

DEPARTMENT OF PSYCHOLOGY
M. A APPLIED PSYCHOLOGY
Scheme of Semester System (Session 20013-15)

Semester I

PS 01: Cognitive Psychology	100 Marks (4Credits)
PS 02: Research Methods	100 Marks (4Credits)
PS 03: Social Psychology	100 Marks (4Credits)
PS 04: Psychometrics	50 Marks (2 credits)
PS 05: Psychological Testing	50 Marks (2 credits)

Total **400 Marks**

Semester II

PS 06: Psychopathology	100 Marks (4Credits)
PS 07: Organizational Behavior	100 Marks (4Credits)
PS 08: Statistics in Psychology	50 Marks (2 credits)
PS 09: Systems of Psychology	50 Marks (2 credits)
PS 10: Peace Psychology	50 Marks (2 credits)
PS 11: Psychological Experiments	50 Marks (2 credits)

Total **400 Marks**

Semester III

PS 12: Cross-Cultural Psychology	50 Marks (2 credits)
PS 13: Community Psychology	50 Marks (2 credits)
PS 14: Psychology of Personality	100 Marks (4Credits)
PS 15: Papers based on Specialization areas:	100 Marks (4Credits)
(A) Counseling Psychology	
(B) Organizational Development & Change	
(C) Clinical Psychology	
PS 16: Computer Application in Psychology	50 Marks (2 credits)
PS 17: Field Training (Counseling/OB/Clinical)	50 Marks (2 credits)

Total **400 Marks**

Semester IV

PS 18: Health Psychology	50 Marks (2 credits)
PS 19: Positive Psychology	50 Marks (2 credits)
PS 20: Papers based on Specialization areas:	100 Marks (4Credits)
(A) Interventions in Counseling	
(B) Human Resource Management	
(C) Psychotherapy	
PS 21: Papers based on Specialization areas:	50 Marks (2Credits)
(A) Counseling Process	
(B) Current Paradigms in Organizational Behavior	
(C) Psychodiagnostics	
PS 22: Papers based on Specialization areas:	50 Marks (2Credits)
(A) Practicum: Counseling Psychology	
(B) Practicum: Organizational Psychology	
(C) Practicum: Clinical Psychology	
PS 23: Dissertation (Counseling/OB/Clinical)	100 Marks (4Credits)

(Total 1600 marks & 64 credits)

Total **400 Marks**

Semester I

PS 01: Cognitive Psychology

M. Marks: 100 (4 Credits)

Course Objective: *To acquaint students with the processes involved in cognition and to also enrich their understanding of major concepts, theoretical perspectives, and research findings in cognitive psychology. To enable students to develop an insight into their own and others' behaviour and underlying mental processes.*

UNIT-I Introduction and Approaches to Cognitive Psychology

- a) Meaning and nature of cognition.
- b) Information-processing approach
- c) Connectionism
- d) Ecological approach.

UNIT-II Perception and Attention

- a) Meaning and nature of perception; Bottom-up and Top-Down processing of perception
- b) Concept of attention; selective and divided attention.
- c) Filter theory of attention; attenuation model of attention
- d) Late selection theory of attention

UNIT-III Thinking and Problem-solving.

- a) Nature of insight and insight problems
- b) Problem-solving cycle
- c) Blocks to problem-solving
- d) Techniques of problem-solving

UNIT-IV Memory

- a) Schema theories of memory
- b) Scripts in memory
- c) Levels of processing approach to memory
- d) Tulving and memory systems

Recommended Readings:

1. Benjafield, J.G. (1992). *Cognition (2nd ed)*. New Jersey: Prentice Hall.
2. Best, J. B. (1999). *Cognitive Psychology (5th ed)*. Belmont, CA: Brooks/Cole.
3. Galloti, K. M. (2004). *Cognitive Psychology: In and Out of the Laboratory (3rd ed)*. Delhi: Wadsworth, Cengage Learning.
4. Kellogg, R.T. (2007). *Fundamentals of Cognitive Psychology*. New Delhi: Sage Publications.
5. Mattlin, M.W. (1995). *Cognition (3rd ed)*. Bangalore: Prism Books
6. Solso, R. L. (2004). *Cognitive Psychology (6th ed)*. Delhi: Pearson Education.
7. Sternberg, R.J. (2007). *Cognitive Psychology (4th ed)*. Delhi: Thomson Wadsworth.
8. Robinson-Riegler, B., & Robinson-Riegler, G.L. (2008). *Cognitive Psychology. Applying the Science of the Mind (2nd ed)*. New Delhi: Pearson Education.

PS 02: Research Methods

M. Marks: 100 (4 Credits)

Course Objective: *To acquaint the students with research process in Psychology. To train them in the research methods and designs in Psychology and to equip them to take up psychological researches independently.*

UNIT-I Introduction to Psychological Research

- a) Nature and aims of psychological research
- b) Pure vs. applied research
- c) Experimental vs. co-relational research
- d) Experimenter bias and its control

UNIT- II Types of Research

- a) Experimental research: Laboratory and Field Experiments
- b) Field Studies
- c) Sample survey
- d) Cross-sectional and longitudinal research

UNIT- III Qualitative Research

- a) Features of qualitative research
- b) Discourse analysis
- c) Content analysis
- d) Ethnographic and action research

UNIT- IV Research Designs

- a) Before and after design
- b) Within and between subjects design
- c) Factorial design
- d) Quasi experimental design

Recommended Readings:

1. Bayard, P. & Grayson, A. (1976). *Introducing psychological research*. London: MacMillan.
2. Bordens, K.S. & Abbot, B.B. (2005). *Research design and methods*. New Delhi: Tata McGraw Hill.
3. Breakwell, G.M. Hammond, S. & Fife-Schaw, C. (1995). *Research methods in psychology*. New Delhi: Sage Publications.
4. Drew, C.J.; Hardman, M.L. & Hart, W.A. (1996). *Designing and conducting research: Inquiry in education and social science*. New York: Allyn & Bacon.
5. Kerlinger, F.N. (1982). *Foundations of behavioral research*. Delhi: Surjeet Publication.
6. Nation, J.R. (1997). *Research methods*. New Jersey: Prentice Hall.
7. Willig, C. & Stainton-Rogers, W. (Eds.) (2008). *The Sage handbook of qualitative research in psychology*. New Delhi: Sage Publications.

PS 03: Social Psychology

M. Marks: 100 (4 Credits)

Course Objective: *To acquaint the students with the importance of social psychological processes and factors in understanding the behavior. To enable the students to understand major approaches for understanding the social behaviors. To train the students to understand social psychological problems and suggest remedies to them.*

UNIT- I Introduction and Approaches

- a) Nature and brief history of social psychology
- b) Sociological and psychological social psychology?
- c) Symbolic interactionism and social construction
- d) Ethno methodology and social representation

UNIT- II Social Influence

- a) Social facilitation
- b) Conformity
- c) Compliance
- d) Obedience

UNIT- III Social Cognition and Attitude

- a) Nature of Social Cognition, Schemas and prototypes
- b) Heuristics used in everyday life
- c) Attitude: Concept, theories of attitude change (Heider's and Festinger's theories)
- d) Persuasion and attitude change

UNIT- IV Prosocial Behavior and Intergroup Relations

- a) Nature and determinants of prosocial behavior
- b) Aggression: Nature, factors and techniques of reducing aggression.
- c) Theories of inter-group relations: Social identity, and relative deprivation theories
- d) Ethnicity, ethnic prejudices and aggression.

Recommended Readings:

1. Baron, R.A. & Byrne, D. (1997, 2001) (8th & 9th Editions). *Social psychology*. London: Allyn and Bacon.
2. Brewer, M.B. & Miller, N. (1996). *Intergroup relations*. Buckingham: Open University Press.
3. Coats, E.J. & Feldman, R.S. (1996). *Classic and contemporary readings in social psychology*. New Jersey: Prentice Hall.
4. Feldman, R.S. (1995). *Social psychology*. Englewood Cliffs: Prentice Hall.
5. Forgas, J. P. (1981). *Social cognition*. London: Academic Press.
6. Lord, C.G. (1997). *Social psychology*. New York: Harcourt Brace College Publication.
7. Rosenberg, M. & Turner, R.H. (1981). *Social psychology: Sociological perspective*. New York: Basic Books, Inc. Pub.
8. Tajfel, H. (1981). *Human groups and social categories: Studies in social psychology*. London: Cambridge University Press.

PS 04: Psychometrics

Maximum Marks: 50 (2 Credits)

Course Objective: *To acquaint the students with the concept, techniques and psychometric properties of psychological measurement. To develop insight in understanding the intricacies and subtleties of psychological measurement and to train them to develop psychological tools of measurement independently.*

UNIT-I **Introduction**

- a) Measurement in Psychology: Meaning and definition, measurement scales, attributes of measuring instruments.
- b) Psychometrics: Nature, origin and history of psychometrics, ethics of IQ testing.
- c) Models of psychometrics: Trait and function models, theory of true scores: Statistical true scores and platonic true scores.

UNIT-II **Test Development**

- a) Introduction: Planning for the test, preparing the preliminary draft, try out, evaluating the test, construction of the final draft.
- b) Item types: knowledge based and person based tests, norm-referenced and criterion-referenced tests, objective and open-ended tests.
- c) Item analysis: Difficulty and validity indices.

UNIT- III **Standardization**

- a) Reliability and validity: Estimation, forms of error and factors affecting reliability and validity.
- b) Norms: Definition and nature, percentile ranks and deciles.
- c) Other types of norms: Z, t and Stanine scores.

Recommended Readings:

1. Anastasi, A. & Urbana, S. (2000). *Psychological testing* (7th ed.). New Delhi: Pearson Education Asia.
2. Chadha, N.K. (2009). *Applied Psychometry*. New Delhi: Sage.
3. Guilford, J.P. (1954). *Psychometric methods*. New York: Mc Graw – Hill.
4. Kaplan, R. M. & Saccuzo, D. P. (2005). *Psychological testing: Principles, applications and issues*. Kundli: (Haryana): Thompson, Wadsworth.
5. Kline, T.J.B. (2005). *Psychological testing*. New Delhi: Vistaar.
6. Murphy, R.K. & Danishofer, C.D. (1994). *Psychological testing: Principles and applications*. New Jersey: Prentice Hall.
7. Nunnally, J.C. (1967). *Psychometric theory*. New York: Mc Graw – Hill.
8. Puhan, B.N. (1980). *Issues in psychological testing*. Agra: National Psychological Corporation.

PS 05: Psychological Testing

M. Marks: 50 (2 Credits)

Course Objective: *To acquaint students with concept of Psychological assessment and to develop the ability to administer, score and interpret the various Psychological tests used for intelligence, ability and personality assessment. Four tests to be administered by the students.*

UNIT – I Introduction

- a) Introduction and history of psychological testing
- b) Applications and issues in psychological testing
- c) Test administration

UNIT – II Intelligence and Ability Testing

- a) The Wechsler Intelligence scales: WAIS R, WISC-IV and WPPSI-R
- b) Non verbal group ability tests: Kaufman Brief Intelligence Test (K BIT) and Goodenough – Harris Drawing Test
- c) Multi Dimensional Aptitude Battery (MAB)

UNIT – III Personality Testing

- a) Projective personality tests: TAT and Rorschach Ink Blot test
- b) BGT and Figure Drawing test
- c) MMPI, NEO-PIR and 16 PF

Recommended Readings:

1. Anastasi, A. & Urbina, S. (1977). *Psychological testing*. N J: Practice Hall.
2. Gegory, J. R. (2004). *Psychological testing: History, principles and applications*. Allyn & Bacon.
3. Kaplan, R.M. & Saccuzzo, D. P. (2005). *Psychological testing: Principles, applications and issues* (6th edition) US: Thomson-Wadsworth, Cenage Leading India Pvt Ltd.
4. Kline T.J.B (2005). *Psychological testing: A practical approach to design and evaluation*. Sage Publication Inc.
5. Silva, F. (2005). *Psychometric foundation and behavioral assessment*. Sage Publications Inc.

Semester II

PS 06: Psychopathology

M. Marks: 100 (4 Credits)

Course Objectives: *To acquaint the students with different paradigms about abnormal behavior and to acquaint them with the symptoms, etiology and treatment of different types of abnormal behavior.*

UNIT- I Current Paradigms in Psychopathology

- a) Biological
- b) Socio-cultural
- c) Psychoanalytic
- d) Cognitive behavioristic

UNIT- II Somatoform and Dissociative Disorders (symptoms, etiology & treatment)

- a) Conversion
- b) Somatization
- c) Dissociative amnesia and fugue
- d) Dissociative identity disorder

UNIT- III Other Disorders (symptoms, etiology & treatment)

- a) Unipolar disorder
- b) Bi-polar disorder
- c) Schizophrenia
- d) Delusional disorders

UNIT- IV Disorders of Childhood and Old Age (symptoms, etiology & treatment)

- a) ADHD
- b) Autism
- c) Dementia
- d) Delirium

Recommended Readings:

1. Barlow, D.H. & Durand, V.M. (2005). *Abnormal psychology: An integrative approach*. New Delhi: Thomson, Wadsworth.
2. Carson, R.C., Butcher, J.N. & Mineka, S. (1998). *Abnormal psychology and modern life*. New York: Harper Collins Publication.
3. Davison, G.C., Neale J.M. & Kring, A.M. (2004). *Abnormal psychology: An experimental clinical approach*. New York: John Wiley and Sons, Inc.
4. Sarason, I.G. & Sarason, B.R. (2002). *Abnormal psychology: The problem of maladaptive behavior*. New Delhi: Pearson Education Inc.

PS 07: Organizational Behavior

M. Marks: 100 (4 Credits)

Course Objective: *To acquaint students with the basic psychological processes in organizations and to develop sensitivity among students to handle human issues in organizations.*

UNIT-I Introduction

- a) Historical Overview: Classical and neo-classical
- b) Approaches of OB: Contingency & system approach
- c) Social Identity approach to organization
- d) Positive psychology movement in the context of work

UNIT-II Motivational Aspects in Organizations

- a) Traditional theories on work motivation
- b) Contemporary developments: Equity, goal setting, reinforcement framework
- c) Work motivation in the Indian Context
- d) Organizational commitment, citizenship behavior, organizational justice.

UNIT-III Emotion and Leadership

- a) Emotion; Emotional labor- causes and consequences
- b) Emotional Intelligence - concept, Goleman, Meyer and Salovey's framework
- c) Leadership-traditional framework; approaches- trait, behavioral and contingency; Leadership in India: Task-nurturant and consultative style
- d) Power and politics in organization- sources of power, causes and consequences

UNIT-IV Career, Stress and Decision Making

- a) Career stage model: Establishment, advancement & withdrawal; Protean vs traditional careers; Career & life stages
- b) Organizational Stress and Burnout
- c) Decision making: Individual-Classical & behavioral approaches; Rational model and Bounded Rationality.
- d) Group decision making techniques: Nominal, Stepladder, Delphy; Groupthink, barriers and errors in decision making.

Recommended Readings:

1. Harrington, B. & Hall, D.T. (2007). *Career management & work life Integration*. London: Publications.
2. Luthans, F. (2008). *Organizational behaviour*. Mc Graw Hill
3. Nelson, D.L. & Cooper, C.L. (2007). *Positive organizational behaviour*. London: Sage Publications.
4. Nelson, D.L. & Quick, J.C. (2008). *Organizational behaviour*. New Delhi: South Western Cengage Learning.
5. Robbins, S.P. & Sanghi, S. (2006). *Organizational behavior*. New Delhi: Pearson Education.

PS 08: Statistics in Psychology

M. Marks: 50 (2 Credits)

Course Objective: *To enable the students to understand the nature and importance of statistics in psychological research. To acquaint them with different statistical tests and techniques and to train them to decide and use the appropriate statistical tests in different types of psychological research.*

UNIT- I Correlation, Regression and Prediction

- a) Introduction: Type I & Type II errors; one tailed & two tailed test
- b) Correlation- concept types; Biserial, point biserial, tetra choric and phi-coefficient (computation)
- c) Multiple and partial correlation
- d) Linear regression; standard error of estimate

UNIT- II Analysis of Variance

- a) Parametric Statistics: Assumptions, uses and rationale
- b) Computation of one way and two-way ANOVA;
- c) Multiple comparison methods- Duncan and Newman Keul's tests

UNIT- III Non Parametric Statistics

- a) Non-parametric statistical techniques: Chi-square (equal chance and independent hypothesis)
- b) Median test, Sign test and Mann-Whitney U test (assumptions and computation)
- c) Kruskal-Walis one-way ANOVA (assumptions and computation)

Recommended Readings:

1. Broota, K.D. (1992). *Experimental design in behavioral research*. New Delhi: Wiley Eastern.
2. Garrett, H.E. (1981). *Fundamental statistics in psychology and education*. Bombay; Vakils
3. Guilford, J.P. (1965). *Fundamental statistics for students of psychology and education* (4th edition). New York: McGraw Hill.
4. Siegel, S.S. & Gastellan, N.J. (1988). *Non-parametric statistics for the behavioiral sciences* (2nd Edition). New York: McGraw Hill.
5. Minium, E.W.; King, B.M. & Bear, G. (1993). *Statistical reasoning in psychology and education*. New York: John Wiley and Sons.
6. Downe, N.M. & Heath, R.W. (1980). *Basic statistical methods*. New York: Harper & Row.

PS 09: Systems of Psychology

M. Marks: 50 (2 Credits)

Course Objective: *To acquaint the students with the history of Psychology and to enable them to understand different systems of Psychology. To enhance the knowledge of students to understand the importance of systems in the making and development of Psychology as a discipline.*

UNIT- I Development of Psychology as a Discipline

- a) Contributions of Weber, Fechner and Ebbinghaus in the development of scientific psychology
- b) Structuralism as a system - contributions of Wundt and Titchner
- c) Functionalism as a system - contribution of Dewey, Angell and Carr

UNIT- II Behaviorism and Gestalt Psychology

- a) Watson's contribution to the development of psychology, systematic criteria and evaluation in behaviorism
- b) Founding of Gestalt psychology by Wertheimer, Gestalt contributions in perception and learning.
- c) Development of Cognitive Psychology

UNIT- III Psychoanalysis & Third Force

- a) Contributions of Freud, Adler and Jung
- b) Existential and Humanistic Psychology
- c) Development of Psychology in India

Recommended Readings:

1. Benjamin, Jr., L.T. (2007). *A Brief History of Modern Psychology*. Oxford: Blackwell.
2. Boring, E.G. (1969). *A History of Experimental Psychology*. New Delhi: Times of India Press.
3. Marx, M.H. and Hillix, W.A.C. (1987). *Systems and Theories in Psychology*. New York: McGraw Hill.
4. Wolman, B.B. (1979). *Contemporary Theories and Systems in Psychology*. Delhi: Freeman Book Co.
5. Woodworth, R.S. & Sheehan, M.R. (1970). *Contemporary Schools of Psychology*. London: Methuen & Co.

PS 10: Peace Psychology

M. Marks: 50 (2 Credits)

Course Objective: *The main objective of this course is to provide an orientation to the students to the various aspects of peace psychology. To enable them to understand psychological factors and processes in peace keeping and peace building, and to make them understand the psychological ways and means in forging peace.*

UNIT-I Introduction

- a) Peace Psychology
- b) Types of violence
- c) Psychologists making a difference: Building cultures of peace

UNIT-II Structural Violence

- a) Social Injustice and Human rights violations as structural violence
- b) Children and structural violence
- c) Women and structural violence

UNIT-III Conflict Resolution and Peace building

- a) Conflict resolution: Theoretical and practical issues
- b) Toward a psychology of structural peace building
- c) Introducing cooperation and conflict resolution in schools

Recommended Readings:

1. Christie, D. J., Wagner, R. V., & Winter, D. A. (Eds.). (2001). *Peace, Conflict, and Violence: Peace Psychology for the 21st Century*. Englewood Cliffs, New Jersey: Prentice-Hall.
2. Aber, L., Brown, J., & Henrich, C. (1999). *Teaching conflict resolution: An effective school based approach to violence prevention*. New York: National Center for Children in Poverty.
3. About Project Ploughshares. (1997). [WWW document]. Available: <http://watserv1.uwaterloo.ca/~plough/ppabout.html>. [1999, June 18].
4. Afkhami, M. (Ed.). (1995). *Faith and freedom: Women's human rights in the Muslim world*. Syracuse, NY: Syracuse University Press.
5. Resource material by the concerned teacher.

PS 11: Psychological Experiments

Maximum Marks: 50 (2 Credits)

Course Objective: *To enable the students to understand the processes and steps involved in conducting the psychological experiments and to train them to design and undertake experiments independently.*

UNIT- I **Cognitive Process**

- a) Time perception
- b) Perceptual difference
- c) Role of set in thinking

UNIT- II **Memory**

- a) Effect of temporal location on retroactive inhibition
- b) Shift in Perspective – Recall of previous unrecallable information
- c) Zeigarnik Phenomenon

UNIT- III **Motivation and Emotion**

- a) Effect of anxiety on performance
- b) Level of aspiration
- c) Pneumography- Respiratory Process (Pleasant and Unpleasant Stimuli)

UNIT- IV **Work & Fatigue**

- a) Effect of fatigue on mental work
- b) Effect of rest pause on physical work
- c) Effect of fatigue on physical work.

Recommended Readings:

1. Mc Guigan, F. J. (1997). *Experimental psychology methods of research*. New York: Prentice Hall
2. Mohsin, S.M. (1982). *Experiments in psychology*. Delhi: Motilal Banarsidas.
3. Postman, L. & Eagan, J.P. (1985). *Experimental psychology*. New Delhi: Kalyani.
4. Robert, L.S. (2003). *Experimental psychology: A case approach*. New Delhi: Pearson Education.
5. Woodworth, R.S. & Schlosberg, H. (1971). *Experimental psychology*. Oxford & IBH.

Semester III

PS 12: Cross Cultural Psychology

M. Marks: 50 (2 Credits)

Course Objective: *To acquaint students with the importance of cross cultural researches in understanding the psychological processes. To enable them to explain psychological processes and functions cross-culturally and to develop insight in the problems involved in cross cultural research.*

UNIT- I: Introduction

- a) Definition, nature, features and goals of cross-cultural Psychology
- b) Conceptualization of culture as antecedent to behavior
- c) Problems of sampling, measurement and use of tools in cross-cultural researches.

UNIT- II: Cultural and Basic Psychological Processes

- a) Culture and self
- b) Structure of identity and minorities' identity strategies
- c) Issues in the measurement of intelligence, ethnic differences in IQ scores and their explanation.

UNIT- III: Cultural and Social Behavior

- a) Individualistic and collectivist framework
- b) Intergroup relations
- c) Conformity and compliance.

Recommended Readings:

1. Berry, J.W.; Poortinga, Y.H. & Pandey, J. (Eds.) (1997). *Handbook of Cross Cultural Psychology: Theory & Method* (Vol.1). Boston: Allyn & Bacon.
2. Berry, J.W.; Dasen, P.R. & Saraswathi (Eds.)(1997). *Handbook of Cross-Cultural Psychology: Basic Processes and Human Development* (Vol.2). Boston: Allyn and Bacon.
3. Berry, J.W.; Segall, M.H. & Kagitcibasi, C. (Eds.) (1997). *Handbook of Cross-Cultural Psychology: Social Behavior and Applications* (Vol.3). Boston: Allyn and Bacon.
4. Shraev, E. & Levy, D. (2007). *Cross-Cultural Psychology: Critical thinking and contemporary Applications*. New Delhi: Pearson Education.
5. Vijver, Van de F.J.R.; Chasiotis, A. & Breugelmans, S.M. (2011). *Fundamental Questions in Cross-Cultural Psychology*. Delhi: Cambridge University Press.
6. Berry, J.W., Poortinga, Y.H.; Breugelmans, S.M.; Chasiotis, A. & Sam, D.L. (2011). *Cross-Cultural Psychology: Research and Applications*. Delhi: Cambridge University Press.
7. Matsumoto, D. (1996). *Culture and Psychology*. Pacific Grove: Brooks/Cole Pub.

PS 13: Community Psychology

M. Marks: 50 (2 Credits)

Course Objective: *The main objective of this course is to provide an orientation to the students to the field of community psychology that seeks to understand relationships between environmental conditions and the development of health and well being of all members of a community. Students will study the development of the field of community psychology, its models and applications.*

UNIT- I

- a) Concept, nature, principles of community psychology
- b) Fields of Community Psychology; relation with other branches of Psychology
- c) Evolution and history of community movement

UNIT- II

- a) Community mental health and its indices
- b) Models of Community Psychology: Social action, ecological and mental health Models
- c) Quality of life, mental health education and awareness and promotional programs In India.

UNIT- III

- a) Problems of community life: unemployment, alienation aggression and violence.
- b) Modalities of community intervention
- c) Role of change agents and media in community interventions.

Recommended Readings:

1. Cook, P. (1970). *Community psychology and community mental health-Introductory reading*. San Francisco:Holden Day.
2. Levine, M., Perkins, D. D., & Perkins, D. V. (2004). *Principles of Community Psychology: Perspectives and Applications* (3rd ed.). New York: Oxford University Press.
3. Moritsugu, G., Wong, F. Y., & Duffy, K. G. (2009). *Community Psychology* (4th ed.). Boston, MA: Allyn and Bacon.
4. Rappaport, J., & Seidman, E. (Eds.). (2000). *Handbook of Community Psychology*. New York: Kluwer Academic/Plenum.
5. Rudkin, J. K. (2003). *Community Psychology: Guiding Principles and Orienting Concepts*. Upper Saddle River, NJ: Prentice Hall.
6. Scileppi, J. A., Teed, E. L., & Torres, R. D. (2000). *Community Psychology: A Common Sense Approach to Mental Health*. Upper Saddle River, NJ: Prentice Hall.
7. Seedat, M., Duncan, N., & Lazarus, S. (Eds.). (2001). *Theory, Method and Practice in Community Psychology*. Cape Town, South Africa: Oxford University Press Southern Africa.

PS 14: Psychology of Personality

M. Marks: 100 (4 Credits)

Course Objective: *The main objective of this course is to introduce students about major theories of personality. The course shall examine how people are similar and how they differ in their thinking, feeling and behavior and demonstrate how theory and research of personality can be applied in everyday settings.*

UNIT- I

- a) Multiple traditions of personality psychology
- b) Personality theories, characteristics
- c) Kelly's theory of personal constructs and its critical evaluation
- d) Bandura's social cognitive theory and its critical evaluation

UNIT- II

- a) Allport's trait theory- concept and principles
- b) Critical evaluation of Allport's trait theory
- c) Catell's theory- concept and principles
- d) Critical evaluation of Catell's theory

UNIT- III

- a) Freud's Psychoanalytic theory-principles, dynamics and structure of personality
- b) Contribution of Neo Freudians
- c) Erikson's theory – dynamics, personality development and critical evaluation

UNIT- IV

- a) Maslow's self actualization theory- concept and principles
- b) Personality development and critical evaluation of Maslow's theory
- c) Roger's theory - concept and dynamics
- d) Structure of personality and critical evaluation of Roger's theory

Recommended Readings:

1. Allport, W. (1956). *Personality: A Psychological Interpretation*. London: Constable
2. Barone, D. F., Hersen, M. & Hasselt, V. B. Van (eds) (1998). *Advanced Personality*. New York: Plenum.
3. Ryckman, R. M. (1992). *Theories of Personality*. California: Brooks
4. Friedman, H., Schustack, M. W. (2003). *Personality: Classic Theories and Modern Research*. Delhi: Pearson.
5. Kline, P. (1983). *Personality Measurement and Theory*. Hutchinson.

PS 15 (A): Counseling Psychology

M. Marks: 100 (4 Credits)

Course Objectives: *On completion of this course the student would be able to get an idea of counseling psychology as a discipline and major themes and contexts in which counseling psychologists are engaged.*

UNIT- I Introduction

- a) Concept, history and recent trends in counseling
- b) Guidance, counseling and psychotherapy
- c) Personal and professional aspects of counseling
- d) Ethical and legal aspects of counseling

UNIT- II Counseling with Diverse Populations

- a) Counseling children and adolescents
- b) Counseling the aged
- c) Gender based counseling
- d) Counseling specific cultural groups

UNIT- III Areas of Counseling I

- a) Marital counseling
- b) Family counseling
- c) Career counseling
- d) School counseling

UNIT- IV Areas of Counseling-II

- a) Substance abuse counseling
- b) Crisis and trauma counseling
- c) Counseling the disabled
- d) Rehabilitation counseling

Recommended Readings:

1. Feltham C. & Horton, I. (2000). *Handbook of Counseling and Psychotherapy*.
2. Kohler, J. A. & Shepard, D. S. (2008). *Counseling: Theories and Practice*. US: Brooks/ Cole-Cengage Learning.
3. McLeod, J. (2003). *An Introduction to Counseling*.
4. Patterson, J. V. & Nisenholz, B. (1999). *Orientation to counseling* (4th edition). USA: Allyn and Bacon.
5. Welfel, E.R & Patterson, L.E. (2005). *The Counseling Process – A Multi-theoretical integrative approach*. N.Delhi: Cengage Learning India Pvt. Ltd. (6th edition).
6. Wolfe, R. and Dryden, W. (1998). *Handbook of Counseling Psychology*.

PS 15 (B): Organizational Change and Development

M. Marks: 100 (4 Credits)

Course Objective: *To acquaint the students with the psychological processes in understanding the organizational change & development. To develop insight in organizational problems, their diagnoses and evolving appropriate intervention programs.*

UNIT- I Organizational Structure

- a) Meaning and issues in organizational structure: work specialization, departmentalization, chain of command, span of control, centralization vs. decentralization, formalization.
- b) Traditional organizational structure: The team structure, the virtual organization, the boundary less organization.
- c) Why do structures differ, strategy, organizational size, technology, environment.

UNIT- II Organizational Diagnosis and Intervention

- a) Meaning, need for organizational diagnosis
- b) Models of diagnosis: individual and group; Weisboard six box model
- c) Meaning and classification of organizational intervention
- d) Types of organizational intervention: T-groups, process-consultation, team building, survey feedback, grid training, and management by objectives.

UNIT- III Organizational Change

- a) Nature and perspectives of change: Contingency, resource dependence, institutional Perspective, role of environment
- b) Levels of change, structure, technology, leadership
- c) Types of change: Organizational change as growth, transformation & as turn around
- d) Values, selflessness, compassion, tolerance & respect.

UNIT- IV Organizational Development

- a) Nature, importance and historical evolution
- b) Role, values and ethics of OD practitioners
- c) Approaches to OD; Techno-structural, human processed and intervention
- d) OD and national culture.

Recommended Readings:

1. French, W.L., Bell, C.H. & Zawacki, R.A. (1992). *Organizational development*. New Delhi: University Book Stall.
3. Monappa, A. & Saiyadain, M.S. (1993). *Personnel management*. New Delhi: Tata McGraw-Hill Publishing Company Ltd.
4. Nilkant, S. & Ramnarayan (2000). *Organizational change*. New Delhi: Sage Publications.
5. Shukla, M. (2002). *Understanding organizations: Organization theory and practice in India*. New Delhi: Prentice Hall.
6. Robbins, S.P. (1996). *Organizational behavior*. New Delhi: Prentice Hall.
7. Cummings, T.G. & Worley, C.G. (1997). *Organizational development and change*. South-Western College Publishing.

PS 15 (C): Clinical Psychology

M. Marks: 100 (4 Credits)

Course Objective: The purpose of this paper is to develop the knowledge and understanding of clinical psychology and its application in the prevention of childhood and substance related mental illnesses. The paper also attempts to enhance the knowledge of students about the special features involved in the field of clinical psychology.

Unit I Introduction to Clinical Psychology

- a) Definition and historical overview
- b) Current issues and recent developments
- c) Scientific foundations of clinical psychology
- d) Professional issues

Unit II Child and Adolescence Disorders

- a) Learning disorders: Types, etiology and treatment
- b) Mental retardation: Types, etiology and treatment
- c) Pervasive developmental disorder: Autism, Asperger's, Rett's
- d) Conduct disorder: Etiology and treatment

Unit III Alcoholism and Substance Abuse

- a) Alcohol: Symptoms, causes and treatment
- b) Cannabis-related disorders: Diagnostic features and treatment
- c) Caffeine-related disorders: Diagnostic features and treatment
- d) Nicotine-related disorders: Diagnostic features and treatment

Unit IV Clinical Specialities: An Overview

- a) Clinical Neuropsychology
- b) Clinical Child psychology
- c) Forensic psychology
- d) Clinical health psychology

Recommended Readings:

1. Michael, G., Cowen, G.P., & Harrison, P.J. (2006). *Shorter Oxford Textbook of Psychiatry*. Oxford University Press.
2. Kramer, G., Bernstein, D., & Phares, V. (2008). *Introduction to Clinical Psychology*. International 7th edition.
3. Wierzbicki, M. (1998). *Introduction to Clinical Psychology: Scientific Foundation to Clinical Practice*. Hardback.
4. Hecker, J., & Thorpe, G. (2004). *Introduction to Clinical Psychology*. Hardback.
5. Hunsley, J., & Lee, C.M. (2009). *Introduction to Clinical Psychology: An Evidence-Based Approach*. John Wiley and Sons Inc.

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PS 16: Computer Application in Psychology

M. Marks: 50 (2 Credits)

Course Objective: *To develop Computer competency in students with MS-Office, competency in test construction and standardization of Psychometric test. Further to train students to organize and analyze data with SPSS and choosing appropriate statistical techniques for carrying out research.*

Unit I Introduction and Test Construction

- a) MS Word, Power Point
- b) MS Excel
- c) Item Analysis

Unit- II Basic Statistics

- a) Descriptive Statistics
- b) Chi Square, t-test (Independent and Correlated)
- c) Correlation techniques (r, and rho)

Unit- III Advanced Statistics

- a) ANOVA (One way, Factorial); Multiple Comparison of Means
- b) Factor Analysis
- c) Partial and multiple correlations, Multiple regression analysis

Note: Students are supposed to construct/standardize a test on any contemporary topic in Psychology to understand the procedure of Item Analysis (Unit I) and Factor Analysis (Unit III).

PS 17: Field Training

M. Marks: 50 (2 Credits)

Course Objective: *To impart practical training and hands-on experience to students regarding issues and concerns in the field pertinent to their area of specialization, namely, Organizational Behaviour, Counseling and Clinical Psychology. To enable students to accumulate and add to their existing knowledge, theoretical perspectives and constructs which are operational in the field. To enable students to develop an insight into the psychological processes, developing issues and concerns relevant to their area of specialization.*

Structure of Field Work.

The students will be required to undergo field-training in their area of specialization, namely, Organizational Behaviour, Counseling and Clinical Psychology. Towards achieving the above-mentioned objectives, the students will be *placed as interns* in different Hospitals/Clinics, Organizations/Industries and Non-Governmental Organizations (NGOs) / Social Agencies for field work towards the end of Semester-II.

The duration of the field training is *60 days* and will commence from the beginning of the summer vacation, during mid-May. Each student will be *supervised jointly* by a competent and trained Doctor/Supervisor/Manager in the field, and by a Faculty Supervisor in the Department. The students will be required to complete the mandated 60 days of field work. In Semester-III, Students are required to undertake fieldwork every Friday and Saturday of the week so as to enable them to complete their training. For the purpose of *attendance*, students are required to submit their Log Sheet(s), duly filled and signed by their Supervisor in their respective fields.

Assessment of the student's work in the field will be *two-fold*:

Internal Assessment will be ascertained jointly by the Supervisor in the field, (obtained through his or her Confidential Evaluation Report of the student's work) and by the Faculty Supervisor.

External Assessment will be carried out through the Viva-Voce Examination, based on the Field Work Report prepared by student detailing their learning in the field.

Semester IV

PS 18: Health Psychology

M. Marks: 50 (2 Credits)

Course Objective: *To acquaint the students with the importance of psychological processes and its interaction with the medical treatment in the practice of health and illness.*

UNIT- I: Introduction to Health Psychology

- a) Meaning and emergence of health psychology
- b) Biomedical and bio-psychosocial model
- c) The placebo in treatment and research.

UNIT- II: Stress and Coping

- a) Definition and perspectives of stress: Stimulus-based, response-based and transactional perspectives.
- b) Sources of stress: Cataclysmic events, life events, and daily hassles; potential stressors
- c) Coping with stress: personal resources, coping style and coping strategies

UNIT- III: Pain and Its Management

- a) Nature of pain and clinical issues in pain management
- b) Psychological pain control techniques
- c) Pain management programs

Recommended Readings:

1. Brannon, L. & Feist, J. (2007). *Introduction to Health Psychology*. New Delhi: Thomson, Wadsworth.
2. Dimatteo, M.R. & Martin, L.R. (2002). *Health Psychology*. New Delhi: Allyn & Bacon.
3. Ogden, J. (2000). *Health Psychology: A Textbook*. Philadelphia: Open University Press.
4. Taylor, S.E. (2006). *Health Psychology*. New Delhi: Tata McGraw-Hill.

PS 19: Positive Psychology

M. Marks: 50 (2 Credits)

Course Objective: *The main objective of this course is to provide an orientation to the students to the various aspects of positive psychology as opposed to traditional psychology and to move beyond disease to well being. To explore the assessment of positive psychology constructs such as happiness, positive emotions, character strengths and locus of control and to introduce the ways positive psychology can be applied in real-world settings.*

UNIT- I **Introduction**

- a) Positive psychology: concept, traditional vs positive psychology
- b) Positive psychology and psychopathology
- c) Cross cultural positive psychology

UNIT- II

- a) Happiness and pleasure
- b) Life satisfaction and subjective well being
- c) Values and character strengths

UNIT- III

- a) Creativity, giftedness and industry
- b) Religion & spirituality
- c) Emotional and social intelligence

Recommended Readings:

1. Linley, P. A. & Joseph, S. (eds.) (2004). *Positive psychology in practice*.
2. Peterson, C. (2006). *A primer in positive psychology*. New York: OUP.
3. Peterson, C. & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. New York: OUP.
4. Seligman, M. E. P. & Csikszentmihalyi, M. (2000). Positive psychology: An Introduction, *American Psychologist*, 55, 5-14.
5. Snyder, C. R. & Lopez, J. (2002): *Handbook of positive psychology*. Oxford

PS 20 (A): Interventions in Counseling

M. Marks: 100 (4 Credits)

Course Objective: *The main objective of this course is to provide an orientation to the students to the various approaches & theoretical perspectives applied in counseling practice and research.*

UNIT- I Introduction

- a) Psychoanalysis and Adlerian counseling
- b) Humanistic counseling: Person-centered, Existential and Gestalt counseling
- c) Counseling theories, importance and practice.

UNIT- II Cognitive-Behavioral Approaches

- a) Behavioral counseling
- b) Reality-oriented counseling
- c) Rational emotive behavioral therapy (REBT)
- d) Cognitive counseling

UNIT- III Systemic Theories

- a) Behavioral family counseling
- b) Structural family counseling
- c) Strategic family counseling
- d) Experiential family counseling

UNIT- IV Brief Counseling Interventions

- a) Solution-focused counseling
- b) Narrative counseling
- c) Crisis counseling
- d) Group counseling

Recommended Readings:

1. Corey, G. (2006). *Theories and practice of counseling and psychotherapy* (7th ed.). Belmont, CA:Wadsworth.
2. Egan, G. (2007). *The skilled helper: A problem-management approach to helping* (8th ed.). Belmont,CA: Brooks/Cole.
3. Ivey, A. E., D'Andrea, M., Ivey, M. B., & Simek-Morgan, L. (2006). *Theories of counseling and psychoanalyzing: A multicultural perspective* (6th ed.). Boston: Allyn & Bacon.
4. Mikulas, W. L. (2002). *The integrative helper: Convergence of Eastern and Western traditions*. Pacific Grove, CA: Brooks/Cole.
5. Okun, B. (2007). *Effective helping: Interviewing and counseling techniques* (7th ed.). Pacific Grove,CA: Brooks/Cole.
6. Seligman, L. (2005). *Systems, strategies, and skills of counseling and psychotherapy* (2nd ed.).Columbus, OH: Merrill Prentice Hall.
7. Worrell, J., & Remer, P. (2002). *Feminist perspectives in therapy: Empowering women*. New York:John Wiley.

PS 20 (B): Human Resource Management

M. Marks: 100 (4 Credits)

Course Objectives: *To acquaint students with the Human Resource Management issues in Organizations. To develop sensitivity in students to understand the importance and relevance of various HRM practices in organizations.*

UNIT- I **HRM: An Overview**

- a) Foundations of HRM; Personnel management and HRM, HRM in India
- b) Models of HRM: Fomburn, Harvard, Guest and Warwick
- c) HR functions: Managing HR function, its contribution and evaluation
- d) International HRM: Characteristics and challenges.

UNIT- II **Employee Resourcing**

- a) Job analysis: Process and methods, job description and job specifications
- b) HR planning: Meaning, aims, demand and supply forecasting
- c) Recruitment and selection process
- d) Tools of employees' selection.

UNIT- III **Training and Development**

- a) Training philosophy: Training and learning; Inputs in training and development; Ethical and legal issues in training.
- b) Training process: Training needs analysis-Identifying training needs, methods and steps in training, evaluation of training.
- c) Development vs. training: Forms of training; approaches to training and development.
- d) Management development and successive planning.

UNIT- IV **Performance appraisal and Reward management**

- a) Performance appraisal: Concept, objectives, process, characteristics of an effective appraisal system.
- b) Method of performance Appraisal: Past oriented and future oriented; challenges of performance appraisal, appraisal and performance management.
- c) Employee compensation: Job evaluation- Concept and methods, recent developments in compensation management.
- d) Wages and pay structure: Determinants, Incentives: schemes, forms and types.

Recommended Readings:

1. Armstrong, M. (2000). *Human resource management practice*. London: Kogan Page
2. Cascio, W F. (2006). *Managing human Resources: Productivity, quality of work life, profits*. New Delhi: TMGH.
3. Chadha, N.K. (2012). *Human resource management: Issues, case studies and experimental exercises*, 3rd revised edition. New Delhi: SS Printographers.
4. Dressler, G. (2008). *Human resource management*. Upper Saddle River, NJ: Pearson Education.

PS 20 (C): Psychotherapy

M. Marks: 100 (4 Credits)

Course Objective: *On completion of this course, the students will learn about psychotherapy as a mode of treating different mental disorders. The students will gain through understanding of the various techniques and skills of psychotherapy and other therapies. The students will also be able to apply their theoretical knowledge to different setting requiring therapeutic interventions.*

UNIT-I Psychodynamic Approach

- a) Freud's Psychoanalytic Therapy: View of human nature
- b) Freud's Psychoanalytic Therapy: Process and techniques in therapy.
- c) Adler's Psychotherapy: View of human nature
- d) Adler's Psychotherapy: Process and techniques in therapy

UNIT-II Behavior-Cognitive Approach

- a) Functional analysis assessment in behavioral therapy
- b) Systematic desensitization
- c) Beck's Cognitive Therapy: View of human nature and techniques in therapy
- d) Rational Emotive Therapy: A-B-C framework and techniques in therapy

UNIT-III Humanistic-Existential Approach

- a) Person-centered Therapy: View of human nature.
- b) Person-centered Therapy: Core conditions and techniques in therapy.
- c) Gestalt Therapy: View of human nature and therapeutic techniques.
- d) Logotherapy: Basic premises and strategies in therapy.

UNIT IV Indigenous Healing Systems

- a) Mindfulness: Key concepts and the therapeutic process
- b) Mindful Therapy techniques
- c) Yoga and meditation
- d) Islamic perspective.

Recommended Readings:

1. Jones-Smith, E. (2012). *Theories of Counseling and Psychotherapy. An Integrative Approach*. Los Angeles: Sage Publications, Inc.
2. Corey, G. (2009). *Counseling and Psychotherapy: Theory and Practice*. New Delhi: Cengage Learning India Pvt Ltd.
3. Ivey, A.E., D'Andrea, M.J. & Ivey, M.B. (2012). *Theories of Counseling and Psychotherapy. A Multicultural Perspective*. Los Angeles: Sage Publication, Inc.

PS 21 (A): Counseling Process

M. Marks: 50 (2 Credits)

Course Objective: The purpose of this paper is to acquaint the students about the counseling process and techniques and prerequisite conditions required to provide effective counseling. Focus is also on developing practical counseling skills which are essential for any practicing counselor.

Unit I Introduction

- a) Perspectives on effective counseling
- b) Understanding counseling as a process
- c) Stages of counseling process

Unit II Building the counseling relationship

- a) Characteristics of effective therapeutic relationship
- b) Core conditions of counseling
- c) Skills for counseling relationship

Unit III Problems, goals and termination

- a) Assessing client problems
- b) Developing counseling goals
- c) Termination and follow-up

Recommended Readings:

1. Cormier, L.S. & Hackney, H. (1987). *The Professional Counsellor: A Process Guide to Helping*. Boston: Allyn & Bacon.
2. Fullmer, D.W. (1972). *Counseling, content and process*. New Delhi: Thomson Press.
3. George, R.L. & Cristiani, T.S. (1990). *Counselling: Theory and Practice*. New Jersey: Prentice Hall (3rd edition).
4. Hansen, J. C., Stevic, R.R., & Warner, Jr. R.W. (1986). *Counselling: Theory and Process*. Boston: Allyn and Bacon, Inc.
5. Welfel, E. R. & Patterson, L.E. (2005). *The Counseling Process: A multitheoretical Integrative approach*. New Delhi: Cengage learning India Pvt. Ltd (6th edition).

PS 21 (B): Current Paradigms in OB

M. Marks: 50 (2 Credits)

Course Objective: *The Paper intends to acquaint the students with the recent developments in the context of work. In the highly competitive globalized world, organization faces lots of challenges as well as it provides opportunities to grow, prosper and expand their boundaries. The paper aims to develop sensitivities and required competencies to face these challenges and help the organization to channelize these challenges as the real opportunities.*

UNIT-I International OB/HRM

- a) Work behavior across culture
- b) Decision making, Negotiation and leadership in the global context
- c) Recruitment, Hiring, and training in multinational organizations

UNIT-II Managing Diversity and Work- family Interface

- a) Generational diversity (Baby Boomers, Gen X and Gen Y/Gen Me)
- b) Gender at work
- c) Work family interface, work family segmentation and integration

UNIT-III Counseling at work

- a) Counseling skills and the process of counseling
- b) Counseling in organization (Stress, burnout, personal-social-organizational integration)
- c) Employee Assistance Programme

Recommended Readings:

1. Adler, N.J. (2007). *International OB*. New Delhi: Cengage Learning
2. Attridge, M. (2009). Employee Assistance programme: A research Based primer. In Cooper, Quick & Schbarack (Eds). *International Handbook of Work and Health Psychology*. 383-407.

PS 21 (C): Psychodiagnostics

M. Marks: 50 (2 Credits)

Course Objective: *After completion of this course the students will be able to understand how behavior is analyzed and assessed. They will be acquainted with the classification and diagnoses of psychological disorders, differential diagnostics and the employment of various psychological tests for assessment of adults and children.*

UNIT – I General Issues in Psychological Assessment

- a) Planning the assessment and data collection
- b) Processing assessment data and communicating assessment findings
- c) DSM-IV-TR and ICD-10: Similarities and differences in diagnosis.

UNIT – II Behavioral Assessment

- a) Traditional approaches and current views
- b) Behavioral assessment methods
- c) Clinical and diagnostic interviewing

UNIT – III Assessment

- a) Clinical assessment and uses of intelligence tests
- b) Projective and Objective methods of personality assessment
- c) Neuropsychological assessment-major approaches and test batteries

Recommended Readings:

1. Hecker, J.E., & Thorpe, G.L. (2005). *Introduction to Clinical Psychology. Science, Practice, and Ethics*. New Delhi: Pearson Education.
2. Kaplan, H.I., & Saddock, B.J. (). *A Comprehensive Textbook of Psychiatry*. 6th Edition. Vol.1& 2, Baltimore: Williams and Wilkins.
3. Phares, J.E., & Trull, T.J. (1997). *Clinical Psychology. Concepts, Methods and Profession*. 5th Edition. California: Brooks/Cole Publishing Co.

PS 22 (A): Practicum: Counseling Psychology

M. Marks: 50 (2 Credits)

Course Objective: *The counseling practicum intends to make the students familiar and develop their competencies in psychological assessment as how to administer, score, interpret and make profile based on some important psychometric tools. Students are required to administer five tests, selecting at least one from each unit.*

Unit I Introduction

- a) Assessment and diagnosis in counseling
- b) Components, risks and opportunities
- c) Intake Interview (Interviewing skills).

Unit II Ability Testing

- a) Intelligence: KBIT, WAPIS, SFBT, GDT
- b) Interest and Aptitude: Holland, MAB II
- c) Career assessment: DAT, Career decision scale, Career development inventory.

Unit III Personality Testing

- a) Word Association Test
- b) Temperament Character Inventory
- c) NEO – PI, 16 PF

Recommended Readings:

1. Anastasi, A. & Urbina, S. (1977). *Psychological testing*. N J: Practice Hall.
2. Gegory, J. R. (2004). *Psychological testing: History, principles and applications*. Allyn & Bacon.
3. Kaplan, R.M. & Saccuzzo, D. P. (2005). *Psychological testing: Principles, applications and issues* (6th edition) US: Thomson-Wadsworth, Cenage Leading India Pvt Ltd.

PS 22 (B): Practicum: Organizational Psychology

M. Marks: 50 (2 Credits)

Course Objective: *Psychological assessment is an integral part of contemporary organizations. The course/practicum intends to make the students familiar and develop their competencies in psychological assessment as how to administer, score, interpretation and make profile based on some important psychometric tools. Students are required to administer five tests, selecting at least one from each unit.*

Unit-I Personal and Role Orientation

- a) Personality measures: 16 PF, Neo-PIR
- b) Personal efficacy: Who am I?
- c) Role efficacy and role satisfaction

Unit-II Inter-personal Orientation, Intelligences at work and Leadership

- a) FIRO-B
- b) Emotional labour, emotional Intelligence, cultural and spiritual Intelligence
- c) Leadership: LPC, MLQ and nurturant-task leadership

Unit-III Employees Health, Organizational Culture and POB

- a) Stress, Burnout , Coping and Happiness at work
- b) Organizational Culture: Culture profile, OCTAPACE, Sinha's measure of Culture, organizational/emotional climate
- c) Psychological Capital, Vigor, Employee Engagement and happiness at work other POB tools.

Recommended Readings:

1. Pareek, U. (2002). *Training Instruments for HRD and OD*. New Delhi: TMGH
2. Nelson, D.L. & Cooper, C.L. (2007) *Positive Organizational Behaviour*. Sage Publications
3. Spiritual Intelligence Self-Report Inventory (SISRI).
<http://www.dbking.net/spiritualintelligence>
4. Emotional Intelligence Scale: Psychological studies (2004) Special Issue on Emotional Intelligence
5. Ang, S. & Dyne, L. V. (2007). Cultural Intelligence: Its Measurement and Effects on Cultural Judgment and Decision Making, Cultural Adaptation, and Task Performance

PS 22 (C): Practicum: Clinical Psychology

M. Marks: 50 (2 Credits)

Course Objective: *The students will be acquainted with the analysis, assessment and diagnosis of behavior. They will be exposed to the usage of various psychological tests used for assessment of adults and children, and hence will be able to bridge the gap between theoretical knowledge and practical assessment of behavior. Students are required to administer five tests, selecting at least one from each unit.*

UNIT – I Assessment of Intelligence

- a) Issues and controversies in the assessment of intelligence
- b) Wechsler Adult Intelligence Scale-Revised (WAIS-R) or WAPIS
- c) MISIC, GDT.

UNIT – II Assessment of Personality

- a) Personality assessment in clinical psychology
- b) Million Clinical Multiaxial Inventory, CPI
- c) Projective tests/drawings

UNIT – III Neuropsychological Assessment

- a) Clinical Neuropsychology as a specialty area
- b) Bender Visual Motor Gestalt Test, PGI - BBD
- c) NIMHANS Neuropsychological Battery, PGI Memory Scale

Recommended Readings:

1. Anastasi, A. & Urbina, S. (1977). *Psychological testing*. N J: Practice Hall.
2. Gegory, J. R. (2004). *Psychological testing: History, principles and applications*. Allyn & Bacon.
3. Kaplan, R.M. & Saccuzzo, D. P. (2005). *Psychological testing: Principles, applications and issues* (6th edition) US: Thomson-Wadsworth, Cenage Leading India Pvt Ltd.

PS 22: Dissertation

M. Marks: 100 (4 Credits)

Based on Specialization Areas in OB, Counseling and Clinical Psychology.