

*Placed at the meeting of
Academic Council
held on 11.03.2020*

APPENDIX - C
MADURAI KAMARAJ UNIVERSITY
(University with Potential for Excellence)

Syllabus for New Course in
M.Sc. (Psychology)
Semester Pattern – CBCS
(With effect from the academic year 2020-21)

REGULATIONS, SCHEME OF EXAMINATION AND SYLLABUS

OBJECTIVES: The curriculum attempts to facilitate an in-depth understanding of the key concepts, methodologies and applications of the field, with an emphasis towards strengthening the foundations towards a research-based approach. There is a constant endeavour to keep abreast with the changing dynamics in the field of psychology. The Department attempts to catalyse a climate of social responsibility by inspiring students to take part in the development of the community. Students would also be equipped to prepare and fare well in competitive examinations conducted by UGC/ICSSR/State and Central Civil Services Boards etc. Students are encouraged to demonstrate a proactive approach towards learning by maximizing participation in classes through presentations, projects, seminars, internships and case conferences thereby, enhancing the employability and research caliber of the students.

OUTCOME : A Master's program aims at preparing the students to be equipped for entry-level jobs in fields such as mental health, industrial-organizational psychology, and forensic psychology. Other potential sectors of employment include colleges, universities, private businesses, and government.

It empowers the individuals to be freelance who can work as consultants for corporations, governmental organizations or even educational institutions.

It helps individuals in understanding the intricacies of human behaviour. This knowledge can often be applied to a person's own environment and allow them to create positive changes where they are necessary.

These psychologists are generally therapists who work with individual patients, or alternatively, with couples, and they tend to have a designated area within their home where they see their patients.

It equips the individuals to work in the rehabilitation centers.

It teaches individuals to think critically, regardless of the situation. This sort of thinking is important for those students who are considering going on to obtain a doctoral degree because it plays an important role in research, but it is integral throughout their studies.

Duration of the Course : 2 Years

Eligibility : B.Sc. Psychology / B.A. / BSW/ B.Sc. Nursing / Other related Sciences.

Course	Title of the Course M.Sc. (Psychology)	Hour s/Wk	Cre dit	Inte rnal	Exte rnal	Total
SEMESTER I						
Core I	Cognitive Psychology	5	5	25	75	100
Core II	Theories of Personality	5	5	25	75	100
Core III	Psychometry	4	4	25	75	100
Core IV	Psychological Assessment: Practical 1	5	5	75	25	100
Elective I	Advanced Social Psychology	4	4	25	75	100
SEMESTER II						
Core V	Psychopathology	5	5	25	75	100
Core VI	Neuropsychology	5	5	25	75	100
Core VII	Research Methods and Applied Statistics	5	5	25	75	100
Core VIII	Psychological Assessment: Practical 2	5	5	75	25	100
Elective II	Psychology of Criminal Behaviour	3	3	25	75	100
SEMESTER III						
Core IX	Counselling Skills and Techniques	5	5	25	75	100
Core X	Training and Development	4	4	25	75	100
Core XI	Behaviour Modification	5	5	25	75	100
Core XII	Field Internship (Respective Specialization)	4	4	75	25	100
NME	Positive Psychology	5	5	25	75	100
SEMESTER IV						
Clinical Psychology - Specialization						
Core XIII	Rehabilitation Psychology	5	5	25	75	100
Core XIV	Advanced Psychopathology	5	5	25	75	100
Core XV	Assessment in Clinical Settings	5	5	75	25	100
Core XVI	Project Work	-	6	75	25	100
Total			90			
OR						
Counselling Specialization						
Core XIII	Advanced Psychotherapy	5	5	25	75	100
Core XIV	Counselling Across Life Span	5	5	25	75	100
Core XV	School and Work place Counselling	5	5	25	75	100

Core XVI	Project Work	-	6	75	25	100
	Total		90			
or						
H R Specialization						
Core XIII	Organizational Behaviour	5	5	25	75	100
Core XIV	Industrial and Organizational Psychology	5	5	25	75	100
Core XV	Human Resource Management	5	5	25	75	100
Core XVI	Project Work	-	6	75	25	100
	Total		90			

Unitization: Content of every paper divided into FIVE units

Pattern of Examination : Internal and External respectively 25:75 (theory based papers)
Internal and External respectively 25:75 (Dissertation)

Scheme for Internal Exam

Three Test	- 10 marks (average of best two tests)
Assignments	- 5 marks
Seminar/Group discussion/Quiz	- 5 marks
Peer-Team-Teaching	-5 marks

Grand Total - 25 Marks

External Exam: External Examination –Maximum 75 marks

Question Paper Pattern

All the Question Papers consists of Three Sections A, B and C
Section A must be an Objective Type
Section B should be a descriptive type with internal choice
Section C Should be a descriptive type with choice

Scheme for Evaluation

Time : 3 Hours Max. Marks : 75

Section A: (10x1=10 marks) Question No.1 to 10 (Multiple choice)

- Two questions from each unit.
- Four Choices in each questions.
- No 'none of these' choice

Section B: (5x7=35 marks)

Answer all the questions choosing either (a) or (b)

Answers not exceeding two pages (One question from each unit).

- 11 (a) or (b)
- 12 (a) or (b)
- 13 (a) or (b)
- 14 (a) or (b)
- 15 (a) or (b)

Section C: (3x10 = 30 marks)

Answers not exceeding four pages

Answer any three out of five (One question from each Unit)

Questions 16 – 20

Passing Minimum

1. 50 Marks of the aggregate (Internal+ External).
2. No separate pass minimum for Internal.
3. 34 marks out of 75 is the pass minimum for the External.

Teaching Methodology

1. Lecturing
 2. Class Room Discussion
 3. Audio visual programmes
 4. Power Point Presentation
 5. Peer – Team Teaching
- (10% of the Syllabus)**

Text Books : Enclosed in the end of every Subject Units.

Reference Books : Enclosed in the end of every Subject Units.

Re-totaling and Revaluation Provision

Students may apply for re-totaling and revaluation after declaration of result within 15 days

Transitory provision: Syllabus revision once in Three Years.

Subject and Paper Related Websites

Found in the detailed syllabi

T Zoellner, A Maercker - Clinical **psychology review**, 2006
DB Sarwer, TA Wadden, MJ Pertschu **psychology review**, 1998
MM Chemers - Blackwell handbook of social **psychology** ..., 2001 - Wiley Online Library
GE Matt, C Vázquez, WK Campbell - Clinical **Psychology Review**, 1992
J Archer, SM Coyne and social **psychology review**, 2005 - journals.sagepub.com
CG Sibley, J Duckitt and Social **Psychology Review**, 2008 - journals.sagepub.com
BM Riek, EW Mani social **psychology review**, 2006 - journals.sagepub.com
LK Tamres, D Janick social **psychology review**, 2002 - journals.sagepub.com
JM Hooley - Clinical **Psychology Review**, 1985 – Elsevier
MH Bond - 1991 - Oxford University Press Hong Kong
AC Butlr, JE Chapman, EM Forman, AT Beck - Clinical **psychology review**, 2006 -
MJ Stark - Clinical **psychology review**, 1992 – Elsevier
T Ward, SM Hudson, L Johnston **Psychology Review**, 1997 -
EM Anderson, MJ Lambert - Clinical **Psychology Review**, 1995 -
RE Sutton, KF Wheatley - Educational **psychology review**, 2003
PJ Frick, BB Lahey, R Loeber, L Tannenbaum **Psychology Review**, 1993
C Johnston, EJ Mash - Clinical child and family **psychology review**, 2001 G Loewenstein -
Psychological bulletin, 1994 - psycnet.apa.org
SL Koole - Cognition and emotion, 2009 - Taylor & Francis
DJ Burbach, CM Borduin - Clinical **Psychology Review**, 1986 -
JC Nunnally, IH Bernstein - 1994 - McGraw-Hill New York
CW Tolman - 1997 - psycnet.apa.org
E Stice - Clinical **psychology review**, 1994 - Elsevier
AP Morrison, L Frame, W Larkin of Clinical **Psychology**, 2003 - Wiley Online Library
CH Hui, HC Triandis - Journal of cross-cultural **psychology**, 1985 - journals.sagepub.com
JK Ford, RC MacCallum, M Tait - Personnel **psychology**, 1986 - Wiley Online Library
MC Lovejoy, PA Graczyk, E O'Hare Clinical **psychology review**, 2000 -
R Rogers, EH Harrell, CD Liff - Clinical **Psychology Review**, 1993 -

MB Powers, JM Halpern, MP Ferenschak **psychology review**, 2010 -
LC Lyons, PJ Woods - **Clinical Psychology Review**, 1991 –
W Stern, HDT Spoerl - 1938 - psycnet.apa.org
AD Rosenblatt, JT Thickstun - 1977 - onlinelibsons.com
GA Kimble - 1956 - psycnet.apa.org
MH Segall, PR Dasen, JW Berry, YH Poortinga - 1990 - psycnet.apa.org

FIRST SEMESTER
CORE- I : COGNITIVE PSYCHOLOGY

UNIT 1 – INTRODUCTION : Definition and Scope of Cognitive Psychology – History and Development of Cognitive Psychology – Intelligence – Definition – Theories of Intelligence – Emotional Intelligence – Definition and its components – Artificial Intelligence – Definition and its applications.

UNIT 2 – ATTENTION, PERCEPTION AND CONSCIOUSNESS : The nature and definition of attention, perception and consciousness – selective attention and division of attention – theories of attention – filter theory, attenuation theory, late selection theory – theories of perception – bottom up and top down process – Gestalt approaches to perception – Disruptions of perception – subliminal perception – Consciousness of complex mental process.

UNIT 3 – MEMORY AND LANGUAGE : Short term vs long term memory – types of long term memory – encoding, storage, and retrieval – working memory – definition and model – process of forgetting – memory distortions – reconstructive retrieval – eyewitness testimony – Language – properties of language- process of language comprehension- language and thought – language in social context.

UNIT 4 – PROBLEM SOLVING AND CREATIVITY : Problem solving: Meaning – Problem solving cycle – types of problems – Problem solving techniques – obstacles and aids in problem solving – knowledge and problem solving – creativity – definition – divergent thinking – steps in creative thinking – nature of creative people – blocks to creative thinking – Promoting Creativity.

UNIT 5 – REASONING AND DECISION MAKING : Types of thinking – Reasoning: Meaning – categorical syllogisms – conditional syllogism – syllogistic reasoning – inductive reasoning – heuristics and biases and its types – Decision making: Meaning – types of decision making.

REFERENCES

1. Kellogg, R.T. (2007). *Fundamentals of Cognitive Psychology*. New Delhi, India: Sage Publication.
2. Sternberg, R.J. (2009). *Applied Cognitive Psychology: Perceiving, Learning and Remembering*. New Delhi, India: Cengage Learning.
3. Parkin, A.J. (2000) *Essential Cognitive Psychology*. London: Psychology Press.
4. Smith, E.E & Kosslyn, S.M. (2007). *Cognitive Psychology: Mind and Brain*. New Delhi, India: Prentice Hall of India.

5. Riegler, B.R.&Riegler, G. L. (2008). *Cognitive Psychology.Applying the Science of the Mind*. New Delhi, India: Pearson India Education Services Private Limited.
6. Galotti, K.M. (2004). *Cognitive Psychology: In and out of the laboratory*. New Delhi, India: Wadsworth.

CORE- II : THEORIES OF PERSONALITY

UNIT I: INTRODUCTION : Definition, Brief history of personality, Personality, Types of personality – Determinants of personality – Varieties of personality measures: Objective tests – Projective tests – Situational tests.

UNIT II: PSYCHODYNAMISM : Sigmund Freud’s Psychoanalysis - Carl Jung’s Analytical Theory – Alfred Adler’s Individual Psychology – Erikson’s Psychosocial Theory.

UNIT III: SOCIAL LEARNING AND COGNITIVE APPROACH

Erich Fromm (Freedom Theory): Nature of human beings, Structure of personality, Development of Personality, application and evaluation.

George Kelley (Personal construct theory): Nature of human beings, Structure of personality, Development of personality, Assessment in George Kelley’s theory, Application and evaluation.

McClelland: Theory of motivation: Need for achievement, Power and Affiliation.

Eric Berne: Basic Assumptions, Theoretical Principles, Eight Fundamental TA“Therapeutic Operations”.

UNIT IV: EXISTENTIAL AND TRAIT APPROACH

Rollo May: Nature of human beings, Structure of personality, Development of personality, Application and evaluation.

Victor Frankl: View of Human Nature, Key Concepts: Phenomenology, Death and Non-Being, Freedom, Responsibility, Isolation, Meaninglessness, Anxiety, Guilt, Will to Meaning and Authenticity.

Gordon Allport: Nature of human beings, Structure of personality, Development of personality, Assessment in Allport’s theory, Application and evaluation.

Raymond Cattell: Nature of human beings, Structure of personality, Development of personality, Assessment in Cattell’s theory, Application and evaluation.

UNIT V: OTHER APPROACHES TO PERSONALITY

Kurt Lewin (Field Theory): Structure of Personality: Psychological environment, Life space, Differentiated person and environment, Connections between regions, Number of regions, Person in Environment, Locomotion and Communication, Restructuring of Life space, Levels of Reality, Time dimension, Development of Personality.

Julian Rotter: Locus of Control: Internal vs External control of Reinforcement, Age, Cultural, Behavioural and Physical Health Differences, Developing Locus of Control in Childhood and Reflections on Locus of Control.

Marvin Zuckerman: Sensation Seeking: Characteristics of sensation seekers, Behavioral and Personality differences, Cognitive process, Occupational preferences, Heredity vs Environment, Reflections on Sensation seeking.

Martin E.P. Seligman: Learned Helplessness in Elderly person, learned helplessness and Emotional Health; Explanatory Style: optimism and pessimism, Pessimism and depression, Development of learned helplessness in childhood, Reflections on learned helplessness.

REFERENCES:

1. Schultz, D.P., & Schultz, S.E. (2013). *Theories of Personality* (10th ed.). New Delhi, India: Cengage Learning India Pvt. Ltd.
2. Albert, B. Even (2010). *An Introduction to Theories of Personality* (7th ed.). New York, NY: Psychology Press.
3. Friedman, H.S., & Schustack, M.W. (2009). *Personality: Classic theories and Modern Research* (3rd ed.). Noida, India: Dorling Kindersley India Pvt. Ltd.
4. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of Personality* (4th ed.). New Delhi, India: Wiley India Pvt. Ltd.
5. Shaffer, D.V. (2009). *Social and Personality Development*.(6th ed.). Belmont, MA: Wadsworth Cengage Learning.
6. Reeves, A (2012). *An Introduction to Counselling and Psychotherapy: From Theory to Practice*. (1st ed.). London, England: SAGE Publications Ltd.
7. Neukrug, E.S. (2012). *Counselling Theory and Practice*. (1st ed.). Delhi, India: Thomson Press (India) Ltd.
8. McClelland, D.C. (1988). *Human Motivation*. London, England: Cambridge University Press.
9. Frager, R & Fadiman, J. (2009). *Personality and Personal Growth* (6th ed.). Noida, India: Dorling Kindersley India Pvt. Ltd.
10. Bischof, L.J. (1970) *Interpreting Personality Theories*. (2nd ed.). New York, NY: Harper International.
11. Bryne, D. (1966). *An Introduction to Personality*. (2nd ed.). Upper Saddle River: NY: Prentice Hall.
12. Feltham, C., Hanley, T., Winter, L.A. (2017). *The SAGE Handbook of Counselling and Psychotherapy*. (4th ed.). London, England: SAGE Publications Ltd.

CORE- III : PSYCHOMETRY

UNIT-I: TEST CONSTRUCTION : Defining the test – Classification of tests – Characteristics of standardized test – Brief history of testing – Scaling – Selecting a scaling method. Representative scaling methods. Constructing the items. Testing the items. Revising the test. Publishing the test.

UNIT-II: CONSTRUCTION OF INTELLIGENCE TESTS : Item writing for Intelligence tests: Analogies, odd-man-out, sequences. Tests of ability and attainment: Content of items, multiple choice items. Advantages of multiple choice items. True-false items, matching items, choosing the item type. Other item types, arrangement of items for a test trial, guessing. Constructing Personality Inventories- Problems in constructing personality Inventories. Writing items for personality Inventories: item forms, guidelines for item writing. Eliminating response sets. Item content.

UNIT- III: CONSTRUCTION OF OTHER TYPES OF TESTS : Objective tests: Advantages, principles, stimulus-instruction situation, and response scoring parameters. Distinction between objective tests of ability, temperament and dynamics. Practical hints for objective test construction in personality and motivation. Differential motivation of different subjects. The influence of ability and achievement on objective test scores. Group vs Individual tests. Objective test dimensions. Projective tests-construction of projective tests. Item writing for mood and state scales. Attitude measurement: types of attitude scales.

UNIT- IV: ITEM ANALYSIS : Important variables for item analysis. Two indices in item analysis-correlations of items and the total score, choice of item –analytic statistics. Item scoring and item analysis-Item difficulty, Item discrimination, Item response theory. Selection of items after item analysis. Rewriting items. Failure to form a test.

UNIT- V: TEST STANDARDIZATION : An overview of the different types of reliability. Factors affecting reliability and validity-Generalizability of test scores. Using reliability information. Factors affecting reliability estimates. Special issues in reliability. Interpretation of reliability coefficient. An overview of the different types of validity. Validity coefficient and error of estimate-conditions affecting validity coefficient. Magnitude of validity coefficient. Standardizing the test-obtaining a representative normative sample. Sampling specific groups. Rules for sampling special groups.

Norms -Meaning and purpose of norms. Raw score transformation. Percentile and percentile ranks, standardized scores. Normalizing standard scores .

Scores, stanines, sten scores and C scale. Selecting a norm groupage and grade norms. Local and sub group norms. Criterion referenced tests and norm referenced tests.

References

1. Anastasi, A., & Urbina, S. (2017). *Psychological Testing*.(7th ed). Chennai, India: Pearson India Education Services Pvt. Ltd.
2. Gregory, R.J. (2017). *Psychological Testing*. (7th ed.). Chennai, India: Pearson India Education Services Pvt. Ltd.
3. Husain, A. (2012). *Psychological Testing*. Noida, India: Dorling Kindersley (India) Pvt. Ltd.
4. Kline, P. (2015). *A hand book of test construction: Introduction to psychometric design*. New York, NY: Methuen.
5. Field, A. (2013). *Discovering statistics using IBM SPSS statistics*. Sage Publications.

CORE- IV : PSYCHOLOGICAL ASSESSMENT- I (PRACTICAL)

Areas:

1. INTELLIGENCE
2. INTEREST
3. PERSONALITY AND ATTITUDE
4. PERCEPTION AND ATTENTION
5. MOTIVATION

A Minimum of TWO assessment or experiment under each broad area may be conducted
A Total of 10 assessments/ experiments are mandatory per semester.

ELECTIVE – I : ADVANCED SOCIAL PSYCHOLOGY

UNIT-I:INTRODUCTION : Definition of Social Psychology and Applied Social Psychology, Historical Context of Applied Social Psychology, Theories- Cognitive dissonance Theory, Groupthink theory, Research Methods in Applied Social Psychology, Role of Applied Social Psychologists.

UNIT-II UNDERSTANDING OTHERS & SOCIAL COGNITION : Nonverbal Communication: Basic Channels, Recognizing Deception. Attribution: Theories, Basic sources of error, Applications. Impression Formation & Impression Management: Asch's Research, Cognitive perspective. Social Cognition- Schemas, sources of error in social cognition.

UNIT-III ATTITUDES : Attitude: Meaning – three components – Attitude Formation: Social Learning, Genetic Factors, Attitude Functions, Attitude- Behavior link. Persuasion: The Early Approach and the Cognitive Approach. Attitude Change: Cognitive Dissonance – Attitude scales.

UNIT-IV: LEADERSHIP : Leadership: Meaning – three major types – functions – theories – Nature and impact in groups, Gender differences, Leader effectiveness, Transformational, transactional and other types of leadership.

UNIT-V: APPLICATIONS OF SOCIAL PSYCHOLOGY : Applying Social Psychology: In Media, Legal System, Politics, Work settings, Community, Health and Environmental Psychology.

REFERENCES:

1. Branscombe, N.R., Baron, R.A., and Kapur, P. (2017). Social Psychology (14th ed.). Chennai, India: Pearson India Education Services Private Limited.
2. Chawla, Vandana Sharma. (2016). Advanced Social Psychology. Straight Forward Publishers. ISBN: 9789385807534.
3. Myers, D.G., and Twenge, J.M. (2017). Social Psychology. (12th ed.). New York, NY:McGraw Hill Education.
4. Feldman, R. S. (2001). Social Psychology (3rd ed.) New Delhi, India: Pearson India Education Services Private Limited.
5. Schultz, W., & Oskamp, S. (2000). Social Psychology: An applied perspective. Upper Saddle River, NJ: Prentice Hall.
6. Schneider, F.W., Gruman, J.A., & Coutts, L.M. (2005) Applied Social Psychology understanding and addressing social and practical problems. New York, NY: Sage Publications.

SECOND SEMESTER : CORE- V : PSYCHOPATHOLOGY

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

UNIT- II : ANXIETY DISORDERS : Anxiety Disorders-Meaning and definition. Panic disorder – Agoraphobia, Specific Phobia, Social Phobia–diagnostic criteria and differential diagnosis. Obsessive-compulsive disorder. Post-traumatic Stress Disorder, Acute Stress Disorder. Generalized Anxiety Disorder. Induced Anxiety Disorder. Separation Anxiety Disorder and Selective Mutism. Etiology and Management.

UNIT- III : MOOD DISORDERS : Bipolar and Related disorders and Depressive Disorders-Meaning and definition. Unipolar and Bipolar mood disorders. Mood episodes – major depressive, manic, mixed and hypomanic. Mood disorders – depressive disorders, Dysthymic disorder, other depressive disorders. Specifiers related to mood disorder. Substance related disorders, Addictive disorders, Substance -induced disorders. Cyclothymic disorder. Etiology and Management.

UNIT- IV : PSYCHOTIC DISORDERS : Schizophrenia and other Psychotic Disorders. Schizophrenia – Kurt Schneider’s first-rank symptoms, diagnostic criteria, Positive and negative symptoms. Differential diagnosis and Schizophrenia subtypes: paranoid schizophrenia disorganized, or hebephrenic schizophrenia, catatonic schizophrenia, childhood schizophrenia. Schizoaffective disorder. Schizophreniform disorder. Delusional Disorder. Psychotic Disorders – brief, shared, substance induced. – Course and outcome of Schizophrenia. Decision-tree for differential diagnosis. Etiology and Management.

UNIT- V : PERSONALITY DISORDERS : Personality Disorders-General Diagnostic Criteria, Aetiology, Risk and Prognostic factors. Cluster A Personality Disorders – Paranoid, Schizoid and Schizotypal. Cluster B Personality Disorders – Antisocial, Borderline, Histrionic and Narcissistic. Cluster C Personality Disorders–Avoidant, Dependent and obsessive - Compulsive. Etiology and Management.

Reference books:

1. American Psychiatric Association (1994) Diagnostic and Statistical Manual of Mental disorders 4th Ed. Washington DE APA.
2. Irwin G.Sarason and Sarason Barbara, R (1993) Abnormal Psychology 6th Ed, New York : Prentice Hall.
3. Ilusen.M, Kazdin E.A. and Bellack S.A (1991). The Clinical Psychology handbook. 2nd Ed New York: Pregamon press.
4. Richard R. Bootzin, Joan Ross Acocelk and Lamem B. Alley (1993), Abnormal Psychology. 6th Ed New York: McGraw Hills.
5. WHO (1992) The ICD 10 classification of mental and behavioural disorders, clinical descriptions and diagnostic guidelines, Geneva, WHO.
6. WHO (1993) The ICD 10 classification of mental and behavioural disorder. Diagnostic criteria for research Geneva WHO.
7. Barlow H. David and Durnad V. Mark (1999) – Abnormal Psychology; India, Brooks/Cole Publishing Company.
8. Carson C. Robert, Butcher N. James, Mineka, Susan (1998) – Abnormal Psychology and Modern life; Newyork, Longman.
9. Antony, D. John, (2006) Mental Disorders encountered in Counselling, Dindigul: Anugraha Publications.

CORE- VI : NEURO PSYCHOLOGY

UNIT- I : INTRODUCTION : Relationship between structure and function of the brain; Functional human brain mapping: Definition and branches of neuropsychology; historical background; conceptual issues; neuropsychological practice; psychiatry and neuropsychology.

UNIT- II : NERVOUS SYSTEM : The Structure of the Nervous System: Anatomy and physiology of nervous system; the spinal cord, divisions of the brain; Hind Brain, Midbrain, Forebrain. The Cerebral Cortex: organisation of cerebral cortex.

UNIT-III : FRONTAL LOBES: Frontal Lobes: Specific functions; Premotor and prefrontal cortex; Neuropsychological assessment of frontal lobe functions and dysfunctions. Frontal Lobe and Cognition, Frontal Lobe and Social behaviour, Luria's theory, Norman and Shallice's attentional system. Rolls's theory of orbito-frontal function: Stimulus – reward.

UNIT - IV : TEMPORAL LOBES : Temporal Lobes: Specific functions and dysfunctions; Temporal lobe and the limbic system; Neuropsychological tests for temporal lobes.

UNIT -V: PARIETAL LOBES : (i) Parietal Lobes: Somatosensory perception; Tactile perception and body sense; Spatial orientation and spatial neglect; symbolic synthesis; Neuropsychological examination of functions and dysfunctions of parietal lobes. (ii) Occipital Lobes: Anatomical division; Basic visual functions; Visual perceptual functions Visual prostheses; Neuropsychological testing of functions and dysfunctions of occipital lobes.

Reference books:

1. Beaumont, J.G. (1982). Introduction to Neuropsychology, London: Academic Press.
2. Lezak, M.D. (1998) Neuropsychological Assessment London; Oxford University Press.
3. Kalat. J.W. (1995) Biological Psychology, 5th Edition London: Brook/Cole Publicity Company.
4. Pinel, J.P.J. (2007) Biopsychology, 6th Edition. New Delhi: Pearson Education INC.

CORE- VII : RESEARCH METHODS AND APPLIED STATISTICS

UNIT- I: FOUNDATIONS OF RESEARCH : Meaning – Critical thinking process – Objectives of science – Need for research – Research approaches – Steps in research. Method V/s Methodology. General Principles – Ethical issues: Children, Adults, Animals. Research problem – Sources – Criteria of good problem. Reviewing the literature – Research article.

UNIT- II: HYPOTHESIS, VARIABLES AND SAMPLING : Hypothesis: Meaning – Types – Basic concepts related to hypothesis testing. Variables –Definition – Ways of asking questions – measuring observed variables – Scales of measurement – Types of measures – Reliability – Validity. Sampling – Meaning – Probability and Non-probability sampling – Sample and effect size. Data collection methods: Observational research – Survey research.

UNIT-III: RESEARCH DESIGN : Experimental design: Independent groups designs – Completely randomized groups designs, randomized factorial groups design. Dependent groups designs: Within-participants design, matched groups design – Mixed Designs –

Single-participant design – Baseline designs. Non-experimental designs: Quasi-experiments – Time-series design, non equivalent groups designs, longitudinal research, Cross-sectional research, Case-studies, Correlational research. Qualitative Research Designs.

UNIT -IV: STATISTICS : Organizing data: Frequency distribution – Graphs – Descriptive statistics: Measures of central tendency – Measures of variation – Types of distributions. Inferential statistics: z test– t test – Analysis of Variance – Correlation– Concepts related to correlation – Correlation coefficient – Regression. Non-parametric statistics: Mann-Whitney test – Wilcoxon Chi-square – Spearman Rank correlation – Kruskal-Wallis test. Analysis of data using SPSS.

UNIT -V: REPORT WRITING AND COMPUTERS IN RESEARCH : Writing Proposal – Plagiarism – References and In-text citation – APA primer – Presenting research: Research report – Typing guidelines – Oral and Poster presentation. Computers in research – Internet and research.

Reference books :

1. Evans, A.N., & Rooney, B. J. (2008). *Methods in Psychological Research*. New Delhi, India: Sage Publications India Pvt. Ltd.
2. Jackson, S.L. (2010). *Research Methods and Statistics*. New Delhi, India: Cengage Learning India Pvt. Ltd.
3. Coaley, K. (2009). *An Introduction to Psychological Assessment and Psychometrics*. New Delhi, India: Sage Publications India Pvt. Ltd.
4. Coolican, H. (2009). *Research Methods in Statistics in Psychology*. New Delhi, India: Rawat Publications.
5. Gravetter, F.J., & Forzana, L.A.B. (2009). *Research Methods for Behavioral Sciences*. Boston, MA: Wadsworth Cengage Learning.
6. Mohanty, B., & Misra, S. (2019). *Statistics for Behavioural and Social Sciences*. New Delhi, India: Sage Publications.
7. Myers, J. (2008). *Methods in Psychological Research*. New Delhi, India: Sage Publications.
8. Ruyon, R.P, Haber, A, Pittenger, D.J., & Coleman, K.A. (2010). *Fundamentals of Behavioural Statistics*. New York, NY: McGraw Hill.
9. Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna, India: Bharati Bhavan Publishers.
10. Field, A. (2013). *Discovering Statistics using IBM SPSS Statistics*. Sage Publications.

CORE- VIII : PSYCHOLOGICAL ASSESSMENT (PRACTICAL - II)

Assessment related to

1. ORGANIZATION / HUMAN RESOURCE DEVELOPMENT
2. CLINICAL / COUNSELLING
3. EDUCATION / SPECIAL POPULATION
4. APPLIED AREA OF PSYCHOLOGY

Based on the specialization a student chooses to conduct 10 experiments or assessments in their respective field.

ELECTIVE-II : PSYCHOLOGY OF CRIMINAL BEHAVIOUR

UNIT-I : Introduction : Nature and historical perspective of criminological theories. Psychology of Aggression, Psychology of Victims, Analysis of Crime: Biological, sociological, and psychological perspectives.

UNIT-II : Special Offender Groups: Types, causes and interventions with respect to the following: Juvenile delinquency; Substance abuse; Terrorism.

UNIT-III : Special Offences: Types, causes and interventions with respect to the following: Crime against women; children. Suicide and Homicide.

UNIT- VI : Core agencies of the Criminal justice system. Overall view of the Indian police system. Basics of criminal procedure The Role of Law-enforcement Voluntary Agencies in Social Defense.

UNIT-V : Rehabilitation in Family and Society. Importance of Counselling, Facing the Social Stigma

Reference books:

1. Feldman, M.P. (1977). Criminal Behaviour: A Psycho-Social Analysis. London: Wiley.
2. Joshi, A.C. & Bhatia, V.B. (1981). Readings in Social Defense. New Delhi: Wheelers Publishing Company.
3. Kushner, W.W. (1998). The Future of Terrorism. New Delhi: Sage Publication.
4. Masters, R.E. (1994). Counselling Criminal Justice Offenders. New Delhi: Sage Publication.
5. Reid, S.T.(1979). Crime and Criminology. New York: Holt, Rinehart and Winston.
6. Smith, M.D. & Zahn, M.A. (1998). Studying and Preventing Homicide. New Delhi: Sage Publication.
7. Walters,G.D. (1994). Drug and Crime in Lifestyle Perspective. New Delhi: Sage.
8. Wanberg, K.W. & Milkman, H.B. (19,9,8). Criminal Conduct and Substance Abuse Treatment. New Delh: Sage Publication.
9. Weis, J.G., Crutchfield, R.D. & Bridges, G.S. (1996). Juvenile Delinquency. New Delhi: Sage Publication.

THIRD SEMESTER : CORE- IX : COUNSELLING SKILLS AND TECHNIQUES

UNIT- I : Introduction to Counselling: Definition, Characteristics, Advice-Guidance-Counselling-Psychotherapy, Characteristics of a good counselor, Counselling as a helping profession, Ethical and Legal Issues in Counselling. Counselling process: Egan's problem management approach to helping. Stage-I Problem clarification – Stage-II Setting goals based on dynamic understanding – Stage-III Facilitating action.

UNIT -II : Welcoming the client: Make the client comfortable with a small talk, Counselee's task, Observing the body language: Body speaks most, Body speaks a language, Displaced activities, Energy level, Eye-scanning, Breathing (Calibration), Various Gestures, and Attending: Physical attending, Distance, leg position, seating arrangements, SOLER Method, Encouragements to talk, Handling silence.

UNIT- III : Letting the client tell the story: Let the client tell the story: Expressing, Levels of expression, Types of problem situation, Listening: Kinds of Listening, Hindrances to Listening. Reflect the content of what the client said: Responding, Helping skills pre-test, Kinds of responses: Evaluative, Interpretative, Supportive, Probing, Understanding (EISPU), Understanding or paraphrasing response, Reflect the content, Kinds of responses as per ego-states.

UNIT- IV : Reflect the Feelings, Six Basic Emotions, Reflect the deeper feeling, Difference between sympathy and Empathy, Allow the client to speak sufficiently on the feeling, Facilitate the client to release strong negative feelings like Grief, Anger, Guilt. Therapies: Gestalt, VKD, SWISH, other behavioral interventions, Pinpointing the problem: Four problem areas: Situation, Thought, Feeling, Behavior.

UNIT- V : Eight skills of Counsellor, Personalizing and its methods, Re-framing, Alternative Frame of Reference, Content Reframing, Non-content Reframing, and Employing problem-solving techniques, behavioral strategies, and action-programs. Insights, Four kinds of Insights, Defining and Operationalizing the goal, SMART Goals, Making contracts and Evaluating. Review and synthesis. Practice of skills and techniques in the study group and sharing the experiences. Application of Counselling Skills in varied contexts.

Reference books:

1. Antony, D. John (2009), Principles and Practice of Counselling. Anugraha Publications, Dindigul, Tamil Nadu.
2. Burnard, P. (1995). Counselling skills training: A sourcebook of activities for trainers. London, England: Kogan Page Ltd.
3. Corey, Gerald (2009) Counselling and Psychotherapy: Theory and Practice. Cengage Learning. India.
4. Nelson – Jones, R. (2011). Basic Counselling Skills: A helper’s manual (2nd ed.). Chennai, India: Sage Publications India Pvt. Ltd.
5. Seligman, Linda & Reichenberg, Lourie, W. (2010) Theories of Counselling and Psychotherapy. Pearson. India.
6. Antony D. John, (2011), The Body Never Lies: The basics of Body Language, Guru Publications, Dindigul.

CORE- X : TRAINING AND DEVELOPMENT

UNIT-I NATURE AND MEANING OF TRAINING AND DEVELOPMENT :

Training: Definition, Development: definition - Nature and Scope; Reasons for Training; Skill sand Qualities of a trainer – Learning Process in Training

UNIT-II: ASSESSING NEEDS AND DEVELOPING LEARNING OBJECTIVES :

Need Assessment: Reasons, methods of data collection, criteria to be used to select a data gathering method General Features of adult learners; basic learning styles of participants; factors influencing the learning process Writing objectives: SMART objectives, ideas for writing objectives, task analysis.

UNIT-III : TRAINING METHODS : On-the-job and off-the-job technical training - Principles of learning and the choice of methods. Lecture method, the case method, syndicate method, Group discussion, Brainstorming, Simulation, business game, role play, programmed

learning, in basket exercise. Experiential learning techniques, audio visual aids - Training approaches to improve productivity and quality - TQM, Quality Circles, KAIZEN.

UNIT-IV: DESIGNING AND CONDUCTING TRAINING PROGRAMMES :

Conducting training programmes, Explaining the four training styles, Gauging group dynamics, Training like a professional: presentation skills, participation materials, asking and answering questions, smooth transitions, wrap up and effective training sessions - Management Development: The nature of the Managerial job- Knowledge and Skills requirements of managers-Management Development Programs and Techniques; Career Planning and Development.

UNIT-V: EVALUATION OF THE TRAINING : Purpose, Kirkpatrick's four levels of evaluation, guidelines for measuring the four levels, Evaluation methods, ROI – process and benefits.

Reference books:

1. Biech, E. (2005). Training for Dummies. Hoboken, NJ: Wiley Publishing Inc.
2. Singh, P.N. (1996). Training Management Development. (4th ed.). Mumbai, India: Suchandra Publications.
3. Hardingham, A. (1998). Training Essentials-Psychology for Trainers. London, England: Chartered Institute of Personnel & Development.
4. Joyce P., & Sills, C. (2010). Skills in Gestalt Counselling & Psychotherapy, (2nd ed.). New Delhi, India: Sage Publications.
5. Agochiya, D. (2002). Every Trainer's Handbook. New Delhi, India: Sage Publications.
6. Blanchard, N. P., & Thacker, J. W. (2009). Effective Training: Systems, Strategies and Practices. New Delhi, India: Pearson Education.
7. Lynton, R. P., & Pareek, U. (2013). Training for Development. (3rd ed.) New Delhi, India: Sage Publication.

CORE- XI : BEHAVIOUR MODIFICATION

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

UNIT - II: PROCEDURES TO ESTABLISH NEW BEHAVIOR : Stimulus control: discrimination and generalization. Defining stimulus control, stimulus discrimination training, the three-term contingency. Generalization. Shaping and its applications - How to use shaping, shaping of problem behaviors. Prompting and fading techniques. Types of prompts. How to use prompting and transfer of stimulus control (for example in autism). Chaining. Examples of behavioural chains, analyzing stimulus-response chains, task analysis,

backward chaining, forward chaining, total task presentation. Chaining Components of behavioral skills training procedures. Modeling, instructions, rehearsal, feedback.

UNIT - III: PROCEDURES TO INCREASE DESIRABLE BEHAVIOR AND DECREASE UNDESIRABLE BEHAVIOR : 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 - IV: OTHER BEHAVIOR CHANGE PROCEDURES: 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. Cognitive behavior change procedures – assertiveness training, thought stopping. Introduction to third wave therapies –Dialectical behavior therapy, metacognitive therapy.

UNIT - V: OVERVIEW OF ASSESSMENT, FORMULATION AND INTERVENTION IN CLINICAL CONDITIONS :

Clinical Conditions – Depression, panic, OCD, GAD, and eating disorders.

Anxiety Reduction Procedures – Defining fear and anxiety problems, procedures to reduce fear and anxiety – relaxation, systematic desensitization, in vivo desensitization .

Anxiety Induction Procedures – implosive therapy flooding, aversive counter conditioning – use of electric shock, covert sensitization.

Reference books:

1. Miltenberger, R.G. (2012). *Behaviour Modification: Principles and Procedures*. (5th ed.) Boston, M. A.: Wadsworth Cengage Learning.
2. Masters, J. C., Burish, T. G., Hollon, S. D., & Rimm, D. C. (1987). *Behaviour Therapy: Techniques and Empirical Findings*.(3rd ed.). New York, NY: Harcourt Brace Jovanovich College Publishers.
3. Kanfer, F.H., & Saslow, G. (1965). Behavioral Analysis: An Alternative to Diagnostic Classification. *Archives of General Psychiatry*, 12(6), 529-538.
4. Simos, G. (2002). *Cognitive Behavior Therapy: A guide for the practicing clinician* (Vol.1) London, England: Brunner-Routledge.

CORE- XII : FIELD INTERNSHIP

Field Internship is intended to provide the students with the opportunity to engage in all of the learning activities in an organization compatible to their field of specialization, where in they could apply their learning in the class rooms. They undertake a practicum visiting, learning in the field of their specialization (Clinical Psychology, Counselling and Psychotherapy and HR). The students will choose to do a field internship in psychiatric hospitals, hospitals, counselling centers, home for the aged, schools, NGOs or companies. The purpose of this practicum is to have full-fledged field based learning experience. This Practicum is also intended as a pre-employment exposure to the specialization area. A record work has to be submitted on the field internship. The internal assessment will carry 75 marks while the external viva voce will carry 25 marks.

NON-MAJOR ELECTIVE : POSITIVE PSYCHOLOGY

UNIT-I: INTRODUCTION : Meaning, definition, assumptions and goals. Positive emotions and well-being. Eastern and Western perspectives on positive psychology .

UNIT- II: HAPPINESS : Meaning and measures of happiness, types of happiness, effects of happiness, happiness across life span, gender and happiness, factors contributing to happiness. Wellbeing -Subjective wellbeing – components of subjective wellbeing.

UNIT-III: FLOW, MINDFULNESS AND SPIRITUALITY : Flow – creating and measuring flow. Mindfulness – definition, attributes of mindfulness, mindfulness meditation, & Spirituality, Gratitude, zest.

UNIT- IV : POSITIVE ENVIRONMENTS : Positive relationships, positive schooling, positive workplace, positive communities, positive youth development, Resilience and resilience application, altruism, empathy and Social Intelligence, love, kindness

UNIT -V :APPLICATION OF POSITIVE PSYCHOLOGY : Positive psychology and meaningful life; Purpose of Life, Positive Changes in life. Well-being interventions; Prevention of psychological problems.

Reference books:

1. Steve, B. (2016). Positive Psychology. Pearson Education India.
2. Alan Carr (2002) Positive Psychology, London, Routledge.
3. Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2018). Positive psychology: The scientific and practical explorations of human strengths. Sage Publications.
4. David G. Myers. The Pursuit of Happiness Avon Martin Seligman (1991) Learned Optimism Pocket Books.
5. Lykken, D. (1999). Happiness: What studies on twins show us about nature, nurture, and the happiness set-point. Golden Books.
6. Goleman, D. (1998). Working with Emotional Intelligence. Bantam.

FOURTH SEMESTER CLINICAL PSYCHOLOGY SPECIALIZATION CORE- XIII : REHABILITATION PSYCHOLOGY

UNIT - I: Introduction: Overview of the profession of Rehabilitation Psychology and practice, history, growth and scope, professional role and functions; current issues and trends, areas of specialization, magnitude and incidence of disability, cost of disability (disability adjusted life years (DALY)).

UNIT – II: Concepts and Theory: Concept of impairment, disability and handicap, models of disability, theories and models of adaptation to disability and adaptation processes, ways of coping with disability, concept of quality of life and its domains, assessment, global and specific indicators of QOL. Models of disability and rehabilitation, enabling–disabling processes, Adjustment and well-being: mediators and moderators of psychosocial adjustment and well-being.

UNIT – III: Family and disability: Impact of disability on family, family care and burden, role of family on coping, adaptation and integration, models of family adaptation, needs of families and their assessment and strengthening family to support and care of disabled.

UNIT – IV: Assistive Technology: Identifying vocational, social and independent living implications of various long-term medical disabilities, role of assistive and corrective devices, environmental modification, remedial training, retraining, biofeedback techniques in correcting functional impairments, acupuncture, massage and other evidence-based alternative/complimentary approaches.

UNIT - V: Resources : Development of resources, capacity building, financial security and sustainability, promoting economic re-integration of disabled, need for multi-sectorial participation, NGO movement, developing human resource, mitigating shortage of trained human resources and increasing access to trained personnel, contemporary issues and challenges.

Reference books:

1. Encyclopedia of Disability and Rehabilitation, Arthur E. Dell Orto and Robert P. Marinelli (Eds.), MacMillan Reference Books, 1995.
2. Perspectives on Disability and Rehabilitation: Contesting Assumptions, Challenging Practice, Karen Whalley Hammell, Churchill Livingstone, 2006.
3. Status of Disability in India – 2012, Rehabilitation Council of India, New Delhi.
4. The Persons of Persons with Disabilities Act, Ministry of Social Justice & Empowerment, Government of India, New Delhi, 2016.
5. Yuker, H. E. (Ed). (1988). Attitudes Toward Persons with Disabilities. New York: Springer Publishing Company.
6. Eisenberg, M. G., Glueckauf, R. L., & Zaretsky, H. H. (Eds.) (1999). Medical aspects of disability: A handbook for the rehabilitation professional (2nd ed.). NY: Springer.
7. Smart, J. (2012). Disability across the Developmental Life Span: For the rehabilitation counselor. New York: Springer Publishing Company.

CORE- XIV: ADVANCED PSYCHOPATHOLOGY

UNIT - I : Dissociative Disorders-Meaning of the concept, difference between dissociation and repression. Dissociative amnesia. Dissociative fugue. Dissociative identity disorder. De-personalization/De-realisation disorder, Dissociative Disorder and Dissociative trance. Differential Diagnosis. Etiology and Management. Substance related disorders. Delirium, Dementia and Amnesic and other cognitive disorders. Etiology and Management.

UNIT-II : Disruptive, Impulse Control and Conduct Disorders-Common features. Intermittent explosive disorder. Kleptomania. Pyromania. Pathological gambling. Trichotillomania. Disruptive and Conduct disorders. Etiology and Management. Somatoform Disorders. Conversion disorder. Pain disorder, Hypochondriasis. Body dysmorphic disorder. Etiology and Management.

UNIT-III : Sleep-Wake Disorders-Dyssomnias, Parasomnias, Sleep disorder due to a general medical condition, substance-induced sleep disorder. Insomnia, Narcolepsy, Hypersomnolence Disorder, Sleep apnea, Sleep hypopnea, REM. Etiology and Management.

Sexual Disorders-Sexual desire disorder, Sexual arousal disorder, Orgasmic Disorder, Sexual pain disorder, Substance-induced sexual dysfunction. Paraphilias. Gender Identity Disorder. Etiology and Management.

UNIT-IV : Eating Disorders-Anorexia nervosa, Bulimia nervosa, Obesity. Adjustment Disorders – diagnosis and treatment. Factitious Disorders–diagnosis and treatment. Etiology and Management.

UNIT-V: Autism, Spectrum disorders, ADHD, Intellectual and Developmental Disabilities (IDD), Specific Learning Disability (SLD), Conduct Disorders, Diagnosis and treatment. Etiology and Management.

Reference books:

1. American Psychiatric Association (1994) Diagnostic and Statistical Manual of Mental disorders, 4th Ed. Washington DE APA.
2. Irwin G.Sarason and Sarason Barbara, R (1993) Abnormal Psychology 6th Ed, New York: Prentice Hall.
3. Ilusen.M, Kazdin E.A. and Bellack S.A. (1991). The Clinical Psychology handbook. 2nd Ed New York: Pregamon press.
4. Richard R. Bootzin, Joan Ross Acocelk and Lamén B. Alley (1993), Abnormal Psychology. 6th Ed New York: Mc Graw Hill.
5. WHO (1992) The ICD 10 classification of mental and behavioural disorders, clinical descriptions and diagnostic guidelines, Geneva, WHO.
6. WHO (1993) The ICD 10 classification of mental and behavioural disorder. Diagnostic criteria for research Geneva WHO.
7. Barlow H. David and Durnad V. Mark (1999) – Abnormal Psychology; India, Brooks/Cole Publishing Company.
8. Carson C. Robert, Butcher N. James, Mineka, Susan (1998) – Abnormal Psychology and Modern life; Newyork, Longman.
9. Antony, D. John, (2006) Mental Disorders encountered in Counselling, Dindigul: Anugraha Publications.

CORE- XV : ASSESSMENT IN CLINICAL SETTINGS

UNIT-I. : Assessment: Definition - Difference between assessment and intervention-Importance of assessment in clinical setting – Objectives of assessment in clinical setting - Classification of Disorders: DSM and ICD - Mental Status Examination (MSE)- Case Study. Role of psychological testing in assessment. Classification, types and characteristics of psycho-diagnostic methods, Interviewing and Behavioral Observation Methods;

UNIT-II : Assessment Strategies and Protocols: Risk assessment instruments-Questionnaires and scaling techniques - Interview based on grounded theory methodology - Experimental and clinical methods - Psychopathological profiles - Socio moral reflection measures - Lip maps- Psycho-diagnostic report writing. Ethical aspects.

Unit-III : Beck's Hospital in anxiety and depression scale - Hamilton's anxiety and depression scale Self efficacy scale - Emotional self-efficacy scale - Self Esteem Inventory-Attitude Scale- Strong interest inventory – MAST.

Unit-IV : Bhatia's Battery of Performance Tests – Standard Progressive Matrix – Wechsler Adult Intelligence Test - EPQ – Eysenk Personality Questionnaire – Keirsej Temperament Sorter – Assessing personality disorders.

UNIT-V : Treatment Strategies and Rehabilitation: Self-management - Affect/emotion/mood management - Anger management and aggression replacement training. Goal setting. Assessing resources.

As part of Unit – V, a student is expected to do an assessment on a patient and prepare a report.

Reference Books :

1. Alloy, L.B., Riskino, J.H. and Manos, M.I. (2006). Abnormal Psychology; Current Perspectives. New Delhi: Tata McGraw Hill.
2. Barlow, D.H. & Durand, V.M. (2010). Textbook of Abnormal Psychology. New Delhi: Cengage Learning India Pvt. Ltd.
3. Carson, R.C., Butcher, J.N., Mineka, S & Hooly, J. M. (2007). Abnormal Psychology, 13th Ed. New Delhi: Pearson Publication.
4. Nolen-Hoeksema, S. (2010). Abnormal Psychology. New Delhi: Tata Mc Graw Hill.
5. Kearney, C. A. & Trull, T. J. (2012). Abnormal psychology and life: A dimensional approach. New Delhi: Cengage learning.
6. Goldstein et al (2004). Need Perspectives on Aggression Replacement Training. UK: John Wiley & Sons Ltd.
7. James Mc Guire (2002). Offender Rehabilitation and Treatment. UK: John Wiley & Sons Ltd.
8. MC Murrand & McGuire (2005). Social Problem Solving and Offending. UK: John Wiley & Sons Ltd.
9. Theresa et al (2007). Aggressive Offenders Cognition- Theory, Research and Practice.

CORE- XVI : PROJECT WORK

The paper aims at developing a research mind-set among the students and to prepare them for further research in their area of study. Students are expected to select a research problem in the specific field of psychology, and prepare a research design by the end of III semester. Selection of the problem for the study is at the discretion of the student. However while formulating the research problem, the student shall get the guidance from the research supervisor assigned to guide the research work. Students are expected to maintain a Research Log book and clearly note down the nature of meeting with the research guide with date and time. The dissertation record shall be submitted for the scrutiny of the research supervisor.

The dissertation record will be submitted to Madurai Kamaraj University by the end of the IV Semester, as partial fulfilment of the requirements for the award of the Master's degree in Psychology. The internal assessment will carry 75 marks while the external viva voce will carry 25 marks.

**FOURTH SEMESTER – COUNSELLING SPECIALIZATION
CORE- XIII : ADVANCED PSYCHOTHERAPY**

UNIT- I : Gestalt Therapy and techniques: Gestalt therapy – meaning definition and history. Frederick Perls – Holism – field Theory – Figure Formation Process – Organismic self-regulation. Therapeutic Techniques: Internal dialogue exercise – Making the rounds – Playing the projection – Rehearsal exercise – Reversal technique – Exaggeration exercise – Staying with feeling – Guided fantasy - Empty chair technique – Gestalt approach to dream work.

UNIT -II : NLP Techniques: Meaning and Definition. John Grinder and Richard Bandler – Neuro-Linguistic Programming. V. K. Dissociation – Steps and Procedure. V.K. D technique and psychotherapy. Swish: Steps and Procedure. Swish technique and psychotherapy. New Behaviour Generator – Steps and Procedure. Usefulness of NBG in counselling and personal life.

UNIT-III : Behavioural Therapy: Introduction – Effectiveness – Types- Cognitive Behavioural techniques: Behavioural experiments – Thoughts record – Pleasant activity scheduling – Situation exposure hierarchies – Imagery based exposure - Systematic desensitization – Exposure therapies - Flooding – Aversion therapy – Operant Conditioning – Token Economics – Contingency Management - Modelling – Extinction. Stress: Meaning - Definition and Stressors. Coping Mechanism: Meaning - Definition and Types.

UNIT IV : Solution focused brief therapy - Looking for previous solutions, Looking for exceptions, Present and future-focused questions vs. past-oriented focus, Compliments, Inviting the clients to do more of what is working, Miracle Question (MQ), Scaling Questions, Coping Questions, Consultation Break and Invitation to Add Further Information, Research Findings.

UNIT V : Well-being therapy: perspectives of Positive Psychology - VIA – Mindfulness based therapy – Acceptance commitment Therapy – Forgiveness therapy - Gratitude Interventions – Resilience Informed Therapy.

Reference books:

1. Antony, D. John, (2003) Psychotherapies in Counselling, Nochiodaipatti, Dindigul, Anugraha Publications.
2. Smith, M. L. Glass, G. V. & Miller, T. I. (1980). The Benefits of Psychotherapy. Baltimore: Johns Hopkins University Press.
3. Dobson. D & Dobson. K., (2009). Evidence-Based Practice of Cognitive -Behavior Therapy. Published by Guilford Publication. Inc.
4. Ronen. T & Freeman. A. (2007) CBT in Social Work Practice. Published by Spring Publishing Company, LLC.
5. Sheldon. B., (2011). Cognitive Behavior Therapy Research and Practice in Health and Social Care. (2nd Ed). Published by Routledge Publication New York.

CORE- XIV : COUNSELLING ACROSS LIFE SPAN

UNIT-I: Life-span Crisis or developmental crisis: Meaning and definition. Need for counselling through lifespan. Counselling the Child: Need and its importance. Counselling

issues in Early childhood (child abuse, Handicapped conditions), Late Childhood (Identified Patient, Sibling Rivalry, Unrealistic Expectations, Identification, Challenged Children). (Skill Demonstration, counselling practice and a day-long seminar on Art & Play Therapy).

UNIT-II : Counselling Issues in Adolescence: Acceptance of Changed Physical Self, New forms of relationship, Sexual Identity, Attraction, Peer Pressure. Educational Counselling and Guidance. (Psycho education for Self-concept: Dimensions and tips to improve self-concepts. Administering Rosenberg's Self-Esteem Concept).

UNIT III : Counselling the Adult. D. E Super's theory, J. L. Holland's theory, Levinson's Theory of Adult Development- Early Adulthood, (Physical planning, Career planning, Financial Planning, Conjugal Relationship) Middle Adulthood, (Physical condition, Vocational and Grand parenting Adjustment, Success of middle age, Midlife Crisis). (Demonstration and group discussion on young, middle adult issues in counselling).

UNIT IV : Counselling the elderly- Need and its importance. Counselling situations: depression, loneliness and lack of initiative to live, lack of intellectual capacity to manage one's own affairs (Senile Dementia, Multi-infarct Dementia and Delirium). Review of case histories related to counselling the persons in different stages. Counselling the Sick. (Visit to the home for the elderly).

UNIT V: Counselling the dying- Phenomenon of death, Elizabeth Kubler-Ross' Stage theory, E. Mansell Pattison's Process theory. Fear of dying, facts about dying. Counselling in the context of death. Counselling the bereaved- Stages and psychological implications of funeral, emotional reactions to a loss, Common elements of Grief, Counselor's intervention in grief. (Practical field visit/practice of counselling the terminally ill/dying/bereaved).

Reference books:

1. Antony, D John (1996) Types of Counselling- A Life Span Developmental and Situational Approach, Nagercoil, Anugraha Publications.
2. Hurlock, Elizabeth B. Developmental Psychology. New Delhi: Tata McGraw-Hill Publ. Co., 1987.
3. De Shazer, S., (1985). Keys to Solution in Brief Therapy. New York: Norton.,
4. Ronald W. Richardson, Family Ties that Bind, A self-help Guide to change through family of Origin therapy. International Self –Counsel Press Ltd: U.S.A. Canada, 1995.
5. Tanushree Podder, Aoy Podder, The Secrets of Marital Bliss, Unique Colour Carton, Mayapuri, New Delhi, 2003.

CORE- XV : SCHOOL AND WORKPLACE COUNSELLING

UNIT- I : Counselling in School settings: Meaning, Scope, Role of Counsellor, Importance of mentoring and whole person Development, Advocacy, Empowerment, Academic Success. Ethics and law in School Counselling, Special Education in School Counselling. (Counselling Skills practice in school settings, Assertiveness Training).

UNIT -II : Problems related to School Environment: Teacher and Student relationship, Study stress, Peer pressure (Bullying), Parental Expectations. Importance of physical activities, Games, Community involvement and extracurricular activities. Leadership. Probabilistic Orientation. (Teaching relaxation techniques and stress reduction, Memory Techniques).

UNIT-III : Childhood Disorders: Autism, ADHD, Dyslexia and Learning Disabilities. Adolescent disorders. Addictive Behaviours, Dealing with Abilities, Disabilities, Gifts, Talents, Academic Achievement Interventions, Remedial Education. Accountability. (Learning to Administering Intelligent Test/Dope Test/Academic Resilience Scale).

UNIT IV: Understanding of employees' problem. Workplace stress: Stressors, Stressful job. Occupational Stress. Stress related to travel, work time, Absenteeism, burnout, depression. Dealing with difficult people. Handling gender issues, inappropriate, unethical behavior in work place. (Stress overcoming techniques and visit to Industry).

UNIT -V : Work place counselling- Meaning, definition and history. Scope of workplace counselling in India. Functions and various Models of work place counselling. Steps in employee counselling – Preparation, assessment, significance of contract, strategies and techniques of employee counselling, termination. Using counselling skills in: recruitment, induction, training, job, retention and retirement. Job satisfaction.(Administering Aptitude, Interest and Job satisfaction Scales)

Reference books:

1. Antony, D John (1996) Types of Counselling- A Life Span Developmental and Situational Approach, Nagercoil, Anugraha Publications.
2. Hurlock, Elizabeth B. (1987) Developmental Psychology. New Delhi: Tata McGraw-Hill Publ. Co.
3. Williams, Hank (1996) Managing Groups and Teams.
4. Sharma, R. N., Sharma, Rechana (2017) Child Psychology.
5. Vikram Patel (2013), The School Counsellor case book, Lisa Aronson, Gavri Divan.
6. V. C. Pandi (2007) Educational Guidance and Counselling, Isha Books. ISBN 13:978-81870 55810.
7. Carrol, Michael (1996). Work Place Counselling, New Delhi, Sage Publications.
8. H.L. Kaila (2015) Industrial Organizational Psychology I.K International Publishing House Pvt.

CORE- XVI : PROJECT WORK

The paper aims at developing a research mind-set among the students and to prepare them for further research in their area of study. Students are expected to select a research problem in the specific field of psychology, and prepare a research design by the end of III semester. Selection of the problem for the study is at the discretion of the student. However while formulating the research problem; the student shall get the guidance from the research supervisor assigned to guide the research work. Students are expected to maintain a Research Log book and clearly note down the nature of meeting with the research guide with date and time. The dissertation record shall be submitted for the scrutiny of the research supervisor.

The dissertation record will be submitted to Madurai Kamaraj University by the end of the IV Semester, as partial fulfilment of the requirements for the award of the Master's degree in Psychology. The internal assessment will carry 75 marks while the external viva voce will carry 25 marks.

**FOURTH SEMESTER – H R SPECIALIZATION
CORE- XIII : ORGANISATIONAL BEHAVIOR**

UNIT-I : EVOLUTION AND EMERGENCE OF OB : Defining Organizations and Organizational Behavior. A Historical background for modern organizational behavior. Theoretical Frameworks; Micro and macro perspectives. Models of Organizational Behavior . Contributing disciplines to OB. Challenges and Opportunities of today’s organizations: The role of Information Technology. Total Quality Management. Learning Organizations. Organizational Technology - Competencies: Professional practice- External trends - Ethical behavior in organizations. Contemporary issues at work place: Violence, Sexual harassment, Absenteeism, Attrition. Case studies and exercises.

UNIT-II : INDIVIDUAL AT WORKPLACE- 1: Motivation concepts and applications: Content, Process and Contemporary theories of work Motivation, Managing work motivation. Goal setting. Management By Objectives (MBO). Attitude- Attitude definition, work attitudes. Changing attitudes. Values- organizational values and work values. Job Satisfaction- Influences, Outcomes and Consequences. Organizational Commitment- Outcomes. OCBs.

UNIT-III : THE INDIVIDUAL AT WORKPLACE-2 : Learning Theories and its organizational applications- Reward systems (Pay, Recognition & Feedback) and Behavioural Performance Management/OBM. Personality: Personality determinants, Type and trait theories (“Big five” personality traits & MBTI), Personality- job fit theory, Personal effectiveness.

UNIT-IV : GROUPS AND TEAMS : Foundations of Group behaviour - Nature of groups, Dynamics of informal groups, Dysfunctions of groups and teams. Understanding teams and team work: Types of teams, Team building, Effectiveness and Cohesiveness. Individual and Group Decision making: Models and styles of Decision making, Decision Making Biases, Group DM techniques, Creative DM techniques. Communication: Goals of organizational communication. Communication networks, Directions and dynamics of communication.

UNIT- V: CONTEMPORARY TRENDS IN ORGANISATIONAL BEHAVIOR: Contemporary Organisational Designs, Positive Organisational Behaviour and Psychological Capital, Empowerment and Participation, Managing an International workforce.

Reference Books :

1. Kreitner, R. & Kinicki, A. (2008). *Organizational Behaviour*. 8th ed. New Delhi: Tata McGraw Hill.
2. Luthans, F. (2008). *Organizational Behaviour*. (11th ed). Boston: McGraw Hill International Edition.
3. Michener, H.A., Delamater, J.D., and Myers, D.J. (2004). *Social Psychology* (5th ed). Belmont, CA: Wadsworth/ Thomson Learning.
4. Morgan, C.T , King, R.A. (1986). *Introduction to Psychology*. (7th ed). New Delhi: Tata McGraw Hill Publishing Company Limited.
5. Pareek, U. (2007). *Understanding Organizational Behaviour*. (2nd Ed). New Delhi: Oxford University Press.

6. Robbins, S.P. (2009). *Organizational Behaviour*. (14th ed). New Delhi: Prentice-Hall of India Private Limited.
7. Newstrom, J.W. (2007). *Organizational Behaviour-Human Behaviour at work*. (12th ed). Tata McGraw Hill Publishing Company Ltd: New Delhi.
8. Luthans, F. (2013). *Organisational Behaviour*. (12th ed). New Delhi, India: Mc Graw Hill Education (India) Private Limited.
9. Andre, R. (2009). *Organisational Behaviour*. New Delhi, India: Pearson Education Tamilnadu State Council for Higher Education.
10. Robbins, S.P., Judge, T.A., & Vohra, N. (2011). *Organisational Behaviour*. (14th ed). New Delhi, India: Pearson Education.

CORE- XIV : INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY

UNIT – I: Introduction: What Industrial Psychology is ? – Objectives – Scope – Industrial Psychology as a Science – Industrial Psychology as a Profession. Personnel Selection and Testing: Validity and Reliability of Selection Procedure – Various Types of Selection Procedures: Interviews, Application Blanks. Biographical Inventories and Reference check-up Techniques – Testing Abilities – Testing Personality – Testing Skills and Achievements.

UNIT – II: Training & Development : Introduction to Training and Development – Establishing Training needs – Methods and approaches in Management and Development – Methods and Approaches in Employee Training – Career Planning and Development.

UNIT – III: Performance Appraisal & Performance Rating System : The Nature and uses of Performance Appraisals – Performance Appraisal Procedures bases on judgement – Objective Measures of Performance Appraisal – Performance Rating Systems – Errors and bias in Rating – Types of Rating Methods.

UNIT-IV : Industrial Relations and Industrial Disputes: Definition and Evolution of Industrial Relations, Need for sound Industrial Relations, Tripartite System; Role of ILO, Central and State Governments, Industrial Disputes: nature and causes, strikes and lockout, methods of settling disputes: conciliation, arbitration and adjudication- machinery for settlement.

UNIT-V : Emerging Issues in Industrial Relations: Issues relating diverse and cross cultural workforce New category of Labour; Knowledge workers, BPO workers, workers in service sectors- Effect of globalization on working class: need for a new outlook on industrial relations, labour welfare and legislations, Sexual harassment at workplace.

Reference Books.

1. Miner John, B. *Industrial and Organizational Psychology*, New York: McGraw Hill 1992.
2. Mc Cormick, E.J., & Ilgen, R. *Industrial Psychology*, (7th Edition), New Delhi: Prentice Hall of India, 1984.
3. Aamodt, M.G., (2013) 7th Edition. *Industrial Psychology*. Cengage Learning.

CORE- XV : HUMAN RESOURCE MANAGEMENT

UNIT-I: Introduction to Human Resource Management : History and evolution of the concept of HRM - HRM: Definition, nature, scope, objectives and importance, Models of HRM, Policies, procedures and programs of HRM. Role of an HR practitioner. HRM: Line and staff aspects. HRM: current challenges and limitations.

UNIT-II : Human Resource Planning (HRP) : Human Resource Planning: Objectives, Importance, Process of HRP, Methods and techniques of HR - Job Analysis: Nature and use of job analysis, methods of job analysis, Process of job analysis. Job Description (JD), Job Specification (JS) and Role Analysis. Job design: Nature, techniques for designing jobs - Job Evaluation: Concept, Nature, Methods of job evaluation, limitations.

UNIT-III : Acquisition and Management of Human Resources : Recruitment: Definition, Process and methods, policies and procedures, limitations, external Vs internal recruitment. Selection: Purpose, processes and methods. Induction and placement: Aims and objectives of placement, induction / orientation. Internal mobility: Concept, transfer and employee separations. Career Management: Nature and concept, stages of career management.

UNIT-IV: Training and Development of Human Resources : Training: Process, Need and significance, Models - Training Design and methods: Techniques and method, E-learning, Creative training, Instructional design, Executive development - Training Evaluation: Competency Mapping, Logic Model - HRD in India: HRD in Indian industry.

UNIT-V : Employee compensation and benefits, Evaluation : Compensation: Nature of compensation, Objectives and levels of compensation - Pay systems: Principles and elements of wage and salary system, Nature and development of pay systems, Variable pay or pay for performance systems. Incentive plans: Individual incentive plans, group or team based incentive plans, organization wide incentive plans, incentive schemes for indirect workers, fringe benefits. Performance appraisal: Nature and use of performance appraisal, process of performance appraisal, methods of performance appraisal, potential appraisal, performance appraisal practices in India. Competency mapping.

Reference Books:

1. Dessler, G. (2009). A Framework for Human Resource Management, 5th ed. Pearson / Prentice Hall Publishing.
2. Rao, V.S.P. (2005). Human resource management: Text and cases, 2nd ed. Excel books.
3. Nick, P. B., & James, T. W. (2012). Effective training - systems, strategies and practices. Pearson Publication.
4. Bhatia, S.B. K. (2009). Training and development: concepts and practice. New Delhi: Deep and Deep Publication Private Limited.
5. Noe. R. (2012). Employee training and development. New York: Mc Graw Hill Education
6. Decenzo, D.A., & Robbins, S.P. (2002). Human resource management. John Wiley and Sons Inc.
7. Pareek, U. (2010). Training instruments for HRD. New Delhi: 3rd Edition, Mc Graw Hill.
8. Pulliam, P.P (2015). ASTD Handbook of Measuring and Evaluating Training, Viva Books, New Delhi.

CORE- XVI : PROJECT WORK

The paper aims at developing a research mind-set among the students and to prepare them for further research in their area of study. Students are expected to select a research problem in the specific field of psychology, and prepare a research design by the end of III semester. Selection of the problem for the study is at the discretion of the student. However while formulating the research problem, the student shall get the guidance from the research supervisor assigned to guide the research work. Students are expected to maintain a Research Log book and clearly note down the nature of meeting with the research guide with date and time. The draft research work shall be submitted for the scrutiny of the research supervisor.

The project report will be submitted to Madurai Kamaraj University by the end of the IV Semester, as partial fulfilment of the requirements for the award of the Master's degree in Psychology. The internal assessment will carry 75 marks while the external viva voce will carry 25 marks.

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