

# **Syllabus for the MA**

**Program: MA**

**Course: Psychology**

**Semester III and IV**

(Credit Based Semester and Grading System with  
The effect from the Academic Year 2013 – 2014)

## **A. About the Credit Scheme**

1. 96 Credits for the entire MA course (24 Credits per semester.  
24 credits X 4 Semester = 96)
2. 6 Credits per Course ( 6 X 4 Course = 24 Credits at each Semester)
3. 60 teaching hours per paper during the Semester.
4. 15 teaching hours per unit during the Semester.
5. All papers have 4 Units
6. Four (04) Teaching hours per week per 6 credit course

## **B. Course & Syllabus for the MA in Psychology**

The Student will have to study at least a total of 16 Courses (4 Courses in each Semester) in four semesters over the 2 years MA degree course.

### **Syllabus for Semester I**

Course I: PAPSY101: Personality Psychology: 6 credits: Core Course

Course II: PAPSY102: Cognitive Neuropsychology: 6 Credits: Core Course

Course III: PAPSY103: Statistics for Psychology: 6 Credits: Core Course

Course IV: PAPSY104: Experimental psychology Practical: 6 Credits: Core Course

### **Syllabus for Semester II**

Course V: PAPSY201: Evolutionary Psychology: 6 Credits: Core Course

Course VI: PAPSY202: Intervention Systems in Psychology: 6 Credits: Core Course

Course VII: PAPSY203: Research Methodology for Psychology: 6 Credits: Core Course

Course VIII: PAPSY204: Psychological Assessment Practical: 6 Credits: Core Course

### **Syllabus for Semester III**

**Course I: CBT, REBT, and Group therapy.** Core Course (6 credits)

**Course II: Psychological Assessment: Applications and Report Writing in Practice** Core Course (6 credits)

**Course III: Elective Course**(6 credits) Students have to choose course from A to H of Six credits.

- A. Clinical Psychopathology
- B. Constructing Social Psychology: Analysis Through Theoretical Perspectives and Applications
- C. Counseling Across the Lifespan and Addressing Special Groups
- D. Organizational Behavior

**Course IV: Practicum Course (Elective Course) 6 credits.**

Students have to choose one course from A to D totaling to Six credits.

It has four options.

- A. Practicum in Clinical Psychology
- B. Practicum in Counseling Psychology
- C. Practicum in Industrial Psychology
- D. Practicum in Social Psychology

Only 25% students can be admitted from the MA students maximum strength since limited number of students can be accommodated on the field work.☒

### **Syllabus for Semester IV**

**Course I: Multiculturalism: theory and practice** Core Course (6 credits)

**Course II: Positive psychology: Health, Wellbeing, and Legislations in Professional Psychology** Core Course (6 credits)

**Course III: Elective Course:** (6 credits) Students have to choose course from A to M of Six credits.

- A. Advanced Applied Psychometrics
- B. Advanced Skills and Processes of Counseling and Psychotherapy
- C. Advanced Social Psychology
- D. Behavior Therapy
- E. Career Counselling and World of Work
- F. Child Assessment
- G. Child Emotional and Behavioral Problems and Interventions
- H. Forensic Psychology
- I. Group and Team Effectiveness in Organizations
- J. Health psychology
- K. Human Resource Management
- L. Personnel Psychology
- M. Social psychology and Praxis

**Course IV: Elective Course:** (6 credits) Students have to choose course from A to P of Six credits.

- A. Change Management
- B. Consultation-Liaison Psychology
- C. Consumer Psychology

- D. Disaster Management
- E. Environmental Psychology
- F. Family and Couples Therapy
- G. Gender and Psychology
- H. Group Processes
- I. Organizational Development
- J. Palliative Care and Counseling
- K. Peace Psychology
- L. Personality Disorders: Theory, assessment, and Interventions
- M. Rehabilitation Psychology
- N. Sports Psychology
- O. Training and Development
- P. Workplace Counseling

## **C. Scheme of Examination (Each Semester)**

The performance of the learners shall be evaluated into two parts. The learner's performance shall be assessed by Internal Assessment with 40 % Marks in the first part by conducting the Semester End Examination with 60 % Marks in the second part.

### **A. Internal Assessment (40 marks)**

A student has **Two** options in Internal Assessment of 40 marks. A student can take either **1. Classroom Evaluation (40 marks) OR 2. Research Project (40 Marks)**. This is applicable for theory course and not applicable to practical or practicum course (for practical courses, refer to point no.6)

A student has to communicate in writing the preference for Classroom Evaluation OR Research Project immediately after the commencement of the semester in writing. If a student appears for first classroom test conducted as a part of classroom evaluation, then students' preference will automatically be considered as Classroom Evaluation and earlier communicated preferences would be considered as null and void.

#### **1. Absentee for Classroom Evaluation/ Failure in Submission, Presentation**

If a student does not appear for one or more of the continuous evaluation / internal assessment test/ presentation / submission, etc. for the courses mentioned in 1<sup>st</sup> instruction, and then the student can take only one continuous evaluation / internal assessment test/ presentation/ submission after completion of all continuous evaluation / internal assessment for that course. This one test per theory course will be conducted on a single day after all internal evaluations are over.

## **2. Common Instructions for All Courses of Semester I and Semester II in Case of Failure in Internal Evaluation.**

These instructions are applicable to all students opting for either classroom test or research project. If a student fails in the Continuous Evaluation / Internal Assessment (that is a student is unable to secure 16 out of 40), then the student will be given an additional continuous evaluation / internal assessment assignment which s/he has to finish in stipulated duration, submit the report, make presentation, and appear for the viva-voce examination. The assignment will be decided by the course teacher. The marks are 20 for written report, 10 for presentation, and 10 for viva-voce examination. If the student fails to secure 16 out of 40 in this additional continuous evaluation / internal assessment assignment, then the student will be declared as failed in the continuous evaluation / internal assessment of that course.

## **3. Coursewise specification of Classroom Evaluation for following Courses:**

Please refer to each course syllabus for the specification of internal assessment

## **4. Instructions for Research Project**

### **Research Project (40 marks)**

A student can carry out a data based research project as continuous evaluation / internal assessment. The project has to be carried out under the supervision of course teacher. Student has to submit two term papers and a final research project. A viva examination will be conducted after final research project submission. Out of the term papers, one should be on review of literature and second on research and methodological issues in the area.

**Evaluation: Two Term papers: 10 marks each. Research Project Report, Presentation and**

**Viva: 20 marks**

## **B. Semester-End Examination (60 Marks)**

Written examination: Paper pattern: Seven questions for 15 marks each are set out of which four should be attempted. One of them could be short note question. Any two topics can be combined for these questions.

## **D. Attendance Requirement**

The candidates are required to attend a minimum of 75 % of the total number of lectures in each paper in order to be eligible to appear for the end of semester exams at all semesters.

## **E. Note regarding dealing with human participants:**

Students should refrain from acts which he or she knows, or under the circumstances has reason to know, spoil the academic integrity of the academic program. Violations of academic integrity include, and not limited to: plagiarism; violation of the rights and welfare of human participants in research and practice; cheating, knowingly furnishing false information; misconduct as a member of department or college, and harm to self and others.

## **PSYCHOLOGY**

### **SEMESTER III: Course**

**Core course: 6 credits**

## **CBT, REBT, and Group therapy.**

### **Objectives:**

1. Introducing students to CBT and REBT skills and techniques.
2. Introducing students to group therapy skills and techniques.
3. Familiarizing students to possible applications of both.

### **Unit 1. Cognitive Behavior Therapy: Process and applications**

- a. Cognitive Conceptualization, the cognitive model, schema focused therapy
- b. Identifying automatic thoughts, Core beliefs and emotions
- c. Process of CBT: Assessment, Formulation, Therapeutic stages, Termination and relapse prevention
- d. CBT applications for Disorders, Distress and Development

### **Unit 2: Rational Emotive Behavior Therapy: Process and applications**

- a. Irrational beliefs, Activating events and Consequent emotions
- b. Didactic techniques, vivid methods, behavioral homework.
- c. Process of REBT: Assessment, Formulation, Therapeutic stages, Termination and relapse prevention
- d. REBT applications in distress, disorders and development

### **Unit 3: Group intervention: Processes and applications**

- a. Group Leadership: Basic Tasks, working here and now, Leader as a person, Leader skills, Diversity competence, co leader, leaderless groups.
- b. Ethical and professional issues
- c. Early stages: Pre-group, Initial, Transition
- d. Later Stages: Working and consolidation, termination, post group cultural variations

### **Unit 4: Group intervention Models**

- a. Support and process oriented groups; self help groups, caregiver groups, large group dynamics.
- b. Interpersonal and Client centered approach
- c. Cognitive behavioral Group Therapy



- d. Record keeping and documentation

## **Evaluation**

### **Internal Evaluation: 40 marks**

- Two Essays :10 marks each. Note: The essays will focus on unit four.
- Two Written tests : 10 marks each.

### **Semester end examination : 60 marks**

**Paper pattern.** 7 questions to be set of 15 marks each out of which 4 are to be attempted. One of these could be short notes question which could combine more than one unit.

### ***Books for study***

Beck, J (2011) Cognitive Behavior Therapy: Basics and Beyond. 2<sup>nd</sup> ed. NY: The Guilford Press.

Corey, G. (2009). Theory and Practice of Counseling and Psychotherapy. Eight editions. Thomson Brooks.

Dryden, W. (1995) Rational Emotive Behavior Therapy: A reader. NY: Sage.

Ellis, A. and Dryden, W. (2007) The Practice of Rational Emotive Behavior Therapy.

NY: Springer.

Kleinberg, J (ed) (2012) The Wiley Blackwell handbook of Group psychotherapy.

NY: Wiley Blackwell.

Leahey, R (2003) Cognitive therapy techniques: A practitioner's guide. NY: The Guilford Press.

### ***Books for reference***

Beck, A.T., Rush, A.I., Shaw, B.F. and Emery, G. (1979) *Cognitive Therapy of Depression*. NY: Guilford press.

Ellis, A. (1994) *Reason and Emotion in psychotherapy: revised and updated*. NY: Citadel Press.

Ellis, A. (1997) *A Guide to Rational Living*. UK: Wiltshire Book Company.

Goldenberg, H. and Goldenberg, I (2008) *Family therapy, an overview*. 7<sup>th</sup> edition.

NY: Thomson Brooks/Cole.

Graham P. and Reynolds S. (2013) *Cognitive Behavior Therapy for Children and Families*. Third edition. London: Cambridge.

Gurman, A.L. (2008) *Clinical handbook of couple therapy*, 4<sup>th</sup> edition. NY: Guilford Press.

Walen, S. DiGiuseppe, R and Dryden, W (1992) *A practitioners' guide to Rational Emotive Therapy*, 2<sup>nd</sup> edition. UK: Oxford University press.

Wolberg, L. R. (2005). *The Technique of Psychotherapy Part I and II*. NJ: Jason Aronson Inc. (Group intervention and Cognitive therapy)

Yalom, I. D. (2005) *Theory and Practice of Group Psychotherapy*. NY: Basic Books.

## PSYCHOLOGY

Semester III: Course II

Core course: 6 credits

### Psychological Assessment: Applications and Report Writing in Practice

#### Objectives:

1. Familiarizing students with various assessment approaches and tools
2. Training students to select, administer, score and interpret various types of general psychology tools.

#### Unit 1: Introduction to Psychological Assessment

- A. History of Psychological Assessment
- B. Meaning of Psychological Assessment
- C. Types of tests, scales, batteries.
- D. Ethical and Professional standards for tests.

#### Unit 2: Assessment of ability and aptitude

- A. Assessment of intelligence: WISC-IV, Kamat-Binet, WAIS
- B. Assessment of Aptitude: GATB
- C. Assessment of Achievement tests
- D. Assessment of Interests: Strong Interest Inventory

#### Unit 3: Assessment of Personality

- a. Measures of personality: MBTI, Adjective Check Lists, 16 PF,
- b. Personality assessment in Work Setting: NEO-PI-3
- c. Projective tests of personality: RoR, TAT
- d. Assessment of Social Desirability and other issues in personality assessment

#### e. Unit 4: Assessment in other related areas

- a. Assessment of Emotions: BDI-II, Emotion Intelligence Test, STAXI-II,
- b. Assessment of Health: GHQ, Quality of Life
- c. Competency based assessment , computer based testing and assessment
- d. Report writing in each of the different assessments, importance of documentation.

#### Evaluation

**Internal Evaluation: 40 marks**

- Essay on topics randomly assigned by course teacher: 10 marks
- Two written tests: 10 marks each (One of these may comprise of simulated test score profiles for scoring and interpretation)
- Classroom presentation by students on one of the test not covered in the syllabus: 10 marks

**Semester end examination : 60 marks**

**Paper pattern.** 7 questions to be set of 15 marks each out of which 4 are to be attempted. One of these could be short notes question which could combine more than one unit.

***Books for study***

Bellack, A.S. and Hersen, M. (Ed.s) (1998) Behavioral assessment A Practical Handbook. 4<sup>th</sup> edition. MA: Allyn and Bacon.

Coaley,K.(2009) An introduction to Psychological Assessment and Psychometrics. Sage Publications. New Delhi

Goldstein, G. and Hersen, M. (Ed.) (2000) Handbook of Psychological Assessment . 3<sup>rd</sup>. ed. Oxford: Elsevier science.

Hersen, M. (2004) Comprehensive Handbook of Psychological Assessment Vol IV Industrial and Organizational assessment NY: Wiley.

Walsh, W.B. and Betz, N.E. (1985). Tests and Measurement . Prentice Hall, Inc. New Jersey

Manuals of various tests and scales covered.

**References**

Fernandez-Ballestros, R.ist edition (2003) Encylopedia of Psychological Assessment. Vol I and II. Sage Publications. New Delhi

# PSYCHOLOGY

SEMESTER III: Course III

Elective course: 6 Credits

## Clinical psychopathology

### Unit 1. Anxiety and mood spectrum disorders

- a. Panic, phobic disorders, Generalized anxiety disorder and PTSD
- b. Obsessive Compulsive disorders, Somatization and dissociative disorders
- c. Depressive disorders and bipolar disorders
- d. Sleep, eating and sexual disorders and their comorbidities

### Unit 2 Psychotic spectrum disorders

- a. Schizophrenia and its spectrum
- b. Delusional, brief and shared psychotic disorders
- c. Schizoaffective disorders and related manifestations
- d. Other psychotic disorders, cultural specific manifestations, organic overlay

### Unit 3 Disorders of the brain and Pervasive Conditions

- a. Disorders related to aging
- b. Disorders related to chronic medical conditions
- c. Disorders related to substance use; Disorders related to lesions, injury and infection
- d. ADHD, ADD, Pervasive developmental disorders, Intellectual deficits

### Unit 4 Personality disorders, LD and other conditions

- a. Personality disorders
- b. Learning Disabilities
- c. ODD, Conduct Disorders
- d. V codes and adjustment disorders

### Evaluation

Internal Evaluation: 40 marks

- Three written tests: One of 20 marks and Two of 10 marks each

Latter two may comprise of simulated case profiles for discussion, followed by viva. The rest would be classroom test format.

- **Semester end examination: 60 marks**

**Paper pattern.** 7 questions to be set of 15 marks each out of which 4 are to be attempted. One of these could be short notes question which could combine more than one unit.

### ***Books for study***

Adams P.B. and Sutker, H.E. (2001) Comprehensive Handbook of Psychopathology. Third edition. NY: Springer.

Hersen, M and Beidel, D (2012) Adult psychopathology and diagnosis, 6<sup>th</sup> edition. NY: Wiley.

Sadock B.J. and Sadock V.A.(2007) Kaplan and Sadock's Synopsis of Psychiatry, 10<sup>th</sup> edition. PA: Lipincott, Williams and Wilkins.

### ***Books for reference***

Millon, T. Blaney, P. and Davis R.D. (1999) Oxford textbook of psychopathology. UK: Oxford University Press.

Millon, T., Krueger, R.F., Simonsen, E. (2011) Contemporary Directions in Psychopathology. NY: Guilford Press.

Craighead, W.E. Miklowitz, D.J. and Craighead L.W. (2008), Psychopathology: History, Diagnosis and Empirical Foundations. NY: John Wiley and Sons.

Maddux, J.E. and Winstead, B.A. (2007) Psychopathology: Foundations for a contemporary understanding. NY: CRC press.

**Semester III: Course III**  
**Elective Course: Six Credits**

**Constructing Social Psychology: Theoretical Perspectives and Applications**

**Unit I Cognitive Level of Analysis**

- A. Attribution Theory of Motivation
- B. Cognitive Structure Theory
- C. Feelings as Information Model
- D. Social Cognitive Theory

**Unit II Motivational/Affective Level of Analysis**

- A. Dissonance Theory
- B. Self Determination Theory
- C. Social Comparison Theory
- D. Aggression Theory

**Unit III Interpersonal Level of Analysis**

- A. Need To Belong Theory
- B. Attachment Theory
- C. Shared Reality Model
- D. Interdependence Theory

**Unit IV Group and Cultural Level of Analysis**

- A. Justice Theory
- B. Minority Influence Theory
- C. Social Identity Theory
- D. Social Dominance Theory

**Internal assessment: 40 marks.**

1. Two thought papers of 10 mark each (20marks).
2. Two classroom presentations of 10 mark each (20marks).

*Note:* Classroom presentations should include the topics other than the topics covered in the above list given in syllabus. The topics should be selected from the following reference book:

P. Van Lang, A. Kruglanski, & E.T. Higgins (Eds.) (2011). *Handbook of Theories of Social Psychology*. Thousand Oaks, CA: Sage.

**Semester end examination: 60 marks.**

Written examination: Paper pattern: Seven questions for 15 marks each are set out of which four should be attempted. One of them could be short note question. Any two topics can be combined for these questions.

**PSYCHOLOGY**

**Semester III Course IV**

**Elective Course: six credits**

**Counselling across the lifespan and addressing special groups**

Objectives:

1. To understand academic, emotional, behavioural difficulties of children and adolescents
2. To explore counselling needs in marriage, workplace and among elderly
3. To highlight counselling for people with addiction issues, attempted suicide, disabilities and trauma
4. To delineate the theories of career development and technological advances in counselling

**Unit 1: Children and Adolescents**

- a) Scholastically backward, slow learners, under achievers.
- b) Exceptional children: children with Learning disability, ADHD, Talented/gifted
- c) Emotional and Behavioural issues.
- d) Socially disadvantaged

**Unit 2: Counselling Adults & Elderly**

- a) Premarital and Marital Counselling: Role Conflict, Sex and sexuality issues and Relationship Enrichment Skills.
- b) Workplace Counselling: Multicultural career counselling.
- c) Elderly: Pre-retirement and Retirement Counselling, Coping with loss of Spouse and age related health problems.
- d) Women in Career

**Unit 3: Counselling Special Groups**

- a) Suicide prevention and management.
- b) Drug addicts and alcoholics
- c) Trauma and sexual abuse counselling



- d) Physical, Psychological, Vocational and Social rehabilitation and counselling of Persons with Disabilities and Mental Retardation.

#### **Unit 4: Theories of Career Development and Use of Technology**

- a) Overview of Career Development theories: Super's and Holland's Theory.  
b) Career Counselling: Elementary, Middle and High school.  
c) The usage of Information technology in career development interventions  
d) Ethical issues in Career counselling

#### **Evaluation**

##### **Internal Evaluation: 40 marks**

- **Essay: 20 marks**
- **Written Test: 20 marks**

##### **Semester end Examination: 60 marks**

**Paper Pattern: 7 questions to be set of 15 marks each out of which 4 are to be attempted. One of these could be short notes question which could combine more than one unit.**

#### **References**

- Bor, R., Jo Bbner-Landy, Gilli, S., Brace,C. (2002) Counselling in Schools. Sage Publications Ltd
- Clough, P; Pardeck, J., Yuen, F.(eds) (2005) Handbook of Emotional and Bheavioural difficulties, New Delhi, Sage Publications.
- Geldard, K and Geldard, D (2004) Counselling Adolesncents. Sage Publications, New Delhi
- Gurman, A.S (4<sup>th</sup> Edition) (2008). Clinical Handbook of Couple Therapy
- Gothard, B; Mignot, P; Offer; M and Ruff; M (2001).Career Guidance in Context Sage.
- King B.M. (1996) Human Sexuality Today, Second edition, Prentice Hall, New Jersey
- Niles, S. & Harris-Bowlsbey, J. (2013). Career development interventions in the 21<sup>st</sup> century (4th ed.). Upper Saddle River, NJ: Pearson Education
- O'Leary, C.J (1999) Counselling Couples and Familiies . Sage Publications, New Delhi
- Ponte Otto, D.B. Casas, J.M; Suzuki, I.A. And Alexander, C.M. (eds) (2001) Handbook of Multicultural Counselling. Sage Publications, New Delhi
- Rivers, P.C (1994) Alcoholic and Human Behaviour: Theory Research and Practice. Prentice Hall, New Jersey
- Sherry, J. (2004) Counselling Children, Adolescents and Families. Sage Publications, New Delhi

Velleman, R. (2001) *Counselling for Alcoholic Problems*, Sage Publications, New Delhi.

Wolfe, R. Dryden, W. and Star bridge, S. (eds) (2003) *Handbook of Counselling Psychology*, Sage Publications

#### Further Reading

Carroll, M. (1996) *Workplace Counselling A Systematic Approach to Employee Care*. Sage Publications, New Delhi.

Casey, J. A. (1995). Developmental issues for school counselors using technology. *Elementary School Guidance & Counseling*, 30, 26-35.

Garland, D. S., (1983). *Working with couples for marriage enrichment*. San Francisco, CA: Jossey-Bass.

Halford, W.K., Markman, H.J., Stanley, S., Kline, G.H., (2002). Relationship enhancement. In Douglas H. Sprenkle (Ed.), *Effectiveness research in marriage and family therapy* (pp. 191-222). Alexandria, VA: American Association for Marriage and Family Therapy

Nelson-Jones, R. (1996). *Relating skills: A practical guide to effective personal relationships*. Trowbridge, Wiltshire, Great Britian: Redwood Books

Norton, K and Mcgauley, G (1998) *Counselling Difficult clients*, Sage Publications, New Delhi.

Sen, A.K. (1982) *Mental Retardation*, Kripa Psychology Center, Bhelpur.

## **PSYCHOLOGY**

### **Semester III: Course III**

**Elective Course: 6 credits**

### **Organizational Behaviour (OB)**

#### **Objective:**

1. To understand the concepts, nature and principles of Organizational Behavior
2. To introduce applied behavioral science principles and practices into the ongoing organization towards the goal of improving organizational effectiveness.
3. To develop an understanding of Motivation, Leadership Organizational Culture and to become Organizational Behavior Practitioner

## **1. Introduction: Concepts, Nature and Principles of Organizational Behaviour**

- A. Organizational Behavior: Scope and Processes; Positive Psychology at Work
- B. Management Functions, Roles and Skills; Effective v/s Successful Managerial Activities
- C. Disciplines that Contribute to OB field; Challenges and Opportunities for OB
- D. Foundations of Individual Behavior

## **2. Motivations in Organization: Concepts to Applications**

- A. Early Theories of Motivation
- B. Contemporary Theories of Motivation
- C. Motivating by Job Design: The Job Characteristics Model
- D. Employee Involvement; Using Rewards to Motivate Employees

## **3. Leadership: Approaches and Contemporary Issues**

- A. Trait Theories, Behavior Theories of leadership; Contingency Theories: Fiedler Model and Situational Leadership Theory; Path Goal Theory; leader – Member Exchange (LMX) Theory
- B. Inspirational Approaches to Leadership: Charismatic Leadership; Transformational Leaders
- C. Authentic Leadership: Ethic and Trust are the foundation of leadership
- D. Contemporary Leadership Roles: Mentoring, Self Leadership, E- Age and Online Leadership

## **4.1 Organizational Culture**

- A. Organizational Culture: Meaning & Definition; Related Concepts (Organizational, Societal & Work Cultures & Organizational Climate)
- B. Perspectives and Typologies of Organizational Culture
- C. Creating and Sustaining Culture, How Employees Learn Culture
- D. Positive (OCB) and Negative Discretionary Behavior (e.g. Deviance, Theft, Aggression etc); Justice in Organization

**Books for Study:**

Kreitner, R and Kinicki, A (2008) Organizational Behavior, Eight Edition, Tata McGraw Hill Publishing Company Limited, New Delhi, India

Luthans, F (2011) Organizational Behavior: An Evidenced based approach. Twelfth Edition. New York

Pareek, U (2009) Understanding Organizational Behavior. Second Edition. Oxford University Press, New Delhi

Robbins, S.P, Judge, T.A., and Vohra, N (2012) Organizational Behavior, 14<sup>th</sup> Edition. Pearson Prentice Hall, New Delhi. India

Schultz, D and Schultz, S.E (2006) Psychology and Work Today. Pearson Education Inc. Ninth Edition, New Jersey, USA.

**Books for Reference:**

Anderson, N, Ones, D.S, Sinangil, H.K and Viswesvarana, C (Editors) (2005) Handbook Of Industrial and Organizational Psychology. Vol 1 Personnel Psychology. Sage Publications, New Delhi.

Anderson, N, Ones, D.S, Sinangil, H.K and Viswesvarana, C (Editors) (2005) Handbook Of Industrial and Organizational Psychology. Vol 2 Organizational Psychology, Sage Publications, New Delhi.

Ashkanasy, N.M; Wilderom, C.P. M and Peterson, M.F Editors (2000) Handbook of Organizational Culture and Climate. Sage Publications, New Delhi.

Butler, M and Rose, E (2011) Introduction to Organisational Behaviour. Jaico Publishing House, Mumbai.

Clegg, S., Korberger, M and Pitsis, T (2012) Managing and Organizations: An Introduction to Theory and Practice. Sage Publications, New Delhi.

Cooper, C.L (2011) Organizational Health and Wellbeing. Vol 1, 2, 3. Sage Publications, New Delhi

Greenberg, J and Baron, R.A (2009) Behavior in Organizations. Ninth Editions. Prentice Hall India Learning Private Limited, New Delhi.

Janasz, S.C. de., Dowd, K.O and Schneider, B.Z (2012) Interpersonal Skills in Organizations. 3<sup>rd</sup> edition. Tata- McGraw Hill edition. New Delhi

Kreitner, R, Kinicki, A and Buelens, M (1999) Organizational Behaviour. McGraw Hill Publishing Co. England

McShane, S.L, Glinow, MAV and Sharma, R.R (2011) Organizational Behavior. 5<sup>th</sup> Edition, Tata McGraw Hill Education Private Limited, New Delhi.

Lamberton, L.H and Minor, L (2012) Human Relations: Strategies for Success. 4<sup>th</sup> Edition. Tata McGraw Hill Education Pvt Ltd, New Delhi.

Landy, F.J and Conte, J. M (2004) Work in the 21<sup>st</sup> Century: An Introduction to Industrial and Organizational Psychology, McGraw Hill. New York. USA

Lewis, Sarah (2011) Positive Psychology at Work. Wiley Blackwell, United Kingdom

Luthans, F (2008) Organizational Behavior. Eleventh Edition. McGraw Hill International Edition, New York.

Mamoria, C.B and Rao, V.S.P (2012) Personnel Management. Thirtieth Edition. Himalaya Publishing House, New Delhi.

Nelson, D.L and Cooper, C.L (2007) Positive Organizational Behavior. Sage Publications New Delhi.

Pauchant, T. C (2002) Ethics and Spirituality at Work. Quorum Books London

Robbins, S.P., Judge, T.A., and Sanghi, S (2009) Organizational Behavior, 13th Edition, Pearson Prentice Hall, New Delhi, India.

Schermerhorn, J.R Jr., Hunt, J.G, Osborn, R.N (2001) Organizational behavior, Seventh Edition, John Wiley and Sons, Inc New York.

Shani, A.B., Chandler, D, Coget, H.F and Law, J.B (2009) Behavior in Organizations. An Experiential Approach. Ninth Edition. McGraw-Hill Irwin, New York, USA.

Sinha, J.B.P (2008) Culture and Organizational Behavior. Sage Publications, New Delhi, India.

**Evaluation:**

**Internal Evaluation: 40 marks**

- Essay: 20 marks
- Two Written test: 10 marks each

**Semester end Examination: 60 marks**

Written examination: **Paper Pattern:** Seven questions for 15 marks each are set out of which four should be attempted. One of them could be short note question. Any two topics can be combined for these questions.

**PSYCHOLOGY**

**SEMESTER III: CourseIV**

**Elective course: 6 credits**

*Note: Elective for Semester III: Course 4 is a Practicum paper: It has four*

*Options. They are as follows:*

*E1: Practicum in Clinical Psychology*

*E2: Practicum in Counseling Psychology*

*E3: Practicum in Industrial Psychology*

*E4: Practicum in Social Psychology*

*Only 25% students can be admitted from the MA student strength since limited number of students can be accommodated on the field work.*

**Practicum in Clinical Psychology: Clinical and Neuropsychological Diagnostics and Management**

**Objectives:**

1. To familiarize students with hands on work in the field of clinical psychology
2. To develop in students the knowledge and skills required to work with persons suffering from psychiatric disorders, severe psychological distress, neuropsychological disability and other related conditions.
3. To acquaint students with knowledge and skills required for history and mental status examination, differential diagnosis and therapy planning.

*The student will be placed in various field work settings through the semester.*

**Unit 1: Interview in clinical settings**

- a. Behavioral observation
- b. History taking



- c. Mental status examination
- d. Collecting information from various information sources

### **Unit 2: Test administration in clinical settings**

- a. Ability assessment: Clinical Profiling based on Wechsler Tests
- b. Personality assessment: MMPI, MCMI, Rorschach TAT
- c. Neuropsychological assessment: BGT and BGT- II, NIMHANS battery, Unitary measures of neuropsychological dysfunctions.
- d. Scale and questionnaire administration, choice of tools- HARS, HDRS, SCL 90, BDI, CARS

### **Unit 3: Integration of findings**

- a. Test profile generation and integration
- b. Integration with observation and interview findings
- c. Differential diagnosis: Combining tests, MSE, and Interview findings.
- d. Communication of diagnosis to patients and family members

### **Unit 4: Helping behavior**

- a. Explanation of condition and psycho-education
- b. Planning intervention, process and termination
- c. Report generation, prognosis, suggested management plan
- d. Documentation of Assessment and Management: Process and Finding

### **Evaluation:**

#### **Internal evaluation: 40 marks**

- Under the supervision of course teacher, reports to be submitted on cases seen during the semester : 20 marks
  
- Planning and recording of intervention plan for at least 3 case studies: 10 marks
  
- Classroom presentation of at least one case in a case presentation format along with test profiles and therapy plan: 10 marks

#### **Semester end Practical examination: 60 marks.**

- Viva voce examination: 40 marks
- Test Instruction and Conduction based on simulated case vignette: 5 marks
- Report based on simulated cases provided at the time of examination: 15 marks

***Books for study***

Hersen, M. (2004) Comprehensive Handbook of Psychological Assessment Vol I Intellectual and neuropsychological assessment; Volume II Personality assessment; Vol III Behavioral assessment. NY: Wiley.

Flanagan J.S. and Flanagan, R.S. (2012) Clinical interviewing. 4<sup>th</sup> edition. New Jersey: John Wiley and Co.

Fontes, Lisa Aronson (2008) Interviewing clients across cultures. A practitioners' guide. NY: The Guilford Press.

Lezak, M, Howieson, D.B., Bigler, E and Trandl, D. (eds) (2012) Neuropsychological assessment. 5<sup>th</sup> edition. London: OUP.

Schoenberg, M.R. and Scott, J.G. (eds) (2011) The Little Black book of neuropsychology. NY: Springer.

***Books for reference***

Feinberg, T.E. and Farah, M.J. (2003) Behavioral neurology and neuropsychology. 2<sup>nd</sup> edition. NY: McGraw Hill.

**PSYCHOLOGY**  
**Semester III Course IV**  
**Elective Course: 6 Credits**

*Note: Elective for Semester III: Course 4 is a Practicum paper: It has four Options. They are as follows:*  
*E1: Practicum in Clinical Psychology*  
*E2: Practicum in Counseling Psychology*  
*E3: Practicum in Industrial Psychology*

*E4: Practicum in Social Psychology*

*Only 25% students can be admitted from the MA student strength since limited number of students can be accommodated on the field work.*

**Counseling Psychology Practicum:  
Assessment and Management of Counseling Clients**

**Objectives:**

1. To understand the role of interview, observation and case-history in assessment
2. To learn the assessment of development, cognitive abilities, aptitude, personality and interest
3. To train students in skills for counseling exceptional population
4. To develop skills of counseling

**Unit I: Behavioural Techniques of Assessment and Skill Development Exercise**

- A. Interview, Observation techniques and Case History
- B. Case Appropriate Test Selection; School/Functional Behavioural Assessment
- C. Role Play; Transcription and Analysis, Case studies/ book reviews/ movie screenings/ video analysis
- D. Case Presentations and Group discussions, Field Work, Field Visits and Online Communication

**Unit II: Psychological Assessment in Counseling**

- A. Assessment of Development: Vineland Social Maturity Scale, Dyslexia screening Tests, Screening for Autism
- B. Assessment of Cognitive Abilities & Aptitude: Kamat- Binet test of Intelligence, Wechsler Scales of Intelligence (Adult/Children), Seguire Form Board, Child and Adolescent cognitive assessment, Differential Aptitude Test
- C. Personality and Interests Assessment: CPQ/HSPQ/ 16PF, MBTI, NEO- PI-3, NEO- FFI, Holland's Self- Directed Search
- D. Projective Test: CAT/ TAT, Rosenzweig Picture Frustration Study (Children/ Adult)

**Unit III- Diverse Areas of Counselling and Career Guidance**

- A. Counselling Exceptional People: Persons with Learning Disability, Slow learners, Persons with Disability, Talented, ADHD & Autism and Intellectual Functions (Mental Retardation and Borderline Personality)
- B. Counseling Adolescents & Adults: Interpersonal relationships and Sexuality issues, Alcoholics
- C. Career Counseling Strategies across age: Career counseling across Age: Middle, Junior and High school
- D. At cross road: Career indecisiveness, Creating Career identity

**Unit 4: Helping behavior**

- A. Explanation of condition and psycho-education
- B. Intervention: Planning, process and termination

- C. Report generation, follow-up
- D. Documentation of Assessment and Management: Process and Finding

**Internal evaluation: 40 marks**

- Under the supervision of course teacher, reports to be submitted on cases seen during the semester : 20 marks
- Planning and recording of intervention plan for at least 3 case studies: 10 marks
- Classroom presentation of at least one case in a case presentation format along with test profiles and therapy plan: 10 marks

**Semester end Practical examination: 60 marks.**

- Viva voce examination: 40 marks
- Test Instruction and Conduction based on simulated case vignette: 5 marks
- Report based on simulated cases provided at the time of examination: 15 marks

**References**

Australia,E( 2005) Understanding autism. Elsevier Australia  
Niles, S. & Harris-Bowlsbey, J. (2009). Career development interventions in the 21<sup>st</sup> century (3rd ed.). Upper Saddle River, NJ: Pearson Education.  
Bor, R., Jo Bbner-Landy, Gilli, S., Brace,C. (2002) Counselling in Schools. Sage Publications Ltd  
Geldard, K and Geldard, D (2004) Counselling Adolescents. Sage Publications, New Delhi.  
Wong,B., Butler,D.L (2012) (4<sup>th</sup> edition) Learning about disabilities. Academic press  
Michelle P Larimer Nova Publishers, 2005 Attention Deficit Hyperactivity Disorder (Adhd) Research Developments  
Selikowitz, M (1998) Dyslexia and Other Learning Difficulties: The Facts Oxford University Press,  
O'Regan, J.F (2005) Attention Deficit Hyperactivity Disorder Continuum International Publishing Group

**PSYCHOLOGY**

**Semester III: Course IV**

**Elective Course: 6 credits**

*Note: Elective for Semester III: Course 4 is a Practicum paper: It has four*

*Options. They are as follows:*

*E1: Practicum in Clinical Psychology*

*E2: Practicum in Counseling Psychology*

*E3: Practicum in Industrial Psychology*

*E4: Practicum in Social Psychology*

*Only 25% students can be admitted from the MA student strength since limited number of students can be accommodated on the field work.*

## Practicum in Industrial Psychology

### Objective:

1. To acquaint students with the applications of Psychometric tools and inventories in organizations
2. To acquaint the students with the tools of behavioural and organizational interventions
3. To develop the skills to analyze behavioural issues in organizations
4. To gain firsthand experience through organized visit to organizations

### Unit 1: Structured Experience:(Any Two In consultation with the Supervisor)

Students should plan, design and conduct the Structured exercises in any of the following areas under Supervisor supervision: Self Awareness, Team Building, Interpersonal Skills, Leadership Skills, Perception, Decision making and Problem solving, Creativity, Power and Politics, Communication Skills, Conflict, Stress Management, Motivation and Goal Setting, or any recent developments.

### Unit 2: HRD Instruments: (Any Five: Administered, Scored, Interpreted and Discussed)

Role Efficacy, Role Stress, Coping Styles, HRD Climate, TOBI, SPRIQ, MAO-B, Emotional Intelligence, Enneagram, Conflict Management Styles, OCTAPACE, Leadership, Trust, Life and Goal Planning or any recent developments.

### Unit 3: Case Study Analysis(Any Two):

Motivation, Selection, Training, Performance Appraisal, Group Dynamics, Team Building, Best Practices of Organization, Organization Culture, Organizational Behaviour, Force Field Analysis, Change Management, or any recent developments

### Unit 4: Field Work/Visit: (Any two Field visit)

Students will get firsthand experience of the organization. Can take up any project given by the organization and write a report. A student can undertake specific or overall activity of the organizations in consultation with the supervisor. The student can choose any two organizations and write a report: Education Sector, Government Sector, Health Sector, Banking Sector, Service Industry, NGO, or any recent developments

### Assessment:

#### Internal Assessment: 40 Marks

- Report Submission for Structured experience: 10 Marks
- Assessment Report for HRD Instruments: 10 Marks
- Viva for Case Study Analysis: 10 Marks
- File Submission for Unit 4: 10 Marks

### **Semester End Examination: 60 Marks**

- Viva: 40 Marks
- Exam: 20 Marks: Paper Pattern: 3 questions to be set of 10 marks each out of which 2 are to be attempted.

### **Books for Reference**

Pareek, U and Purhoit, S (2010) Training Instruments in HRD and OD, Third Edition, Tata McGraw Hill, New Delhi.

Pfeiffer, J.W and Jones, J.E (1973 till date) A Handbook of structured Experiences for Human Relations Training, University Associates Inc, San Diego, California.

Sayeed, O.B and Pareek, U (2000) Actualizing Managerial Roles: Studies in Role Efficacy. Tata McGraw – Hill Publishing Company Limited. New Delhi

## **PSYCHOLOGY**

### **Semester III Course IV**

#### **Practicum Course: six credits**

#### **Elective Course**

*Note: Elective for Semester III: Course 4 is a Practicum paper: It has four*

*Options. They are as follows:*

*E1: Practicum in Clinical Psychology*

*E2: Practicum in Counseling Psychology*

*E3: Practicum in Industrial Psychology*

*E4: Practicum in Social Psychology*

*Only 25% students can be admitted from the MA student strength since limited number of students can be accommodated on the field work.*

**Social Psychology Practicum: Assessment and Interventions in Applied Social Psychology**

**Unit 1:** Structured Experience (any two). In consultation with the supervisor should plan, design and conduct structured exercises in any of the following areas: self-awareness, team-building, interpersonal skills, leadership skills, decision making, problem solving, creativity, communication, conflict management, stress management.

**Unit 2:** To conduct a survey on social psychological phenomenon and reporting.

**Unit 3:** Persuasive campaign for attitude change related to social issues.

**Unit 4:** Field work/ Field Visit on any two of the following areas. The areas can be suitably changed/ added for the course requirement.

1. Orphan/Destitute
2. Problem related to women
3. Drug addiction, Alcoholism
4. Disabilities
5. Old aged

**Internal Evaluation: 40 marks**

**Structured Exercise: 10 marks**

**Report on survey conducted on Social psychological phenomenon: 10 marks**

**Field work and file: 10 mark**

**Presentation and Report on Persuasive campaign: 10 marks**

**Semester End Examination: 60 marks**

**Viva: 40 marks**

**Attempt three questions out of five: 20 marks**

**Reference:**

**Pfeiffer, J.W and Jones, J.E (1973 till date) A Handbook of structured Experiences for Human**

**Relations Training, University Associates Inc, San Diego, California.**

**PSYCHOLOGY**

**SEMESTER IV: Course II**

**Core course: 6 credits**

**PositivePsychology**

**Objectives:** 1. To introduce concepts of positive psychology

2. To acquaint students with Positive cognitive, emotional states and processes and also pro-social behavior and wellbeing

**Unit 1. Introduction to Positive Psychology**

- a. Positive Psychology: Assumptions, Goals and Definitions
- b. Western and Eastern View of Positive Psychology
- c. Classifications and Measures of Human Strengths and Positive outcomes
- d. Developing Strengths and Living well

**Unit 2. Positive emotional states and processes**

- a. Pleasure, positive affect
- b. Happiness and well being
- c. Emotion focused coping, emotional intelligence
- d. Living well across life stages, cultural context

**Unit 3. Positive cognitive states and processes**

- a. Self efficacy and self acceptance
- b. Wisdom, optimism and hope
- c. Mindfulness and Flow
- d. Optimal experience, developing strength

**Unit 4. Pro-social behavior and wellbeing**

- a. Empathy, altruism, gratitude
- b. Forgiveness, Attachment, Love
- c. Positive experiences in school life
- d. Research and future in positive psychology, applications in community life.

**Evaluation**

**Internal Evaluation: 40 marks**

- **Essay: 20 marks**
- **Two Written Test: 10 marks**



**Semester end Examination: 60 marks**

**Paper Pattern: 7 questions to be set of 15 marks each out of which 4 are to be attempted. One of these could be short notes question which could combine more than one unit.**

***Books for study***

Carr, A. (2004). Positive Psychology a science of happiness and human strengths. NY: BR Publishers

Snyder, C.R. and Lopez, S.J. (2007) Positive Psychology India: Sage.

***References***

Seligman, M. E. P (1991). Learned Optimism. NY: Knopf.

Seligman, M.E.P&Csikszentmihalyi, (2000). Positive Psychology: An Introduction. American Psychologists. 55, 5-14.

Seligman, Steen, Park, & Peterson, (2005). Positive Psychology Progress: Empirical Validation of Interventions

**PSYCHOLOGY**

**Semester IV Course III**

**Elective Course : Six Credits**

**Advanced Applied Psychometrics**

**Objectives**

- 1. To Acquaint students with advanced topics in psychometrics**
- 2. To train them in using the advanced psychometric models with psychometric data.**
- 3. Train students in writing report of the psychometric techniques**

## **Psychometrics: Concepts, Classical Test Theory and Practice**

Psychometrics, Scaling, statistical concepts,

Reliability: Conceptual basis and empirical estimation

Validity: Conceptual basis and empirical estimation, factor analysis and test dimensionality

Classical test theory: assumptions, ramification and practice

Threats to psychometric quality: Test bias, response bias. Special problems in CCT

## **Modern test Theory and Practice**

Item Response Theory (IRT): basic concepts, models and estimations; Item and Item information;

Models for Nominal and graded responses

Nonparametric and Bayesian approach

Other IRT models and applications to non standard testing conditions

## **Generalizability Theory**

Concepts, Generalizability and variance component

G studies and D studies

Conducting and Interpreting Generalizability: One Facet design, two facet design, other designs.

## **Applications**

Psychometric Assessment in Occupational Settings.

Psychometric Clinical Assessment

Psychometrics in Educational Settings

Developing publication quality instrument and manual

## **Presentations/ internal on**

Multidimensional scaling

Profile analysis

Discriminant analysis

Software applications: R in particular

Dominance (preference) scaling

Categorical modeling,

Binary classifications

Non-geometric and non Euclidian model

Confirmatory Factor analysis

## **Books:**

Borsboom, D. ( 2005 ). Measuring the mind: Conceptual issues in contemporary psychometrics .Cambridge , UK : Cambridge University Press .

C.R. Rao (Editor), SandipSinharay (Editor). Handbook of Statistics, Volume 26: Psychometrics.

John Rust and Susan Golombok (2009) Modern Psychometrics: The Science of Psychological Assessment, Third Edition.

JumNunnally and Ira Bernstein. (1994). Psychometric Theory.

Lord, F. M., & Novick, M. R. (1968). *Statistical theories of mental test scores*. Reading , MA : Addison-Wesley.

PB , John Rust, Susan Golombok. (2008). Modern Psychometrics (3rd Revised edition).Taylor & Francis Ltd: UK

R. Michael Furr and Verne R. Bacharach (2013). Psychometrics: An Introduction

### **Internal Examination**

Carry out five psychometric analysis on simulated data sets and report: 20 marks

Classroom test: One test 10 marks.

Classroom presentations: 10 marks.

### **Semester End Examination**

Four questions out of seven 15 marks each.

## **PSYCHOLOGY**

### **SEMESTER IV: Course I**

#### **Core course: 6 credits**

### **MULTICULTURALISM: THEORY & PRACTICE**

#### **OBJECTIVES:**

1. To understand issues of identity, stereotyping and discrimination in a multicultural society
2. To explore issues of diversity and conflict in organizations
3. To highlight theory and new advance in Multicultural Assessment
4. To delineate specific multicultural competencies and interventions

#### **UNIT 1: MULTICULTURALISM & SOCIETY**

- A.** Cultural Identity Development: Caste, Language, Regional, Social Class, Biological Sex, General Role Identity, Marital Status, Physical Disability, Age, Value and Religion, Gender relations and Social Issues

- B. Poverty, environment, migration, economic factors, socio-political factors and technological changes affecting various cultural groups, Cultural Transition, Acculturation and Alienation Issues
- C. Prejudice and Discrimination: Plurality of Diverse Cultural Groups
- D. Rights – based Approach: Orientation to Equal Opportunity

#### **UNIT 2: MULTICULTURAL ASSESSMENT**

- A. Assessment of Prejudice and its Stressful Effects
- B. Assessment of Multicultural Competence (within self and client)
- C. Assessment of Multicultural Personality and Cultural Identity Development
- D. Writing Psychological and Educational reports for Culturally and linguistically Diverse Clients

#### **UNIT 3: MULTICULTURALISM & WORKPLACE**

- A. Multicultural Career Counselling in Education
- B. Multicultural Career Counselling At Work
- C. Managing Diversity in Organizations
- D. Managing Conflict in Organizations

#### **UNIT 4: MULTICULTURAL COUNSELLING**

- A. Counsellor's Awareness of own Cultural values, Knowledge and Skills
- B. Counsellor's Awareness of Client's Worldview
- C. Culturally appropriate Intervention Strategies
- D. Barriers in Multicultural Counselling

### **Evaluation**

#### **Internal Evaluation: 40 marks**

- **Essay: 20 marks**
- **Written Test: 20 marks**

#### **Semester end Examination: 60 marks**

**Paper Pattern: 7 questions to be set of 15 marks each out of which 4 are to be attempted. One of these could be short notes question which could combine more than one unit.**

#### **BOOKS:**

1. American Psychological Association. (1993). Guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse populations. *American Psychologist*, 48, 45-48.
2. Cordeiro, P.A., Reagan, T.G. & Martinez, L.P. (1994). *Multiculturalism and TQE*. California: SAGE
3. Corey, Geldard *Theory and Practice of group Counseling*, CA: Thomson Brooks/Cole
4. Nelson-Jones R (2005). *Basic Counselling Skills: A Helpers Manual*, Stage Publications, New Delhi.
5. Gamst, G.C., Liang, C.T.H., Der-Karabetian, A. (2011). *Handbook of Multicultural Measures*, La Verne: SAGE

6. Garrett McAulifee & Associates (2008) 'Culturally Alert Counselling' A Comprehensive Introduction , Sage Publications.
7. Martines, D. (2008). Multicultural School Psychology Competencies: A Practical Guide. New Delhi: SAGE
8. Marsella, A. J., & Pedersen, P. (Eds.). (1981). Cross-cultural counseling and psychotherapy. New York: Pergamon.
9. Palmer, S. (2002). Multicultural Counselling. London: SAGE
10. Palmer, S. & Laungani, P.D. (1999). Counselling in a Multicultural Society. London: SAGE
11. Paniagua, F. A. (1998). Assessing and treating culturally diverse clients: A practical guide (2nd ed.). Thousand Oaks, CA: Sage.
12. Pederson, P. B. (Ed.). (1985). Handbook of cross-cultural counseling and therapy. Westport, CT: Greenwood Press.
13. Pedersen, P. (2000). A handbook for developing multicultural awareness. Alexandria, VA: American Counseling Association.
14. Pope-Davis, D. B., & Coleman, H. L. K. (1997). Multicultural counseling competence: Assessment, education and training, and supervision. Thousand Oaks, CA: Sage.
15. Rastogi, M. & Thomas, V. (2009). Multicultural Couple Therapy. Purdue: SAGE
16. Sue, Sue D.W. (2006) Multicultural Competencies: Individual and Organizational Development, Sage Publication, New Delhi.

## **PSYCHOLOGY**

### **Semester IV Course III Elective Course: Six Credits**

#### **Advanced skills and processes of counseling and psychotherapy (6)**

##### **Objectives:**

1. Training students in understanding and using the basic and advanced skills for counseling and psychotherapy
2. Training students in understanding and using therapeutic process and related aspects for counseling and psychotherapy
3. Make students practice these skills and techniques

##### **Methods:**

This course will be taught by using methods like teaching, role play, simulated cases, group discussion, self-work, videotaped sessions of role play. Classroom activities, homework activities and assignments are expected to be used. In addition, individual psychological support for self-work to learner may be provided if needed.

##### **Unit I: Skills for Counseling and Psychotherapy**

- a. Basic Skills: Empathy, Genuineness, unconditional positive regard, congruence, Listening, paraphrasing, reflecting, summarizing
- b. Advanced Skills: interpretation, insight, transference interpretation, exploring projections, identifying failure of therapy, identifying working with burnout, self-supervision, confrontation
- c. Characteristics of effective counselor/ therapists
- d. Issues faced by young therapist: Dealing with anxiety, being oneself, self-disclosure, avoiding perfectionism, honesty with limitations, understanding silence, demands from clients; Understanding one's own self and Psychotherapy with self

##### **Unit II: Therapeutic assessment, Contracting and initiating therapy**

- a. Therapeutic assessment, History taking, and Formulation, setting goals.
- b. Contracting and its implications: Contracting for therapy and socialization, communicating ethical and professional rights responsibilities, violations of contract
- c. Skills for opening and closing sessions
- d. Initial session, crisis and support.

##### **Unit III: Process of Counseling and Psychotherapy**

- a. Initial phase: Psych- education, Supportive psychotherapy. Selecting techniques

- b. Ice-breaking, exploration, Loss framework.
- c. Dealing with Resistance: Techniques and applications
- d. Transference and counter-transference

#### **Unit IV: Termination and Follow-up and Documentation**

- a. Termination: Evaluating and sharing progress, Issues in termination and resolution
- b. Follow-up: Systems and techniques, sustained changes
- c. Documentation: Therapists documentation, Communication with other professionals and referrals
- d. Legal implications: Legalities with therapy and Legal communication, documentation.

#### **Internal Evaluation:**

1. Two Role play (video recorded) evaluation of basic and advanced skills for simulated case 10-15 min each. 10 marks
2. Two Role play (video recorded) for contracting and skills for opening and closing: 10-15 min each. 10 marks
3. Class test: Therapeutic assessment and formulation of two simulated cases: 10 marks
4. Two role-play assessments (Video recorded) for Therapeutic skills and process. 10 marks

#### **Books**

- A. Archer, J., & McCarthy, C. J. (2008). Theories of Counseling and Psychotherapy: Contemporary. Applications. Upper Saddle River, New Jersey: Merrill Prentice Hall
- B. Faiver, C., Eisengart, S., Colonna, S. (2003), The counselor intern's handbook. Brooks/Cole Publishing Company, Pacific Grove, California.
- C. Martin, D. G. (2011). Counseling and Therapy Skills . NY
- D. Morrison, J. (2007) The First Interview, Third Edition .
- E. Moursund, J., and Kenny, M. C. (2002). The Process of Counseling and Therapy (4<sup>th</sup> edition). Upper Saddle River, New Jersey: Prentice Hall.

#### **Books for references.**

- A. Corey G. (2012). Theory and Practice of Counseling and Psychotherapy .
- B. Daniel Keeran. (2009). Effective Counseling Skills: the practical wording of therapeutic statements and processes .
- C. Edward S. Neukrug (2010). Counseling Theory and Practice.
- D. Hutchinson D. R. (2011). The Counseling Skills Practice Manual
- E. John Sommers-Flanagan and Rita Sommers-Flanagan (2012). Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies, and Techniques.
- F. Wayne Perry .Basic Counseling Techniques:: A Beginning Therapist's Tool Kit (Second Edition)
- G. Wolberg, L. R. (2005). The Technique of Psychotherapy Part I and II. NJ: Jason Aronson Inc.

### **PSYCHOLOGY**

### **Semester IV Course III**

**Elective course: 6 credits**

## **Advanced Social Psychology**

### **Unit 1. Social Cognition and Social Perception**

- A. Social Cognition and Social Perception
- B. Social Categorization and the Perception of Social Groups
- C. Automaticity in Social Cognition

### **Unit 2. Self Regulation and Social Relationships**

- A. The self regulation of emotion
- B. Self regulation and interpersonal behaviour
- C. Social relationships and self regulation

### **Unit 3. Interpersonal Attraction and Close relationships**

- A. Interpersonal Attraction: review of theory and research, unifying principles
- B. Attraction and Rejection
- C. Close Relationships

### **Unit 4. Conflict and Aggression in relationships**

- A. The attachment perspective of interpersonal and intergroup conflict
- B. Intimate partner violence
- C. Motivations for terrorism

### **Recommended Reading**

2. Bodenhausen, G. V., Kang, S. K. & Peery, D. (2012) *The SAGE handbook of social cognition*. London: Sage.
4. Bargh in S.T. Fiske & C.Neil Macrae (Eds.). *The SAGE handbook of social cognition*. London: Sage.
5. Eastwick, P. W. (in press). Cultural influences on attraction. In Jeffrey A. Simpson & Lorne Campbell (Eds.), *Handbook of Close Relationships*. New York, NY: Oxford University Press.
6. Finkel, E.J. & Eastwick, P. E. (in press). Interpersonal Attraction: In Search of a Theoretical Rosetta Stone. In J. A. Simpson & J. F. Dovidio (Eds.) *Handbook of personality and social psychology: Interpersonal relations and group processes*. Washington. American Psychological Association



7. Finkel, E. J. & Eckhardt, C. I. (in press) Intimate partner violence. In J.A. Simpson & L. Campbell (Eds.). *The Oxford handbook of close relationships*. New York: Oxford University Press.
8. Fiske, S.T. & Macrae, C. N. (Eds.) (2012). *The SAGE handbook of social cognition*. London: Sage.
9. Gawronski, B., & Strack, F. (2012). Cognitive consistency as a basic principle of social information processing. In B. Gawronski & F. Strack (Eds.), *Cognitive consistency: A fundamental principle in social cognition* (pp. 1-16). New York, NY: Guilford Press.
10. Gawronski, B. & Houwer, J.D. (2013). *Implicit measures* H. T. Reis, & C. M. Judd (Eds.), *Handbook of research methods in social and personality psychology* (2nd edition). New York: Cambridge University Press.
11. Nier, J. (2012) *Taking Sides: Clashing Views in Social Psychology* McGraw-Hill/Dushkin, 4/e
12. Payne, B. K., & Gawronski, B. (2010). A history of implicit social cognition: Where is it coming from? Where is it now? Where is it going? In B. Gawronski, & B. K. Payne (Eds.), *Handbook of implicit social cognition: Measurement, theory, and applications*. New York, NY: Guilford Press.
13. Petty R.E. & Brinol, P. (2010) In Gawronski, B. & Payne, B. K. (Eds.) *Handbook of implicit social cognition: Measurement, theory, and applications*. New York, NY: Guilford Press.

#### **Books for Reading:**

1. Aronson, E., Wilson, T. D. & Akert, R. M. (2012). *Social Psychology* 8/e. New York: Pearson
2. Baumeister, R. F. & Finkel, E. J. (Eds.) (2010). *Advanced Social Psychology: State of the Science*. New York: Oxford University Press.
3. Fiske, S.T. & Macrae, C. N. (Eds.) (2012). *The SAGE handbook of social cognition*. London: Sage.
4. Forgas, J. P., Kruglanski, A. W. & Williams, K. D. (Eds.) (2011) *The Psychology of Social Conflict and Aggression* London: Psychology Press of Taylor and Francis.
5. Simpson, J. A. & Campbell, L. (Eds) (2013) *Oxford Handbook of Close Relationships* (Oxford Library of Psychology) New York: Oxford University Press
6. Vohs, K. D. & Baumeister, R. F. (2011) *Handbook of Self Regulation: Research, Theory and Applications* (2<sup>nd</sup> ed.) New York: The Guilford Press.

#### **Books for Reference:**

1. Sansone, C. & Morf, C.C. & Panter, A. T. (2004). *The Sage Handbook of methods in social Psychology* Sage Publications Inc.
2. Devine, P.J. & Plant, A. (2012) Eds. *Advances in Experimental Social Psychology* Volume 45, 2012 Academic Press
3. Deaux, K. & Snyder, M. (2012) (Eds.) *The Oxford Handbook of Personality and Social Psychology* New York: Oxford University Press

**Topics for Essay:** One of the topics is given for essay in internal assessment to each student by course teacher. However, new and emerging areas can also be given for essays in addition to these topics.

- (i) Use of qualitative data in social psychology
- (ii) Implicit Measures in Social Psychology
- (iii) Colour-in-context theory
- (iv) Attribution and adjustment to serious illness
- (v) The social self
- (vi) Interpersonal cognition and relationships
- (vii) Research on close relationships
- (viii) Causal attribution across cultures
- (ix) Current research on attitude change
- (x) Attitude Structure and Change: Implications for Implicit Measures
- (xi) Neural basis of attitudes
- (xii) Social Neuroscience
- (xiii) Cognitive Dissonance and the self
- (xiv) A social psychological perspective on mental health
- (xv) Internet and social behavior
- (xvi) Media Violence
- (xvii) Cyber bullying
- (xviii) Violence on the internet

**Evaluation:**

**Internal evaluation: 40 marks**

- Essay on one of the topic randomly assigned: 20 marks
- Two test of descriptive types: 10 marks each

**Semester end examination: 60 marks.**

**Written examination: Paper pattern:** Seven questions for 15 marks each are set out of which four should be attempted. One of them could be short note question. Any two topics can be combined for these questions.

**PSYCHOLOGY**

**Semester IV: Course III**

Elective Course: 6 Credits

**Behavior Therapy**

**Objectives:**

1. To learn the basic principles of BT, behavioural assessment and formulations
2. To learn the BT techniques
3. To acquire skills of applying BT to specific problems.

**Unit 1. Principles and Assumptions of Behavior Therapy**

Principles and Assumptions  
Behavioural Assessment  
Behavioural Formulation and Steps in BT  
Planning and contracting and initiating, Overt and Covert behaviours;

**Unit 2. Techniques, Process and Applications: I**

Acceleration Behavior Therapy  
Aversion and Flooding, Thought Stopping  
Modeling, Shaping, fading, chaining, Stimulus Generalization and Discrimination  
Cognition and Behavior therapy

**Unit 3. Techniques, Processes and Applications: II**

Relaxation and Systematic Desensitization  
Assertiveness Training  
Contingency Management, Behavioral Parent Training  
Token Economy

**Unit 4. Behavioural Medicine**

Mental Disorders: Anxiety and Depression  
Sleep Problems, Sexual Dysfunctions  
Pain and Headache  
Report and Documentation

**Books**

Antony M. M. and Roemer, L. (2011). Behavior Therapy (Theories of Psychotherapy).

Erwin E. (1978) Behavior Therapy: Scientific, Philosophical and Moral Foundations. CUP

Feldman, M. and Christensen, M. J. Behavioral Medicine: A Guide for Clinical Practice, Third Edition

Geoffrey L. Thorpe, Sheryl L. Olson (1997). Behavior Therapy: Concepts, Procedures and Applications.

Graziano, AM (2009). Behavior Therapy with Children.

John C. Masters, J. C. et al (1990). Behavior Therapy: Techniques and Empirical Findings. New York, Academic Press

Koerner, K. and Linehan, MM (2011). Doing Dialectical Behavior Therapy: A Practical Guide (Guides to Individualized Evidence-Based Treatment) .

Spiegler, M. D. and Guevremont, D. C. (2009). Contemporary Behavior Therapy.

Wolpe, J. (1978). The Practice of Behavior Therapy.

**Internal: 40 marks**

Doing BT formulation for a two simulated Case: 10 marks

Detailed Planning BT for two simulated cases: 10 marks

One Classroom test: 10 marks

Book and or Article review: 10 marks

**Semester end examination: 60 marks.**

**Written examination:** Paper pattern: Seven questions for 15 marks each are set out of which four should be attempted. One of them could be short note question. Any two topics can be combined for these questions.

**PSYCHOLOGY**

**Semester IV Course III**

**Elective Course: six credits**

**Career Counselling and World of Work**

Objective:

1. To understand role of theory in career development and assessment in counselling set ups.
2. To know how career development relates to human development over the lifespan.
3. To appraise students for skills of interventions in career guidance and counselling.

**Unit 1: Introduction to Career Development Interventions**

- a) Definition of terms: career, career development, career development interventions, career counselling, career education.
- b) Career development programs: Important events in the history of career guidance and counselling, Future trends in career guidance and counselling.
- c) Usage of internet in career development
- d) The ethical standards of the NCDA

**Unit 2: Understanding and Applying Theories**

- a) Super's life span: life span theory, life space theory, self-concepts, applying and evaluating super's theory.
- b) John Hollands's theory of types and person-environment interactions: the realistic types, the investigative type, the artistic type, the social type, the enterprising type,

- the conventional type, congruence, differentiation, consistency, vocational identity, applying and evaluating Holland's theory.
- c) Lent, Brown and Hackett's social cognitive career theory: applying and evaluating SCCT.
  - d) The cognitive information processing approach: applying and evaluating CIP approach.

### **Unit 3: Career Development Interventions**

- a) Elementary schools: overview of career development interventions in the school, career development in the elementary schools, goals of career development interventions, career development interventions in the elementary schools, parental involvement.
- b) Middle and high schools: career development goals and career development interventions for middle/junior high schools; career development goals and interventions in high school.
- c) Higher education: the career needs of higher education students, the evolution of career development interventions in higher education, career development competencies in adulthood, self-knowledge, education and occupational exploration, career planning.
- d) Community service: setting for community based career counsellors for private practice, cyber counselling, mental health centers, substance abuse centers, rehabilitation settings.

### **Unit 4: Technology, Strategies and Techniques in Career Guidance and Counselling**

- a) Computer assisted career guidance systems: the internet as the deliverer of computer-assisted systems, Types of Computer assisted systems, Career Information and Planning systems
- b) Strategies: Expanding the limited view of career counselling, career counselling in the 21<sup>st</sup> century, designing career counselling strategies for the 21<sup>st</sup> century.

- c) Framework for Career Counselling: The beginning or initial phase of career counselling, the middle or working phase of career counselling, the Ending or Termination phase of career counselling.
- d) Career Counselling Groups, Professional designations and related service provider.

### **Evaluation**

#### **Internal Evaluation: 40 marks**

- **Essay: 20 marks**
- **Written Test: 20 marks**

#### **Semester end Examination: 60 marks**

**Paper Pattern: 7 questions to be set of 15 marks each out of which 4 are to be attempted. One of these could be short notes question which could combine more than one unit.**

#### Books for Study

Capuzzi, D. and Stauffer, M.D. (2006). Career counseling: Foundations, perspectives, and applications. Boston, MA: Pearson Educational, Inc.

Herr, E.L., and Cramer, S.H. (2003). Career guidance and counselling through the life span: Systematic approaches (6<sup>th</sup>ed.) Boston: Allyn and Bacon.

Fouad, N. (2007). Work and vocational psychology: Theory, research, and applications. *Annu. Rev. Psychology*

Niles, S. and Harris-Bowlsbey, J. (2013). Career development interventions in the 21<sup>st</sup> century (4<sup>th</sup>ed.). Upper Saddle River, NJ: Pearson Education.

Niles, S. and Harris-Bowlsbey, J. (2009). Career development interventions in the 21<sup>st</sup> century (3<sup>rd</sup>ed.). Upper Saddle River, NJ: Pearson Education.

O'Neil, J. M., Fishman, D. M., and Kinsella-Shaw, M. (1987). Dual-career couples' career transitions and normative dilemmas: A preliminary assessment model. *The Counseling Psychologist*, 15, 50-96.58, 5.1 – 5.22.

#### Further References

Brown, D. (2003). Career information, career counseling, and career development (8<sup>th</sup> ed.). Boston: Allyn and Bacon.

Corey, G. (2010). Creating your professional path. Alexandria, VA: American Counseling Association.

Dugan, M. H. and Jurgens, J.C. (2007). Career interventions and techniques: A complete guide for human service professionals. Boston, MA.: Pearson Education, Inc..

Figler, H., and Bolles, R. (1999). The career counselor's handbook. Berkley, CA: Ten Speed Press

Gysbers, N., Heppner, M., and Johnston, J. (2009). Career counseling: Contexts, processes, and techniques (3rd ed.). Alexandria, VA: American Counseling Association

Harr, G.L. (1995). Career guide: Road maps to meaning in the world of work. Pacific Grove, CA: Brooks/Cole.

Kapes, J., Mastie, M., and Whitfield, E. (2002). A counselor's guide to career assessment instruments (4th ed.). Alexandria, VA: NCDA

Peterson, N. and González, R. (2005). The role of work in people's lives: Applied career counseling and vocational psychology (2nd ed.). Pacific Grove, CA: Brooks/Cole.

Remley, T. and Herlihy, B. (2001). Ethical, legal and professional issues in counseling. Boston: Allyn and Bacon

## **PSYCHOLOGY**

### **SEMESTER IV : Course III**

**Elective Course: 6 credits**

## **Child assessment**

### **Objectives:**

3. Familiarizing students with various assessment approaches and tools to assess children.
4. Training students to select, administer, score and interpret various types of general psychology tools used in assessment of children.

### **Unit 1: Assessment of cognition in children**

- a. Available tests to assess intellectual ability of the child, their similarities and differences, age and standard score based tests
- b. Wechsler scales: History and development
- c. Score interpretation
- d. Scatter analysis on tests used with children

### **Unit 2: Developmental evaluation**

- a. Available batteries and tools – VSMS, VABS, Form Board

- b. Judgment based on developmental expectations
- c. Assessment in sensory, motor, expressive and other domains
- d. Effects of developmental delay

### **Unit 3 : Educational assessment**

- a. Assessment of the child in mainstream schooling
- b. Assessment of abilities, strengths and weaknesses
- c. Assessment of Learning disabilities ; reading, writing, calculation
- d. Assessment of creativity, emotional stability, and other adjunctive areas.

### **Unit 4: Personality assessment of children**

- a. Projective procedures and tests – CAT
- b. Activity based assessments –Projective drawing
- c. Play used in personality assessment
- d. Documentation

## **Evaluation**

### **Internal Evaluation: 40 marks**

- Two written tests : 20 marks each
- One of these may comprise of simulated test score profiles for scoring and interpretation.

### **Semester end examination : 60 marks**

**Paper pattern.** 7 questions to be set of 15 marks each out of which 4 are to be attempted. One of these could be short notes question which could combine more than one unit.

### ***Books for study***

Roberts, M.C. and Steele, R.G. (2009) Handbook of Pediatric Psychology, 4<sup>th</sup> ed. NY: the Guilford Press.

Jacobson, J.W. ,Mulick, J.A. , Rojahn, J. (2009) Handbook of Intellectual and Developmental disabilities. NY: Springer.

### ***Books for reference***



Hobart C., Frankel J. and Walker, M. (2004) A practical guide to child observation and assessment, 4<sup>th</sup> edition. UK: Nelson Thornes.

Sattler, J. (2008) Assessment of children: Cognitive foundations. 5<sup>th</sup> edition. CA: La Mesa.

## **PSYCHOLOGY**

**SEMESTER IV : CourseIII**

**Elective course: 6 credits**

## **Forensic psychology**

- Objectives:**1. To familiarize students with the emerging importance of Forensic psychology.  
2. To build awareness regarding the role of the psychologist in Forensic evaluations.

### **Unit 1: Bases of criminal behavior**

- a. Biological and psychological basis of criminal behavior
- b. Theoretical models in Forensic psychology
- c. Place of psychology in forensic science
- d. Ethical principles and professional competencies

### **Unit 2: Forensic assessment**

- a. Empirical profiling of psychopathy
- b. Detection of Malingering and Deception
- c. Use of Brain Electrical Oscillation Signature (BEOS)
- d. Psychology and law : custody issues, testimony, documentation

### **Unit 3: Civil forensic procedures**

- a. Eye witness memory
- b. Jury selection
- c. Child custody
- d. Evaluation of child trauma

### **Unit 4: Criminal Forensic procedures**

- a. Forensic evaluation of delinquency and criminal responsibility
- b. Child sexual abuse evaluations
- c. Violence risk assessment
- d. Competence to stand trial

### **Evaluation**

#### **Internal Evaluation: 40 marks**

- Two written tests : 20 marks each.

#### **Semester end examination : 60 marks**

**Paper pattern.** 5 questions to be set of 10 marks each out of which 3 are to be attempted.

#### ***Books for study***

Bull, R. (ed) 2011) Four volume set Forensic Psychology. LA: Sage publications

Scott, Adrian (2010) Forensic psychology. NY: Palgrave MacMillan.

#### ***Books for reference***

Donohue, W.T. and Levensky, T.R. (2004 )Handbook of Forensic Psychology. NY: Elsevier.

Goldstein, A. M. Volume ed. Weiner, I.B. Series ed. (2003) Handbook of Psychology: Volume 11 Forensic psychology. NJ: J. Wiley and Sons.

Heilbrun, K, Marczyk, G.R. and DeMatteo D. (2002) Forensic Mental Health Assessment : A Casebook. UK:OUP.

McCaffrey, R.J. , Williams, A.D., Fisher, J.M. , Laing, L.C. (1997) The practice of forensic neuropsychology. NY: Plenum press

Weiner, I.B. and Hess, A.K. Ed. (2006) Handbook of Forensic Psychology. NJ: J.Wiley and Sons.

## **PSYCHOLOGY**

### **SEMESTER IV : Course III**

**Elective course: 6 credits**

## **Health psychology**

**Objectives:**1. To underline the role of Health psychology in the 21<sup>st</sup> century.

2. To build awareness about importance and applications of health psychology and the pursuit of well being.

### **Unit 1. Stress and health**

- a. Occupational stress
- b. Daily hassles and their impact
- c. Lifestyle issues, nutrition, substance use
- d. Positive psychology approaches, well being

### **Unit 2: Core concepts in Health Psychology**

- a. Psycho-neuro-immunology
- b. Psychosocial support
- c. Personality factors in illness and health
- d. Health and illness perceptions

### **Unit 3 : Psychology in health care settings**

- a. GAS, cognitive appraisal and diathesis stress model
- b. Behavior change and wellness
- c. Primary prevention
- d. Training health care experts in communication skills

### **Unit 4 : Community and social factors impacting health and well being**

- a. Community health
- b. Health and social relationships
- c. Dispositional optimism and health
- d. Lifestyles, social change and impact on health

### **Evaluation**

#### **Internal Evaluation: 40 marks**

- One written test : 20 marks.
- One essay : 20 marks

#### **Semester end examination : 60 marks**

**Paper pattern.** 7 questions to be set of 15 marks each out of which 4 are to be attempted.

### ***Books for study***

Aldwin, C.M., Park, C.L. and Spiro, A. (2007) Handbook of Health Psychology and Aging. NY: Guilford Press.

Friedman, H.S (2011) Oxford Handbook of Health Psychology. Oxford: OUP.

Snooks, M. (2009) health psychology. London: Jones and Bartlett.

Weinman, J., Johnston, M. and Molloy, G. (2007) Health Psychology, Vol IV, London: Sage.

Strauss, R.O. (2012) Health Psychology – A Biopsychosocial Approach, 3<sup>rd</sup>. ed.

UK: Worth Publications.

Sutton, S., Baum, A. and Johnston, M. (2004) The Sage Handbook of Health Psychology. LA: Sage.

### ***Books for reference***

Bornstein, M.H., Davidson, L. Keyes, C.L. and Kristin, A.M. (2003) Well being – Positive development across the life course. NJ: Lawrence Erlbaum Assoc. Inc.

Lehrer, P., Woolfolk, R.L. and Sime, W. (2007) Principles and practice of Stress Management. NY: The Guilford Press.

## **PSYCHOLOGY**

### **Semester IV Course III**

**Elective Course: 6 credits**

## **Human Resource Management**

### **Objective:**

- 1. To acquaint the students with the Concept of strategic Human resource Management**
- 2. To learn the Various Human Resource Systems and Programme in an organization**
- 3. To acquaint the students with Knowledge of Career planning and Development, Occupational Safety, Health and Wellbeing and Union Management Relationship**

## **1. Strategic Human Resource Management**

- a) Strategic Management Process: Steps in Strategic Management and Types of Strategies
- b) HRM's role in Creating Competitive Advantage
- c) Strategic Human Resource Challenges
- d) HRMs Strategic Roles: Execution and Formulation Role

## **2. Career Planning, Development and Management**

- a. Career, Career Planning, Career Development and Career Management
- b. Career Anchors
- c. Career Stages and Career Concerns
- d. Career Development Cycle

## **3. Occupational Safety, Health and Well-being**

- a. Purpose and Importance of Occupational Safety and Health
- b. Hazards to Occupational Safety and Health
- c. Causes of Occupational Accidents, Accident Incident Rates, Accident Cost and Accident Prevention
- d. Workplace Health Hazards: Problems and Remedies; Employee Assistance Programme (EAP); Health Promotion and Wellness Programmes

## **4. Union Management Relations**

- a. Union Management Relations
- b. Role of Trade Union
- c. Collective Bargaining, Settlement of Disputes, Joint Consultation and Grievance Handling Procedures
- d. Labour Legislation

## References:

- Anderson, N, Ones, D. S., Sinangil, H.K and Viswesvaran, C (Editors) (2005) Handbook Of Industrial and Organizational Psychology, Vol 1 Personnel Psychology. Sage Publications, New Delhi
- Armstrong, M (2005) A Handbook of Human Resource Management Practice 9<sup>th</sup> edition. Kogan Page India, New Delhi
- Aswathappa, K (2010) Human Resource Management. Text and Cases. Eight Edition Tata McGraw-Hill Education Private Limited, New Delhi.
- Blanchard, P.N and Thacker, J.W (2007) Effective Training: Systems, Strategies, and Practices, Second Edition, Pearson Education, Inc, Third Impression, New Delhi.
- Bohlander, G and Snell, S (2004) Managing Human Resources. Thomson Asia Private Limited, India.
- Bratton, J and Gold J (2009) Human Resource Management Theory and Practice 4<sup>th</sup> Edition, Palgrave Macmillan, New York.
- Cascio, W.F and Aguinis, H (2005) Applied Psychology in Human Resource Management. Sixth Edition. Prentice Hall Inc, New Jersey, USA
- Deb, T (2006) Strategic Approach To Human Resource Management: Concepts,

Tools, & Application, Atlantic Publishers, New Delhi

Dessler, G (2011) A Framework for Human Resource Management. Sixth Edition.

Pearson Education Inc. New Delhi.

Dessler, G and Varkkey, B (2011) Human Resource Management. Twelfth Edition.

Pearson Education Inc. New Delhi

Gomez-Mejia, L. R, Balkin, D.B and Cardy, R.L (2010) Managing Human

Resources, Sixth Edition, PHI Learning, New Delhi

Greer, C.R (2009) Strategic Human Resource management. Second Edition Pearson

Education, New Delhi

Goldstein, I.L and Ford, J.K (2002) Training in Organization. Fourth Edition. Thomson

Wadsworth, USA

Ivancevich, J.M (2004) Human Resource Management. Ninth Edition. Tata McGraw Hill

Edition. New Delhi.

Kandula, S.R (2004) Human Resource Management in Practice. Second Printing.

Prentice Hall of India, New Delhi

Landy, F.J., and Conte, J.M (2004) Work in the 21<sup>st</sup> Century. International Edition,

McGraw-Hill, New York, USA

Luthans, F (2008) Organizational Behavior. Eleventh Edition. McGraw Hill International



Edition, New York, USA.

Mamoria, C.B and Gankar, S.V (2001) Personnel Management. 21<sup>st</sup> Revised Edition.

Himalaya Publishing House, Mumbai

Pareek, U and Rao, TV (2003) Designing and Managing Human Resource System. Third

Edition. Oxford & IBH Publishing Co. Pvt. Ltd, New Delhi

Pattanayak, B (2009) Human Resource Management. Third Edition. PHI Learning

Private Limited. New Delhi

Rothwell, W (Editor) (2012) The Encyclopedia of Human Resource Management.

Vol 1, 2, 3. John Wiley and Sons Inc, San Francisco, California.

Sharma, A and Khandekar, A (2006) Strategic Human Resource Management. An Indian

Perspective. Response Books. A Division of Sage Publications, New Delhi.

Subba Rao, P (2009) Personnel and Human Resource Management. Text & Cases.

Himalaya Publishing House, Mumbai

**Evaluation:**

**Internal Evaluation: 40 marks**

- Essay on one of the topic randomly assigned: 20 marks
- Two test of descriptive types: 10 marks each

**Semester end Examination: 60 marks**

Written examination: **Paper Pattern:** Seven questions for 15 marks each are set out of which four should be attempted. One of them could be short note question. Any two topics can be combined for these questions.

**PSYCHOLOGY**

**Semester IV: Course III**

**Elective Course: 6 credits**

**Personnel Psychology**

**Objective:**

1. To acquaint the students with Concept and Functions of Personnel/Human Resource Psychology
2. To apply these Human Resource Principles and Systems in the organization to achieve the higher productivity
3. To become a Personnel and HRD practitioner

**Unit 1. Introduction to Human Resource Management**

- a) Concept and Function of Personnel/Human Resource Psychology
- b) Human Resource Management for Organizational Excellence
- c) Human Resource Management: The Challenges in Indian and Global Scenario
- d) Concept of Equal Opportunity and Diversity

## **Unit 2. Job Analysis**

- a) Purpose, Importance and Uses of Job Analysis
- b) Various Methods of Job Analysis
- c) Job and Role Analysis relationship with other Human Resource Practices
- d) Job Design Approaches and Job Enrichment

## **Unit 3. Recruitment and Selection**

- a) Purpose and Importance of Recruitment and Selection
- b) Recruitment Process: Sources of Recruitment: External & Internal
- c) Stages in Selection Process; Selection Methods
- d) Assessment Center methodology in managerial selection and talent identification.

## **Unit 4. Performance Management System**

- a) Purpose, importance and Uses of Performance Appraisal
- b) 360 Degree Feedback and Performance Management system
- c) Methods of Performance Appraisal; Issues and Biases related to Performance Appraisal
- d) Performance Appraisal Interview, Feedback and Performance Counseling

### **Book of Reading:**

Armstrong, M (2005) A Handbook of Human Resource Management Practice.

9<sup>th</sup> edition, Kogan Page India. New Delhi.

Dessler, G (2011) A Framework for Human Resource Management. Sixth Edition.

Pearson Education Inc. New Delhi.

Dessler, G and Varkkey, B (2011) Human Resource Management. Twelfth Edition.

Pearson Education Inc. New Delhi

Gomez-Mejia, L. R, Balkin, D.B and Cardy, R.L (2010) Managing Human Resources, Sixth Edition, PHI Learning, New Delhi

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Anderson, N, Ones, D.S, Sinangil, H.K and Viswesvaran, C (Edited) (2005) Handbook of Industrial and Organizational Psychology Vol 1 Personnel Psychology. Sage Publications, New Delhi.

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Aswathappa, K (2010) Human Resource Management. Text and Cases. Eight Edition Tata McGraw Hill Education Private Limited, New Delhi

Bratton, J and Gold J (2009) Human Resource Management Theory and Practice. 4<sup>th</sup> edition. Palgrave Macmillian, New York.

Bohlander, G and Snell, S (2004) Managing Human Resources. Thomson Asia Private Limited, India

Cardy, R.L (2004) Performance Management: Concepts, Skills and Exercises. Prentice Hall of India Private Limited, New Delhi.

Cascio, W.F and Aguinis, H (2005) Applied Psychology in Human Resource Management. Sixth Edition. Prentice Hall Inc, New Jersey, USA

Daft, R.L (2002) Organization Theory and Design. Seventh Edition. Thomson Asia Private Limited, New Delhi.

Davidson, J.M and Fielden, S.L (2003) Individual Diversity and Psychology in Organizations. Edited by Davidson, M.J and Fielden, S.L John Wiley and Sons Ltd, England.

Deb, T (2006) Strategic Approach To Human Resource Management: Concepts, Tools, & Application, Atlantic Publishers, New Delhi

Dessler, G (2011) A Framework for Human Resource Management. Sixth Edition. Pearson Education Inc. New Delhi.

Dessler, G and Varkkey, B (2011) Human Resource Management. Twelfth Edition. Pearson Education Inc. New Delhi

Greer, C.R (2009) Strategic Human Resource management. Second Edition Pearson Education, New Delhi

Gomez-Mejia, L. R, Balkin, D.B and Cardy, R.L (2010) Managing Human Resources, Sixth Edition, PHI Learning, New Delhi

Ivancevich, J.M (2004) Human Resource Management. Ninth Edition. TataMcGraw-Hill Publishing Company Limited. New Delhi

Kandula, S.R (2004) Human Resource Management in Practice. Second Printing. Prentice Hall of India, New Delhi

Kavanagh, M.J and Thite, M (2009) Human Resource Information Systems Basic: Applications and Future Directions, Sage Publications, New Delhi.

Landy, F.J., and Conte, J.M (2004) Work in the 21<sup>st</sup> Century. International Edition, McGraw-Hill, New York, USA

Luthans, F (2008) Organizational Behavior. Eleventh Edition. McGraw Hill International Edition, New York, USA.

Mamoria, C.B and Gankar, S.V (2001) Personnel Management. 21<sup>st</sup> Revised Edition. Himalaya Publishing House, Mumbai

Mamoria, C.B and Rao, V.S.P (2012) Personnel Management. Thirtieth Edition. Himalaya Publishing House, New Delhi

Pareek, U and Rao, TV (2003) Designing and Managing Human Resource System. Third Edition. Oxford & IBH Publishing Co. Pvt. Ltd, New Delhi

Pattanayak, B (2009) Human Resource Management. Third Edition. PHI Learning Private Limited. New Delhi

Rao, T.V (1999) HR Audit. Response Books. New Delhi.

Rao, T.V and Rao, R (2003) 360 Degree Feedback and Performance Management System. Vol 1 & 2, TV Rao Learning Systems Private Limited. Excel Books, New Delhi

Rothwell, W (Editor) (2012) The Encyclopedia of Human Resource Management.

Vol 1, 2, 3. John Wiley and Sons Inc, San Francisco, California

Sadri, S., Dastoor, S.D and Jayshree, S (2001) The Theory and Practice of Managerial

Ethics. Jaico Publishing Co. Mumbai.

Sharma, A and Khandekar, A (2006) Strategic Human resource Management. An Indian

Perspective. Response Books. A Division of Sage Publications, New Delhi.

Subba Rao, P (2009) Personnel and Human Resource Management. Text & Cases.

Himalaya Publishing House, Mumbai

**Evaluation:**

**Internal Evaluation: 40 marks**

- Essay: 20 marks
- Two Written Test: 10 marks each

**Semester end Examination: 60 marks**

Written examination: **Paper Pattern:** Seven questions for 15 marks each are set out of which four should be attempted. One of them could be short note question. Any two topics can be combined for these questions.

**PSYCHOLOGYPSYCHOLOGY**

**SEMESTER IV : Course IV**

**Elective course:6credits**

## **Consultation liaison psychology**

**Objectives:**1. To help students familiarize themselves with new emerging overlap areas of other disciplines with psychology

### **Unit 1: Psychology interfaces with other disciplines**

- a. Psychology and Law, Psychology and Education
- b. Psychology and Economics
- c. Psychology and Medical/Life sciences
- d. Psychology and Media and Advertising

### **Unit 2: Potential Applications of interface**

- a. Market research
- b. Product and service development
- c. Behavioral prediction
- d. Health systems management

### **Unit 3: Special groups for Consultation liaison**

- a. Psychological Consultations with Pediatrics
- b. Psychological Consultations with Geriatric patients
- c. Psychological consultations and dialysis and surgical inventions
- d. Psychological consultations in end of life care

### **Unit 4: New emerging areas in consultation liaison**

- a. Bariatric surgery and weight management
- b. Dental treatment, plastic surgery and smile therapy



- c. Transplants and organ donation, psychological evaluations
- d. Health anxieties, pain management, handling psychological needs of the medically ill.

### **Evaluation**

#### **Internal Evaluation: 40 marks**

- Two written tests : 10 marks each.
- One essay : 20 marks

#### **Semester end examination : 60 marks**

**Paper pattern.** 7 questions to be set of 15 marks each out of which 4 are to be attempted.

#### ***Books for study***

Lloyd, G.G. and Guthrie, E (2007) Handbook of liaison psychiatry.  
UK: Cambridge University Press.

#### ***Books for reference***

Jenkins, P. (2002) Legal issues in Counseling and Psychotherapy. London: Sage.

Leigh,H. and Steltzer, J (2008) Handbook of Consultation Liaison Psychiatry. CA: Springer.

## **PSYCHOLOGY**

**Semester IV: Course IV  
Elective Course: 6 credits**

## **CONSUMER PSYCHOLOGY**

### **Unit 1. Qualitative Consumer and Marketing Research**

- a. Qualitative Research Projects
- b. Focus Group Discussion & Depth Interviews
- c. Online Observation and Netnography
- d. Approaches to Data analysis, Interpretation and Theory Building

**Unit 2. Advertising: Seducing the Subconscious**

- a. The Psychology of Communication
- b. Emotion and Consciousness
- c. Decisions and Relationships
- d. New Media: The Power of Advertising

**a. Unit 3. Social Influence and Consumer Behaviour**

- a. How products prime social networks
- b. Influencing Socially Normative Behaviours
- c. Family Decision Making
- d. Post-decisional Information Search

**Unit 4. Online Consumer Behaviour**

- a. Self in the virtual world: online identity
- b. Social media, brand management, authenticity in online communications
- c. Online advertising and online search behaviour
- d. E-tail consumer behaviour

**Books for Reading;**

- (i) Belk, R. W. & Fischer, E & Kozinets R. V. (2013). *Qualitative Consumer and Marketing Research* Los Angeles: SAGE Publications Ltd.
- (ii) Heath, R. (2012). *Seducing the Subconscious; The Psychology of Emotional Influence in Advertising*. West Sussex: Wiley-Blackwell
- (iii) Howard, D., Kirmani, A. & Rajagopal, P. (2012). *Social Influence and Consumer Behaviour*. Psychology Press
- (iv) Close, A. G. (2012) (Ed.) *Online Consumer Behaviour: Theory and Research in Social Media, Advertising and E-tail*. New York: Routledge Taylor & Francis Group

**Books for Reference:**

Haugtvedt, C. P. & Herr, P.M. Kardes, F. R. (2008). (Eds). *Handbook of Consumer Psychology*. New York Psychology Press, Taylor & Francis Group.

K. Dill (Ed.) *The Oxford Handbook of Media Psychology*. New York: Oxford University Press.

Kimmel, A.J. (2012). *Psychological Foundations of Marketing*

**Topics for Essay:** One of the topics is given for essay in internal assessment to each student by course teacher. However, new and emerging areas can also be given for essays in addition to these topics.

- (1) Consumer Behaviour; A Neuroscience Perspective
- (2) Consumer Psychology: An Evolutionary Perspective
- (3) Consumer cognitive structure and Information processing
- (4) Personality and Consumer behaviour
- (5) Psychology & marketing: a dynamic relationship
- (6) Relationship Marketing
- (7) Mobile marketing and consumer behaviour
- (8) Gender Identity in consumer behaviour
- (9) Self identity and Consumer Behaviour
- (10) Consumer Spending Habits
- (11) Search for information to evaluate alternatives
- (12) Post consumption activities
- (13) Traditional views on consumer behaviour
- (14) Consumers as co-creators of value
- (15) Visual Cues and Consumer Preferences
- (16) Situational determinants of consumer dissatisfaction
- (17) Attitudes and preferences towards queues
- (18) Consumer reactions to waiting
- (19) Consumer perception and estimation of time
- (20) Evaluation of purchase and consumption experiences
- (21) Evaluation of consumer experience across time
- (22) Time pressures, Distraction and the use of evidence in consumer behaviour

### **Evaluation**

Internal Evaluation (40 marks): Two tests for 10 marks each

One Essay: 20 marks

External Evaluation (60 marks): Semester-end examination

Four questions to be attempted out of seven, each carrying 15 marks each

### **PSYCHOLOGY**

#### **Semester IV: Course IV**

#### **Elective Course: 6 credits**

#### **Disaster Management**

##### **UNIT I Understanding Disaster**

- a. Disaster preparedness
- b. Rehabilitation, reconstruction and recovery
- c. Disaster Response plan
- d. Information and communication technology in response management

## **UNIT II Human Behaviour and Response Management**

- a. Trauma and stress management
- b. Vulnerability analysis
- c. Vulnerability in the Indian context
- d. Participatory rehabilitation process

## **UNIT III Types of Disaster**

- a. Natural Disaster
- b. Disaster and communal violence
- c. Terrorism
- d. Industrial disaster

## **UNIT IV Sequelae of Disasters**

- a. Training personnel for first response
- b. Training personnel for emotional first aid
- c. Disaster counselling
- d. Media sensitivity in the wake of disaster

## **References**

Bryant Edwards (2005): Natural Hazards, Cambridge University Press, U.K.

New South Wales Health Department (2000). Disaster Mental Health Response Handbook. NSW Health and the Centre for Mental Health, Sydney. Australia. Available: [http://www.nswiop.nsw.edu.au/Resources/Disaster\\_Handbook.pdf](http://www.nswiop.nsw.edu.au/Resources/Disaster_Handbook.pdf)

Sahni, Pardeep et.al. (eds.) 2002, Disaster Mitigation Experiences and Reflections, Prentice Hall of India, New Delhi

Singh Satendra (2003): Disaster Management in the Hills, Concept Publishing Company, New Delhi.

Taori, K (2005) Disaster Management through Panchayati Raj, Concept Publishing Company, New Delhi.

## **Evaluation**

Internal Evaluation (40 marks): Two tests for 20 marks each

External Evaluation (60 marks): Semester-end examination

Four questions to be attempted out of seven, each carrying 15 marks each

## **Semester IV Course IV**

**Elective Course: 6 credits**

**Environmental Psychology and Practice (6 credits)**

## **Unit I Nature and Scope of Environmental Psychology**

- A. What is environmental psychology
- B. Theories and Approaches
- C. Research Methods in Environmental Psychology
- D. Environmental movement in India

### **Unit II Concepts in Environmental Psychology**

- A. Environmental Perception
- B. Environmental Cognition
- C. Environmental Attitudes, Appraisals, and Assessments
- D. Managing Limited Resources

### **Unit III Environmental Influences**

- A. Personal Space
- B. Territoriality
- C. Crowding
- D. Privacy

### **Unit IV Practice in Environmental Psychology**

- A. Introduction to Environment Impact Assessment
- B. Environmental Impact Assessment Notification-2006
- C. Introduction to socio-economic impact assessment
- D. Social Impact Assessment (SIA): methods and reporting of SIA

### **Internal assessment (40 marks)**

1. One thought paper on the topic of student's choice in consultation with course teacher **for 10 marks**
2. One classroom presentation on topic allotted by the course teacher **for 10 marks**
3. To conduct a social impact assessment and suggest mitigation plan on a sector/area/topic of student's choice in consultation with course teacher and write a report **for 20 marks.**

### **Semester end examination (60 marks)**

Four questions out of seven to be attempted, each question for 15 marks, one question may be on short notes

### **Reference:**

1. Gifford, R. (2007). Environmental psychology: Principles and practice (4th ed.). Colville, WA: Optimal Books.
2. Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (2001). Environmental Psychology (5th edition). Toronto: Harcourt Brace College Publishers.
3. Environmental Movements in India P. P. Karan Geographical Review Vol. 84, No. 1 (Jan., 1994), pp. 32-41 Published by: American Geographical Society

4. Gadgil, M. and Guha, R. (1994), Ecological Conflicts and the Environmental Movement in India. Development and Change, 25: 101–136. doi: 10.1111/j.1467-7660.1994.tb00511.x
5. Environmental Impact Assessment Notification-2006  
<http://moef.nic.in/divisions/iass/notif/notif.htm>
6. Ten Sectoral Manuals under EIA Notification, 2006  
<http://environmentclearance.nic.in/writereaddata/Form-1A/HomeLinks/ommodel2.html>
7. Introduction to Environment Impact Assessment  
[http://old.cseindia.org/programme/industry/eia/introduction\\_eia.htm#top](http://old.cseindia.org/programme/industry/eia/introduction_eia.htm#top)
8. Barry Sadler and Mary McCabe (Editors) Second edition 2002:Environmental Impact Assessment, Training Resource Manual,Social Impact Assessment-Topic 13: United Nations Environment Programme(UNEP), Division of Technology, Industry and Economics, Economics and Trade Branch, Geneva.

## **PSYCHOLOGY**

### **Semester IV Course IV**

#### **Elective Course: 6 credits**

### **FAMILY AND COUPLES THERAPY**

#### **Objectives:**

1. To acquaint the students with relevance of family and couples therapy
2. To familiarize the issues faced by families and couples
3. To help develop skills in family and couple therapy

#### **Unit I: Family & Couple Functioning**

- A. Understanding Family: Single Parent Families, Remarried Family, Culturally Diverse Families

- B. Crisis in Families: Child Sexual Abuse, Domestic Violence, Marital Rape, Substance Abuse
- C. Culturally Diverse Couples: Religious Minority Couple Therapy, Queer Couples, Difference in Social Economic Conditions, Caste Differences (Khap Panchayats)
- D. Understanding Attachment in Families and Couples

### **Unit II: Issues and Conflicts in Families and Couples**

- A. Sexuality Issues: Impact on Family & Couple
- B. Resolving Conflict in Relationships: Conflict Management in Relationships/Marriage/Family/Sibling/Child
- C. Managing Risks with Potentially Dangerous Clients
- D. Ethics and Professional Issues in Family and Couple Counselling

### **Unit III: Therapeutic Interventions I**

- A. Object Relations Couple Therapy
- B. Existential Dilemmas and Skills Building In Couples
- C. Emotional Focused Couple Therapy
- D. Brief Strategic Family Therapy

### **Unit IV: Therapeutic Interventions II**

- A. Redecision Family Therapy
- B. Integrative Problem Centered Therapy
- C. Cognitive- Behavioural Couple Therapy
- D. Narrative Couple Therapy

### **Books of Study**

1. Corey, G (1996). Theory and Practice of Counseling and Psychotherapy. California: Brooks/ Cole Publishing
2. Nichols, M.P. (2010). Family Therapy: Concepts and Methods (9<sup>th</sup> Ed.). Boston: Allyn and Bacon
3. Nichols, M.P. (2009). Inside Family Therapy: A Case Study in Family Healing (2<sup>nd</sup> Ed.), Boston, MA; Pearson: Allyn and Bacon
4. Jongsma, A. & Dattilio, F. (2000). The Family therapy treatment planner, New York: John Wiley.
5. Johnson, S.M. (2005) Becoming an Emotionally Focused Therapist. New York: Taylor & Francis
6. Gurman, A.S. (2008). Clinical Handbook of Couple Therapy (Ed., 4<sup>th</sup> ed.). New York, NY: The Guilford Press

7. Johnson, S.M. & Whiffen, V.E. (2003). Attachment Processes in Couple and Family Therapy (Eds.). New York, NY: The Guilford Press
8. Hecker, L. (2010). Ethics and Professional Issues in Couple and Family Therapy. New York, NY: Routledge

**Evaluation:**

**Internal Examination: 40 Marks:**

- Two Written Test: 10 Marks each
- One essay 20 marks

**Semester & Examination: 60 Marks:**

- 7 Questions to be set of 15 marks each out of which 4 are to be attempted.

**PSYCHOLOGY**

**Semester IV: Course IV**

**Elective Course: Six Credits**

**Gender and Psychology**

**Objectives:**

- A. To sensitize students with issues related to gender and psychology**
- B. To train them to apprise and conduct psychological research with reference to gender**
- C. To acquaint them with various topics and critical perspective related to gender and psychology**

**Introduction, Concepts and Methods**

- A. Concepts: gender, sex, masculinity, femininity, feminism, men and masculinity
- B. Studying gender: Methods and History of Gender Research
- C. Gender Stereotypes: Masculinity and Femininity Gender-Role Attitude
- D. Multiplicity of genders

**Theoretical Positions about gender development and Functioning**

- A. Hormones and Chromosomes
- B. Theories of Gender Development, Developing Gender Identity
- C. Sex related comparisons: Theory and Observations



- D. Social Cognitive Theory of gender development and functioning; Sex role theory

#### **Gender and Specific Topics**

- A. Intelligence and Cognitive Abilities
- B. Emotions
- C. Relationships and Sexuality
- D. Careers and Work

#### **Gender, Health and Other Topics**

- A. Health and Fitness
- B. Psychopathology, Sex Treatment for Mental Disorders
- C. Stress, Coping, and Differences in Health: Evidence and Explanations
- D. How Different?, Colonialization and Gender

#### **Books for Reading and References**

1. Brannon L. (2012). *Gender: Psychological Perspectives, 6/E, McNeese State University*
2. Helgeson, V. S. (2010) *Psychology of Gender, 4/E Carnegie Mellon University.*
3. Magnusson E. and Marecek, J. (2012). *Gender and Culture in Psychology: Theories and Practices.*
4. Norem J. K. and Clinchy B. M. (1998). *The Gender and Psychology Reader*
5. Rudman, L. A. and Glick, P. (2008). *The Social Psychology of Gender: How Power and Intimacy Shape Gender Relations.*

#### **Internal Examination**

1. Essay on any one topic randomly assigned: 20 marks
2. Community based activity: 10 marks
3. Formulation of intervention for gender and psychology: 10 marks

#### **External Examination: 60 marks**

Four out of seven questions for 15 marks each.

### **PSYCHOLOGY**

#### **Semester IV: Course IV**

#### **Elective Course: 6 credits**

#### **Group Processes**

#### UNIT I Group processes: Overview

- a. Social influence
- b. Group dynamics
- c. Reaching group goals
- d. Social interdependence and trust

#### UNIT II Interpersonal behaviour

- a. Social facilitation
- b. Communication in groups
- c. The influence of authority
- d. Decision making in groups

#### UNIT III Intergroup relations

- a. Deindividuation and collective behaviour
- b. Co-operation and competition between groups
- c. Social categories and social identity
- d. Building social harmony

#### UNIT IV Group facilitation

- a. Facilitation skills and competencies
- b. Facilitation and social change
- c. Facilitation and leadership
- d. Managing conflict in facilitated groups

#### **References**

Brown, R.J. (2000) Group Processes: dynamics within and between groups, 2nd Edition. Oxford: Blackwell.

Corey, M., Corey, G. & Corey, C. (2008). Groups: Process and Practice. (8th Edition). Monterey, Ca.: Brooks/Cole.

Johnson, D.W. & Johnson, F.P. (2009). Joining Together: Group Theory and Group Skills. (10th Edition). Needham Heights, MA: Allyn & Bacon. (Available at the University Bookstore).

Toseland, R.W. & Rivas, R.F. (2009). An introduction to group work practice. (6th ed.) (Chapter 1: pp. 3-44) Toronto: Allyn and Bacon

Zander, A. (1994). Making Groups Effective. San Francisco: Jossey-Bass.

#### **Evaluation**

##### **Internal Evaluation (40 marks):**

Two tests for 10 marks each.

Essay 20 marks.

**External Evaluation (60 marks): Semester-end examination**

Four questions to be attempted out of seven, each carrying 15 marks each **PSYCHOLOGY**

**PSYCHOLOGY**

**SEMESTER IV : Course IV**

**Elective course: 6 Credits**

## **Palliative care and counseling**

- Objectives:**
1. To introduce the basic concepts of counseling in palliative care settings
  2. Helping students develop basic skills in palliative care and counseling

**Unit 1: Basic principles and procedures**

- a. History of palliative care and counseling
- b. Death and dying
- c. Collusion
- d. Breaking bad news

**Unit 2: Key processes in Palliative care and counseling**

- a. Communication, information and support
- b. Dealing with pain and anxiety
- c. Detection of depression, suicidal intent, bereavement care
- d. Maintaining hope and dignity, QOL

**Unit 3: Client profiles in palliative care and counseling**

- a. Cancer patients
- b. Non malignant palliative clients, eg. MS, HIV
- c. Pediatric palliative care
- d. Caregiver stress and burden, staff stress.

**Unit 4: Applications and ethical issues**

- a. Empowering patients and families
- b. Living with loss, anger, symptom management

- c. Ethical issues - Disclosure, consent, treatment choice
- d. Euthanasia

## **Evaluation**

### **Internal Evaluation: 40 marks**

- **Two written tests: 20 marks each.**
- **Essay 20 marks**
- **Semester end examination: 60 marks**

**Paper pattern.** 7 questions to be set of 15 marks each out of which 4 are to be attempted.

### ***Books for study:***

Davy, J. and Ellis S. (2000) Counseling skills in palliative care. Philadelphia: Open University Press

Lloyd-Williams, Mari. (2005) Psychosocial issues in Palliative care. Oxford: OUP.

### ***Books for reference:***

Heyse-Moore, L. Speaking of dying: A guide to using counseling skills in palliative care. London: Jessica Kingsley Publishers.

*Recent issues of Indian Journal of Palliative Care, Medknow Publishers.*

**PSYCHOLOGY**

**Semester IV Course IV**

**Elective Course: 6 credits**

**Organization Development**

**Objective:**

1. To acquaint the student with Nature, Foundations and overview of Organization Development
2. To understand the values, assumptions and Beliefs in Organization Development
3. To Help students understand the Process and Intervention in Organization Development

**Unit 1. Introduction to Organization Development**

- A. Definition, Nature and History of Organization Development
- B. Approaches to OD: Laboratory training stem, Survey Research and Feedback stem, Action Research Stem and Sociotechnical Stem
- C. Values, Assumptions and Beliefs in Organization Development
- D. Competencies of an Effective Organization Development Practitioner

**Unit 2. Managing the Organization Development Process**

- A. Models and Theories of Planned Change
- B. Diagnosis: Diagnose the state of the systems, its subunits and Organizational Processes
- C. Action Research and Organization Development
- D. The Program Management component

**Unit 3. Managing Change and Organization Development**

- A. Organization Change: An Introduction; Forces of Change and Types of Change
- B. Approaches to Organizational Development and Change
- C. Resistance to Organizational Change
- D. Implementing Organizational Change

**Unit 4. Organizational Development Interventions:**

- A. Team Interventions
- B. Intergroup and Third-Party Peacemaking Interventions
- C. Structural Interventions
- D. Comprehensive OD Intervention

**Books of Study:**

Cummings, T.G and Worley, C.G (2001) Organization Development and Change.

Thomson Learning. USA

French, W.L., Bell,Jr, C.H and Vohra, V (2011) Organization Development. Sixth

Edition. Eleventh Impressions. Pearson Prentice Hall, New Delhi

Ramnarayan, S and Rao, T.V (2011) Organization Development: Accelerating Learning  
and Transformation. Revised and Updated 2<sup>nd</sup> edition. Sage Publication. New Delhi.

Rothwell, W. J and Sullivan, R. L (Editors) (2005) Practicing Organization Development:

A Guide for consultants Second Editor. Pfeiffer A Wiley Imprint. Sanfrancisco,  
California, USA

**Books of References:**

French, W.L and Bell, Jr,C.H (2006) Organization Development. Sixth Edition, Prentice-

Hall of India Private Limited, New Delhi.

Seth Allcorn (2006) Organizational Dynamics and Intervention: Tools for Changing the Workplace. Prentice-Hall of India Private Limited, New Delhi

Sharma, R.R (2010) Change Management: Concepts and Applications. Tata McGraw Hill Education Private Limited. New Delhi.

Rothwell, W. J and Sullivan, R. L (Editors) (2005) Practicing Organization Development: A Guide for consultants Second Edition. Pfeiffer A Wiley Imprint. San Francisco, California, USA

**Evaluation:**

**Internal Evaluation: 40 marks**

- Essay: 20 marks
- Two Written Test: 10 marks each

**Semester and Examination: 60 marks**

Written examination: **Paper Pattern:** Seven questions for 15 marks each are set out of which four should be attempted. One of them could be short note question. Any two topics can be combined for these questions.

Semester IV: Course IV

Elective Course: 6 credits

## **Change Management**

### **Objective:**

- 1. To acquaint the students with Pressures and forces of Organizational change**
- 2. To familiarize the students with Interventions in organizational change**
- 3. To understand how a change is implemented**

### **1. Organizational Change: An Overview**

- a) An Overview and Process of Change
- b) External and Organizational Pressures for Change
- c) Forces of change
- d) Theoretical Frameworks of Organizational Change

### **2. Models of Change**

- a) Recent Approaches to Organizational Development and Change
- b) Process Based Change Models
- c) Models of Evolving Managerial Interpretation of Change
- d) Content Based Models



### **3. Organizational Change Intervention**

- a) Human Process Intervention
- b) Techno-structural Intervention
- c) Human Resource Intervention
- d) Strategic Intervention

### **4. Implementing Change**

- a) Appreciative Inquiry Approaches
- b) Sense-Making Approaches
- c) Change management and Contingency Approaches
- d) Processual Approaches

### **References:**

Fisher, D (1999) Communication in Organizations. Second Edition. Jaico Publishing House, Mumbai

Harvard Business Review (2002) on Culture and Change. Harvard Business School Press, Boston, USA.

Palmer, I., Dunford, R., Akin, G (2007) Managing Organizational Change: A Multiple Perspectives Approach. Tata-McGraw Hill Edition. New Delhi

Sharma, R.R (2010) Change Management: Concepts and Applications. Tata McGraw Hill, New Delhi

Shani, A.B, Chandler, D., Coget, J.F and Law, J.B (2009) Behavior in Organizations. An Experiential Approach. Ninth Edition. McGraw-Hill Irwin. New York, USA.

**Evaluation:**

**Internal Evaluation: 40 marks**

- Essay: 20 marks
- Two Written Test: 10 marks each

**Semester end Examination: 60 marks**

Written examination: **Paper Pattern:** Seven questions for 15 marks each are set out of which four should be attempted. One of them could be short note question. Any two topics can be combined for these questions.

**Semester IV Course III**

**Elective Course: 6 credits**

**Social psychology and praxis**

- 1. Problem identification and definition**
  - a. Introduction
  - b. Key questions for problem definition
  - c. Research for a problem definition
  - d. Completing the problem definition
- 2. Theory-based explanations for problems**
  - a. Specifying the outcome variable
  - b. Requirements for the outcome variable
  - c. Divergent phase: generating explanations
  - d. Convergent phase: reducing the number of explanations
- 3. Developing and testing the process model**
  - a. Formulating a process model
  - b. Heuristics for developing a process model
  - c. Testing the process model

- d. Doing your own research
- 4. Developing the interventions**
  - a. Preparing intervention development
  - b. Developing the intervention
  - c. Building the intervention programme
  - d. Implementation of the intervention

**Internal Assessment: 40 marks.**

Field investigation assignments on each of the unit above based on a social situation that may be actual or simulated and recent or past. In all students will have to complete four assignments, ten marks each.

**Semester end examination: 60 marks.**

Written examination: Paper pattern: Seven questions for 15 marks each are set out of which four should be attempted. One of them could be short note question. Any two topics can be combined for these questions.

**Reference:**

Buunk, A. P., & Van Vugt, M. (2007). Applying social psychology: From problems to solutions. London: Sage Publications.

**PSYCHOLOGY**

Semester IV Course III

Elective Course: 6 credits

**Group and Team Effectiveness in Organization**

**Objective:**

1. To acquaint the student with the foundation of Group Dynamics in organization set up
2. To understand the concepts, nature and principle of Group and Team Effectiveness
3. To become Organizational Behavior Practitioner (Group and Team Effectiveness)

**Unit 1. Foundations of Group Dynamics**

- a) Defining and Classifying Groups; Stages of Group Development
- b) Group Properties: Roles, Norms, Status, Size and Cohesiveness
- c) Dynamics of Informal Groups: Norms and Roles in Informal Groups, Informal
- d) Roles and the Informal Organization The Dynamics of Formal Work Group: Positive and Negative Attributes of Committees

## **Unit 2. Group Decision Making**

- a) Group versus the Individual Decision making
- b) Consensus Decision Making
- c) Group Decision Making Techniques
- d) Group Think and Group Shift Group Behavior: An Asian Perspective

## **Unit 3. Understanding Work Teams**

- a) Why Have Teams Become So Popular? Difference between Groups and Team
- b) Types of teams, Team Roles at Work; Turning Individuals into Team Players; Team Building and Team Based work
- c) Work Teams: Types, Effectiveness and Stumbling blocks; Creating Effective Teams
- d) Teams in Action: Virtual Teams and Self-Managed Teams

## **Unit 4. Communication**

- a) Functions of Communication; The Communication Process
- b) Direction of Communication; Interpersonal Communication; Organizational Communication; Communication in the Computerized Information Age
- c) Barriers to Effective Communication
- d) Neuro-Linguistic Programming and Communication

## **Books for Study:**

Belbin, R (2010) Team Roles at Work. 2<sup>nd</sup> edition. Elsevier, Oxford, United Kingdom.

Kreitner, R and Kinicki, A (2008) Organizational Behavior, Eight Edition, Tata McGraw Hill Publishing Company Limited, New Delhi, India

Luthans, F (2011) Organizational Behavior: An Evidenced based approach. Twelfth Edition. McGraw Hill, New York.

Pareek, U (2009) Understanding Organizational Behavior. Second Edition. Oxford University Press. New Delhi.

Robbins, S.P., Judge, T.A., and Vohra, N (2012) Organizational Behavior, 14<sup>th</sup> Edition. Pearson Prentice Hall, New Delhi. India

Schultz, D and Schultz, S.E (2006) Psychology and Work Today. Pearson Education Inc. Ninth Edition, New Jersey, USA.

#### **Books for References:**

Anderson, N, Ones, D. S; Sinangil, H.K and Viswesvaran, C (Editors) (2005) Handbook Of Industrial and Organizational Psychology. Vol 1 Personnel Psychology. Sage Publications, New Delhi.

Anderson, N, Ones, D.S, Sinangil, H.K and Viswesvaran, C (Editors) (2005) Handbook Of Industrial and Organizational Psychology Vol 2. Organizational Psychology, Sage Publications, New Delhi.

Armstrong, M (2005) A Handbook of Human Resource Management Practice. 9<sup>th</sup> edition. Kogan Page India. New Delhi.

Atherton, T (2005) How to be better at ..... Delegation and Coaching. Kogan Page India Private Limited, New Delhi

Belbin, R (2010) Team Roles at Work. 2<sup>nd</sup> edition. Elsevier, Oxford, United Kingdom.

Butler, M and Rose, E (2011) Introduction to Organisational Behaviour. Jaico Publishing House, Mumbai.

Clegg, S., Korberger, M and Pitsis, T (2012) Managing and Organizations: An Introduction to Theory and Practice. Sage Publications. New Delhi.

Cooper, C.L (2011) Organizational Health and Well-being. Vol 1,2,3. Sage Publications. New Delhi.

Greenberg, J and Baron, R.A (2009) Behavior in Organizations, Ninth Editions. Prentice Hall India Learning Private Limited, New Delhi.

Janasz, S.C. de. Dowd, K.O & Schneider, B.Z (2012) Interpersonal Skills in Organizations. 3<sup>rd</sup> Edition. Tata McGraw Hill Edition. New Delhi

Kreitner, R., Kinicki, A and Buelens, M (1999) Organizational Behaviour. McGraw Hill Publishing Co. England.

Lamberton, L.H & Minor, L (2012) Human Relations: Strategies for Success. 4<sup>th</sup> edition. Tata McGraw Hill Education Pvt Ltd. New Delhi.

Landy, F.J and Conte, J.M (2004) Work in the 21<sup>st</sup> Century. An Introduction to Industrial and Organizational Psychology, McGraw Hill International Edition, New York. USA

Luthans, F (2008) Organizational Behavior. Eleventh Edition. McGraw-Hill International

Edition, New York, USA

Mamoria, C.B and Rao, V.S.P (2012) Personnel Management. Thirtieth Edition.

Himalaya Publishing House, New Delhi

McShane, S.L., Glinow, MAV., and Sharma, R.R (2011) Organizational Behavior. 5<sup>th</sup>

Edition. Tata McGraw Hill Education Private Limited, New Delhi.

Nelson, D.L and Cooper, C.L (2007) Positive Organizational Behavior. Sage Publications

New Delhi.

Rawat, P and Kumar, S (2010) Workplace Empowerment: A Study. Excel Books, New

Delhi.

Robbins, S.P., Judge, T.A., and Sanghi, S (2009) Organizational Behavior, 13th

Edition, Pearson Prentice Hall, New Delhi, India.

Robbins, S.P., Judge, T.A., and Vohra, N (2012) Organizational Behavior, 14<sup>th</sup>

Edition. Pearson Prentice Hall, New Delhi. India

Schermerhorn, J.R Jr., Hunt, J.G, Osborn, R.N (2001) Organizational behavior, Seventh

Edition, John Wiley and Sons, Inc New York.

Shani, A.B., Chandler, D., Coget, J.F and Law, J.B (200) Behavior in Organizations: An

Experiential Approach. Ninth Edition. McGraw-Hill Irwin New York, USA.

Sinha, J.B.P (2008) Culture and Organizational Behavior. Sage Publications, New Delhi,

India.

**Evaluation:**

**Internal Evaluation: 40 marks**

- Essay: 20 marks
- Two Written Test: 10 marks each

**Semester and Examination: 60 marks**

Written examination: **Paper Pattern:** Seven questions for 15 marks each are set out of which four should be attempted. One of them could be short note question. Any two topics can be combined for these questions.

**PSYCHOLOGY**

**SEMESTER IV : Course III**

**Elective course: Six Credits**

**Child emotional and behavioral problems and interventions**

**Objectives:**1. To familiarize students with the various manifestations of problems in children.



2. To outline the intervention approaches that may be best applied to each

**Unit 1: Developmental disorders**

- a. Pervasive developmental disorders
- b. Motor skills disorders
- c. Communication disorders
- d. Eating and elimination disorders

**Unit 2: Cognitive deficits and learning disability in children**

- a. Mental retardation
- b. Slow learners, low ranges of intellectual ability
- c. Learning disabilities in reading and writing
- d. Nonverbal Learning Disability

**Unit 3 : Attention deficits and disruptive behavior disorders**

- a. Attention deficit disorder
- b. Attention deficit Hyperactivity disorder, overactivity
- c. Short attention spans and distractibility
- d. Conduct disorders and anger, violence, bullying

**Unit 4: Functional disorders in children**

- a. Anxiety, separation anxiety and excessive shyness and avoidant behaviors
- b. Depression, failure to thrive, loneliness
- c. Conduct problems and problems of impulse control
- d. Special situations: adoption, abuse and neglect, poor discipline, parental divorce or death.

## **Evaluation**

### **Internal Evaluation: 40 marks**

- Two written tests : 20 marks each.

### **Semester end examination : 60 marks**

**Paper pattern.** 7 questions to be set of 15 marks each out of which 4 are to be attempted.

### ***Books for study***

Roberts, M.C. and Steele, R.G. (2009) Handbook of Pediatric Psychology, 4<sup>th</sup> ed. NY: the Guilford Press.

Jacobson, J.W. ,Mulick, J.A. , Rojaln, J. (2009) Handbook of Intellectual and Developmental disabilities. NY: Springer.

### ***Books for reference:***

Cross, M (2011) Children with social, emotional and behavior difficulties and communication problems. 2<sup>nd</sup> ed. London: Jessica Kingsley publishers.

