

# **COURSE STRUCTURE**

### PG Diploma in School Counselling - Course Structure

Sem I	Course Code	Title of the Paper	T/P	Cr.	Hrs./ Week	Max. Marks		
						Int.	Ext.	Total
		School ecosystem	T	4	4	25	75	100
		Psychopathology of childhood and adolescence.	T	4	4	25	75	100
		Psychological assessment I	P	5	10	25	75	100
		Internship	P	5	10	25	75	100
		Library		-	2	-	-	-
		Total		<b>18</b>	<b>30</b>	<b>100</b>	<b>300</b>	<b>400</b>
Sem II		Fundamentals of Counselling	T	4	4	25	75	100
		Behaviour modification	T	4	4	25	75	100
		Psychological assessment II	P	5	10	25	75	100
		Internship	P	5	10	25	75	100
		Library		-	2	-	-	-
		Total		<b>18</b>	<b>30</b>	<b>100</b>	<b>300</b>	<b>400</b>
		Grand Total		<b>36</b>	<b>60</b>	<b>200</b>	<b>600</b>	<b>800</b>

Approved on B.O.S conducted on 01.09.2023

# **SYLLABUS**

I - SEMESTER					
Course Code		School Ecosystem	T	Credits: 4	Hours/Week: 4
Objectives	1. To understand the importance of the school ecosystem in the process of learning. 2. To develop the competence to drive academic performance. 3. To assess the academic performance of students and analyse the concepts behind positive discipline 4. To develop the potential to inculcate child friendly practices in school 5. To educate the rights of children and right to education				
Unit - I	School – Concept, Role, and its importance, School as a System. Concept of Education, Trends and Challenges in Education. School Environment- Physical and Psychosocial and its importance in Education. School performance - Concept, Drivers, Measurement, and challenges.				
Unit - II	Stakeholders - Concept and its importance, Types of Stakeholders, Role of Stakeholders, Stakeholders Participation, Challenges involved in the participation. Academic Performance - Concept, Indicators, Drivers of Academic Performance, Issues relating to the performance, and Strategies to enhance the Academic Performance.				
Unit - III	Positive Discipline - Concept of Discipline, Issues relating to Discipline, Concept of Positive Discipline and its Importance, Building blocks of Positive Discipline. Child-friendly school: Concept and its Importance, Child-friendly practices. Parent Teacher Association: Objectives, Roles of this Association, Challenges involved in the partnership, and Strategies to improve the functioning of the Association.				
Unit - IV	School Mental Health Programme - Objectives, Process, Practices and Challenges. Role of Stakeholders in the implementation of School Mental Health Programme				
Unit - V	Rights Of Children - Concept of Rights and Duty, United Nations Convention on the Rights of Children (UNCRC), Rights of Children, Rights Violations, Role of Stakeholders in the promotion and protection of the rights of Children. Right to Education - Objectives, Salient Features of the act, and the Challenges involved in the implementation of the Act (2009).				
<b>References and Text Books:</b> 1. UNICEF. (2006). Child Friendly School, New York. 2. Digumarti Bhaskara Rao (2005). Issues in School Education, New Delhi. Discovery Publishing House. 3. KolekarGopal. (2013). How Should the Indian Education Be? Belgaum, KolekarGopalRayappa. 4. Nelsen Jane and Lott Lynn. Positive Discipline in the Class room, New York, Three rivers Press. 5. Sharma Rashmi & Rama Chandran Vimala. (2009). The Elementary Education System in India, (Exploring institutional Structures Processes & Dynamics), London, Routledge (Taylor & Francis Group).					
<b>Websources :</b>  <a href="https://files.eric.ed.gov/fulltext/ED604388.pdf">https://files.eric.ed.gov/fulltext/ED604388.pdf</a> <a href="https://www.unicef.org/child-rights-convention/convention-text-childrens-version">https://www.unicef.org/child-rights-convention/convention-text-childrens-version</a> <a href="https://onlinecourses.swayam2.ac.in/cec21_ed14/preview">https://onlinecourses.swayam2.ac.in/cec21_ed14/preview</a>					

### Course Outcomes

On completion of the course, students will have

CO1	Understanding of the importance of the school ecosystem in the process of learning.	K1, K2
CO2	Understanding of the importance of the stakeholders in the school ecosystem based on the analysis of the concepts and challenges involved in stakeholders participation.	K1, K2, K4
CO3	Competence to assess academic performance and inculcate positive discipline techniques	K2, K4, K5
CO4	Potential to create child friendly school and clear out the challenges in the way of creating the positive environment	K4, K5, K6
CO5	Understanding of laws such as right to education and right for children and have the ability to voice out if basic rights are compromised	K1, K3

### Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)	L(1)
CO2	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	L(1)	L(1)	L(1)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)
CO4	L(1)	L(1)	L(1)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)
CO5	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)	L(1)
W.Av	2.2	2.2	2.2	2.2	1.8	2.2	2.2	2.2	2.2	1.8

### Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	L(1)	M(2)	M(2)
CO2	S(3)	M(2)	M(2)	L(1)	L(1)
CO3	L(1)	M(2)	S(3)	M(2)	M(2)
CO4	M(2)	S(3)	S(3)	M(2)	M(2)
CO5	M(2)	M(2)	M(2)	S(3)	S(3)
W.Av	2.2	2	2.2	2	2

I - SEMESTER					
Course Code		Psychopathology of childhood and adolescence	T	Credits:4	Hours/ Week :4
Objectives	<ol style="list-style-type: none"><li>1. To understand the common mental health problems of Children and Adolescents.</li><li>2. To understand the concepts of developmental psychology to analyse the psychopathology across lifespan</li><li>3. To educate the adversities faced by adolescence which leads to potential mental health disorder</li><li>4. To understand the mental health disorder that is more prevalent in the adolescent period</li><li>5. To advocate the mental health programmes carried out in school premises and the role of stakeholders</li></ol>				
Unit - I	Psychopathology - Concept, Causes and Consequences. Classification of Mental disorders – ICD 11, DSM- V. Prevalence of Mental disorders. International and National Scenario, Models of Mental disorders, Burden of Mental Disorders.				
Unit - II	Understanding Human Brain – Structure and functions of Brain, Role of Neurons and Neurotransmitters, Changes in Brain and its impact. Examination of the Person with Mental Illness – Importance of Interview, Skills in Interviewing, Case history taking and Mental Status Examination .				
Unit - III	Childhood Disorders: Mental Retardation, Pervasive Developmental Disorders, ADHD, Learning and Motor Skills Disorders, Communication disorder - Epidemiology, Etiology, Diagnosis, Management and its Outcome.				
Unit - IV	Eating and Sleep Disorders – Eating disorder – Anorexia Nervosa, Bulimia Nervosa and Binge Eating Disorders. Sleep Disorders – Insomnia, Hypersomnia, Breathing related Disorder, Nightmare and Sleep walking disorders - Epidemiology, Etiology, Diagnosis, Management and its Outcome.				
Unit - V	Substance use disorder - Concept of use, misuse, abuse and addiction, Alcohol, Caffeine, Nicotine, Opiod, Cannabis, Inhalants related mental disorders - Epidemiology, Etiology, Diagnosis, Course , Management and its Outcome.				
<b>References and Text Books:</b> <ul style="list-style-type: none"><li>● Feldman S. Robert. (2007). Understanding Psychology, New Delhi, Tata McGraw-Hill Publishing Company Ltd.</li><li>● Mikhail Buyanov. (1989). Child Psychiatry &amp; you, Moscow, Mir Publishers.</li><li>● Nancy J. Cobb (2000). Adolescence continuity, change and diversity, Los Angles, California State University.</li><li>● Sadock and Kaplan (2007). Synopsis of Psychiatry, Wolters Kluwer.</li><li>● Thackery Ellen and Harois Madeline (2003), The Gale Encyclopedia of Mental Disorders, New York, Gale Group, Inc.</li><li>● Fishchhoff I.Baruch(2001), Adolescent risk and vulnerability -concepts and Measurement, Washington, National Academic Press.</li></ul>					
<b>Webresources :</b> <a href="https://www.ncbi.nlm.nih.gov/books/NBK361938/">https://www.ncbi.nlm.nih.gov/books/NBK361938/</a> <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8106413/#:~:text=As%20per%20the%20WHO%2C%5B12,stakeholders%20at%20all%20the%20stages%20">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8106413/#:~:text=As%20per%20the%20WHO%2C%5B12,stakeholders%20at%20all%20the%20stages%20</a>					

### Course Outcomes

On completion of the course, students will have

CO1	Understanding of the common mental health problems of children and adolescents.	K1, K2
CO2	Understanding the concepts of developmental psychology to analyse the psychopathology across lifespan	K1, K2, K4
CO3	Knowledge about the adversities faced by adolescence which leads to potential mental health disorder	K1, K2
CO4	Understanding of the mental health disorder that is more prevalent in the adolescent period and have the ability to diagnose and implement the management strategies	K4, K5
CO5	Knowledge about the importance of stakeholder in school mental programmes on the basis of analysis of process and practices	K1, K2

### Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)	L(1)
CO2	S(3)	S(3)	S(3)	M(2)	M(2)	L(1)	L(1)	L(1)	L(1)	M(2)
CO3	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)	L(1)
CO4	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)	L(1)	L(1)	L(1)	L(1)	S(3)
W.Av	2.8	2.8	2.8	2	2	1.6	1.6	1.6	2	2

### Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	L(1)	L(1)
CO2	S(3)	M(2)	S(3)	L(1)	L(1)
CO3	M(2)	L(1)	L(1)	M(2)	M(2)
CO4	S(3)	M(2)	M(2)	S(3)	S(3)
CO5	S(3)	M(2)	S(3)	M(2)	M(2)
W.Av	2.8	1.8	2.2	1.8	1.8

I - SEMESTER					
Course Code		Psychological Assessment I	P	Credits:5	Hours/Week: 10
Objectives	<ol style="list-style-type: none"><li>1. To understand the importance of psychometrics in diagnosis</li><li>2. To develop the necessary competence to administer and interpret various psychological tools.</li><li>3. To gain insight regarding various psychological tools</li><li>4. To gain the understanding about the application of the tools.</li><li>5. To make use of the appropriate psychological tool by analysing the context of need.</li></ol>				
	<p>Psychological tests from the following areas (One from Each area) will be identified and students will be exposed to the administration of the selected tests. Practical Examination will be conducted by the Institute as per the Guidelines of the University.</p> <ol style="list-style-type: none"><li>1. Intelligence</li><li>2. Memory</li><li>3. Interest</li><li>4. Job satisfaction</li><li>5. Psychiatric rating scale</li><li>6. Assessment for children and adolescent</li></ol>				
<b>References and Text Books</b> Cronbach, L.J (1972), Essentials of Psychological Testing, New Delhi, Prentice Hall. Udai Pareek.T (2006), Handbook of Psychological and Social Instruments, New Delhi, Concept Publishing House. Woodworth R.S. and Schlosberg,(1981), Experimental Psychology, New Delhi, Tata McGraw Hill Publishing Co.					
<b>Webresources :</b> <a href="https://onlinecourses.nptel.ac.in/noc20_hs45/preview">https://onlinecourses.nptel.ac.in/noc20_hs45/preview</a>					



**Course Outcomes**

On completion of the course, students would

<b>CO1</b>	Recognize the importance of assessments in the field	K1,K2
<b>CO2</b>	Understand the psychometric properties of the tests.	K2,K4
<b>CO3</b>	Explore the various existing assessments and understand their purpose.	K2,K3 ,K4
<b>CO4</b>	Identify and apply their knowledge to evaluate the scores on assessments	K4,K5 ,K6
<b>CO5</b>	Develop skills to write clinical reports to clients	K4,K5 ,K6

**Mapping Course Outcome vs Programme Outcomes**

<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S(3)	S(3)	S(3)	L(1)	L(1)	S(3)	S(3)	M(2)	M(2)	L(1)
<b>CO2</b>	S(3)	S(3)	S(3)	M(2)	L(1)	S(3)	S(3)	S(3)	M(2)	L(1)
<b>CO3</b>	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)	M(2)
<b>CO4</b>	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	M(2)
<b>CO5</b>	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)
<b>W.Av</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>1.8</b>	<b>2.6</b>	<b>2.6</b>	<b>2.4</b>	<b>2.2</b>	<b>1.8</b>

**Mapping Course Outcome Vs Programme Specific Outcomes**

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	S(3)	L(1)	L(1)	S(3)	M(2)
<b>CO2</b>	S(3)	M(2)	S(3)	S(3)	S(3)
<b>CO3</b>	S(3)	M(2)	M(2)	M(2)	M(2)
<b>CO4</b>	S(3)	S(3)	S(3)	S(3)	S(3)
<b>CO5</b>	S(3)	S(3)	S(3)	S(3)	S(3)
<b>W.Av</b>	<b>3</b>	<b>2.2</b>	<b>2.4</b>	<b>2.8</b>	<b>2.6</b>

<b>I - SEMESTER</b>					
<b>Course Code</b>		<b>Internship</b>	<b>P</b>	<b>Credits: 6</b>	<b>Hours / week : 12</b>
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. To study and understand the working process of an agency</li> <li>2. To gain professional intervention skills and program/ process in implementation skills</li> <li>3. To develop skills in documentation</li> <li>4. To develop professional acumen</li> <li>5. To practise the professional skills that is learned via theory</li> </ol>				
<b>Guidelines</b>	<p>Students are placed in an internship setting for their practice based exposure of diploma degree</p> <p>The CA marks are awarded by the supervisor out of 25 marks for the quality, regularity, initiatives, leadership and participation. At the end of the semester Viva Voce is conducted by an external examiner and marks are awarded out of 75.</p>				

**Course Outcomes :**

On successful completion of the course, Students would have

CO1	Examined and Understood the field realities	K2, K4
CO2	Analysed the scope for the practice	K3, K4
CO3	Developed the necessary competence to practice	K3, K4, K6
CO4	Developed professional network	K3, K6
CO5	Becomes more compassionate and confident in working with people.	K4, K5

**Mapping Course Outcome vs Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	S(3)	S(3)	M(2)	M(2)	L(1)
CO2	S(3)	S(3)	M(2)	L(1)	L(1)	S(3)	S(3)	S(3)	M(2)	M(2)
CO3	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)
CO4	L(1)	L(1)	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)
CO5	L(1)	L(1)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)
W.Av	2.2	2.2	2.4	1.8	2	3	3	2.4	2.2	2.2

**Mapping Course Outcome Vs Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	L(1)	S(3)	M(2)
CO2	S(3)	M(2)	M(2)	S(3)	S(3)
CO3	S(3)	S(3)	S(3)	M(2)	M(2)
CO4	L(1)	S(3)	M(2)	M(2)	M(2)
CO5	M(2)	M(2)	S(3)	S(3)	S(3)
W.Av	2.4	2.2	2.2	2.6	2.4

II - SEMESTER					
Course Code		Fundamentals of Counselling	T	Credits:4	Hours/Week : 4
Objectives	<ol style="list-style-type: none"> <li>1. To understand the importance of Counselling.</li> <li>2. To develop the necessary competence to practice Counselling.</li> <li>3. To gain competence to administer psychological tests and interview.</li> <li>4. To understand the importance of therapeutic relationship</li> <li>5. To legal educate the ethical considerations in counselling</li> </ol>				
Unit - I	Understanding human behaviour: Concept of behaviour, Assumptions about behaviour, Connection between thoughts, Feelings and behaviour, Drivers of behaviour, Functional and dysfunctional behaviours.				
Unit - II	Counselling: Definition of Counselling, Need for counselling, Objectives of counselling, Differences between advise and counselling, Assumptions of counselling, Counselling approaches - Directive, Non directive and eclectic, Factors influencing the outcome of counselling.				
Unit - III	Therapeutic relationship: Importance of relationship, Relationship pyramid, Conditions that facilitate therapeutic relationship - Genuineness, Unconditional positive regard and empathy.				
Unit - IV	Counselling process: Pre helping phase, Exploration, Understanding and Action phases, Responsibilities of Counsellor and Counsellee in each of these phases. Counselling responses - Understanding, Supportive, Probing, Interpretative and Evaluative responses.				
Unit - V	Basic counselling skills: Attending skill, Listening skill, Skill of empathy, Problem solving and decision making skill. Management of resistance, Attributes of an effective counsellor, Ethics in the practice of Counselling, Role of school counselor.				
<b>References and Text Books:</b> <ul style="list-style-type: none"> <li>● American Counselling Association (2009), The ACA Encyclopedia of Counselling, Alexandria, VA, USA.</li> <li>● Carkhuff R.Robert(2008), The Art of Helping, Amherst, USA, Possibilities Publishing Inc.</li> <li>● Egan Gerald (2010), The Skilled Helper, Belmont, USA, Brooks/Cole.</li> <li>● Goss C. Malcom&amp;Papadopouts Linda (2001), Becoming a Therapist, New York, Brunner-Rutledge.</li> <li>● McLeod John(2003), An Introduction to Counselling, Berkshire, McGraw Hill, Open University Press</li> </ul>					
<b>Websources :</b> <a href="https://www.caluniv.ac.in/academic/Education/Study/Techniques.pdf">https://www.caluniv.ac.in/academic/Education/Study/Techniques.pdf</a> <a href="https://www.britannica.com/topic/human-behavior">https://www.britannica.com/topic/human-behavior</a> <a href="https://web.cortland.edu/andersmd/rogers/char-a.html">https://web.cortland.edu/andersmd/rogers/char-a.html</a> <a href="https://positivepsychology.com/counseling-process/">https://positivepsychology.com/counseling-process/</a> <a href="https://counsellingtutor.com/basic-counselling-skills/the-meaning-of-attending/">https://counsellingtutor.com/basic-counselling-skills/the-meaning-of-attending/</a>					

### Course Outcomes

On completion of the course, students would have

<b>CO1</b>	Understood the concepts behind human behaviour and able to analyse the connection between thought, feeling and behaviour	K1, K2, K3
<b>CO2</b>	Understood counselling and analysed various approaches in counselling	K2, K4
<b>CO3</b>	Examined the therapeutic relationship and able to identify the factor that facilitate the relationship	K2, K4, K5
<b>CO4</b>	Reviewed the counselling process and align themselves with the responsibilities of the counsellor	K1, K2, K4
<b>CO5</b>	Equipped with competency to demonstrate the counselling skills in different settings.	K4, K5, K6

### Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
<b>CO2</b>	S(3)	S(3)	S(3)	L(1)	M(2)	M(2)	M(2)	S(3)	S(3)	L(1)
<b>CO3</b>	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	S(3)
<b>CO4</b>	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)
<b>CO5</b>	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)
<b>W.Av</b>	<b>3</b>	<b>3</b>	<b>2.8</b>	<b>2.2</b>	<b>2.2</b>	<b>2.4</b>	<b>2.2</b>	<b>2.2</b>	<b>2.6</b>	<b>2.4</b>

### Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	S(3)	L(1)	M(2)	M(2)	L(1)
<b>CO2</b>	S(3)	M(2)	M(2)	M(2)	M(2)
<b>CO3</b>	S(3)	M(2)	M(2)	M(2)	M(2)
<b>CO4</b>	S(3)	M(2)	M(2)	M(2)	M(2)
<b>CO5</b>	S(3)	S(3)	S(3)	M(2)	M(2)
<b>W.Av</b>	<b>3</b>	<b>2</b>	<b>2.2</b>	<b>2</b>	<b>1.8</b>

II - SEMESTER					
Course Code		Behaviour Modification	T	Credits: 4	Hours/ Week: 4
Objectives	<ol style="list-style-type: none"> <li>1. To understand the concept and importance of Behaviour Modification and explore functional behaviour analysis.</li> <li>2. To examine the function of reinforcement and punishment.</li> <li>3. To develop an understanding of the process followed in shaping and chaining.</li> <li>4. To explore and understand the various techniques and its application.</li> <li>5. To understand the salient features of DBT and its application.</li> </ol>				
Unit - I	Behavior-Meaning, definition, basic concepts of behavior. Behavior Modification- Definition and characteristics of behavior modification. Historical aspects. Areas of application. Introduction to functional behavioral analysis, Observing and Recording Behavior- Defining target behavior, logistics of recording, choosing a recording method, choosing a recording instrument, reactivity, graphing and measuring change.				
Unit - II	Reinforcement: Definition, Positive and Negative, Escape and avoidance, conditioned and unconditioned reinforcers, Schedules of reinforcement, Extinction- Definition, Spontaneous recovery, factors influencing extinction, Punishment- Definition, Positive and Negative Punishment, Differentiating Reinforcement and Punishment, Stimulus Control: Discrimination and Generalization, Respondent Conditioning.				
Unit - III	Shaping and its applications - How to use shaping, shaping of problem behaviors. Prompting and fading techniques. Types of prompts.. How to use prompting and transfer of stimulus control (for example in autism). Chaining. Examples of behavioral chains, analyzing stimulus-response chains, task analysis, backward chaining, forward chaining, and total task presentation. Behavioral Skill Training- Components: Modeling, instructions, rehearsal, feedback.				
Unit - IV	Differential reinforcement of alternative behavior, differential reinforcement of other behavior - Differential reinforcement of low rates of responding Antecedent control procedures. Using antecedent control strategies. Using punishment. Time out, response cost.				
Unit - V	Token economy, practical considerations, implementing a token economy, applications of token economy, advantages and disadvantages of a token economy. Behavioral contract, components of a behavioral contract, Relaxation training, systematic desensitization, in vivo desensitization, Cognitive behavior modification, Introduction to third wave therapies – Dialectical behavior therapy, metacognitive therapy, implosive therapy flooding, aversive counter conditioning – use of electric shock, covert sensitization.				
<b>References and Text Books:</b> <ul style="list-style-type: none"> <li>• Miltenberger, R.G. (2012). Behaviour modification: Principles and procedures. (5th ed.). Boston, MA: Wadsworth Cengage Learning.</li> <li>• Masters, J. C., Burish, T. G., Hollon, S. D., &amp; Rimm, D. C. (1987). Behaviour therapy: Techniques and empirical findings. (3rd ed.). New York, NY: Harcourt Brace Jovanovich College Publishers.</li> <li>• Kanfer, F.H., &amp; Saslow, G. (1965). Behavioral analysis: An alternative to diagnostic classification. Archives of General Psychiatry, 12(6), 529-538.</li> <li>• Simos, G. (2002). Cognitive behavior therapy: A guide for the practicing clinician (Vol 1) London, England: Brunner-Routledge.</li> </ul>					
<b>Web Resources:</b> <a href="https://www.ncbi.nlm.nih.gov/books/NBK459285/#:~:text=Behavior%20modification%20is%20a%20type,consequence%20that%20decreases%20the%20chance.">https://www.ncbi.nlm.nih.gov/books/NBK459285/#:~:text=Behavior%20modification%20is%20a%20type,consequence%20that%20decreases%20the%20chance.</a>					

## COURSE OUTCOMES

On completion of the course, students will be able to

CO1	Understand the concept and importance of Behaviour Modification and explore functional behaviour analysis.	K2
CO2	Examine the function of reinforcement and punishment	K2, K3
CO3	Develop an understanding of the process followed in shaping and chaining.	K2,K3
CO4	Explore and understand the various techniques and its application.	K4
CO5	Understand the salient features of DBT and its application.	K2,K3

## Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	S(3)	S(3)	M(2)	M(2)	M(2)
CO2	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)
CO3	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)
CO4	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)
CO5	S(3)	S(3)	S(3)	M(2)	L(1)	S(3)	S(3)	M(2)	M(2)	M(2)
W.Av	3	3	3	1.8	1.6	2.6	2.8	2.4	2	2

## Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	M(2)	S(3)	S(3)
CO2	S(3)	S(3)	S(3)	S(3)	M(2)
CO3	S(3)	M(2)	M(2)	M(2)	M(2)
CO4	S(3)	L(1)	M(2)	M(2)	M(2)
CO5	S(3)	M(2)	M(2)	M(2)	M(2)
W.Av	3	1.8	2.2	2.4	2.2

II - SEMESTER					
Course Code		Psychological Assessment II	P	Credits:5	Hours/Week: 10
Objectives	<ol style="list-style-type: none"><li>1. To develop the necessary competence to administer and interpret various psychological tools.</li><li>2. To gain insight regarding various psychological tools</li><li>3. To gain the understanding about the application of the tools.</li><li>4. To make use of appropriate psychological tools by analysing the need.</li><li>5. To promote the importance of psychometry in diagnosis and classification of mental disorders</li></ol>				
	<p>Psychological tests from the following areas (One from Each area) will be identified and students will be exposed to the administration of the selected tests. Practical Examination will be conducted by the Institute as per the Guidelines of the University.</p> <ol style="list-style-type: none"><li>1. Personality test</li><li>2. Diagnostic assessment test</li><li>3. Aptitude test</li></ol>				
<b>References and Text Books</b> <p>Cronbach, L.J (1972), Essentials of Psychological Testing, New Delhi, Prentice Hall. Udai Pareek.T (2006), Handbook of Psychological and Social Instruments, New Delhi, Concept Publishing House. Woodworth R.S. and Schlosberg,(1981), Experimental Psychology, New Delhi, Tata McGraw Hill Publishing Co.</p>					
<b>Websources :</b> <a href="https://onlinecourses.nptel.ac.in/noc20_hs45/preview">https://onlinecourses.nptel.ac.in/noc20_hs45/preview</a>					



**Course Outcomes**

On completion of the course, students will be able to

<b>CO1</b>	Recognize the importance of assessments in the field	K1,K2
<b>CO2</b>	Understood the psychometric properties of the tests.	K2,K4
<b>CO3</b>	Explore the various existing assessments and understand their purpose.	K2,K3 ,K4
<b>CO4</b>	Identify and apply their knowledge to evaluate the scores on assessments	K4,K5 ,K6
<b>CO5</b>	Develop skills to write clinical reports to clients	K4,K5 ,K6

**Mapping Course Outcome vs Programme Outcomes**

<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	L(1)
<b>CO2</b>	S(3)	S(3)	S(3)	M(2)	L(1)	S(3)	S(3)	S(3)	M(2)	M(2)
<b>CO3</b>	S(3)	S(3)	S(3)	L(1)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
<b>CO4</b>	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)
<b>CO5</b>	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)
<b>W.Av</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.2</b>	<b>2.2</b>	<b>2.8</b>	<b>2.8</b>	<b>2.4</b>	<b>2.2</b>	<b>2</b>

**Mapping Course Outcome Vs Programme Specific Outcomes**

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	S(3)	M(2)	L(1)	S(3)	M(2)
<b>CO2</b>	S(3)	M(2)	S(3)	S(3)	S(3)
<b>CO3</b>	S(3)	M(2)	M(2)	S(3)	S(3)
<b>CO4</b>	S(3)	S(3)	S(3)	S(3)	S(3)
<b>CO5</b>	S(3)	S(3)	S(3)	S(3)	S(3)
<b>W.Av</b>	<b>3</b>	<b>2.4</b>	<b>2.4</b>	<b>3</b>	<b>2.8</b>

II - SEMESTER					
Course Code		Internship	P	Credits: 6	Hours/Week: 12
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. To study and understand the working of an agency</li> <li>2. To gain professional intervention skills and program/ process in implementation skills</li> <li>3. To develop skills in documentation</li> <li>4. To develop personal and professional self</li> <li>5. To practise skills that are learned via theory so far.</li> </ol>				
<b>Guidelines</b>	<p>Students are placed in an internship setting for their practice based exposure of diploma degree</p> <p>The CA marks are awarded by the supervisor out of 25 marks for the quality, regularity, initiatives, leadership and participation. At the end of the semester Viva Voce is conducted by an external examiner and marks are awarded out of 75</p>				

**Course Outcomes**

On completion of the course, students would have

CO1	Understood the field realities	K2, K4
CO2	Understood the scope for the practice	K3, K4
CO3	Developed the necessary competence to practice	K3, K4, K6
CO4	Developed professional network	K3, K6
CO5	Becomes more compassionate and confident in working with people.	K4, K5, K6

**Mapping Course Outcome vs Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	S(3)	S(3)	M(2)	M(2)	M(2)
CO2	S(3)	S(3)	M(2)	M(2)	M(1)	S(3)	S(3)	S(3)	M(2)	M(2)
CO3	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)
CO4	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)
CO5	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)
W.Av	2.6	2.6	2	2	2	3	3	2.4	2.2	2.4

**Mapping Course Outcome Vs Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	S(3)	M(2)
CO2	S(3)	M(2)	M(2)	S(3)	S(3)
CO3	S(3)	S(3)	S(3)	M(2)	M(2)
CO4	M(2)	S(3)	M(2)	M(2)	M(2)
CO5	M(2)	M(2)	S(3)	S(3)	S(3)
W.Av	2.6	2.4	2.4	2.6	2.4