### 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

<table>
<thead>
<tr>
<th>SEMESTER I</th>
<th>COURSE COMPONENT</th>
<th>SUBJECTS</th>
<th>CREDIT</th>
<th>MAX MARKS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>INT</td>
<td>EXT</td>
</tr>
<tr>
<td>Core Paper- I</td>
<td></td>
<td>Advanced General Psychology- I</td>
<td>4</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Core Paper- II</td>
<td></td>
<td>Research Methodology-I</td>
<td>4</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Core Paper- III</td>
<td></td>
<td>Advanced Social Psychology</td>
<td>4</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Core Paper- IV</td>
<td></td>
<td>Developmental Psychology</td>
<td>4</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Elective Paper-I</td>
<td></td>
<td>Positive Psychology</td>
<td>3</td>
<td>20</td>
<td>80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER II</th>
<th>COURSE COMPONENT</th>
<th>SUBJECTS</th>
<th>CREDIT</th>
<th>MAX MARKS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>INT</td>
<td>EXT</td>
</tr>
<tr>
<td>Core Paper- V</td>
<td></td>
<td>Advanced General Psychology- II</td>
<td>4</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Core Paper- VI</td>
<td></td>
<td>Research Methodology-II</td>
<td>4</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Core Paper- VII</td>
<td></td>
<td>School Counselling</td>
<td>4</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Core Paper- VIII</td>
<td></td>
<td>Guidance &amp; Counselling – I</td>
<td>4</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Elective Paper- II</td>
<td></td>
<td>Counselling for children</td>
<td>3</td>
<td>20</td>
<td>80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER III</th>
<th>COURSE COMPONENT</th>
<th>SUBJECTS</th>
<th>CREDIT</th>
<th>MAX MARKS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>INT</td>
<td>EXT</td>
</tr>
<tr>
<td>Core Paper- IX</td>
<td></td>
<td>Psychopathology –I</td>
<td>4</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Core Paper-X</td>
<td></td>
<td>Guidance &amp; Counselling – II</td>
<td>4</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Core Paper-XI</td>
<td></td>
<td>Organisational Behaviour</td>
<td>4</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Core Paper-XII</td>
<td></td>
<td>Human Resource Management</td>
<td>4</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Elective Paper-III</td>
<td></td>
<td>Personality</td>
<td>3</td>
<td>20</td>
<td>80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER IV</th>
<th>COURSE COMPONENT</th>
<th>SUBJECTS</th>
<th>CREDIT</th>
<th>MAX MARKS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>INT</td>
<td>EXT</td>
</tr>
<tr>
<td>Core Paper-XIII</td>
<td></td>
<td>Consumer Behaviour, Marketing &amp; Advertising</td>
<td>4</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Core Paper-XIV</td>
<td></td>
<td>Psychopathology –II</td>
<td>4</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Core Paper-XV</td>
<td></td>
<td>Health Psychology</td>
<td>4</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Core Paper-XVI</td>
<td></td>
<td>Psychological Testing</td>
<td>4</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Elective Paper-IV</td>
<td></td>
<td>Counselling for Adolescence</td>
<td>3</td>
<td>20</td>
<td>80</td>
</tr>
</tbody>
</table>
CREDIT DISTRIBUTION

<table>
<thead>
<tr>
<th></th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Paper</td>
<td>64</td>
</tr>
<tr>
<td>Elective</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>76</strong></td>
</tr>
</tbody>
</table>

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:

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
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:

Reference
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

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
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:

UNIT – II:

UNIT – III:

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:
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
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

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
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, Kruskall 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:
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 - 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
Fransella, Fay and Banton (1990) Personal Construct Counselling in Action, Sage Publication
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

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

UNIT IV

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
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 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
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
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

UNIT II

UNIT III

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

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

UNIT – I

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

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:
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
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, 360° evaluation, Balanced Score Card, Performance evaluation and Development, Management Development Programs (MDP)

UNIT: V

References
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

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

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
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:

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:

References:
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
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: