITATION AND BEHAVIOURAL SCIENCES
PGDEPARTMENT OF PSYCHOLOGY
CHOICE BASED CREDIT SYSTEM
FIRST YEAR- SEMESTER 1

Course title	MAJOR CORE 1- ADVANCED GENERAL PSYCHOLOGY
Total hours	90
Hours/week	5 Hrs /Week
Code	P23PS1CCT01
Crouse type	Theory
Credits	4
Mark	100

CONSPECTUS

To enable the students to summarize the key concepts of human behavior

Course objectives

The learner will be able to

CO No.	Course Objectives
CO1	Understand the basic concept and processing in sensory channels
CO2	Understand biological basis of behavior and Summarize different theories attention and perception
CO3	Relate the theories of learning and intelligence in memory and forgetting
CO4	Infer the basics concepts of motivation and emotion in relation to conflict resolution with regard to thinking and personality.

UNIT- I INTRODUCTION TO PSYCHOLOGY AND SENSORY PROCESS 18 HRS

1.1:Introduction to psychology: Definition- Psychology as a behavioral science- Methods of psychology- Major subfields of psychology- Early schools of psychology: Structuralism, Gestalt, Functionalism and Behaviorism.

1.2:Modern perspectives of psychology: Behavioral-Biological- Cognitive- Social- Developmental-Humanistic and Psychoanalytic perspectives

1.3:Sensory processes: Sensory channels- Characteristics of sense:Absolute threshold and Differential threshold- Sensory adaptation- Sensory process: Vision-Hearing-Smell-Taste-Skin senses- Sense of equilibrium-Kinesthetic senses.

Extra reading/keywords: scope of psychology and psychophysical methods

UNIT -II BIOLOGICAL BASIS OF BEHAVIOUR , ATTENTION AND PERCEPTION

18 HRS

2.1: Biological basis of Behavior: Receptors and its process- Neuron: Structure, Function, Types and Neuro transmitters- Central and Peripheral nervous system-Structure and Functions- Muscular and glandular system: Types and Functions

2.2: Attention: Definition- Types of attention- Span of attention- model of attention

2.3: Perception: Definition- approaches to study perception: gestalt and physiological approach- perceptual consistencies: size, shape and colour illusions- principles of perceptual organizations- movement perception- depth perception- role of motivation and learning in perception- extra sensory perception(ESP)

Extra reading/keywords: hormones, division of attention.

UNIT- III LEARNING, MEMORY AND FORGETTING

18Hrs

3.1: Learning: classical conditioning- operant conditioning- principle of reinforcement- multiple response learning- cognitive learning: latent learning insight learning and imitation.

3.2: Memory: definition- stages- process- theories related to memory: theory of general memory, functions, information processing theory and levels of processing theory- organization and process of long term memory- retrieval of long term memory

3.3: Forgetting: meaning-theories of forgetting- amnesia: psychological and biological amnesia- memory improving techniques.

Extra reading/keywords: Learning strategies in academics and eyewitness testimony

UNIT- IV MOTIVATION AND EMOTION

18Hrs

4.1: Motivation: nature of motivation-theories of motivation: drive theories- opponent process theory- optimal levels theory, psychoanalytic theory and social learning theory- biological motivation: hunger, thirst and sexual motivation. Social motives: achievement motivation, power motivation and aggression as motive- Motive to know and to be effective: stimulus and explanation needs, effect on motivation and self-actualization motive.

4.2: Emotion: physiological responses in emotion-theories of emotion: James- Lange theory, cannon bard theory, Schachter -Singer theory, cognitive appraisal theory and theories of relationship among emotions- limbic system: hormonal regulation of behaviour- emotional intelligence- frustration and conflict: sources of frustration and types of conflict

Extra reading/key words: Types of motivation, truth in emotions- lie detectors,

UNIT- V INTELLIGENCE, THINKING AND PERSONALITY

18Hrs

5.1: Intelligence: definition of intelligence- theories of intelligence- factor theories, process oriented theories- assessing intelligence- age changes in intelligence: stability of IQ-growth of intelligence- individual difference in intelligence: mental sub- normality- mentally gifted- genetic and environmental influences on intelligence, group differences in intelligence

5.2: Thinking: definition- types of thinking- creative thinking – nature and stages- characteristics of creative thinkers – concept formation- rules- types and strategies- problem solving- types- strategies and obstacles, metacognition: meta cognitive- knowledge and meta cognitive regulation

5.3: Personality: definition- type and trait theories of personality, dynamic personality theories- learning and behavioral theories- humanistic theories.

Extra reading/key words: types of intelligence and personality disorders.

Course outcomes (CO):

The learners will be able to

CO No.	Course outcomes	Cognitive level
CO- 1	Retrieve schools of psychology and sensory process	K1
CO- 2	Paraphrase biological basis of behavior and compare different theories of attention and perception	K2
CO- 3	Classify intelligence and learning theories	K3
CO- 4	Examine personality with regard to thinking and emotion	K4
CO-5	Predict forgetting based on memory and motivation	K5

TEXT BOOKS

Morgan, C.T., King R.A., Weisz, J.R. and John Schopler,(2008). Introduction to Psychology (7thEdition) NewDelhi: Tata McGraw Hill,

Hilgard, E.R., Atkinson, R.C., and Atkinson, R.L., (2003). Introduction to Psychology (6thEdition) Oxford and IBH Publishing Co.NewDelhi.

SUGGESTED READINGS

Robert, A. Baron, (2004) Psychology (5th Edition) Prentice Hall of India, New Delhi.

Mangal, S.K.,(2009) General Psychology, Sterling Publishers, New Delhi.

Goleman, D. (1996) Emotional Intelligence, Bantam Books, New York:

Catherine A. Sanderson (2021). Introduction to Psychology. The Great Courses Publication

WEB REFERENCES

1. <https://www.brooklyn.k12.oh.us/userfiles/69/Classes/795/Schools%20of%20Thought.pdf>
2. <https://www.nios.ac.in/media/documents/secpsycour/English/Chapter-2.pdf>
3. <https://www.blackwellpublishing.com/content/hewstonepsychology/pdf/chapter7.pdf>
4. <https://www.ou.edu/faculty/M/Jorge.L.Mendoza-1/Motivation.pdf>

MAPPING

COURSE OUTCOMES	PROGRAMME OUTCOMES (PO)
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CO	1	2	3	4	5	6	7
CO-1	H	M	L	H	H	M	H
CO-2	H	H	L	H	M	M	H
CO-3	H	M	H	M	M	L	H
CO-4	H	H	M	H	L	L	M
CO-5	H	H	M	H	L	L	M

H- High, M – Moderate, L - Low

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES (PSO)		
	1	2	3
CO	1	2	3
CO-1	3	1	2
CO-2	3	1	2
CO-3	3	2	2
CO-4	3	3	3
CO-5	3	3	3

High -3, Moderate- 2, Low -1

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PGDEPARTMENT OF PSYCHOLOGY
CHOICE BASED CREDIT SYSTEM
LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK (LOCF)
FIRST YEAR- SEMESTER 1

Course Title	MAJOR CORE-2: LIFE SPAN DEVELOPMENT
Total Hours	90
Hours/Week	6 Hrs / Wk
Code	P23PS1CCT02
Course Type	Theory
Credits	4
Marks	100

CONSPECTUS

To enable the students to understand development through social, cognitive and biological theories and also address the developmental challenges they face across the life span.

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Summarize the relevance of physical developmental in early human life.
CO-2	Understand and apply the major theoretical concepts in early and late childhood.
CO-3	Recognize the major issues and developmental tasks in adolescence.
CO-4	Compare the vocational and family adjustment based on physical and psychological Perspective.

UNIT-I INTRODUCTION AND PRENATAL DEVELOPMENT, INFANCY, BABYHOOD.

18Hrs

1.1: Facts about Development, The Life Span, Developmental Tasks during the life span How life begins, the beginning, conception, period of prenatal development, factors affecting prenatal development,
 1.2: Hazards: Physical and Psychological. Characteristics, factors influencing adjustment to post-natal life,
 1.3: physical development, Hazards. Characteristics, Developmental Tasks, physical development, physiological functions Muscle control, speech development, play, development of understanding, Personality Development, Happiness, Hazards.

Extra Reading /Key words: Genetic testing and Genetic engineering. The development of nervous system.

UNIT – II EARLY CHILDHOOD, LATE CHILDHOOD

18Hrs

2.1: Characteristics, Developmental Tasks, physical development, skills, speech development, emotional

development, social development, play,

2.2: Moral development, family relationship, personality development, Happiness, Hazards.

2.3: Characteristics, Developmental Tasks, physical growth, skills - speech development emotional expressions, social behaviour, play, interests, moral development, personality changes, Happiness, Hazards. Cultural aspects of child development.

Extra Reading /Key words: Working mothers, Day care and child development. Making sense of moral development. Imaginary Playmates.

UNIT – III: PUBERTY AND ADOLESCENCE

18 Hrs

3.1: Characteristics, criteria, causes, age, growth spurt, body changes, effects of puberty changes, Happiness, Hazards.

3.2: Characteristics, Developmental Tasks, physical change, storm and stress, social change, interest

3.3: Morality, family relationship, personality changes, Happiness, Hazards.

Extra Reading /Key words: The youth violence epidemic. The development of faith across lifespan.

UNIT IV: MIDDLE AGE

18Hrs

4.1: Characteristics, Developmental tasks, Adjustment to physical changes, Assessment of adjustment of physical changes, Adjustment to mental changes, Adjustment to changed interest,

4.2: Social adjustment, Personal and social hazards of middle age. Vocational and family adjustment, Vocational adjustment,

4.3: Adjustment to singlehood, Loss of spouse, Retirement, Vocational and marital hazards.

Extra Reading /Key words: Does personality predict health and longevity.

UNIT V: OLD AGE

18Hrs

5.1: Vocational adjustment, adjustment to retirement, changes in family life, remarriage in old age, Cohabitation in old age, Adjustment to singlehood in old age.

5.2: Living arrangement for the elderly, Geographic mobility in old age,

5.3: Vocational and family life hazards of old age, Assessment of adjustment to old age.

Extra Reading /Key words: Sensory changes and caring for the elderly

Course Outcomes(CO):

The learners

CO No.	Course Outcomes	Cognitive Level
CO-1	Categorize the developmental stages across life span	K1
CO-2	Summarize the developmental tasks of early and late Childhood	K2
CO-3	Relate the characteristics of puberty in adolescence and evaluate the physical, emotional and social development	K3

	across life.	
CO-4	Distinguish between family and vocational adjustment	K4
CO-5	Assess the areas of adjustment in old age.	K5

TEXT BOOKS

Elizabeth B. Hurlock (1981) *Developmental Psychology - A Life - Span Approach*, (5th Edition), Tata McGraw Hill, New Delhi.

SUGGESTED READINGS

Papalia.E.Diane&WendkosSally (1994).*Human Development*, (5th Edition), Tata McGraw Hill, New Delhi

Kuther.L. Tara (2020).*Lifespan Development*. Second Edition, Tata McGraw Hill, New Delhi

WEB REFERENCES

1. <https://courses.lumenlearning.com/sunny-lifespandevelopment2/chapter/physical-development>

2. <https://open.maricopa.edu/devpsych/chapter/chapter-10-adulthood/>

3. <https://courses.lumenlearning.com/wm-lifespandevelopment/chapter/periods-of-human-development/>

4. <https://pdx.pressbooks.pub/humandevlopment/chapter/late-adulthood/>

5. <https://www.ncbi.nlm.nih.gov/books/NBK545476>

COURSE OUTCOMES	PROGRAMME OUTCOMES (PO)						
	1	2	3	4	5	6	7
CO							
CO-1	H	M	H	M	H	M	H
CO-2	H	H	L	H	L	M	H
CO-3	H	H	M	M	M	H	H
CO-4	H	M	H	M	M	L	M
CO-5	H	H	M	M	M	H	H

H – High,
Low

M

– Moderate, L -

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES (PSO)		
	1	2	3
CO	1	2	3
CO-1	3	2	3
CO-2	3	2	2
CO-3	3	2	2
CO-4	3	2	2
CO-5	3	2	2

High -3

Moderate -2

Low -1

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CHOICE BASED CREDIT SYSTEM
LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK (LOCF)
FIRST YEAR- SEMESTER II

Course Title	MAJOR CORE 3- THEORIES OF PERSONALITY
Total hours	90
Hours/week	6 hours/week
Code	P23PS1CCT03
Course type	Theory
Credits	4
Mark	100

CONSPECTUS

To enable the students to summarize the different perspectives of personality theories.

Course objectives

The learner will be able to

CO No.	Course Objectives
CO1	Understand the various factors that influence personality.
CO2	Classify the psychoanalytic and neo psychoanalytic approaches.
CO3	Match the developmental and trait approaches of personality.
CO4	Compare humanistic and behavioural perspectives of personality.

UNIT-1 INTRODUCTION AND PSYCHOANALYTIC APPROACH

18 Hrs

1.1 The study of personality – The place of personality in the history of psychology. Definitions of psychology
1.2 Ethnic and Gender issues in personality 1.3 Assessment- Research and theory in the study of personality,
Personality in perspective. 1.4 Sigmund Freud –Classical Psychoanalysis-The propelling forces of personality-
level and structure of personality – dynamics, view of human nature- evaluation of theory and application

Extra Reading/ Key Words: Integrationists approaches to personality and culture.

UNIT-II PSYCHODYNAMIC AND NEOPSYCHOANALYTIC APPROACHES

18 Hrs

2.1. Carl Jung- Analytical Psychology. 2.2 Alfred Adler-Individual Psychology 2.3 Karen Horney-
Psychoanalytic social theory. 2.4 Eric Fromm- Humanistic Psychoanalysis and Henry Murray – Personology.

Extra Reading/Key Words: Assessing unconscious patterns

UNIT III- LIFE SPAN AND TRAIT APPROACH TO PERSONALITY 18 Hrs

3.1 Life span- Erik Erikson- Psychological stages of development. 3.2 Trait approach- Gordon Allport- Personality traits, Personality development in childhood, The healthy adult personality. 3.3 Raymond.B. Cattell- Approach to personality traits, Influence of heredity and environment- The stages of personality development 3.4 Hans.J.Eysenck: Trait and factor theory, Dimensions of personality. Robert Mc Crae and Paul Costa: five factor model.

Extra Reading/Key words: Identify the personality of any three great leaders.

UNIT IV- THE HUMANISTIC, BEHAVIORAL AND COGNITIVE APPROACHES

18 Hrs

4.1 Humanistic –Abraham Maslow-Personality development- The study of self actualizers. 4.2 Carl Rogers the actualization tendency, the experiential world, the development of self in childhood, Characteristics of fully functioning persons. 4.3 Behavioral- B.F. Skinner: Basis of behaviour. 4.4 Albert Bandura: Modelling, Observational learning processes, the self developmental stages, Behaviour Modification. Cognitive – George Kelly: Personal construct theory, anticipating life events.

Extra Reading/ Key words: Connecting self-actualizing tendencies with spirituality by Roger.

UNIT V-FIELD THEORY AND LIMITED DOMAIN APPROACH 18 Hrs

5.1 Kurt Lewin: Limited Domain. 5.2 Julian Rotter: Social learning theory- Primary concepts, broader concepts, psychological needs, Locus of control, interpersonal trust. 5.3 Marvin Zuckerman: Sensation seeking 5.4 Martin Seligman: Positive psychology approach, Learned Helplessness.

Extra Reading/Key words: Characteristics/ Traits of mature personality by Allport.

Course Outcomes (CO):

The learner will be able to

CO.No.	Course Outcomes	Cognitive Level
CO-1	Relate the personality traits with behaviour	K1
CO-2	Compare psychoanalytic and neo psychoanalytic approach	K2
CO-3	Categorize the trait and life span approach	K3
CO-4	Compare the humanistic and cognitive approaches	K4

TEXT BOOKS:

Schultz.P.Duane and Schultz Ellen Sydney (2001) Theories of personality, Wadsworth Thomson Learning, USA.

Calvin.s.Hall and Lindzey.G and Campbell J.B. (1998) Theories of personality, fourth edition, John Wiley and sons, New York.

SUGGESTED READINGS:

Fiest.J and Fiest.G.J. (2002) Theories of personality, McGraw Hill, Boston.

Libert.R.M. and Spiegler. M.D. Personality: Strategies and Issues. Brooks Publishing Company, Pacific Groove, California.

Biscoff.L.J.(1970) Interpreting Personality theories, Harper and Roe, New York.

WEB REFERENCES

1. <https://www.simplypsychology.org/carl-rogers.html>
2. <https://open.baypath.edu/psy321book/chapter/c23p2/>
3. <https://positivepsychology.com/abraham-maslow/>
4. <https://www.psychologydiscussion.net/learning/learning-theory/lewins-field-theory-of-learning-education/2525>
5. <https://study.com/learn/lesson/julian-rotters-social-learning-theory-components-principles-examples.html>

MAPPING

COURSE OUTCOMES	PROGRAMME OUTCOMES (PO)						
	1	2	3	4	5	6	7
CO							
CO-1	H	M	H	H	H	H	H
CO-2	H	H	L	H	L	M	H
CO-3	H	H	-	-	-	H	H
CO-4	H	M	H	M	-	L	M
CO-5	H	M	H	M	-	L	M

H – High, M – Moderate, L - Low

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES (PSO)		
	1	2	3
CO			
CO-1	3	2	3
CO-2	3	3	2
CO-3	3	2	2
CO-4	3	2	2

High - 3

Moderate-2

Low - 1

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PGDEPARTMENT OF PSYCHOLOGY
CHOICE BASED CREDIT SYSTEM
LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK (LOCF)
FIRST YEAR- SEMESTER 1

Course Title	MAJOR CORE-4: RESEARCH METHODS AND APPLIED STATISTICS
Total Hours	90
Hours/Week	5 Hrs Wk
Code	P23PS1CCT04
Course Type	Theory
Credits	4
Marks	100

CONSPECTUS

To understand the concept of Research, its types, designs, identifying research problem, data collection and understanding descriptive and inferential statistics.

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Remember the concept of research, its types and characteristics
CO-2	Understand the types of research design, sampling and writing thesis
CO-3	Apply different methods of data collection, process, analysis and interpretation.
CO-4	Analyze research data using various computer data analysis

UNIT 1: FOUNDATIONS OF RESEARCH

18 Hrs

- 1.1 Meaning and definitions, Objectives and types of research.
- 1.2 Research approaches, Criteria of good research, ethical issues- children, adults, animals.
- 1.3 Research methods Vs Methodology. Research process.
- 1.4 Research problem-sources. Reviewing the literature. Research article.

Extra reading/ keywords: Research, educational research, empirical research, social research, historical research, post facto research, scientific research.

UNIT 2: VARIABLES, HYPOTHESIS AND SAMPLING

18 Hrs

- 2.1 Variables- Definition- Independent variables, dependent variables, control, extraneous and confounded

variables.

2.2 Hypothesis-Meaning, types, hypothesis testing –concepts related to hypothesis testing, Type I & Type II error

2.3 Sampling-Meaning, Sample design, Types-Probability & non-probability sampling, Sampling & non-sampling errors, effect size.

2.4 Scales of measurements- Classification of measurement scales, goodness of measurement scales

Extra reading/ keywords: Levels of Research Project, Components of Research

Problem, skimming, problem formulation, Null hypotheses, Test hypotheses.

UNIT 3: RESEARCH DESIGN

18Hrs

3.1 Research design – definition/meaning, need and features.

3.2 Types of research design - Experimental design: Independent groups designs – Completely randomized designs, randomized block design.

3.3 Dependent groups designs: Within-participants design, matched groups design – Mixed Designs – Single-participant design – Baseline designs.

3.4 Non- experimental designs: Quasi-experiments – Time-series design, nonequivalent groups designs, longitudinal research, Cross-sectional research, Case-studies, Correlational research.

Extra reading/ keywords: Exploratory & Formulative studies, Diagnostic studies, Experimental Design, Principles of Sampling, Probability & Non-Probability sampling, sampling error

UNIT 4: STATISTICS

18 Hrs

4.1 Statistics: Organizing data: Frequency distribution – Graphs.

4.2 Descriptive statistics: Measures of central tendency – Measures of dispersion – Measures of relationship. Measures of skewness and kurtosis.

4.3 Inferential statistics: Parametric & Non-parametric tests. Parametric tests- z test – t test – Analysis of Variance – Correlation– Concepts related to correlation – Correlation coefficient – Regression.

4.4 Non-parametric statistics: Mann-Whitney test – Wilcoxon, Chi-square – Spearman Rank correlation – Kruskal-Wallis test.

Extra reading/ keywords: Types of Data collection, coding, labeling, compiling data, pilot study, plagiarism, different types of research formats.

UNIT 5: REPORT WRITING AND COMPUTERS IN RESEARCH

18Hrs

5.1 Meaning of interpretation, techniques and precautions.

5.2 Writing a Proposal – Plagiarism – References and In-text citation – APA primer – 5.3 Presenting research: Research report – Oral and Poster presentation.

5.3 Significance of report writing, steps, mechanics and precautions for writing a research report

5.4 Computers in research – Internet and research. Analysis of data using SPSS

Extra reading/ keywords: SPSS, Association, chi-square test, t – test, Variance

TEXT BOOKS

Kumar, R. (2005) Research Methodology, A Step-by-Step Guide for Beginners. New Delhi, Dorling Kindersley Pvt. Ltd.

Kothari, C.R., (2004). Research Methodology. Methods and Techniques, New Delhi; New Age International (P) Limited.

VanitNalwa, (1992). The ABC of Research, New Delhi; Wiley Eastern

SUGGESTED READINGS

Richard Veit et.al. (1990). Writing, Reading and Research, New York; Macmillan Publishing Company.

Daroga Singh & Chaudhary, F.S., (1989). Theory and Analysis of Sample Survey Design, N.Delhi, Wiley Eastern Limited.

Agarwal, B.L., (1988). Basic Statistics, New Delhi; Wiley Eastern Ltd.

WEB REFERENCES

- <https://libguides.usc.edu/writingguide/researchdesigns#:~:text=The%20research%20design%22,0refers%20to,measurement%2C%20and%20analysis%20of%20data.>
- <https://www.scribbr.com/category/research-process/>
- http://pathways-egypt.com/subpages/downloads/Research_Chapter_7.pdf

CO No.	Course Outcomes	Cognitive Level
CO-1	Understand the concept of research, its types and characteristics.	K1
CO-2	Enumerate various types of research design and its relevance	K2
CO-3	Compares different types of variables, methods of collecting, processing, analyzing and interpreting data	K3
CO-4	Applies computer data analysis for data analysis and interpretation	K4

MAPPING

Course Outcomes	PROGRAMME OUTCOMES (PO)						
	1	2	3	4	5	6	7
CO1	H	H	H	H	H	H	-
CO2	H	H	H	H	M	H	-
CO3	H	H	H	H	H	H	-
CO4	H	H	H	H	H	H	H
CO5	H	H	H	H	H	H	-

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES (PSO)		
CO	1	2	3
CO1	3	3	3
CO2	3	2	3
CO3	3	3	3
CO4	3	2	3

3- High 2-Moderate 1-Low

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LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK (LOCF)
FIRST YEAR- SEMESTER 1

Course Title	MAJOR ELECTIVE -1 GERIATRIC CHALLENGES AND DEVELOPMENT
Total Hours	60
Hours/ week	4 Hrs/Wk
Code	P23AS1ECT01
Course Type	Theory
Credits	2
Marks	100

CONSPECTUS

The subject will be able to understand the perspectives of geriatric challenges and development

Course Objectives

The learner will be able to

CO	Course Objectives
CO-1	Acquire an insight about the learning process
CO-2	Envisage the physical and psychological changes of the aged people
CO-3	Identify the symptoms of mental illness in old age
CO-4	.List out the welfare policies and agents for elderly care

UNIT-1 PHYSIOLOGICAL CONDITIONS OF OLD AGE

12 Hrs

1.1 Understanding the physiological conditions of old age in context to life style, socio economic conditions, gender. 1.2 Old age from an old age perspective- Old age from society's perspective – Life expectancy in India and abroad. 1.3 Sensory problems – vision and eye diseases – cataracts – glaucoma – hearing loses. 1.4 Problems in movement and balance – Parkinson disease and dental problems – alcohol abuse – sexual activity.

Extra reading/ keywords: Real case studies of aged in old age home

UNIT-II HEALTH ISSUES IN OLD AGE

12 Hrs

2.1 Heart diseases – BP – other cardiovascular problems – arthritis, diabetics, osteoporosis. 2.2 Cancer, kidney or bladder diseases. 2.3 Incontinence, indigestion, urinary tract infections, 2.4 Changes in the nervous system, immune system .

Extra reading/ keywords: Diseases related to the nervous system

UNIT-III MENTAL ILLNESS IN OLD AGE

12 Hrs

3.1 Symptoms of mental illness in old age – stress – different forms of stressors in old age. 3.2 Depression – Alzheimer and dementia – confusion due to multiple medication. 3.3 Loneliness – panic disorder-fear of death – anxiety – reduced mental and cognitive functioning. 3.4 suicidal tendency – insomnia – substance abuse – falls .

Extra reading/ keywords: Parkinson's disease

UNIT-IV CARE AND WELFARE NEEDS OF OLD AGE

12 Hrs

4.1 Physical needs – health care needs – social needs – psychological needs – financial needs – 4.2 Retirement – singleness – adjustment problems of the aged. 4.3 Violence, neglect, abuse, crime, empty nest syndrome. 4.4 Governmental and nongovernmental welfare measures for the aged.

Extra reading/ keywords: functioning of old age home in India.

UNIT- V ELDERLY CARE AND MANAGEMENT

12 Hrs

5.1 Knowledge and skills required for old age care planning- assessments. 5.2 Financial support- legal and medical issues. 5.3 Referrals, advocacy and counseling. 5.4 Finding the resources human and material.

Extra reading/ keywords: Observations of senior citizen colony or visiting old age homes

COURSE OUTCOMES (CO):

The learners

CO.No.	Course outcomes	Cognitive Level
CO-1	Attain a comprehensive and scientific knowledge based on various aspects relating to geriatric care.	K1, K2
CO-2	Analyze the health issues arising during old age.	K3
CO-3	Illustrate the welfare needs of the aged	K4
CO-4	Demonstrate skill development in managing elderly people in the family and community settings for the welfare of the elder persons.	K2, K3

CO – Course Outcome; K1- Remember; K2- Understand; K3– Apply; K4 – Analyse

TEXTBOOKS

Behr, N. K. & Monhanty R P. (2005). Aging in changing social systems – their problems. New Delhi: Discovery Publishers House.

Iswar M. (2001). Aging Human Development. New Delhi: Rawat Publications.

Sandrock, J.W. (1999). Lifespan development. New York: Mac-Graw Hill Publishing.

SUGGESTED READINGS

Johnson. M. (2005). The Cambridge handbook of age and ageing . New York: Cambridge University Press.

Mc- Innis Dittrich, K. (2009). Social work with older adults: A biopsychosocial approach to assessment and intervention. Boston: Allen and Bacon.

WEB REFERENCES

1. Educative videos on various welfare schemes, old age living conditions, counseling old generations and the like can be shared with the students.

2. https://www.youtube.com/watch?v=Z_LbsK6LeIE problems of elderly in India.

3. <https://www.seniority.in/blog/10-government-schemes-launched-for-the-benefit-of-senior-citizens/> aging policies and welfare schemes in India.

MAPPING

COURSE OUTCOMES	PROGRAMME OUTCOMES (PO)						
	1	2	3	4	5	6	7
CO-1	H	H	H	M	H	M	H
CO-2	H	H	H	H	H	M	H
CO-3	H	H	M	M	M	H	H
CO-4	H	M	H	M	M	L	M

H – High, M – Moderate, L - Low

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES (PSO)		
	1	2	3
CO			

CO-1	3	2	3
CO-2	3	2	2
CO-3	3	2	2
CO-4	3	2	2
CO-5	3	2	2

3– High 2– Moderate 1- Low

For students admitted from June 2023 onwards
HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI -2
SCHOOL OF REHABILITATION AND BEHAVIOURAL SCIENCES
PGDEPARTMENT OF PSYCHOLOGY
CHOICE BASED CREDIT SYSTEM
LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK (LOCF)
FIRST YEAR- SEMESTER 1

Course Title	MAJOR ELECTIVE -2: PSYCHOLOGICAL INTERVENTION FOR DEVELOPMENTAL DISORDERS
Total Hours	60
Hours/Week	4 Hrs Wk
Code	P23RS1ECT01
Course Type	Theory
Credits	2
Marks	100

CONSPECTUS: To understand the concepts of developmental disorder

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	To introduce various Developmental Disorders
CO-2	To understand the causal factors of childhood disorders.
CO-3	To gain knowledge about the different types of assessment used in psycho diagnosis of childhood disorders.
CO-4	To explain the psychological principles in management of childhood disorders.

UNIT- I: INTELLECTUAL DISABILITY 12 Hrs

1.1 Definition, classification, prevalence, etiology, early identification. 1.2 Interpersonal deficits, behavior problems and management. 1.3 Common intellectual disability syndromes - hypothyroidism, Fragile X syndrome, Down's, William's, PKU.

UNIT- II: LANGUAGE AND LEARNING DISABILITIES

12 Hrs

2.1 Definition, prevalence, etiology – social and motivational factors. 2.2 Assessment- tests of intelligence and cognitive abilities - underlying psychological and cognitive deficits. 2.3 Treatment approaches- individualized educational program, remedial teaching.

UNIT- III: ATTENTION DEFICIT HYPERACTIVITY DISORDER12 Hrs

3.1 Diagnostic criteria – co morbid factors - academic, social & amp; conduct problems. 3.2 Etiology - biological, family and social influences.Assessment -interviews, behavior rating scales. 3.3 Treatment – medication, behavior modification, self-regulation and cognitive behavioral intervention.

UNIT- IV: ANXIETY AND OTHER DISORDERS12 Hrs

4.1 Generalized anxiety, separation anxiety, social phobias, school phobia, specific phobias, 4.2 Obsessive Compulsive Disorder, Schizophrenia in children and adolescents. 4.3 Childhood depression. Conduct disorder, habit disorders-treatment

UNIT- V: AUTISM SPECTRUM DISORDERS12 Hrs

5.1 Prevalence, psychological and behavioral functioning, etiology, assessment. 5.2 Comprehensive educational treatment and behavioral intervention. 5.3 Presentation of case formulation and recommend suitable intervention strategies in hypothetical cases.

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

Suggested Readings

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

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

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

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

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

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

Web Resources:

- <https://alison.com/course/understanding-child-development-and-disabilities>
- <https://www.coursera.org/learn/child-development>

CO No.	Course Outcomes	Cognitive
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		Level
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	Illustrating prognostic factors of various childhood disorders.	K5

MAPPING

Course Outcomes	PROGRAMME OUTCOMES (PO)						
	1	2	3	4	5	6	7
CO1	H	H	H	H	H	H	-
CO2	H	H	H	H	M	H	-
CO3	H	H	H	H	H	H	-
CO4	H	H	H	H	H	H	H
CO5	H	H	H	H	H	H	-

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES (PSO)		
	1	2	3
CO1	3	3	3
CO2	3	2	3
CO3	3	3	3
CO4	3	2	3
CO5	3	2	3

3- High 2-Moderate 1-Low

HOLY CROSS COLLE (AUTONOMOUS), TIRUCHIRAPPALLI -1
P.G. CATECHISM – SEMSTER I & II

Hrs / Wk : 1

UNIT – I:

Growth in spiritual life – Life of God, Prayers, Meditation, Reflective scripture reading, Holy mass and sacraments.

UNIT – II:

Sin – Personal & Social Sin-Effects of Sin – Remission – Confession – Forgiveness

UNIT – III:

Rosary – Four mysteries-Meaning of the Rosary – Devotion to Mary

UNIT – IV:

Family life – Role of Parents, Love & Respect for Parents and Children – Prolife, Euthanasia, Mercy killing, Honour killing. A good Christian family and its influence in Church and Society

UNIT – V:

Discernment – a way of life.

REFERENCE :

1. Discernment – Rex Paie. S.J, - VaigaiPublications
2. What Prayer is – Rex Paie S.J, - VaigaiPublications
3. Vatican II Documents All Serfac Publications – Serfac, Chennai.
4. New leader publications.

HOLY CROSS COLLE (AUTONOMOUS), TIRUCHIRAPPALLI -2

I P.G. CATECHISM – SEMSTER I & II

VALUE EDUCATION FOR WOMAN

Hrs/Wk.: 1

UNIT – I:

Value education – Purpose and importance, Value of work, (Dignity of labour), Time Management, Motivation to develop the talents; Leadership Styles

UNIT – II:

Woman – In ancient period to modern days – Education of woman in the modern socio economic development – Strategies for Empowerment

UNIT – III:

Crimes against woman – Laws pertaining to woman – Dowry Prohibition Act; Anti Domestic Violence Act; Marriage Act Hindu, Islam & Christian; Property Right; Women’s Liberation Movement

UNIT – IV:

Human Sexuality; Sex Education – Love, Lust, Friendship and Infatuations; Child Abuse; Gay, Lesbianism, Health care for women; Naturopathy, Home remedies; Health Problems faced by women

UNIT – V:

Sexual harassment – at home and in the workplace – Women in Media; Cell Phone and internet – uses and misuse – Evils of Drug Abuse – Notable Indian Women who have inspired

HOLY CROSS COLLE (AUTONOMOUS), TIRUCHIRAPPALLI -2
I PG BIBLE STUDIES – SEMESTER
I & II EFFECTIVE CHRISTIAN LIVING

Hrs/ Wk: 1

UNIT – I:

Teaching from Gospels for Christian living.

UNIT – II:

Freedom and Service

Parable of prodigal son – Christian Freedom

Parable of Good Samaritan – Love and
Service

UNIT – III:

Christian Leadership

Leader as a Shepherd (Psalm

23) Leader as a Steward

(Parable of talents)

Leader as a Servant (Jesus washing the feet of disciples)

UNIT – IV:

Marriage, family and parenting

UNIT – V:

Christian Commitment:

To the church – To the society – To the nation

(For Candidates Admitted from 2023 onwards)

(For candidates admitted from June 2023 onwards)

HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002

SCHOOL OF REHABILITATION SCIENCE

DEPARTMENT OF PSYCHOLOGY

OFFERS TO

DEPARTMENT OF AUDIOLOGY AND SPEECH LANGUAGE PATHOLOGY

CHOICEBASED CREDIT SYSTEM

BASLP-II Year

LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK (LOCF)

Course Title	Major Core B 1.3. Clinical Psychology
Code	U23PS1CCT01
Course type	Theory
Semester	I
Hours/Week	4
Credits	-
Marks	100

CONSPECTUS

Clinical psychology focuses on basic human behaviors, development, Perception, thoughts, Feelings, learning principles and its therapeutic techniques, assessment, management and counseling

Course Objectives:

1. Understand the basic concepts of psychology, developmental psychology, counselling and clinical psychology.
2. To relate the Assessment procedures and classification for psychological disorders
3. To apply the neuropsychological assessment and learning principles
4. To evaluate the application of neuropsychological rehabilitation in relation to speech and hearing pathology.

UNIT I: INTRODUCTION TO PSYCHOLOGY.

12hrs

- a) Introduction to psychology: definition, history and schools of psychology
- b) Scope of psychology
- c) Meaning and definition of clinical psychology
- d) Historical development, modern clinical psychology
- e) Significance of clinical psychology in health sciences
- f) Role of clinical psychology in speech and hearing
- g) Concept of normality
- h) Concept of abnormality
- I) Models of mental disorders: biological, psychological social models

UNIT2: ASSESSMENT PROCEDURES IN CLINICAL PSYCHOLOGY.

12hrs

- a) Methods in clinical psychology: case history, clinical interviewing, clinical observation, definition and types of psychological testing
- b) Assessment of cognitive functions
- c) Adaptive functions
- d) Personality
- e) Behavioral assessment
- f) Classification of abnormal behavior
- g) History, need & rationale of classification
- h) Current classificatory system: DSM, ICD

UNIT3: DEVELOPMENTAL PSYCHOLOGY

12hrs

- a) Child and developmental psychology: meaning, definition and scope
- b) Meaning of growth, development & maturation
- c) Principles of child development
- d) Motor development: general principals of motor development
- e) Stages in motor development: early motor development, motor development during later childhood and adolescence, decline with age
- f) Cognitive development: growth from early childhood to adolescence
- g) Piaget's theory of cognitive development
- h) Emotional development
- i) Social development

UNIT4: PRINCIPLES OF LEARNING AND BEHAVIOR MODIFICATION.

12hrs

- a) Learning: meaning, definition and characteristics
- b) Theories of learning: introduction
- c) Pavlov's classical conditioning: experiments and principles
- d) Skinner's operant conditioning: experiments and principles
- e) Therapeutic techniques based on learning principles
- f) Skill behavior techniques
- g) Problem behavior techniques

UNIT5: NEUROPSYCHOLOGY AND ITS RELEVANCE TO STUDY OF SPEECH.

12hrs

- a) Neuropsychology: introduction and definition
- b) Neuropsychological assessment
- c) Neuropsychological rehabilitation
- d) Application of neuropsychology in the field of speech and hearing
- e) Counseling: introduction and definition
- f) Types of counseling: directive and non-directive
- g) Characteristics of a good counselor

TEXT BOOKS

.Morgon C.T., King R.A., Robinson N.M. Introduction to Psychology. Tata Mc Graw Hill Publishing Co

Anastasi, A.(1999). Psychological testing, London: Freeman

Baura, M (2004). Human Development and Psychology, Rehabilitation Council of India, New Delhi. ISBN:81-7391-868-6

Coleman J.C. Abnormal Psychology and Modern Life, Tara porevala Sons & Co.

Gregory, R.J. (2000). Neuropsychological and geriatric assessment in Psychological Testing: History, Principles, and Applications (3rded.). New York: Allyn& Bacon.

SUGGESTED READINGS

Hurlock, E.B. (1981). Child development. (VIEd.).Mc Graw Hill International Book Co.

.Kline, P. (1993). The Handbook of Psychological Testing. Routledg

.Lezak, M., Loring, D.W., and Hannay, H.J. (2004). Neuropsychological Assessment. Fourth Edition. New York: Oxford University Press

Siegal M.G. (Ed). (1987). Psychological Testing from Early Childhood Through Adolescence. International Universities Press.

Geoffrey P. Kramer, Douglas A. Bernstein, Vicky Phares (2014). Introduction to Clinical Psychology. 8th Ed, Pearson education, India.

WEB REFERENCES

1.<https://nios.ac.in/media/documents/secpsycour/English/Chapter-1.pdf>

2.<https://opentext.wsu.edu/abnormal-psych/chapter/module-3-clinical-assessment-diagnosis-and-treatment>

3.<https://www.nu.edu/resources/what-is-developmental-psychology>

4.<https://study.com/academy/lesson/what-is-behavior-modification-definition-techniques-examples.html>

5.<https://www.betterhelp.com/advice/psychologists/what-is-neuropsychology-and-what-does-it-treat/>

Course Outcomes:

CO No.	Course Outcomes	Cognitive Level (K1-K5)
CO-1	Relate the concept of Individuals normal behavior and abnormal behavior	K1
CO-2	Relate various theories of psychological development and learning principals for behavior modification.	K2
CO-3	Choose appropriate counseling process for the needy with	K3

	speech language pathology.	
CO-4	Asses the developmental stages of humans and to diagnose the neuropsychological deviant behavior.	K4

PO – CO MAPPING

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO-1	H	H	L	M	L	L	H	-	H
CO-2	H	H	L	L	M	L	H	L	M
CO-3	H	H	M	H	H	H	H	L	M
CO-4	H	H	M	H	H	-	M	L	M

PSO – CO MAPPING

CO/PSO	PSO1	PSO2	PSO3
CO-1	3	3	3
CO-2	2	2	2
CO-3	2	3	3
CO-4	3	3	3

3-High 2- Medium 1-Low

(For Candidates Admitted from 2023 onwards)
HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002
SCHOOL OF REHABILITATION SCIENCE
DEPARTMENT OF PSYCHOLOGY
OFFERS TO
PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE
CHOICEBASED CREDIT SYSTEM
B.Sc.REHABILITATIONSCIENCE
LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK (LOCF)

Course Title	ALLIED-1 GENERAL PSYCHOLOGY
Code	U23PS1ALT01
Course Type	Theory
Hours/Week	4 Hrs/Wk
Credits	2
Marks	100

CONSPECTUS

This course will enable the students to understand the basic concepts of psychology and apply them in life.

Course Objectives:

The learner will be able to

CO.No.	Course Objectives
CO-1	Gain knowledge about basics concepts of psychology, sensory &, perceptual process, types of memory and forgetting theories
CO-2	Understand theories of Learning, Motivation,, emotions and personality
CO-3	Enumerate thinking and reasoning, creativity, frustration and conflict domains of psychological attributes and intelligence
CO-4	Analyze the major psychological disorders, effects, types and sources of stress, substance use disorders

UNIT:I BASICS OF PSYCHOLOGY

(12Hrs)

- 1.1 Meaning and History
- 1.2 Sensory Perception
- 1.3 Attention and Perceptual Processes
- 1.4 Nature and Types of Memory and forgetting theories

Extra reading/ keywords: Psychology applied in different fields, Biographies of successful people, Mnemonic techniques

UNIT:II LEARNING,MOTIVATION AND EMOTIONS

(12Hrs)

- 2.1 Learning theories
- 2.2 Motivation, Types of Motives & theories
- 2.3 Emotion theories
- 2.4 Frustration and conflict

Extra reading/keywords: Multiple Intelligence, Emotional Intelligence, Emotional Quotient

UNIT:III THINKING AND PERSONALITY

12Hrs

- 3.1 Thinking and Reasoning
- 3.2 Creativity
- 3.3 Domains of Psychological Attributes
- 3.4 Intelligence
- 3.5 Individual differences in Intelligence

Extra reading/ keywords: Lateral thinking, Innovative problem solving techniques, Artificial Intelligence, Social intelligence

UNIT:IV PERSONALITY

(12Hrs)

- 4.1 Definition & Type of personality
- 4.2 Type and Trait Theories of Personality
- 4.3 Learning and Behavioural Theories
- 4.4 Humanistic Theories.

Extra reading/ keywords: The Hardy Personality

UNIT:V PSYCHOLOGICAL DISORDERS AND STRESS

(12Hrs)

- 5.1 Major Psychological Disorders
- 5.2 Effects of Stress and Coping
- 5.3 Substance Use Disorders
- 5.4 Types and Sources of Stress

Extra reading/ keywords: Disengagement coping, Relaxation Techniques

Course Outcomes

CO	The learner will be able to	Cognitive Level
CO-1	Relate the basic concepts of psychology, sensory and	K1

CO-1	M	H	-	H	H	H	H	H	H
CO-2	H	H	H	H	L	-	H	H	H
CO-3	H	H	H	H	L	-	H	H	H
CO-4	H	H	H	L	-	L	H	H	H

H – High M – Moderate L - Low

	COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES (PSO)		
	CO	1	2	3
3-High 1-Low	CO-1	H	M	H
	CO-2	H	H	H
	CO-3	H	H	H
	CO-4	H	H	H

2-Medium

HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPALLI-620002.
SCHOOL OF REHABILITATION AND BEHAVIORAL SCIENCES
COURSE PATTERN

(FOR THE STUDENTS ADMITTED FROM 2023 ONWARDS)

DEPARTMENT OF PSYCHOLOGY
I M.Sc PSYCHOLOGY

II Semester

Major Core	Course	Code	Hrs/Week	Credits	Total
Core Course-V	Advanced Social Psychology	P23PS2CCT05	4	3	100
Core Course-VI	Psychopathology	P23PS2CCT06	5	4	100
Core Course-VII	Psychological Assessment-1	P23PS2CCP07	4	4	100
Core Course-VIII	Counselling Psychology	P23PS2CCT08	4	3	100
Elective Course-III	Training and Development	P23PS2ECT01	4	3	100
Elective Course-IV	Learning Disability	P23RS2ECT02	4	3	100
NME	Positive Approach to life	P23PS2SET01	4	2	100
VALUE EDUCATION			1	-	
	Massive Open Online Course (MOOC)	P23EX2ONC01	-	2	
TOTAL			30	22+2	700

Course offered by the Department to other Department at UG Level (II Yr)

Major Core	Course	Code	Hrs/Week	Credits	Total
Allied-2	Counselling Psychology	U22PS2ALT02	4	2	100

For students admitted from June 2023 onwards
HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI-2
SCHOOL OF REHABILITATION AND BEHAVIORAL SCIENCES
PG DEPARTMENT OF PSYCHOLOGY

Course Title	CORE COURSE – 5 Advanced Social Psychology
Total Hours	90
Hours/Week	4 /per week
Code	P23PS2CCT05
Course Type	Theory
Credits	3
Marks	100

CONSPECTUS

To understand the perspectives of self in social situation, relationship with others and behavior in groups.

COURSE OBJECTIVES

The learner will be able to

CO No.	Course Objectives
CO1	Delineates the theoretical concepts of applied social psychology and appraise the role of applied social psychologist.
CO2	Explain the attribution concept and relate the information in social context to explain and predict others behavior.
CO3	Explore the influence of social indicators on the formation of attitude and prejudice and its influence on individuals' behavior.
CO4	Demonstrate ability to articulate about group behavior and apply the principles of social psychology in various fields like media, health, law and personal relationship.

UNIT 1: INTRODUCTION TO SOCIAL PSYCHOLOGY

18 Hrs

- 1.1 Introduction – Definition of Social Psychology and Applied Social Psychology.
- 1.2 Historical roots of Social Psychology: Psychoanalytic, Behaviorism, Gestalt psychology.
- 1.3 Research methods in Applied Social Psychology: Systematic observation, Correlation, Experimental method
- 1.4 Role of Applied Social Psychologists: Program Designer, Evaluation Researcher, Consultant, Action Researchers, Advocate.

Extra Reading/Key words: Ethical issues in social psychology research

UNIT- II: UNDERSTANDING OTHERS & SOCIAL COGNITION**18 Hrs**

1.1 Nonverbal Communication: Basic Channels, Recognizing Deception.

1.2 Attribution: Theories, Basic sources of error, Applications.

1.3 Impression Formation & Impression Management: Asch's Research, Cognitive perspective.

1.4 Social Cognition- Schemas, sources of error in social cognition, Social intuition.

*Extra Reading/Key words: The paradox of self- handicapping, Physical health and views of self. Using cognition to manage anger arousal***UNIT- III: ATTITUDE & PREJUDICE****18 Hrs**

3.1 Attitude: Meaning, Three components

3.2 Attitude Formation: Social Learning, Genetic Factors, Attitude Functions, Attitude- Behavior link.

3.3 Persuasion: Attitude Change - Cognitive Dissonance Attitude scales, Discrimination, stereotype, social distance scale.

3.4 Prejudice: Nature, Sources, Consequences, Techniques for minimizing prejudice, aggression.

*Extra Reading/Key words: Advertising the ultimate in attitude change. Doing wrong by trying to do right. Judging people by their covers.***UNIT IV - INTERPERSONAL ATTRACTION AND CLOSE RELATIONSHIP****18 Hrs**

4.1 Internal Sources of Liking Others:- External sources of attraction - Liking based on social interaction.

4.2 Romantic relationships-Love- Sternberg's Triangular Model of Love.

4.3 Conformity: Group Influence in action

4.4 Compliance: Extreme forms of Social influence and obedience

*Extra Reading/Key words: Love in cross cultural perspective.***UNIT- V: GROUP AND INDIVIDUAL AND SOCIAL PSYCHOLOGY IN LIFE****18 Hrs**

5.1 Group: Components, group formation, Social facilitation, Social loafing,

5.2 Perceived fairness in group, Decision making in groups

5.3 Social Psychology to Arenas of Life: Media, Health and Law

5.4 Social Psychology to one's own of Life: Personal relationship, Classroom. Balance optimism and pessimism.

*Extra Reading/Key words: Increasing intergroup co-operation with Grit strategy. Application of social psychology in day to day life.***COURSE OUTCOMES (CO)****The learners:**

CO No.	Course Outcome	Cognitive Level
CO 1	Summarize new perspectives and research methods in social Psychology	K1

CO 2	Compare interpersonal and interdependent relationship	K2
CO 3	Examine and infer social psychology in law and organization	K3
CO 4	Analyze the strategies used for self-identity and Relate social perception influencing social behaviour	K4

TEXT BOOKS

Robert A. Baron & Nyla R. Branscombe (2008) Social Psychology, 13 th Edition, Pearson Education, New Delhi
 David G. Myers, Prem Sahajpal, Pushpita Behera. (2012) Social Psychology, 10th Edition McGraw Hill Education(India) Private Limited.
 Robert S. Feldman, (2001). Social Psychology 3 rd Edition, Pearson Education, New Delhi

SUGGESTED READINGS

Schultz, W., Oskamp.S (2000). Social Psychology: An applied perspective, Upper saddle River, NJ Prentice Hall.
 Frank W.Schneider., Jamie A. Gruman., Larry M.Coutts. (2005) Applied social Psychology Understanding and Addressing Social and Practical Problems, Sage publications.
 Gruman J, A.: Schneider, F. W. & Coutts, L.M. (2017). Applied Social Psychology: Understanding and Addressing Social and Practical problems. 3ed edition. Mc Graw Hill, New York

COURSE OUTCOMES

M –
L-Low

COURSE OUTCOMES	PROGRAMME OUTCOMES (PO)						
	1	2	3	4	5	6	7
CO-1	H	H	H	H	H	H	M
CO-2	H	H	H	H	M	H	M
CO-3	H	H	M	M	M	H	M
CO-4	H	H	M	M	M	H	H

H – High,
Moderate,

COURSE OUTCOMES	1	2	3
CO-1	H	M	H
CO-2	H	H	M
CO-3	H	M	M
CO-4	H	H	M

For students admitted from June 2023 onwards
HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI-2
SCHOOL OF REHABILITATION AND BEHAVIORAL SCIENCES
PG DEPARTMENT OF PSYCHOLOGY

Course Title	CORE COURSE -6 Psychopathology
Total Hours	90
Hours/ Week	5/HRS
Code	P23PS2CCTO6
Course Type	THEORY
Credits	4
Marks	100

CONSPECTUS

The course enables the students to learn about the psychological disorders

COURSE OBJECTIVES:

The learner will be able to

Co.No	Course Objectives
Co1	Recall the basic concept of abnormality, of stress and eating disorder
Co 2	Understand the causes, diagnosis and prognosis of the disorders
Co 3	Apply the different therapeutic procedures for personality, mood disorders and Suicide
Co 4	Analyze the history collection, Mental status examination procedures

UNIT-I: Basics of Pathology

18 Hrs

1.1:**Abnormality:** Concept of abnormality- Perspectives of abnormal behaviour- Psychodynamic, Behavioural, Cognitive, Humanistic-Existential, and Sociocultural **Classification and assessment:** Classification of maladaptive behaviour-DSM-V; Assessment techniques: the basis of classification and case history taking

1.2: **Stress and coping:** coping skills – coping process and social support. Clinical reactions to stress: adjustment disorder- acute stress disorder and dissociative disorder- Symptoms, causes- diagnostic criteria & Co morbidity.

1.3: **Eating disorders:** Anorexia – Bulimia – Binge eating disorders Symptoms, causes- diagnostic criteria & Co morbidity

UNIT- II: BODILY MALADAPTATION AND BODILY PREOCCUPATION DISORDERS 18 Hrs

2.1:**Sleep disorders:** Sleep process- Dyssomnias & Parasomnias Symptoms, causes-prevalence- diagnostic criteria & Co morbidity

2.2:**Somatoform disorders:**Pain disorders Somatization disorder- Conversion Disorder- Hypochondriasis & Body dysmorphic disorder Symptoms, causes-prevalence- diagnostic criteria & Co morbidity.

2.3:**Sexual dysfunction:** Types and treatment- Gender identity disorder: in children and adults – causes. prevalence- Paraphilias- types and perspectives. Sexual Victimizer and sexual harassment

UNIT- III: PERSONALITY DISORDERS &MOOD DISORDERS

18 Hrs

3.1:**Personality Disorder:** Classification- Odd Behavior- Dramatic and emotional behavior- Anxious behavior- Treatment- Symptoms-causes- prevalence- diagnostic criteria & Co morbidity.

3.2: **Mood Disorder:** Depression-Vulnerable factors – Depressive disorders – Dysthymic- major depressive disorder – Causes -prevalence- and treatment – bipolar disorder – Symptoms - Causes - prevalence- and Treatment of bipolar - Diagnostic criteria & Co morbidity.

3.3: **Suicide:** Definition- mental illness and suicide- Risk factors for suicide- Life event and suicide- Suicide Contagion.

UNIT IV: PSYCHOTIC, COGNITIVE IMPAIRMENT & SUBSTANCE RELATED DISORDER 18 Hrs

4.1: **Psychotic disorders-** Schizophrenia- definition – DSM V Subtypes-Positive and negative symptoms- Schizophrenia spectrum disorders- Causes-prevalence- Therapeutic approaches-other psychotic disorder - Diagnostic criteria & Co morbidity.

4.2: **Cognitive impairment:** Dementia – Delirium – Amnestic disorder – Diversity of cognitive impairment disorder- Symptoms – Causes –prevalence- Diagnostic criteria & Co morbidity.

4.3: **Substance related disorder:** Substance use disorders- Substance induced disorders – Alcohol related disorders- Other drugs - Causes – prevalence- Diagnostic criteria & Co morbidity

UNIT V DISORDERS RELATED TO CHILDHOOD& ADOLESCENCE, PDD & ANXIETY DISORDER 18 Hrs

5.1: **Disorders related to childhood & adolescence :** Externalizing disorder -Types- - Symptoms – Causes – prevalence- Diagnostic criteria & Differential diagnosis. Internalizing disorders- Types- - Symptoms – Causes – Diagnostic criteria & Co morbidity – other childhood disorders- Therapies

5.2:**Pervasive development disorder & Mental retardation:**PDD- Types - Symptoms – Causes prevalence– Diagnostic criteria & Co morbidity. Mental retardation:Types - Symptoms – Causes-prevalence- Diagnostic criteria & Co morbidity - types of prevention & intervention programs.

5.3: **Anxiety Disorder:** GAD- Panic disorder- Phobia-OCD- Types- Symptoms – Causes prevalence- Treating anxiety disorder & Co morbidity

COURSE OUTCOMES

The learner will be able to

CO NO	COURSE OUTCOME	Cognitive level
CO1	Categorize different psychological disorders based on DSM V	K1
CO2	Summarize Different types of disorders	K2
CO3	Apply the different therapeutic procedures for personality, mood disorders and Suicide	K3

CO4	Compare the different positive and negative symptoms of psychological disorders	K4
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TEXT BOOKS

Sarason, Irwin G, Sarason Barbara R. (2005) Abnormal Psychology: The Problem of Maladaptive Behavior, 11th Edition, Pearson Education, Inc, New York.

The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, (2022), Diagnostic and Statistical Manual of Mental Disorders, the taxonomic and diagnostic tool, The American Psychiatric Association.

Suggested reading

WHO (2002) Classification Of Mental & Behavioural Disorders: Clinical Descriptions And Diagnostic Guidelines, Geneva.

Mapping

Course Outcome	Program outcome						
CO	1	2	3	4	5	6	7
CO1	H	H	H	M	M	H	H
CO2	H	H	H	H	H	H	H
CO3	H	H	H	M	H	H	H
CO4	H	M	H	M	H	H	H

H- High, M- Moderate, L-Low

Course Outcome	Program specific outcome		
CO	1	2	3
CO1	1	3	1
CO2	3	3	1
CO3	2	3	1
CO4	3	3	1

3-High, 2-Moderate, 1- Low

For students admitted from June 2023 onwards
HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI-2
SCHOOL OF REHABILITATION AND BEHAVIORAL SCIENCES
PG DEPARTMENT OF PSYCHOLOGY

COURSE TITLE	CORE COURSE -7-Psychological Assessment-I
TOTAL HOURS	90
HOURS/WEEK	4HRSWK
CODE	P23PS2CCP07
COURSE TYPE	PRACTICAL
CREDITS	4
MARKS	100

CONSPECTUS

To enable the students in administering and interpreting psychological tests.

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Learn and administer psychological test
CO-2	Interpret the test
CO-3	It helps the students in employability and develop assessment skills

UNIT-1 LEARNING AND MEMORY

1. PGI Memory Scale
2. Paired Association Learning

UNIT-2 ANXIETY AND EMOTION

3. State-Trait Anxiety Scale
4. Manifest Anxiety Scale
5. Beck's Depression Scale
6. Anxiety stress depression Scale

UNIT-3 PERSONALITY

7. Neo five factor inventory
8. Myer-Briggs Type Indicator
9. Edwards Personal Preference Schedule
10. Levenson's Scale for Locus of Control
11. Sentence Completion Test
12. Eysenck's Personality Questionnaire

UNIT-4 EDUCATIONAL PSYCHOLOGY

13. Educational Aspiration Scale
14. Achievement Motivation
15. Interest Schedule

ATTENTION AND INTELLIGENCE

16. Span of Attention(Visual)
17. Weschler Adult Intelligence Scale(WAIS)
18. Malin's Intelligence Scale

UNIT-5 SOCIAL PSYCHOLOGY

19. Bogardus Social Distance Scale
20. Prejudice Scale
21. Family Relationship Scale

ENVIRONMENTAL PSYCHOLOGY

22. Environmental Orientation Attitude Scale.
23. Happiness Scale

There are minimum 10 experiments to be conducted from out of twenty experiments.

Course Outcomes (CO):

The learner will be able to

CO No.	Course Outcomes	Cognitive Level
CO-1	Demonstrate the competence in administering, scoring and interpreting the psychological tests	K1
CO-2	Infer the test reports for planning counseling and therapy sessions.	K2
CO-3	Apply the tests in counseling set up for clinical and non-clinical population.	K3

References

Anne Anastasi and Susane Urbina (1997). Psychological Testing. Seventh Edition.

Prentice Hall, New Jersey.

Suggested Readings

Frank.S.Freeman.(1962).Theory and Practice of Psychological Testing., Oxford
&

IBH Publishing Ltd. New Delhi.

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SCHOOL OF REHABILITATION AND BEHAVIORAL SCIENCES
PG DEPARTMENT OF PSYCHOLOGY

Course Title	CORE COURSE 8- Counselling Psychology
Total Hours	90
Hours/Week	4 HRS WK
Code	P23PS2CCT08
Course Type	THEORY
Credits	3
Marks	100

CONSPECTUS: The student will understand the historical evolution and application of counseling practices in various set ups.

CourseObjectives:

CONo.	CourseObjectives
CO-1	Understand the trends in counseling
CO-2	Classify the counselor counselor relationship.
CO-3	Summarise the various theories of counselling.
CO-4	Implement the counseling procedures in groups.
CO-5	Execute the counseling skills in various areas.

UNIT-I:INTRODUCTION, COUNSELLING PROCESS AND RELATIONSHIP

18

Hrs

- 1.1.Definition and scope of Counselling – History of Counselling –Current trends in the New Millennium.
- 1.2.The Counselling process-Building Counselling Relationships–Structure, Initiative, The physical setting problem identification, exploration and the identification of goals, problem solving and application.
- 1.3. Client Qualities and Counsellor qualities–Transference and Counter-transference.

ExtraReading/Keywords: Becomingproficientincommunication

UNIT-II: SKILLSANDTECHNIQUES INCOUNSELLING

18 Hrs.

- 2.1. Rapport Building, Reflective relationship techniques, Listening techniques
- 2.2. Active listening, forms of poor listening, Empathic responding, probing and summarizing
- 2.3. Challenging Skills, Acceptance techniques, Structuring techniques, leading techniques, Reassurance and suggestion methods
- 2.4. Advanced empathy, immediacy, interpretation and confrontation, role playing, advice and information strategies, terminating skills. Ivey's step by step micro skills model, macro skills.

ExtraReading/Keywords: Case study of an individual, Personal counselling.

UNIT-III:APPROACHES TO COUNSELLING

18 Hrs.

- 3.1. Psychoanalytic counseling, Adlerian counseling, Behavioural counseling,
- 3.2. RET, Reality therapy, and Humanistic Counselling, Person Centered Counselling
- 3.3. Gestalt Counselling ,Existential Counselling, Systemic, Behavioural Counselling, Cognitive and Cognitive Behavioural counselling
- 3.4 Brief counseling approaches, solution focused counseling, crisis counseling approaches, eclectic counseling.

Extra Reading/Keywords: Lifeskills counselling

UNIT IV:GROUPS IN COUNSELLING

18 Hrs.

- 4.1. The place of groups in counselling, Types of groups – Psycho educational groups, Counselling groups
- 4.2. Psychotherapy groups and Task/Work groups, The process of group Counselling
- 4.3. Issues in groups, Benefits and drawbacks of groups, Evaluation, Online counselling skills:

ExtraReading/Keywords): Counselling for natural calamities, bereavement and grief.

UNIT-V- AREAS OF COUNSELLING

18

Hrs

- 5.1. The importance of Career Counselling, The scope of Career Counselling and careers, Career information
- 5.2 Counselling the special population- Working with elderly, crisis intervention, premarital counselling
- 5.3. The process of Couple counseling, Marriage, and Family counseling, HIV/AIDS counseling, Counseling the Suicidal, counseling for terminally ill.

ExtraReading/Key words

Family therapy.

CO-1	H	M	-	-	-	-	-	-	-
CO-2	H	H	-		L	M	H	M	M
CO-3	H	H	H	M	L	H	H	M	M
CO-4	H	H	H	M	-	L	M	H	H
CO-5	H	H	H	H	H	H	H	H	H

H – High

M – Moderate

L - Low

For students admitted from June 2023 onwards
HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI-2
SCHOOL OF REHABILITATION AND BEHAVIORAL SCIENCES
PG DEPARTMENT OF PSYCHOLOGY

Course Title	ELECTIVE-3: Training And Development
Total Hours	60
Hours/Week	4 Hrs Wk
Code	P23P2ECT01
Course Type	Theory
Credits	3
Marks	100

CONSPECTUS

To understand the concept and methods of training and the strategies to be implied that helps in formulating training modules.

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Recall the basic concepts of training and development
CO-2	Understand the process of learning in a training program
CO-3	Apply different training methods to different types of participants
CO-4	Analyze the trainer roles and evaluate the training program

UNIT-1: NATURE AND MEANING TRAINING AND DEVELOPMENT
12 Hrs

1.1 Meaning, definition, difference between training and development. Key facets of training- Participatory training, Facilitative training

1.2 Levels of training- Individual based training, Group based training, Organization based training. Models of training-Face to face training, On the job training, Distance training, E-

training.

Extra reading/ keywords: Read different types of training program in organizations

UNIT 2: PROCESS OF LEARNING IN A TRAINING PROGRAM

12 Hrs

2.1 Process of learning-Need, Cycle of learning, learning as interactive and collaborative process- Conscious and sub-conscious learning. Participant's learning styles-Preference for specific type of training activities, willingness to put in extra efforts for learning. Levels of interpersonal competencies.

2.2 Methods of learning in a training program- Direct input by trainers, learning through sharing within the training group, learning through practice and exercise, formal and informal methods of observation, out of session exchanges with participants and trainers. Factors influencing learning process- Personal factors, Environmental factors.

Extra reading/ keywords: Read the importance of training methods used in organizations

UNIT 3: TRAINING METHODS AND TYPES OF PARTICIPANTS

12 Hrs

3.1 Importance of training Methods- Importance, functions. Factors influencing choice of training methods- Pressure, time allotted, level of competencies, style preferences and ease of presentation. Stages of development of training group- Key elements in the group process, Stages of development in a training group.

3.2 Training methods- Lecture, Case study, Role play, Management games, Lab training, Group discussions, Demonstrations. Types of participants- Learner, self-seeker, detached, socialiser, tourist, critic, Know all, hesitant, Dominator

Extra reading/ keywords: Read the different training methods

UNIT 4: STEPS IN PREPARING A TRAINING DESIGN

12 Hrs

4.1 Identifying and analyzing training needs- Understanding training needs, identifying training needs, analyzing training needs. Setting program objectives- Understanding program objectives, need for setting program objectives.

4.2 Steps in preparing action plan for program- Identify and break up program contents, organize and sequence program contents, Determine learning outcomes for each module, decide on training methods and techniques, Decide on support materials, facilities and equipments, delegate responsibilities, establish mechanisms for monitoring.

Extra reading/ keywords: Read the various steps used in training design

UNIT 5: TRAINER ROLES AND EVALUATION

12 Hrs

5.1.Trainer needs Vs Participant's needs- Values of a trainer, roles, competencies and qualities of a trainer. Training styles- Meaning, scope and dynamics, determination, constituents and functional training style, degree of control of training process, nature of relationship with participants.

5.2 Evaluation of a training program- Need, purpose, pre-training evaluation, on going, end program and post-training evaluation. Measuring participants learning- Measurement of knowledge, competencies and changes in attitudes.

Extra reading/ keywords: Read different types of training evaluation methods

TEXTBOOKS

Agochiya Devendra., (2020). Every Trainer's Handbook. (Second Edition), Sage Publications

India Pvt Ltd, New Delhi

Camp, R.R., Blanchard, N.P., &Huszczco, G.E. (1986).Toward a more organizationally effective

training strategy and practice. New Jersey: Prentice Hall.

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

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

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

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

SUGGESTED READINGS:

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

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

Hardinghan, A. (1998). Training essential – Psychology for trainers. Chartered Institute of

Personnel and Development. London, England:

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

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

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

Singh P N. (1996). Training Management Development. Suchandra Publications. Mumbai:

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

CO No.	Course Outcomes	Cognitive Level
CO-1	Understand the basic concepts of training and its importance	K1
CO-2	Enumerate the learning process in a training program	K2
CO-3	Compares types of training methods	K3
CO-4	Analyze the trainer role and types of evaluation	K4

MAPPING

Course Outcomes	PROGRAMME OUTCOMES (PO)								
	1	2	3	4	5	6	7	8	9
CO1	H	H	H	H	M	H	-	M	-
CO2	H	M	H	M	M	H	-	-	-
CO3	H	M	H	M	H	H	-	-	M
CO4	H	H	H	H	H	H	H	H	H

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES (PSO)		
CO	1	2	3
CO1	3	3	1
CO2	3	2	3
CO3	3	3	1
CO4	3	2	3

3- High 2-Moderate 1-Low

For students admitted from June 2023 onwards
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SCHOOL OF REHABILITATION AND BEHAVIORAL SCIENCES
PG DEPARTMENT OF PSYCHOLOGY

Course title	ELECTIVE IV- Learning Disability
Total hours	60
Hours/ week	4/hrs
Code	P23RS2ECT02
Course type	Theory
Credits	3
Marks	100

CONSPECTUS

The course enables the students to learn about specific learning disabilities in childhood and adolescents

COURSE OBJECTIVES:

The learner will be able to

Co.No	Course Objectives
Co 1	Recall the basic concept of Learning disability and Specific learning disability
Co 2	Understand the causes and intervention of dysgraphia and dyslexia
Co 3	Apply different techniques to survive and thrive in society for LD child
Co 4	Analyze the different assessment methods of learning disabilities

UNIT I: LEARNING DIFFICULTIES INTRODUCTION

12

Hrs

1.1: Meaning – Definition-Possible causes of LD- Sensory impairment-Specific information processing difficulties -IQ and discrepancy module of diagnosis-Multi sensory teaching module.

1.2: Specific learning disability: Discrepancy between ability and achievement -Defining and describing SLD – Possible indicators– Types of LD – Prevalence -Causes – Identification – Differential Diagnosis -Intervention method.

UNIT II: DYSLEXIA & DYSGRAPHIA**12 Hrs**

2.1: Difficulties in reading : Defining and describing reading –Factors causing reading difficulties – General principals of intervention.

2.2: Dysgraphia:Developmental aspect of writing and spelling – Difficulties in writing – Difficulties in spelling – SLD in written languages – Handwriting and assessment – Intervention –Strategy instruction –Intervention for spelling – Uses of computers and spell checkers.

UNIT III: DYSCALCULIA & SUPPORTING SLD CHILDREN

3.1:Dyscalculia : in mathematics –Poor teaching generates –Poor learning – Affective components of LD in mathematics – Developmental dyscalculia – Specific areas of weakness – subtypes of dyscalculia-Determining a students instructional need – Intervention.

3.2:Role of family – Understanding and helping LD students to survive and thrive in society –Other techniques.

UNIT IV: LD ASSESSMENT**12Hrs**

4.1:Assesment by classroom teacher and special education teacher -Psychological assessment – testing hypothesis in LD assessment- Dyslexia and Dysgraphia assessment : Cognitive skills to difficulties in reading and spelling-Development of reading and spelling skills - Assessment of reading and spelling.

4.2:Dyscalculia assessment : Development of mathematical skills -Assessment of specific skills in math's.

UNIT V: ATTENTION AND EXECUTIVE FUNCTIONS**12Hrs**

5.1:ADHD Definition - signs and symptoms -Diagnostic criteria – Development of attention – Causes of ADHD- Assessment- Strategies.

5.2:Executive function -definition -Development of executive function – causes of executive function – Assessment- Strategies.

Course Outcome

The learner will be able to

CO NO	COURSE OUTCOME	Cognitive level
CO1	Categorize different SLD	K1
CO2	Summarize different causes of SLD	K2
CO3	Apply the different interventions for SLD children	K3
CO4	Compare the different IQ discrepancy and sensory impairment with SLD	K4

References:

Peter westwood (2004), Learning and learning difficulties- A handbook for teachers, Australian

Council for educational research Ltd, 19 Perspect Hill road, Victoria 3124

Tuija Ave& Tima Ahoner (2011)- Assessment of Learning disabilities : Co operation between teachers, Psychologists & Parents – African edition, University of Turkey, Finland, Jyvaskyla Finland.

Suggested Reading:

Patrician A.Dunn (1995), Learning Re- Abled, Cock Publishers Inc, Hanover street, Perksmaith,

Mapping

Course Outcome	Program outcome						
CO	1	2	3	4	5	6	7
CO1	H	H	H	H	M	H	L
CO2	M	H	H	H	H	H	M
CO3	H	H	H	H	H	H	M
CO4	H	M	H	M	H	H	H

H- High, M- Moderate, L-Low

Course Outcome	Program specific outcome		
CO	1	2	3
CO1	2	3	1
CO2	3	3	1
CO3	2	3	1
CO4	3	3	1

3-High, 2-Moderate, 1- Low

For students admitted from June 2023 onwards
HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI -2
SCHOOL OF REHABILITATION AND BEHAVIOURAL SCIENCES
PGDEPARTMENT OF PSYCHOLOGY
CHOICE BASED CREDIT SYSTEM
II Semester- PG First Year

Course Title	Skill Enhancement Course: Positive Approach to Life
Total Hours	60
Hours/week	4
Code	P23PS2SET01
Course Type	THEORY
Credits	2
Marks	100

CONSPECTUS: The student will understand the theoretical perspectives and applications of psychological principles to everyday life.

Course Objectives:

The learner will be able to

CO.No.	Course Objectives
CO1	Understand the basic concepts of stress and stressors
CO2	Relate the concepts of stress with physical and mental health
CO3	Apply different effective coping techniques
CO4	Analyze different problem solving and coping skills

UNIT I: NATURE OF STRESS

12 Hrs

- 1.1 Stress: Definition-Nature-Stress in changing world-Stress response
- 1.2 Types of stress: Sources of chronic stress- Stressors and its types- Coping strategies- Problem focused- emotion focused- specific focused
- 1.3 Models of stress: Seyle Model of stress- Lazarus model of stress and Folkman Transactional model of stress

Extra reading: Ted and be friend, stress and mind

UNIT II STRESS AND HEALTH RELATED CONSEQUENCES

12 Hrs

- 2.1 Stress and chronic pain- Stress and immune system- Stress and disease connection-Stress and insomnia
- 2.2 Holistic approaches to stress management- Its premises and nature- Power of adaptation- Energy Psychology
- 2.3 Emotion: Healthy emotion- Unhealthy emotion- The stress emotion- anger and fear- Joy and happiness- Stress prone and stress resistant personality

Extra Reading: Dynamics of self healing, death expectation, nutrition and healthy immune system

UNIT III EFFECTIVE COPING SKILLS

12 Hrs

- 3.1 Reframing: Attitude of gratitude- Art of acceptance- The power of positive affirmation- Tips to incorporate the practice of positive affirmation
- 3.2 Comic Relief; Humorous insight- Types of humour- How to incorporate humor therapy into your life routine- Best benefits of comic therapy
- 3.3 Simple assertiveness management: The art of healthy boundaries- Benefits of healthy boundaries- The anatomy of assertiveness- Art therapy- Ageless wisdom of art therapy- Interpretation of art in art therapy- Art therapy and chronic illness- How to incorporate art therapy into your life routine- Best benefit of art therapy- Music therapy- Ageless wisdom of music therapy- Good vibration- Bad vibration- How to incorporate music therapy into your life routine- Best benefit of music therapy

Extra Reading: Art of calm and Hath yoga

UNIT IV RELAXATION TECHNIQUE

12 Hrs

- 4.1 Art of breathing: How to incorporate meditation therapy into your life routine
- 4.2 Art of meditation: Types of meditation- Insightful meditation- Meditation and cognitive function – How to incorporate meditation therapy into your life routine- Suggestions for meditation- Stress relief and chronic pain- Best benefits of meditation
- 4.3 Visualization and imagery: The art of guided imagery-Types of visualization-The essential components of visualization – How to incorporate visualization and imagery into your life routine- Best benefits of visualization and imagery

Extra Reading: Massage therapy, Tai Chai and Muscle relaxation

UNIT V PHYSICAL EXERCISES

12 Hrs

- 5.1 Ageless wisdom of physical exercises- energy balance-Cortisol and weight gain- The mind –body-spirit connection- your body’s natural rhythm- Developing your mastery of exercise as a relaxation technique.
- 5.2 Creative problem solving: The creative process revealed- Unlocking your creative power- from creativity to creative problem solving- How to incorporate creative problem solving into your life routine- Best benefit of creative problem solving
- 5.3: Journaling: Art of soul searching- Hobbies and outside interest- Following your bliss- Forgiveness: The art of moving on with your life – The healing power of prayer: Divine connection.

Extra Reading: Clinical Biofeedback

COURSE OUTCOMES (CO):

The learner will be able to-

CO.No.	Course outcomes	Cognitive Level
CO-1	Demonstrate the manifestation of stress on health	K1
CO-2	Compare different types of stress and stressors	K2
CO-3	Apply different additional stress coping techniques	K3
CO-4	Outline the methods of coping strategies	K4

References

Seaward and Brain Luke (2006) Essentials of managing stress

Suggested Readings

Virginia Hill Rice, Ph.D., RN Handbook of Stress, Coping, and Health Implications for Nursing

Research, Theory, and Practice second edition Edited by: – Wayne State University, Detroit, USA

MAPPING

COURSE OUTCOMES	PROGRAMME OUTCOMES (PO)								
	1	2	3	4	5	6	7	8	9
CO-1	H	L	L	H	H	L	H	L	M
CO-2	H	H	H	H	H	M	H	L	M
CO-3	M	L	H	H	H	L	M	L	H
CO-4	H	M	H	H	H	M	H	L	H
CO-5	H	H	H	H	H	M	H	M	H

H – High, M – Moderate, L - Low

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES (PSO)		
CO	1	2	3
CO-1	H	H	H
CO-2	H	M	H
CO-3	H	H	H
CO-4	H	H	H
CO-5	H	H	H

H – High; M – Moderate, L - Low