

UNIVERSITY OF MADRAS
INSTITUTE OF DISTANCE EDUCATION
M.Sc– PSYCHOLOGY

Under Choice Based Credits System
(With effect from the academic year 2018-2019)

SCHEME OF EXAMINATION

SEMESTER I	SUBJECTS	CREDIT	MAX MARKS		TOTAL
			INT	EXT	
COURSE COMPONENT					
Core Paper- I	Advanced General Psychology- I	4	20	80	100
Core Paper- II	Research Methodology-I	4	20	80	100
Core Paper- III	Advanced Social Psychology	4	20	80	100
Core Paper- IV	Developmental Psychology	4	20	80	100
Elective Paper-I	Positive Psychology	3	20	80	100

SEMESTER II	SUBJECTS	CREDIT	MAX MARKS		TOTAL
			INT	EXT	
COURSE COMPONENT					
Core Paper-V	Advanced General Psychology- II	4	20	80	100
Core Paper-VI	Research Methodology-II	4	20	80	100
Core Paper-VII	School Counselling	4	20	80	100
Core Paper-VIII	Guidance & Counselling – I	4	20	80	100
Elective Paper- II	Counselling for children	3	20	80	100

SEMESTER III	SUBJECTS	CREDIT	MAX MARKS		TOTAL
			INT	EXT	
COURSE COMPONENT					
Core Paper-IX	Psychopathology –I	4	20	80	100
Core Paper-X	Guidance & Counselling – II	4	20	80	100
Core Paper-XI	Organisational Behaviour	4	20	80	100
Core Paper-XII	Human Resource Management	4	20	80	100
Elective Paper-III	Personality	3	20	80	100

SEMESTER IV	SUBJECTS	CREDIT	MAX MARKS		TOTAL
			INT	EXT	
COURSE COMPONENT					
Core Paper-XIII	Consumer Behaviour, Marketing & Advertising	4	20	80	100
Core Paper-XIV	Psychopathology –II	4	20	80	100
Core Paper-XV	Health Psychology	4	20	80	100
Core Paper-XVI	Psychological Testing	4	20	80	100
Elective Paper-IV	Counselling for Adolescence	3	20	80	100

CREDIT DISTRIBUTION

		CREDITS
Core Paper	16 X 4	64
Elective	4 X 3	12
TOTAL		76

MSc. PSYCHOLOGY
Under Choice Based Credits System
(With effect from the academic year 2018-2019)
REVISED SYLLABUS

SEMESTER - I

Core Paper - I : ADVANCED GENERAL PSYCHOLOGY- I

Objectives: This paper enables students to learn psychological processes in detail and to appreciate different approaches to psychological processes.

UNIT –I:

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

UNIT – II:

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

UNIT-III:

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

UNIT –IV:

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

UNIT –V:

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

Reference

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

Clifford T, Morgan, Richard A. King, John. R. Weisz, John Schopler (1996), Introduction to Psychology. 7th ed. McGraw Hill International Edition; New Delhi.
Baron, R.A. (1995) Psychology. New York; Harpet Collins, College Publishers.
Lefton, L.A. (1985) Psychology. Boston: Allyn & Baron.

Core Paper - II RESEARCH METHODOLOGY –I

Course Objective

To enable the students to understand the basic concepts in behavioural research and also the application of various research design.

UNIT – I:

Science and common sense: Four methods of knowing – Aims and function of science, scientific approach in psychological research.

UNIT – II

Laboratory experiments, Field experiments, observation, interview, questionnaire, semantic differential.

UNIT – III:

Definition and criteria of problem and hypotheses. Multivariate nature of behavioural research problems and hypotheses.

Concepts and constructs, constitutive and operational definitions of constructs and variables, types of variables.

UNIT –IV:

Ex-post –facto research, survey research: research design: Meaning, Purpose and principles, Simple Randomized designs. Factorial designs.

UNIT –V:

Construction of achievement, abilities, attitudes and aptitudes tests, transformation of raw scores into standard scores; factor analysis - a procedure for identifying psychological constructs. Reliability and validity Types of reliability: Test retest reliability, Split-half reliability, Alternate form reliability, Internal consistency reliability and Scorer reliability. Types of validity: Face validity, Content validity, Construct validity and Criterion-related validity.

Reference

Kerlinger, F.N. (2000) Foundations of behavioural research. New Delhi: Surjeet publications.
Broota, K.D. (1992) Experimental designs in Behavioural Research, New Delhi: Wiley Eastern.
Cozby (2003). Methods in Behavioural Research 8th Edition, McGraw Hill.
Winer, B.J. (1971). Statistical Principles in Experimental design, New York, McGraw Hill

Core Paper - III:ADVANCED SOCIAL PSYCHOLOGY

Course Objective

To enable the students to understand the basic concepts in advanced social psychology

UNIT –I: Introduction

The objectives and methods of social psychology – Levels of social behaviour – Scope of social psychology in modern life.

UNIT – II: Social Motives, Attitudes and Learning in Social Contexts

Social motives and behavior – The nature and measurement of attitude - - reinforcement and learning – social learning through imitation – attitude change.

UNIT – III: Cognitive dissonance and personality as social phenomena

Festinger`s cognitive dissonance theory – physiological changes due to cognitive dissonance – theories of consonance and balance (Heide`s, Newcomb`s)

UNIT – IV: Antisocial and pro-social behaviour &Social Influence

Aggression and management – Altruism and helping behaviour.: Social facilitation – Social status – Social roles – Social conformity – Interpersonal attraction.

UNIT V: Group Processes Leadership

Group task performance, problem solving – cooperation and competition – communication – empathy – psycholinguistics.: Definition and categories of leadership
Functions of leaders, types of leaders, personal characteristics of leaders.

References

- MC David and Harai (1976) Social Psychology
Moghaddan, F.M.(1998) Social Psychology
Abrahamson, M. (1997) Social Research Methods
Shaw, M.E. (1995)group Dynamics.
Beron,R.A. and Byran, D.(2000). Social Psychology, New Delhi: Allyan and Bacon.
Tedeschi and Lindskold (1978) Social psychology

Core Paper - IV: DEVELOPMENTAL PSYCHOLOGY

Course Objective

To enable the students to understand the basic concepts in developmental psychology

UNIT – I :

Basic Concepts – Aspects of Development, Life Span periods – Methods – Non Experimental, Experimental - Stages of Development – Principles of Development – Prenatal period – Birth – Neonatal stage – First year of Life – Early childhood, Middle childhood – Adolescence, Adulthood and old age.

UNIT – II:

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

UNIT – III :

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

UNIT – IV :

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

UNIT – V :

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

References :

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

Zubek J.P. and Solberg, P.A., Human Development, New York, McGraw Hill Book Co. Ltd., 1954.

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

Elective Paper – I: POSITIVE PSYCHOLOGY

Objective : To enable the students to Understand the aims and scope of positive Psychology .
To Apply the basic concepts from the course to an analysis of their own lives and personal strength

Unit-I:

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

Unit – II:

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

Unit – III:

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

Unit – IV:

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

Unit – V:

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

References

Steve, B.R. & Marie, C.K. (2009). Positive Psychology. Dorling Kindersley: India.
Boniwell, I. (2006). Positive Psychology in a Nutshell. PWBC (Personal Well-Being Centre).
Snyder. R, S. (2007). Positive Psychology: The Scientific & Practical exploration of human strengths. New Delhi: Sage Publications

SEMESTER – II

Core Paper - V : ADVANCED GENERAL PSYCHOLOGY- II

Course Objectives: This course enables students to learn psychological processes in detail and to appreciate different approaches to psychological processes.

UNIT I

Emotions- Emotions and ANS. Theories of Emotions. Expressions of Emotions. Stress and Coping styles. Physical and physiological. Psychosocial basis of stress.

UNIT II

Definition of Intelligence. Theories of Intelligence. Creativity- Characteristics of Creative Person.

UNIT III

Thinking process- concepts, problem solving, decision making. Language – Elements of language, understanding sentences and conversation; stages of language development; Acquiring of language.

UNIT IV

Personality: Brief outline of the various determinants- Physical, intellectual, emotional, social family, educational and sex; Theories of personality- psychodynamic, trait, type, behaviouristic, social learning, humanistic (self). Measurement of personality.

UNIT V

Motivation : Motives, needs, drives and incentives, theoretical perspectives- instinct theory, humanistic, drive theories, incentive theories, opponent process theories, optimal level theories; Biological motives- hunger, thirst , sleep, sex; Stimulus motives sensory stimulation, exploration and manipulation, optimal arousal, social motives- measurement of social motives, affiliation, achievement, power, aggression, Frustration and conflicts of motives.

Reference

Bouglès A. Bernstein; Edward J. Roy; Thomas K. Srull; Christopher D. Wickens, Psychology – 2nd Edition, Houghton, Mifflin Company; Boston. 1991.

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

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

Core Paper - VI : RESEARCH METHODOLOGY – II

Course Objective: To provide foundation on Quantitative & Qualitative research methods in psychology, develop skills on designing quantitative & Qualitative research, develop skills on collecting quantitative & Qualitative data using various methods, sensitize the importance of scientific research, develop skills on proposal writing, sensitize the students on ethical issues in research

UNIT– I: Introduction to quantitative & qualitative research methods: Historical development of quantitative & qualitative research, Defining quantitative & qualitative research, Difference and methodological issues in quantitative & qualitative research; Ethics in quantitative & qualitative research methods

UNIT– II: Quantitative research designs: Exploratory research, survey research, Experimental research; Research design: Meaning, purpose and principles, Simple randomized designs, Factorial designs; Qualitative research designs: Conceptualizing research questions, issues of paradigm, Designing samples, Theoretical sampling, N=1 design, Time series design, Mixed method research, Contrasting qualitative with quantitative approach in research process, Issues of credibility and trustworthiness

UNIT– III: Quantitative Sampling and methods of data collection: probability (VS) Non probability methods; Determination of sample size; Qualitative method of collecting data: What is qualitative data? Various methods of collecting qualitative data: Participant observation, Interviewing, Focus groups, Life history and oral history, Documents, Diaries, Photographs, Films and videos, Conversation, Texts and Case studies

UNIT- IV: Quantitative Analysis: Data analysis and report writing Parametric statistics: One way and Two way ANOVA, Critical ratio, Student ‘t’-test, Product moment correlation, Regression analysis; Non parametric: Mann U Whitney test, Kruskal Wallis test, Wilcoxon Test, Freidman’s test, statistics-Chi square test, Rank order correlation

UNIT–V: Qualitative Analysis: Different traditions of qualitative data analysis; thematic analysis, Narrative analysis, Discourse analysis, Content analysis, Usage of software for qualitative analysis; Report writing: Journal articles and thesis / dissertation writing.

Reference:

- Kerlinger, N. (1996). Foundations of behavioural research. India: Prentice Hall
- Gravetter, F.J., & Forzana, L.A.B (2009). Research methods for behavioural sciences .UNITed states :Wordsworth cengage learning .
- Bordens, K.S., & Abbott, B.B. (2006). Research and design methods: A process approach (6th ed.). New Delhi: Tata McGraw-Hill Company Limited
- Goodwin, C.J. (2002). Research in psychology: Methods and design (3rd ed.). New Jersey: John Wiley & Sons, Inc.

Core Paper - VII : SCHOOL COUNSELLING

Course Objective: To introduce the students to an introductory knowledge about the theory, techniques and content of School Counselling.

UNIT - I : Introduction to guidance and counselling : History, nature, scope and needs of guidance and counselling in schools, individual differences, the role of student advisor and teacher in school counselling - important features; School counselling for the 21st century.

UNIT - II : Areas of Educational Guidance, Purpose, Functions, Guidance for Special Learners : Gifted and Creative Students, Under Achievers, Students with Learning Disabilities.

UNIT - III Counselling and management of common childhood problems, School refusal, scholastic backwardness, conduct and emotional problems, counselling adolescents regarding sexuality and substance abuse, counselling parents and teachers.

UNIT - IV : Guidance Strategies for Social and Personal Problems Developing self-confidence, Assertive training, Improving communication skills, Mental and Physical Methods of Relaxation; Self-improving Programmes : study skills training, Problem Solving Techniques, Managing Motivation, Time Management, Remedies for Procrastination, Decision Making.

UNIT - V: Abuse Counselling : Types of Abuse, Causal Theories of Abuse, Effects of Abuse, Statutory Requirements, Implications for Counselors ,Support Networks, Referral Processes. Legal and Ethical responsibilities in school counselling: Legal concepts - Ethical standards - Government regulations - Maintaining good student records

Reference

- S.K. Kocitihar (1984) : Guidance & Counselling in Colleges and University, Starling Publications Pvt. Ltd.
- Berki B.G. & Mukhopadhyay., (1989). Guidance & Counselling, Sterling Publication Pvt. Ltd.
- Fransella, Fay and Banton (1990) Personal Construct Counselling in Action, Sage Publication
- S.K. Kocitihar (1984) Educational and Vocational Guidance in Secondary Schools, Sterling Publication Pvt. Ltd.
- K.P. Pandey (1985) Advanced Educational Psychology, Second Revised Edition, Konark Publication Ltd.
- Padus, Emrika (1992) The Complex Aid to your Emotions and Your Health, Revised Edition, Rodale Press Emmaus, Pennsy Inania.
- Sanderson . C. (2013).Counselling Skills for Working with Trauma: Healing From Child Sexual Abuse, Sexual Violence and Domestic Abuse. London. Jessica Kingsley Publishers.
- Stanley B. Baker & Edwin R. Gerler, Jr. (2004) School Counselling for the Twenty First Century. 4th Edition, New Jersey, Pearson Education.

Core Paper - VIII : GUIDANCE AND COUNSELING – I

Course Objective: To introduce the students to an introductory knowledge about the theory, techniques and content of Guidance and Counselling

UNIT I

Nature and Scope Of Guidance: Concept and Definition of Guidance and Counseling, Guidance and Life Goals, the Counselling Vocation, The Phases of the Counselling Process (Assessment, Intervention, and Termination) , Characteristics of an Effective Counsellor, Personal challenges as a Counsellor.

UNIT II

Stages of Human Development and Areas Of Guidance: Characteristics of Different Stages of Development (Physical, Cognitive, Emotional, Social, and Moral), Problems of Childhood, Problems of Adolescence, Problems of Adulthood and the Aged, The Concept of Adjustment and Adjustment at Different Stages of Life

UNIT III

The Client-Counsellor Relationship: The Counsellor as a Role Model, The Counsellor's Needs Counsellor Objectivity/Subjectivity, Emotional Involvement, Counselor Limits in Practice. Basic Counselling Skills : Observation Skills, Questioning, Communication Skills (Listening, Feedback, Non-Verbal), Making Notes and Reflections, The Counselling Interview History Taking, Interviewing (Characteristics, Types, Techniques), Developing Case Histories: Collecting, Documenting Information, Working with Other Professionals.

UNIT IV

Ethics in Counselling: Need for Ethical Standards, Ethical Codes and Guidelines. Rights of Clients: Dimensions of Confidentiality, Dual Relationships in Counselling Practices, The Counsellor's Ethical and Legal Responsibilities, Ethical Issues in the Assessment Process.

UNIT V

Counselling Special Groups: Characteristics and Needs of Special Groups, Socially and Economically Disadvantaged, Destitutes and Orphans, Delinquents, Drop-outs, Aids Patients, Drug Addicts and Alcoholics, Suicide, Abuse Counselling. Identifying Support Networks, Referral Processes.

Reference

Smith, E.J. (2016) Theories of Counselling and Psychotherapy: An Integrative Approach, 2nd Edition, Singapore, Sage Publications.

Elective Paper – II :COUNSELLING FOR CHILDREN

Objective: To make the students familiar with the theory, techniques, ethical considerations and skills involved in counselling children.

Unit-I:Counselling children -Introduction to counseling: Micro & Macro skills of counseling. Historical Background and contemporary ideas about counseling children; Ethical considerations when counseling children- Attributes of a counselor for children. Child Counselling Skills –Observation, Active Listening - Helping children to tell their story and empathy skills- Dealing with resistance and transference- Dealing with self-concept and self-destructive beliefs- Actively facilitating change – Termination of counseling- Skills for counseling children in groups

Unit-II: Specific Problems and disorders in children - Academic problems – Learning Disability, ADHD/ADD. Autism Spectrum Disorders, Externalizing problems, internalizing problems, Developmental problems and specific developmental delays and Language disorders, child psychopathology.

Unit III : Psychological Assessment of Child -Psychological Assessment from counsellor's perspective- Uses of Psychological Assessment in Counselling Practice - Tests for cognitive development - Tests for memory development – Tests for personality and Temperament – Behaviour Checklist and Projective tests. **Intervention:** Play therapy & family therapy, Behavior modification, Training programs in schools,

References

- Aggarwal J.J. (2004). Psychology of Learning and Development. India. ShipraPublishers.
- Thenmozhi S. (2003). School Counselling: A Psychologist Guide. India. Aarthi Shruthi Publishers.
- Kapur M. (2011). Counselling Children with Psychological Problems. India. India Binding House, Pearson.
- Geldard. K., Geldard. D., YinFoo.R., (2013).Counselling Children: A Practical Introduction. India. Sage

SEMESTER – III

Core Paper – IX : PSYCHOPATHOLOGY- I

Course Objective: The paper provides the student with a thorough understanding of the causes, features and therapeutic intervention on developmental psychopathology.

UNIT I:

Introduction to Developmental Psychopathology Models of child psychopathology; Development and Expression of psychopathology; DSM criteria of child psychopathology; Assessment, Diagnosis and Treatment strategies; Research on child Psychopathology; An overview of child psychopathology in India

UNIT II:

Developmental disorders diagnosed first in infancy, childhood, and adolescence Mental retardation; Learning disorders• Motor skills disorder: Developmental Coordination disorder Communication disorders: Expressive language disorder; Mixed Receptive-Expressive language Disorder; Phonological disorder; Stuttering

UNIT III

Pervasive Developmental Disorders: Autistic disorder; Rett's disorder; Childhood Disintegrative disorder, Asperger's disorder; Pervasive Developmental Disorder Not Otherwise Specified. Attention-Deficit and Disruptive Behaviour Disorders: Attention Deficit/Hyperactivity Disorder; Conduct disorder; Oppositional Deviant Disorder; Attention-Deficit/Hyperactivity Disorder Not Otherwise Specified; Disruptive Behaviour Disorder Not Otherwise Specified Feeding and Eating Disorders of Infancy or Early Childhood: Pica; Rumination Disorder; Feeding Disorder of Infancy or Early Childhood.

UNIT IV

Tic Disorders: Tourette's disorder; Chronic Motor or Vocal Tic Disorder, Transient Tic Disorder. Elimination disorders: Encopresis, Enuresis, Other disorders of Infancy, childhood and adolescence: Separation Anxiety disorder, Selective mutism, Reactive Attachment Disorder of Infancy or Early childhood; Stereotypic Movement Disorder

UNIT V

Mood disorders and Suicide; Schizophrenia; Anxiety disorders. Special Areas: pathological aspects of Day care, Foster care and adoption; Physical abuse, Sexual abuse and Neglect of the child; Identity problem and Borderline disorders in adolescence

References

American Psychiatric Association (2000).Diagnostic and Statistical Manual of Mental Disorders: -IV-TR. Washington, DC: APA Press.

Mash, E.J. & Wolfe, D.A. (2007).Abnormal Child Psychology (4th edition).

Achenbach, Thomas, M. (1982).Developmental Psychopathology. 3rded. New York: Wiley.John B Sons, Inc

Heward W L (1996). Exceptional children. 5th Ed. Ohio: Prentice Hall

Kaplan, H.I. &Sadock, M.D. (1995).Comprehensive Textbook of Psychiatry/VI (Vol I & II, 6th Ed) (edited) .Baltimore: Williams & Wilkins.

Mask E. & Wolfe, D. A, (1998), Abnormal Child Psychology, New York; Addison, Wesley

Reinhardt, Helmut & Schmidt, Martin.H.(1992).Developmental psychopathology. New York: Hogrefe& Huber Publishers

Wenar, Charles. (1994). *Developmental Psychopathology from Infancy through Adolescence*. McGraw-Hill -International Ed

Wiener J M (1999) (Ed) *Textbook of Child and Adolescent Psychiatry*, American Psychiatric Press.

Core Paper - X : GUIDANCE AND COUNSELING- II

Course Objective: The paper provides the student with a thorough understanding of the different types of psychotherapies and counseling techniques.

UNIT I

Psychoanalytic and Psychodynamic Theories: Psychoanalytic Therapy, Key concepts of Sigmund Freud, Therapeutic process; Adlerian Psychotherapy: Brief overview, Key Concepts The Therapeutic Process, Research and Evaluation :Case Analysis.

UNIT II

Existential Therapy: Overview, Key Concepts in, Therapeutic Process, Research and Evaluation. Person-Centred Therapy: Overview, Key Concepts, Therapeutic Process, Research and Evaluation. Gestalt Therapy: Overview, Influence of Existential on Gestalt Therapy, Key Concepts in, Therapeutic Process, Research and Evaluation: Case Analysis

UNIT III

Behaviour Therapy and Integrated Psychopharmacology- Behaviour Therapy: Brief Overview, Key Concepts, Therapeutic process.

UNIT IV

Cognitive Approaches to Psychotherapy: Brief overview of different Cognitive approaches, Rational Emotive Behaviour Therapy, Social Modeling, Observational learning and Self Efficacy, Cognitive Therapy and Depression, Beck's Cognitive Therapy, Comparison of Ellis's and Beck's Approach to Psychotherapy.

UNIT V

Current Trends in Therapies:-Mindfulness Integrated into Cognitive Behaviour Therapies – Dialectical Behaviour Therapy, Acceptance and Commitment Therapy and Mindfulness Based Cognitive Therapy: The Expressive Arts Therapies : Brief overview, Key Concepts, Three Expressive Arts Therapeutic Approaches, Research and Evaluation. Narrative Therapy: Brief Overview, Key Concepts, Therapeutic Process, Research and Evaluation

Reference

Smith, E.J. (2016) Theories of Counselling and Psychotherapy: An Integrative Approach, 2nd Edition, Singapore, Sage Publications.

Core Paper - XI ORGANISATIONAL BEHAVIOUR

Course Objective: The paper provides the student with a thorough understanding of organizational behaviour.

UNIT – I

Introduction To Organizational behaviour -Nature of organizational behaviour, importance and fundamental assumptions. Historical background, OB to Globalization and Diversity. OB to Technology. OB to people's Changing Expectations. Organizational Justice: Nature and Strategies. Ethical Behaviour in Organizations: Nature, Meaning. Individual Differences in Cognitive Moral Development, Situational Determinants of Unethical Behaviour, corporate ethics programmes. Beyond Ethics: corporate Social Responsibility

UNIT – II

Communication In Organization - Nature of communication. Process, Purpose and levels of organizational communication., Verbal and non-verbal communication, Computer mediated communication, formal and informal communication. Individual differences in communication. Improving communication.

UNIT – III

Decision Making - Meaning and Model of Decision-making process, Organizational decisions, factors affecting Decisions in organizations. Individual decisions – imperfect nature of individual decisions. Group decisions: techniques for improving effectiveness of decisions.

UNIT – IV

Organizational Culture - Nature and characteristics. Creating, Transmitting and changing organizational culture.

UNIT –V

Organizational structure and design - Basics dimensions. Departmentalization, organizational designs. Inter-organizational designs. Understanding work teams groups and teams, types of teams, team building, high performance teams importance of interpersonal skills. Organizational Change and Development. Organizational Effectiveness

References:

Fred Luthans: Organisational Behaviour. 12th ed. McGraw-Hill International ed.
Jerald Greenberg: Behaviour in Organisations. 10th ed. PHI Learning Pvt Ltd. ND 2012
Jerald Greenberg and Robert A. Baron: Behaviour in Organisations. 9th ed. PHI Learning Pvt Ltd. ND 2009
Stephen P. Robbins: Organisational Behaviour: Concepts, Controversies, Applications. PHI

Core Paper - XII - HUMAN RESOURCE MANAGEMENT

Course Objectives - To understand and appreciate the concept and role of Human Resource Management in organizations and to familiarize the students to various processes and Human Resource Management systems

UNIT: I

Introduction to Human Resource Management (HRM) - Meaning, Definition and Scope of HRM, Role and Functions of HRM in the organization ,HR Systems, HR Information Systems (HRIS or HRMS), Policies and Procedures-Overview, Changing trends and Challenges in HRM

UNIT: II

Recruitment and Selection - Human Resource Planning (short and long term) , Job analysis, description and specification, Recruitment and Selection - Different methods of recruitment – Interviews and methods of interviews, Sources of recruiting, The different processes in recruiting

UNIT: III

Training and Development - Training and Development – Need and Impact (Training Calendar), Designing Training methodology, Effectiveness Training -Managing star performers and underperformers, Multiskilling , HR process reengineering

UNIT: IV

Performance Assessment, approach to performance appraisal, Stages in Performance Evaluation - Performance Evaluation Systems , Different Methods- MBO, 360⁰ evaluation, Balanced Score Card, Performance evaluation and Development , Management Development Programs (MDP)

UNIT: V

Industrial Disputes- Industrial Disputes- Strikes, Lock outs, Grievances and Redressal, Compensation and Benefits: Different components of Compensation Benefits; Compensation Surveys and its Benefits, Productivity and Performance related compensation, Role of Compensation in retention, Pay Grading Scales –Development and career progression, Collective Bargaining, Trade Unions, Staff associations, Labor Laws in India -an overview.

References

- Ashwathappa . K, Human Resource and Personnel Management: Text and Cases. New Delhi: Tata McGraw Hill, 2005.
- Edwin B. Flippo, Personnel Management. New York: McGraw Hill, 1984.
- Keith Davis & John W. Newstrom. Human relations at work. New York: McGraw Hill, 2006.
- Michael Armstrong, A Handbook of Human Resource Practice. 8th Edn, London: Kogan, 2001.
- David S. Decenzo and Stephen Robbins, Personnel/Human Resource Management. 3rd Edn. New Delhi: Prentice Hall, 1988.
- VenkataRatham C.S, Shrivastava B.K, Personnel Management and Human Resources. New Delhi: Tata McGraw Hill, 1998.
- T.V.Rao, Human Resource Management. New York: McGraw Hill, 2006.

Elective Paper - III : PERSONALITY

Course objective :The primary objective of the study of psychology is to understand individual differences. Personality is one of the variable that accounts for individual differences in the manner in which people understand and react to the various life experiences. Understanding of personality is essential across the stages of development in shaping the personality for its optimal functioning.

UNIT: I

Nature, Dimensions and measurement of personality- Definition and Approaches to study personality, The trait approach to personality, Methods of personality assessment, Structural models of personality, The Five-Factor Model of personality traits.

UNIT: II

Personality in the social and cultural context- The storied construction of personality, Personality and social support processes, Social pain and hurt feelings, Personality in cross-cultural perspective, Culture and personality, Personality and politics

UNIT: III

Personality in the educational context- Personality development of students, Factors influencing personality development

UNIT: IV

Personality in the work context- Personality and personnel selection, Personality correlates of job performance,

UNIT: V

Personality and Criminal psychology: Crime and Personality, Personality Modification, in the criminal justice system.

References:

Cambridge Handbook of Personality

Personality Psychology. Domains of knowledge about Human Nature, Randy.J.Larsen,

David M Buss.2nd edition

Theories of Personality, Hall and Lindsey.

SEMESTER - IV

Core Paper- XIII : CONSUMER BEHAVIOUR, MARKETING AND ADVERTISING

Course Objectives - To understand and appreciate the concepts of Consumer Behaviour, Marketing Advertising.

UNIT I

Consumer Behavior – An Introduction To Consumer Behaviour And Consumer Research : Consumer behavior –meaning and definition, Consumer behavior and marketing concept, customer value , satisfaction trust and retention, the impact of new technologies on marketing strategies. Consumer research – An overview of consumer research process, developing research objectives, collecting secondary data, designing primary research, data analysis and reporting research findings , an example research study

UNIT II

Psychological Factors In Consumer Behaviour : Consumer motivation – motivation as a psychological force, dynamics of motivation , types and systems of needs. Personality – personality and understanding consumer behavior, brand personality, self and self image . Perception –attitudes, attitude formation and strategies of attitude change.

UNIT III

Consumer Decision Making And Beyond :Consumer decision, levels of consumer decision making, models of consumers – four models of decision making, category based decision making, segments , life style and consumer decision making, a model of consumer decision making, consumer gifting behavior, relationship marketing

UNIT IV

Marketing: Introduction: Importance. Scope, core marketing concepts, marketing realities, orientations towards market place. Customer value, satisfaction and loyalty, maximizing customer lifetime value. Market segmentation: Levels of market segmentation, bases for segmenting markets, market targeting

UNIT V

Advertising: Introduction: Advertising, roles and functions, key players, types of advertisement, effective advertisement, advertisement ethics. Medias of advertisement : Basic media concept, print media, News papers, Magazines, packaging, out of home advertisement, directory advertising, using print advertising, Interactive media like internet, e mail, alternative and new media

References

- Blackwell,R.D., Miniard,P.W & Engel, J.F.(2010). *Consumer behavior*. India: Cengage Learning India Pvt. Ltd.
- Kotler,P., Keller, K.L., Koshy, & JHA,M. (2007). *Marketing Management* (12th ed.). India: Dorling Kindersley, India Pvt. Ltd.
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Core Paper – XIV: PSYCHOPATHOLOGY- II

Course Objective: This paper aims to give a broad idea of the field of clinical psychology and to familiarize the student with the psychopathological aspects of human behavior.

UNIT I:

Introduction. Definition, historical review. Changing attitudes and concepts of mental health and illness. Current views. Models for understanding psychopathology. Psychoanalytical, behavioral, interpersonal and humanistic. Need for and types of classification of mental disorders. DSM and ICD systems of classification.

UNIT II:

Anxiety and stress related disorders: Causes, types and clinical features of anxiety disorders. GAD, panic, phobic disorders. Obsessive compulsive disorders. Stress related disorders. Causes, types and clinical features of acute and PTSD.

UNIT III

Mood and schizophrenic disorders. Causes, types and clinical features of mood disorders, (manic, depressive, bipolar mood disorders). Causes, types and clinical features of schizophrenia, Delusional disorders.

UNIT IV:

Somatoform and dissociative disorders. Causes, types and clinical features of somatisation disorder, hypochondriac disorders. Personality disorders, Causes, types and clinical features of paranoid, schizoid personality, antisocial.

UNIT V:

Substance abuse - Causes, types and clinical features of alcohol and substance abuse. Brain impairment. Dementia, Amnestic syndromes. Pervasive developmental disorders. Causes, types and clinical features of mental retardation and Autism.

References:

- Carson, R. C. Pincka, S., & Butcher, I N. (1999). *Abnormal Psychology and Modern Life*. 11th ed. New York: Addison Wesley Longman Inc
- Comer., R. J. (1999). *Abnormal Psychology*. New Jersey: W. H. Freeman Co.
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Core Paper – XV: HEALTH PSYCHOLOGY

Objective: To enable the students to understand the theoretical concept of health psychology and various psycho-social models of health, the causes and consequences of chronic illness and psycho-social impact of the same and remedial measures, the reproductive health problems especially the problems which affect adolescent population and reproductive and child health policy of the Government of India and the need for periodic health assessments and methods to enhance good health through education and awareness.

UNIT I:

Introduction to health psychology. Concept of health, models of health with special reference to bio-psychosocial model of health.

UNIT II:

Health behavior and belief: Factors predicting health behavior and beliefs, health awareness and health seeking behavior, doctor-patient communication and compliance

UNIT III:

Reproductive health: Reproductive health and its components, risk behavior, early pregnancy and its implication, family planning methods and management of reproductive health, mental disposition of women after the reproductive phase, Adolescent reproductive health and its importance, Reproductive and Child Health Policy, Govt. of India.

UNIT IV:

Chronic illness: Causes and consequences, management of health problems like obesity and chronic illness like cancer, cardiac problems and diabetes.

UNIT V: Health assessments and promotion: Quality of life scales, health indices checklist, lifestyle evaluation and coping scales, health promotion strategies, psychological intervention, lifestyle modification techniques, utility of relaxation and bio-feedback methods.

References

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- Deb, S. (2009). *Reproductive Health Management*, New Delhi, Akansha Pub.

Core Paper – XVI : PSYCHOLOGICAL TESTING

Objective: This course is meant to provide students with an understanding of the principles on which frameworks of assessments in Counselling psychology practice is built. Students will explore various types of assessment models and their administration and develop competence to identify appropriate assessment tools for various client concerns.

1. Developmental Screening Test
2. Bender Visual Motor Gestalt test
3. Wechsler Intelligence Scale for Children
4. Wechsler Adult Intelligence Scale
5. Ravens Intelligence - S.P.M., C.P.M., A.P.M
6. Seguin Form Board
7. Interest, Career and Value Test
8. Sentence completion test
9. Thematic apperception test (TAT)
10. Children apperception test (CAT)
11. Draw a person
12. Rorschach ink blot test
13. Personality Inventory for Adolescent
14. FIRO – B
15. Minnesota multiple personality inventory test
16. NIMHANS Neuropsychological Battery

Out of sixteen assessments the students have to select any ten assessments

ELECTIVE PAPER – IV COUNSELLING FOR ADOLESCENCE

Objective: To familiarise students with the nature of adolescence and the counselling strategies that can be employed for adolescents.

Unit: I Understanding the Adolescence: The nature of adolescence, Influence of childhood experience, Young people environment, Challenges for young people, The development of mental health

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

Unit: III -Counselling Strategies: Symbolic strategies, Creative strategies, Behavioural and cognitive behavioural strategies, Psycho-educational strategies

Reference:

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

Hanley T., Humphrey N & Lennie C. (2013). Adolescents Counselling Psychology: Theory, Research & Practice. New York. Ruotledge.

Evans C. (2006). Genetic Counselling: A Psychological Approach. Cambridge. Cambridge university press.

Harper PS. (2011). Practical Genetic Counselling. USA. Taylor & Francis.