

Revised Syllabus
Programme: M.A.
Course - Psychology
Semester I, II, III and IV

Credit Based Semester and Grading System
(w.e.f the Academic Year 2014 – 2015 for Sem I & II and
from Academic Year 2015-16 for Sem III & IV)

A. Eligibility Criteria:

1. Bachelor degree of this University or degree of any other University recognized as equivalent thereto, with psychology as the single major subject or as one of the double major subjects or as one of the major subjects at the final year of graduate degree.
2. Reservation according to Government Rules.

B. 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 courses have 4 Units
6. Four (04) Teaching hours per week per 6 credit course
7. For an elective to be offered a minimum of 05 students are required and maximum number should not exceed 25 students.

C. 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 (Core Course): PAPSY101: Personality Psychology: 6 credits

Course II (Core Course): PAPSY102: Research Methodology for Psychology: 6 Credits

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

Course IV (Core Course): PAPSY104: Experimental Psychology Practical: 6 Credits

Syllabus for Semester II

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

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

Course VII (Elective Course): PAPSY203: 6 Credits: Students have to choose a course from A to D for 6 Credits

A. Clinical Psychopathology : PAPSY203A

B. Counselling Across the Lifespan and Addressing Special Groups: PAPSY203B

C. Organizational Behaviour: PAPSY203C

D. Constructing Social Psychology: Theoretical perspectives and applications: PAPSY203D

Course VIII (Core Course): PAPSY204: Psychological Testing and Psychometrics Practical: 6Credits

Syllabus for Semester III

Course IX (Core Course): PAPSY301: Multiculturalism: Theory and Practice: 6 Credits

Course X (Elective Course): PAPSY302: 6 Credits: Students have to choose a course from A to D for 6 Credits

A. Assessment in Clinical Psychology: PAPSY302A

B. Assessment in Counselling Psychology: PAPSY302B

C. Competency and Assessment in Organization: PAPSY302C

D. Assessment in Social Psychology: PAPSY302D

Course XI (Elective Course): PAPSY303: 6 Credits: Students have to choose a course from A to E for 6 Credits

A. Positive Psychology: PAPSY303A

B. Neuropsychology: PAPSY303B

C. Environmental Psychology and Practice: PAPSY303C

D. Peace Psychology: PAPSY303D

E. Forensic Psychology: PAPSY303E

Course XII (Elective Course): PAPSY304: 6 Credits: Students have to choose a course from A to D for 6 Credits

A. Practicum in Clinical Psychology: PAPSY304A

B. Practicum in Counselling Psychology: PAPSY304B

C. Practicum in Industrial Psychology: PAPSY304C

D. Practicum in Social Psychology: PAPSY304D

Syllabus for Semester IV

Course XIII (Elective Course): PAPSY401: 6 Credits: Students have to choose a course from A to E for 6 Credits

- A. Consumer Psychology: PAPSY401A
- B. Rehabilitation Psychology: PAPSY401B
- C. Advanced Skills and Processes of Counseling and Psychotherapy: PAPSY401C
- D. Advanced Social Psychology: PAPSY401D
- E. CBT and REBT: Basics and Application: PAPSY401E

Course XIV (Elective Course): PAPSY402: 6 Credits: Students have to choose a course from A to E for 6 Credits

- A. Workplace Counselling: PAPSY402A
- B. Family and Couples Therapy: PAPSY402B
- C. Group Therapy: PAPSY402C
- D. Human Resource Management: PAPSY402D
- E. Behavior Therapy: PAPSY402E

Course XV (Elective Course): PAPSY403: 6 Credits: Students have to choose a course from A to E for 6 Credits

- A. Personality Disorders: Theory, assessment, and Interventions: PAPSY403A
- B. Career Counselling and World of Work: PAPSY403B
- C. Social Problems: Skills and Interventions: PAPSY403C
- D. Organizational Development: PAPSY403D
- E. Health psychology: PAPSY403E

Course XVI (Elective Course): PAPSY404: 6 Credits: Students have to choose a course from A to D for 6 Credits

- A. Practicum in Clinical Psychology: PAPSY404A
- B. Practicum in Counselling Psychology: PAPSY 404B
- C. Practicum in Industrial Psychology: PAPSY404C
- D. Practicum in Social Psychology: PAPSY404D

D. Scheme of Examination:

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.

I. 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 option of research project is applicable for theory course (Core course or Elective Course) and not applicable to practical or practicum course. 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. It has to be noted a given student cannot opt for research project as an option for internal assessment for more than one course in a semester.

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

If a student does not appear for one or more of the classroom evaluation (internal assessment test/ presentation / submission etc) for any given course mentioned then the student can take only one classroom evaluation conducted in addition 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, II, III, IV 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 Internal Assessment (that is a student is unable to secure 16 out of 40), then the student will be given an additional internal assessment assignment which he/she has to finish in stipulated duration i.e. submit the report, make presentations, and appear for the viva-voce examination. The assignment for internal evaluation 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 classroom internal assessment assignment, then the student will be declared as failed in the internal assessment of that course.

3. Course wise Specification of Classroom Evaluation for following Courses:

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

4. Classroom Evaluation (40 marks): Two classroom evaluations, 20 Marks each (Not applicable for practicum or practical paper, for the division of marks of internal assessment refer to respective practical or practicum syllabus)

5. Instructions for Research Project (40 marks):

A student can carry out a data based research project as 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.

II. Semester-End Examination (60 Marks):

Written examination: Paper pattern: 7 questions to be set of 15 marks each, out of which 4 are to be attempted. One of them could be short notes question, which could combine more than one unit.

E. Attendance Requirement:

The candidates are required to attend a minimum of 75 % of the total number of lectures in each course and field work/ practicum wherever required, in order to be eligible to appear for the semester end exams at all the semesters.

F. 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.

SEMESTER I

PSYCHOLOGY
MA Semester System (CBSGS), Revised Course, 2014
Semester I: Course I
Core Course: 6 credits, 60 hrs.
PERSONALITY PSYCHOLOGY:PAPSY101

Objectives:

1. Introducing various theories of personality
2. Help learners to evaluate personality theory and research
3. Understand modern approaches to personality

Unit 1. Intrapsychic domain

- a. Psychoanalytic aspects of personality.
- b. Psychodynamic perspective: contemporary issues
- c. Motives and personality: basic concepts, big three motives,
- d. Humanistic tradition.

Unit 2. Biological domain and cognitive-behavioral domain

- a. Genetic and personality evolutionary approach to personality.
- b. Physiological approaches to personality.
- c. Behaviorist and learning aspects of personality.
- d. Cognitive and cognitive-experiential aspects of personality.

Unit 3. Dispositional domain: trait approach

- a. Allport, R. B. Cattel, Eysenck's three factor.
- b. Big-Five and Five-Factor Model: theory, evidence and applications, circumplex approach.
- c. Personality trait and personality disorders.
- d. Measurement of trait and theoretical and measurement issues, personality dispositions over time.

Unit 4. Social-cultural and adjustment domain

- a. Personality and social interaction
- b. Sex-gender and personality
- c. Culture and personality
- d. Stress, coping adjustment and health.

Books for reading

1. Buss D. M. & Larsen R. J. (2009). *Personality Psychology: Domains of Knowledge About Human Nature*. NJ: McGraw-Hill Humanities.
2. Corr, P. J. & Gerald Matthews, G. (2009). *The Cambridge Handbook of Personality*

Psychology. Cambridge : Cambridge University Press.

3. Dan P. McAdams D. P. (2008). *The Person: An Introduction to the Science of Personality Psychology*. Wiley.
4. Friedman, H. S. & Schustack, M. W. (2009). *Personality: Classic Theories and Modern Research*. 4/E. NY: Pearson.
5. Pervin, L. A. (2002) *Science of Personality* (2nded.). USA: Oxford University Press.

Books for reference

1. Brody, N., & Ehrlichman, H. (1998). *Personality Psychology: Science of Individuality*. Englewood Cliffs, NJ: Prentice Hall.
2. Burger, J. M. (2010). *Personality*. Wadsworth Publishing.
3. Costa, P.T., & Widiger, T.A. (2002). *Personality disorders and the five-factor model of personality* (2nd ed.). Washington, DC: American Psychological Association.
4. Cervone, D., & Pervin, L. A. (2009). *Personality: Theory and Research* (11th ed.). New York: John Wiley & Sons.
5. Chamorro-Premuzic, T., & Furnham, A. (2005). *Personality and Intellectual Competence*. Mahwah, NJ: Lawrence Erlbaum Associates.
6. Friedman, H. S., & Schustack, M. W. (Eds.). (2008). *The Personality Reader* (2nd ed.). Boston, MA: Allyn and Bacon.
7. Hall, C. S., Lindzey, G., Campbell, J. B. (2007). *Theories of Personality*. ND: J. Wiley.
8. Haslam, N. (2007). *Introduction to Personality and Intelligence*. London: Sage Publications.
9. Hogan R. & John W.H.(Eds.) (1985), *Perspectives in Personality*. Greenwich: JAI Press.
10. Hogan, R. Johnson, J. Briggs S. (Eds.) (1997). *Handbook of Personality Psychology*. San Diego: Academic Press.
11. John, O.P., Robins, R.W., & Pervin, LA. (Eds.) (2010). *Handbook of Personality Theory and Research* (3rded). New York, NY: Guilford.
12. Larsen, R. J. (2010). *Clashing Views in Personality Psychology*. Dushkin/mcgraw-hill.
13. Mayer, J. & Mayer J. D. (2006). *Readings in Personality Psychology*. Allyn & Bacon.
14. McCrae, R.R. & Allik J. (Eds). (2002), *The Five-Factor model of Personality across cultures*. N.Y.: Kluwer Academic Publisher.
15. McCrae, R. R., & Costa, Jr., P. T. (2002). *Personality in Adulthood: A Five-Factor Theory Perspective* (2nd ed.). New York: Guilford Publications.
16. Mroczek, D. K., & Little, T. D. (Eds.). (2006). *Handbook of Personality Development*. Mahwah, NJ: Lawrence Erlbaum Associates
17. Miserandino, M (2011). *Personality Psychology: Foundations and Findings*. Pearson Education.
18. Plutchik, R., & Conte, H. R. (Eds.). (1997). *Circumplex Models of Personality and Emotions*. Washington, DC: American Psychological Association.
19. Roberts, B.W., & Hogan R. (2001). *Personality Psychology in the Workplace*. Washington: American Psychological Association.

20. Rudman L. A. (2011). *Implicit Measures for Social and Personality Psychology*. LA: Sage Publication.
21. Weiner, I.B. (2007). *Handbook of Personality Assessment*. Wiley.

Evaluation:

Internal evaluation: 40 marks

- One test of descriptive types: 20 marks
- Essay on one of the topic randomly assigned: 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 them could be short notes question, which could combine more than one unit.

PSYCHOLOGY

MA Semester System (CBSGS), Revised Course, 2014

Semester I: Course II

Core Course: 6 credits, 60 hrs.

RESEARCH METHODOLOGY FOR PSYCHOLOGY:PAPSY102

Objectives:

1. To acquaint learners with methodology of quantitative and qualitative psychological research.
2. To acquaint learners with philosophy, ethics, design, and evaluation of research in psychology.
3. To enable learners to design research.

Unit 1.Philosophy and ethics of psychological research.

- a. Epistemological positions in psychological research: scientific realism, logical positivism; deductive and inductive thinking; Popper and Kuhn's contribution; Ockham's razor; theory dependence of observation; understanding theory: components and connections – concepts, constructs, variables and hypothesis; Duhem–Quine thesis; Quine's critique of empiricism
- b. Ethical standards of psychological research: planning, conduction and reporting research
- c. Data collection methods: observation and interview
- d. Proposing and reporting quantitative research

Unit 2. Research settings and applied research

- a. Cross-cultural research; applied and basic research
- b. Survey research: sampling, methods, designs, and questionnaire
- c. Single-case designs, and small-n research
- d.Unobtrusive measures of behavior

Unit 3. Experimental and quasi-experimental methods

- a. Independent groups designs
- b. Repeated measures designs
- c. Complex designs
- d. Quasi-experimental designs and program evaluation

Unit 4. Qualitative Research

- a. Philosophy and conceptual foundations; proposing and reporting qualitative research
- b. Grounded theory
- C. Interpretive phenomenological analysis; discourse analysis
- D. Narrative analysis; conversation analysis

Books for study

1. Shaughnessy, J. J., Zechmeister, E. B. & Zechmeister, J. (2012). *Research methods in psychology*. (9th ed.). NY: McGraw Hill.
2. Elmes, D. G. (2011). *Research Methods in Psychology* (9th ed.). Wadsworth Publishing.
3. Goodwin, J. (2009). *Research in Psychology: Methods in Design* (6th ed.). Wiley.
4. McBurney, D. H. (2009). *Research methods*. (8th Ed.). Wadsworth Publishing.
5. Forrester, M. A. (2010). *Doing Qualitative Research in Psychology: A Practical Guide*. Sage.

Books for reference

1. Charmaz, K. (2006). *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis (Introducing Qualitative Methods series)*. New Delhi: Sage Publications.
2. Dominowski, R. L. (1980). *Research methods*. N.J.: Engelwood Cliffs, Prentice-Hall.
3. Embreston, S. E., & Raise, S. P. (2000). *Item response theory for psychologists*. Mahwah, NJ: Lawrence Erlbaum
4. Hambleton, R. K., & Swaminathan H. (1985). *Item Response theory: Principles and Applications*. Boston: Kluwer
5. Hoyle, R. (1995). *Structural equation modeling: concepts, issues and applications*. Thousand Oaks, CA: Sage.
6. Hulin, C. L., Drasgow, F. & Parsons, C.K. (1983). *Item response theory: application to psychological measurement*. Homewood, IL: Dow Jones-Irwin.
7. Kerlinger, F. N. (1995). *Foundations of behavioural research*. New Delhi: Surjeet Publication.
8. Lewis-Beck, M. S. (1994). *International handbook of quantitative applications of social sciences*. Sage: Topan/London.
9. McBurney, D. H. (2001). *How to Think Like a Psychologist: Critical Thinking in Psychology* (2nd Edition). Prentice Hall.

10. Monette, D. R., Sullivan, T. J., & DeJong, C. R. (1994). *Applied psychological research: Tools for human services*. (3rd ed.). California: Harcourt Brace College Publisher.
11. Morse, J. M. (1994). *Critical issues in qualitative research methods*. Sage Publications.
12. Nunnally, J. & Bernstein, I. (1994). *Psychometric Theory* (3rd ed.). New York: McGraw Hill.
13. Robinson, P. W. (1976). *Fundamentals of experimental designs: A comparative approach*. Engelwood-Cliff: Prentice Hall.
14. Smith, J. A. (2008). *Qualitative Psychology: A Practical Guide to Research Methods*. Sage.
15. Strauss A L and Glaser, B. G. (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Aldine Transaction.
16. Wiling, C. (2008). *Introducing Qualitative Research in Psychology* (2nd ed). Open University Press.
17. American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). APA.
18. American Psychological Association. (2009). *Concise Rules of APA Style (Concise Rules of the American Psychological Association (APA) Style)*. APA.

Evaluation:

Internal evaluation: 40 marks

- Essay on one of the topic randomly assigned: 20 marks
- One test of descriptive types: 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 them could be short notes question, which could combine more than one unit.

PSYCHOLOGY

MA Semester System (CBSGS), Revised Course, 2014

Semester I: Course III

Core Course: 6 credits, 60 hrs.

STATISTICS FOR PSYCHOLOGY:PAPSY103

Objectives:

1. To introduce fundamental concepts about statistical application to psychology
2. To help learners to understand applications of statistics and learn numerical methods associated with them
3. To introduce multivariate methods and computer applications to statistics

Unit 1. Preliminary concepts

- a. Probability: axioms, random variables, expected value, central limit theorem
- b. Distributions: discrete distributions- binomial, poisson; continues distributions: normal, t, F, chi-square, jointly distributed random variables.
- c. Inference: estimation theory, properties of estimators, statistical hypothesis testing, types of errors.
- d. Descriptive statistics: central tendency and variability, power and effect size

Unit 2. Inferential statistics: inference about location

- a. Two group differences: t test- independent and dependent samples
- b. Multi-group differences: one-way ANOVA: independent and dependent samples. two-way ANOVA: independent samples
- c. Wilcoxon sign-rank test; median test; U test; Kruskal-Wallis test
- d. MANOVA and discriminant function analysis

Unit 3. Association, prediction and other methods

- a. Correlation: product moment, partial correlation, special correlations
- b. Linear regression (OLS)
- c. Nonparametric correlations: Kendall's tau; Spearman's rho; other measures, chi square, binomial test, proportions test.
- d. Multiple regression, logistic regression.

Unit 4. Factor Analysis and Software Packages

- a. Factor analysis: basic concepts, methods of extraction and methods of rotation
- b. Confirmatory factor analysis
- c. R: R interface; syntax; importing and exporting data; data management
- d. R: Descriptive; graphs; basic and multivariate statistics in R; R GUI, other software.

Note for paper setters: It is recommended that small values for computation be given and that of log, square and square root and statistical tables be given for use. Use of calculators is allowed. The problems for full numerical to be set using the raw data methods (ungrouped data) in the examination. The formula sheet be provided along with the question paper. No full numerical should be set on Units 2-d, 3-d, 4a, 4b; partial numerical are permitted that can be calculated with simple calculators (E.g., DO NOT set numerical like DO MANOVA OF GIVEN DATA).

Books for Study:

1. Aron & Aron (2008). *Statistics for Psychology* (5th ed). New Delhi: Pearson
2. Howell, D. (2009). *Statistical Methods for Psychology* (7th ed.). Wadsworth.

3. Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical reasoning in psychology and education*. Singapore: John-Wiley.
4. Wilcox R. R. (2009). *Basic Statistics: Understanding Conventional Methods and Modern Insights*. NY: OUP.

Books for Reference:

1. Daniel, W. W. (1995). *Biostatistics*. (6th Ed.). N.Y.: John Wiley.
2. Field, A., Miles, J., and Field, Z. (2012). *Discovering Statistics Using R*. NY: Sage.
3. Gouch, R. L. (1983). *Factor Analysis*. Lorrence Erlbaum
4. Guilford, J. P., & Fructore, B. (1978). *Fundamental statistics for psychology and education*. N.Y.: McGraw-Hill.
5. Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Mulivariate data analysis*. (5th Ed.). N.J.: Prentice-Hall Inc.
6. Hatekar, N. R. (2009). *Principles of Econometrics: An Introduction (Using R)*. ND: Sage.
7. Loehlin, J. (1998). *Latent Variable Models: an introduction to factor, path, and structural analysis*. Hillsdale, N.J.: LEA.
8. Marcoulides, A. G. & Schumacker, E. R. (2001). *New developments and techniques in structural equation modeling*. Hilsdel, New Jersey: Lawrence Erlbaum.
9. R Development Core Team. (2011). *R: A Language and Environment for Statistical Computing*. Vienna, Austria:R Foundation for Statistical Computing. (<http://www.R-project.org>)
10. Sheskin, D. (2011). *Handbook of Parametric and Nonparametric Statistical Procedures*, (5th ed). Chapman and Hall/CRC.
11. Tabachnick, B. G. & Fidell, L. S. (2001). *Using multivariate statistics* (4th Ed.). Boston: Allyn and Bacon.
12. Wilcox, R. R. (1996). *Statistics for social sciences*. San Diego: Academic Press.
13. Wilcox, R. R. (2011). *Modern Statistics for the Social and Behavioral Sciences: A Practical Introduction*. CRC Press.

Evaluation:

Internal evaluation: 40 marks

- Two Test of statistical techniques: 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. One of them could be short notes question, which could combine more than one unit.

PSYCHOLOGY
MA Semester System (CBSGS), Revised Course, 2014
Semester I: Course IV
Core Course: 6 credits, 60 hrs.
EXPERIMENTAL PSYCHOLOGY PRACTICAL:PAPSY104

Objectives:

1. To enable learners to design experiments in various areas of psychology
2. To help learners to design appropriate computer programs for the experiments
3. To enable learners to analyze and report the data of experiments

Six experiments in cognitive processes, personality, motivation and emotion from the areas given below:

- a) Sensation, attention and perception, b) Memory, c) Reasoning, d) Decision making, e) Problem solving, f) Learning, g) Imagery, h) Motivation, i) Emotion, j) Personality, k) Thinking, l) Language.

UNIT 1: Experimental designing: Students will be divided into six groups. Each group has to choose an area by consensus or majority. Each student will have to design an experiment pertaining to the area chosen by the group. The student will present the experiment in the class. From these experiments, one experiment is selected as groups experiment. In this way, six experiments are obtained. A student can also design additional experiments in the areas other than the groups' area and present them along with presentations of respective areas. Six presentations and twelve supervision sessions are required for this. (1 credit).

UNIT 2: Experimental Computerizing: All students have to learn one open-source package for computerizing experiment (for example, PEBL, Open Sesame, etc.). This may be done by workshop by the teacher/students about the computerization. The individual experiment designed by each student has to be computerized and presented in a CD (and Email if needed) for internal assessment. The printout of the program syntax AND/OR major steps in computer programming also need to be submitted along with this assignment. (1 credit).

UNIT 3: Experiments Conduction: These select six experiments (Unit 1) will then be conducted in the laboratory. If the facilities permit, these experiments can be carried out using the computer interface. (3 credits).

UNIT 4: Experimental Data Analysis and Report: The data obtained is analyzed by using software packages (e.g. R) and reported in a typed report. The report also needs to be submitted in a softcopy. (1 credit)

Evaluation:

Internal evaluation: 40 marks

- Self-designed experiment (content and method) and Computerization of the experiment and its report (Soft and hard copy: 20 marks
- Experimental Journal: Journal contains (i) report of 6 experiments conducted; (ii) a type-written report to be submitted on a review of literature on one of the topics above covering research of last five years: 20 marks

Semester end Practical examination: 60 marks.

- Viva voce examination: 35marks
- Instruction and Conduction: 10marks
- Report: 15 marks

SEMESTER II

PSYCHOLOGY
MA Semester System (CBSGS), Revised Course, 2014
Semester II: Course V
Core Course: 6 credits, 60 hrs.
EVOLUTIONARY PSYCHOLOGY:PAPSY201

Objectives:

1. To acquaint learners with concepts of Evolutionary psychology
2. To explain various psychological aspects as a function of evolution
3. To learn to think about human mind and its processes from an evolutionary perspective
4. To understand specific areas and applications of Evolutionary Psychology

Unit 1. Foundation of evolutionary psychology

- a. Historical development, landmarks in evolution of human beings & common misunderstandings
- b. Origins of human nature, evolutionary game theory.
- c. Evolution of psychological mechanism, evolutionary and psychological foundation of human behavior, psychological basis of culture
- d. Research methods and hypothesis-testing in evolutionary psychology, use and misuse of Darwinism

Unit 2. Major aspects of evolutionary theory: survival and mating

- a. Problems of survival: food acquisition, human fear and landscape preferences
- b. Mate selection and sexual strategies
- c. Women's long-term mating strategies, men's long-term mating strategies
- d. Short-term sexual strategies across sexes

Unit 3. Parenting and social behavior

- a. Parenting: maternal involvement, parental involvement, parent-offspring conflict
- b. Kinship: theory of implicit and inclusive fitness and empirical support
- c. Cooperation: evolution of cooperation, reciprocal altruism,
- d. Cognitive adaptations for social exchange

Unit 4. Social behavior and specific topics

- a. Aggression as solution to adaptive problem & empirical evidence, sex differences in aggression, conflicts between sexes.
- b. Evolution of morality, evolution of art.
- c. Cognitive development, modularity of mind, and innateness issues,
- d. Status, prestige and social dominance.

Books for study

1. Barkow, J. H., Cosmides, L., Tooby, J. (1992). *The adapted mind*. Oxford University Press.
2. Buss, D. (2011). *Evolutionary Psychology: A new Science of Mind*. Pearson Education.
3. Dunbar, R. I. M. (2005). *Evolutionary Psychology: A Beginner's Guide*. One world.

Books for reference

1. Buss, D. (2005). *The Handbook of Evolutionary Psychology*. John Wiley & Sons, Inc.
2. Dunbar, R. and Barret, L. (2007). *The Oxford Handbook of Evolutionary Psychology*. Oxford University Press.
3. Hampton, S. (2010). *Essential Evolutionary Psychology*. Sage Publications Ltd.
4. Hauser, M. (2006). *Moral minds: The nature of right and wrong*. Harper Collins.
5. Pinker, S. (2006). *The Blank Slate: The Modern Denial of Human Nature*. Penguin.
6. Pinker, S. (1999). *How the Mind Works*. New York: WW Norton & Co.
7. Pinker, S. (1994). *The Language Instinct*. Penguin.
8. Swami, V. (2011). *Evolutionary Psychology: A Critical Introduction*. BPS Blackwell textbook
9. Workman L. (2008). *Evolutionary Psychology: An Introduction*. Cambridge 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.

- A. Evolution of perception
- B. Evolution of emotions
- C. Evolution of motivation
- D. Evolution and consciousness
- E. Evolutionary cognitive psychology
- F. Evolutionary social psychology
- G. Religion and evolution
- H. Evolutionary clinical psychology
- I. Evolutionary personality psychology
- J. Evolutionary cultural psychology
- K. Evolutionary developmental psychology
- L. Evolutionary psychology application to economic and organizational behavior
- M. Game theory and evolution
- N. Sociobiology
- O. Evolution of trust
- P. Reduction in aggression and peace.
- Q. Applied evolutionary psychology
- R. Evolution of art

Evaluation:

Internal evaluation: 40 marks

- One test of descriptive types within the semester: 20 marks
- Essay on one of the topic randomly assigned: 20 marks

OR

- Research Project

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 them could be short notes question, which could combine more than one unit.

PSYCHOLOGY

MA Semester System (CBSGS), Revised Course, 2014

Semester II: Course VI

Core Course: 6 credits, 60 hrs.

INTERVENTION SYSTEMS IN PSYCHOLOGY:PAPSY202

Objectives:

1. To acquaint students with various systems of psychological intervention.
2. To orient students with eclectic, integrated and multicultural approaches to interventions

Unit 1. Intervention systems emphasizing background

- a. Sigmund Freud- classic psychoanalysis
- b. Alfred Adler-individual psychology
- c. Carl Jung- analytical psychology

Unit 2. Intervention systems emphasizing humanistic, cognitive and behavioural approaches.

- a. Carl Rogers- person centered therapy
- b. Behaviour therapy
- c. Aaron Beck- cognitive therapy

Unit 3. Techniques in group.

- a. Fundamentals: influences, advantages of group therapy, organizing group, opening and later sessions, technical functions of group therapists.
- b. Special problems during group therapy
- c. Group therapy approaches: pre-intake and post-intake, special age groups, behavior therapy, experiential therapy, psychodrama and role play.

Unit 4. Intervention emphasizing integrated, eclectic systems, multicultural perspectives

- a. Integrated and eclectic interventions
- b. Effective multicultural counseling
- c. Psychoanalytical, Adlerian, person-centered, behaviour therapy from multicultural perspective

Books for study

1. Corey, G. (2009). *Theory and Practice of Counseling and Psychotherapy* (8th ed.). CA: Thomson Brooks.
2. Seligman, L. & Reichenberg, L. W. (2010). *Theories of counseling and psychotherapy systems, strategies, and skills* (3rd ed.). Pearson education.
3. Flanagan, J.S. & Flanagan, R.S. (2004). *Counseling and Psychotherapy theories in context and practice: Skills Strategies and Techniques*. Hoboken, NJ: John Wiley & Sons, Inc
4. Wolberg, L. R. (2005). *The Technique of Psychotherapy Part I and II*. NJ: Jason Aronson Inc.

Evaluation:

Internal evaluation: 40 marks

- Essay on one of the topic randomly assigned: 20 marks
- One test of descriptive types: 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. One of them could be short notes question, which could combine more than one unit.

PSYCHOLOGY

MA Semester System (CBSGS), Revised Course, 2014

Semester II: Course VII- A

Elective Course: 6 credits, 60 hrs.

CLINICAL PSYCHOPATHOLOGY:PAPSY203A

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

Books for study

1. Adams P.B. and Sutker, H.E. (2001). *Comprehensive Handbook of Psychopathology* (3rd ed.). NY: Springer.
2. Hersen, M and Beidel, D (2012). *Adult psychopathology and diagnosis* (6th ed.). NY: Wiley.
3. Sadock B.J. and Sadock V.A.(2007). *Kaplan and Sadock's Synopsis of Psychiatry* (10th ed).. PA: Lipincott, Williams and Wilkins.

Books for reference

1. Millon, T. Blaney, P. and Davis R.D. (1999). *Oxford textbook of psychopathology*. UK: Oxford University Press.
2. Millon, T., Krueger, R.F., Simonsen, E. (2011). *Contemporary Directions in Psychopathology*. NY: Guilford Press.
3. Craighead, W.E. Miklowitz, D.J. and Craighead L.W. (2008). *Psychopathology: History, Diagnosis and Empirical Foundations*. NY: John Wiley and Sons.
4. Maddux, J.E. and Winstead, B.A. (2007). *Psychopathology: Foundations for a contemporary understanding*. NY: CRC press.

Evaluation:

Internal evaluation: 40 marks

- Two written tests: Each one of 20 marks
- Latter one may comprise of simulated case profiles for discussion, followed by viva. The first 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 them could be short notes question, which could combine more than one unit.

PSYCHOLOGY

MA Semester System (CBSGS), Revised Course, 2014

Semester II: Course VII- B

Elective Course: 6 credits, 60 hrs.

COUNSELLING ACROSS THE LIFESPAN ADDRESSING SPECIAL GROUPS:PAPSY203B

Objectives:

1. To understand academic, emotional, behavioural difficulties of children and adolescents
2. To acquaint students with 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. Slow learners and talented/ exceptional
- b. Children with learning disability and ADHD
- c. Emotional and behavioural issues.
- d. Children with socially disadvantaged background and under achievers

Unit 2. Counselling adults & elderly

- a. Premarital and marital counselling: role conflict, sex and sexuality issues and relationship enrichment skills.
- b. Workplace counselling and multicultural career counselling.
- c. Women in career
- d. Elderly: pre-retirement and retirement counselling, coping with loss of Spouse, health related issues, enhancing quality of life.

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 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 and high school.
- c. The use of information technology in career guidance
- d. Ethical issues in career counselling

Books for study

1. Bor, R., Jo Bbner-Landy, Gilli, S., Brace,C. (2002). *Counselling in Schools*. Sage Publications Ltd
2. Clough, P; Pardeck, J., Yuen, F.(eds) (2005). *Handbook of Emotional and Behavioural difficulties*. New Delhi, Sage Publications.
3. Geldard, K and Geldard, D (2004). *Counselling Adolescents*. Sage Publications, New Delhi
4. Gothard, B., Mignot, P., Offer, M., & Ruff. M. (2001).*Career Guidance in Context*. Sage.
5. King B.M. (1996) *Human Sexuality Today* (2nd ed.). New Jersey: Prentice Hall,
6. Niles, S. & Harris-Bowlsbey, J. (2013). *Career development interventions in the 21stcentury* (4th ed.). Upper Saddle River, NJ: Pearson Education
7. O'Leary, C.J (1999). *Counselling Couples and Families*. Sage Publications, New Delhi
8. Ponte Otto, D.B. Casas, J.M; Suzuki, L.A. And Alexander, C.M. (eds) .(2001). *Handbook of Multicultural Counselling*. Sage Publications, New Delhi
9. Rivers, P.C (1994) *Alcoholic and Human Behaviour: Theory Research and Practice*. New Jersey: Prentice Hall.
10. Sherry, J. (2004).*Counselling Children, Adolescents and Families*. Sage Publications, New Delhi
11. Velleman, R. (2001). *Counselling for Alcoholic Problems*. New Delhi:Sage Publications,.
12. Wolfe, R. Dryden, W. and Star bridge, S. (eds) (2003). *Handbook of Counselling Psychology*. Sage Publications.
13. Herr, E.L., and Cramer, S.H. (2003).*Career guidance and counselling through the life span: Systematic approaches* (6thed.) Boston: Allynand Bacon.
14. Wright, B.A. (1983).*Physical disability: A psychosocial approach* (2nd ed.). New York, NY: Harper & Row.

Books for reference

1. Carroll, M. (1996). *Workplace Counselling A Systematic Approach to Employee Care*. New Delhi: Sage Publications.
2. Casey, J. A. (1995). Developmental issues for school counselors using technology. *Elementary School Guidance & Counseling*, 30, 26-35.
3. Garland, D. S., (1983). *Working with couples for marriage enrichment*. San Francisco, CA: Jossey- Bass.
4. 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
5. Nelson-Jones, R. (1996). *Relating skills: A practical guide to effective personal relationships*. Trowbridge, Wiltshire, Great Britian: Redwood Books
6. Norton, K and Mcgauley, G (1998). *Counselling Difficult clients*. Sage Publications, New Delhi.
7. Sen, A.K. (1982). *Mental Retardation*. , Bhelapur: Kripa Psychology Center.

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 them could be short notes question, which could combine more than one unit.

PSYCHOLOGY

MA Semester System (CBSGS), Revised Course, 2014

Semester II: Course VII- C

Elective Course: 6 credits, 60 hrs.

ORGANIZATIONAL BEHAVIOUR (OB): PPSY203C

Objectives:

1. To understand the concepts, nature and principles of Organizational Behavior and Positive 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

Unit 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; foundations of individual behavior
- d. Positive organizational behavior, thriving in organization, vigor at work, forgiveness in organizations

Unit 2. Motivations in organization: concepts to applications and foundations of group behavior

- a. Early theories of motivation; contemporary theories of motivation.
- b. Motivating by job design: the job characteristics model; employee involvement; using rewards to motivate employees.
- c. Stages of group development; group properties.
- d. Group decision making; group think and group shift.

Unit 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

Unit 4. 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

1. Kreitner, R and Kinicki, A. (2008) *Organizational Behavior*, Eight Edition, Tata McGraw Hill Publishing Company Limited, New Delhi, India
2. Luthans, F. (2011) *Organizational Behavior: An Evidenced based approach*. Twelfth Edition. New York
3. Nelson, D.L. & Cooper, C.L. (2007). *Positive Organizational Behavior*. Sage Publications New Delhi.

4. Pareek, U (2009). *Understanding Organizational Behavior*. Second Edition. Oxford University Press, New Delhi
5. Robbins, S.P, Judge, T.A., and Vohra, N. (2012). *Organizational Behavior*, 14th Edition. Pearson Prentice Hall, New Delhi. India
6. Schultz, D and Schultz, S.E (2006). *Psychology and Work Today*. Pearson Education Inc. Ninth Edition, New Jersey, USA.

Books for reference

1. 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.
2. 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.
3. Ashkanasy, N.M; Wilderom, C.P. M and Peterson, M.F Editors (2000) *Handbook of Organizational Culture and Climate*. Sage Publications, New Delhi.
4. Butler, M and Rose, E (2011) *Introduction to Organisational Behaviour*. Jaico Publishing House, Mumbai.
5. Clegg, S., Korberger, M and Pitsis, T (2012) *Managing and Organizations: An Introduction to Theory and Practice*. Sage Publications, New Delhi.
6. Cooper, C.L (2011) *Organizational Health and Wellbeing*. Vol 1, 2, 3. Sage Publications, New Delhi
7. Greenberg, J and Baron, R.A (2009) *Behavior in Organizations*. Ninth Editions. Prentice Hall India Learning Private Limited, New Delhi.
8. Janasz, S.C. de., Dowd, K.O and Schneider, B.Z (2012) *Interpersonal Skills in Organizations*. 3rd edition. Tata- McGraw Hill edition. New Delhi
9. Kreitner, R, Kinicki, A and Buelens, M (1999) *Organizational Behaviour*. McGraw Hill Publishing Co. England
10. McShane, S.L, Glinow, MAV and Sharma, R.R (2011) *Organizational Behavior*. 5th Edition, Tata McGraw Hill Education Private Limited, New Delhi.
11. Lambertson, L.H and Minor, L (2012) *Human Relations: Strategies for Success*. 4th Edition. Tata McGraw Hill Education Pvt Ltd, New Delhi.
12. Landy, F.J and Conte, J. M (2004) *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*, McGraw Hill. New York. USA
13. Lewis, Sarah (2011) *Positive Psychology at Work*. Wiley Blackwell, United Kingdom
14. Luthans, F (2008) *Organizational Behavior*. Eleventh Edition. McGraw Hill International Edition, New York.
15. Mamoria, C.B and Rao, V.S.P (2012) *Personnel Management*. Thirtieth Edition. Himalaya Publishing House, New Delhi.
16. Pauchant, T. C (2002) *Ethics and Spirituality at Work*. Quorum Books London

17. Robbins, S.P., Judge, T.A., and Sanghi, S (2009) *Organizational Behavior*, 13th Edition, Pearson Prentice Hall, New Delhi, India.
18. Schermerhorn, J.R Jr., Hunt, J.G, Osborn, R.N (2001) *Organizational behavior*, Seventh Edition, John Wiley and Sons, Inc New York
19. 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.
20. Sinha, J.B.P (2008) *Culture and Organizational Behavior*. Sage Publications, New Delhi, India.

Evaluation:

Internal evaluation: 40 marks

- Essay: 20 marks
- One Written test: 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. One of them could be short notes question, which could combine more than one unit.

PSYCHOLOGY

MA Semester System (CBSGS), Revised Course, 2014

Semester II: Course VII- D

Elective Course: 6 credits, 60 hrs.

CONSTRUCTING SOCIAL PSYCHOLOGY: THEORETICAL PERSPECTIVES AND APPLICATIONS:PAPSY203D

Objectives:

1. To acquaint students in understanding and applying theoretical perspectives in social psychology at a cognitive, affective and motivational level.
2. To create sound basis in understanding and applying theories in social psychology in the interpersonal, group and cultural context.

Unit 1. Cognitive level of analysis

- a. Attribution theory of motivation
- b. Social information processing theory
- c. Feelings as information model
- d. Social cognitive theory

Unit 2. Motivational/affective level of analysis

- a. Dissonance theory
- b. Self-determination theory
- c. Social comparison theory
- d. Aggression theory

Unit 3. Interpersonal level of analysis

- a. Need to belong theory
- b. Attachment theory
- c. Shared reality model
- d. Interdependence theory

Unit 4. Group and cultural level of analysis

- a. Justice theory
- b. Minority influence theory
- c. Social identity theory
- d. Social dominance theory

Books for study

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

Evaluation:

Internal evaluation: 40 marks.

- Two classroom presentations of 20 mark each (20marks).

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 them could be short notes question, which could combine more than one unit.

PSYCHOLOGY
MA Semester System (CBSGS), Revised Course, 2014
SemesterII: Course VIII
Core Course: 6 credits, 60 hrs.
PSYCHOLOGICAL TESTING AND PSYCHOMETRICS PRACTICALS:PAPSY204

Objectives:

1. To be aware of the role of measurement in psychology
2. To appreciate the criteria of a good psychological test
3. To understand necessary steps involved in test construction
4. To value the ethical issues in psychological testing

Unit 1. Theoretical-conceptual orientation

- a. Measurement in psychology and in the natural sciences
- b. Measurement theories: classical test theory, modern test theory
- c. Test construction: item analysis, reliability, validity and norms
- d. Ethical issues in psychological testing

Unit 2. Test administration and reporting

At least two tests pertaining to Intelligence, Motivation, Emotion, Personality and/or Attitude to be administered, scored and interpreted & reported. For each administered test, item analysis, reliability and validity, and Group norms to be computed and reported in the file.

Unit 3. Test development

Students will be divided into six groups. Each group has to choose an area by consensus or majority. Each student will have to develop a psychological test pertaining to the area chosen by the group. Every student

In each group will present his or her ideas about developing a specific psychological test in the class. After these presentations, one specific psychological construct is selected as group's construct. In this way, six psychological tests revolving around six psychological constructs are to be developed.

Unit 4: Reporting of newly developed tool

The newly developed tool has to be administered on a group of at least 30 individuals. The item analysis, reliability and validity, norms are to be computed and reported in the file.

Books for study

1. Kline, P. (1998). *The New Psychometrics: Science, psychology and measurement*. New York: Routledge.

2. Chadha, N. K. (2009). *Applied Psychometry*. New Delhi: Sage.
3. Anastasi, A., & Urbina, S. (1997). *Psychological Testing* (Seventh Ed.). New Delhi: Prentice Hall.

Evaluation:

Internal evaluation: 40 marks

- Supervised laboratory work: 10 marks
- Psychological Assessment File : 15 marks
- Viva voce examination for the self-constructed test: 15 marks

Semester end practical examination: 60 marks.

- Instruction and administration of the tools developed and report: 20
- Viva voce examination: 40

SEMESTER III

PSYCHOLOGY
MA Semester System (CBSGS), Revised Course, 2014
Semester III: Course IX
Core Course: 6 credits, 60 hrs.
MULTICULTURALISM: THEORY & PRACTICE:PAPSY301

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. Culture and cultural identity development
- b. Understanding major cultural variables in Indian context: gender, religion, caste, social class, language and regionalism.
- c. Cultural transition
- d. Acculturation, assimilation and alienation

Unit 2. Prejudice and discrimination

- a. Understanding prejudice and discrimination
- b. Assessment of prejudice and ethnicity related stress
- c. Rights – based approach: orientation to equal opportunity
- d. Equity and social justice

Unit 3. Multicultural assessment

- a. Cross cultural sensitivity in assessment: using tests in culturally appropriate ways
- b. Ethical issues in multicultural assessment.
- c. Writing psychological and educational reports for culturally and linguistically diverse client.
- d. Assessment of multicultural competence

Unit 4: Multicultural practice in psychology

- a. Multicultural counselling: counsellor's self-awareness and counsellor's awareness of the clients' world view, developing culturally appropriate intervention strategies.
- b. Barriers to multicultural counselling.
- c. Culturally appropriate career counselling.
- d. Managing diversity and conflicts in organizations.

Books for study

1. Gamst, G.C., Liang, C.T.H., Der-Karabetian, A. (2011). *Handbook of Multicultural Measures*, La Verne: SAGE
2. Suzuki, L.A., Meller, P.J., Ponterotto, J.G. (1996). *Handbook of Multicultural Assessment: Clinical, Psychological and Educational Applications*. San Francisco, CA: Jossey- Bass Inc.
3. Sue, Sue D.W. (2006) *Multicultural Competencies: Individual and Organizational Development*, Sage Publication, New Delhi.
4. Sue, D.W., Sue, D. (2012). *Counselling The Culturally Diverse: Theory and Practice* (6th Ed.). Hoboken, NJ: John Wiley & Sons, Inc.
5. Swanson, J.L., Fouad, N.A. (1999). *Career Theory and Practice: Learning Through Case Studies*. New Delhi: Sage Publications.
6. Elrich, H. (2003). *The Social Psychology of Prejudice: A systematic Theoretical Review and Propositional Inventory of the American*. New York, Wiley.
7. Garrett McAulifee & Associates (2008). *Culturally Alert Counselling: A Comprehensive Introduction* , Sage Publications.

Articles for study

1. Obinna, A. K. & Farkas, F.M. (2011). Cultural conflict management program for firms and organizations. *International Journal of Business and Management Studies*, Vol 3, no 2, 1- 10.
2. NCDAA. (2009). *Minimum Competencies for Multicultural Career Counseling and Development*. Broken Arrow, OK: National Career Development Association. Retrieved from www.ncda.org
3. Contrada, R.J., Ahsmore, R.D., Gary M.L., Coups, E. Egeth, J.D.Chasse, V. (2001). Measures of Ethnic Related Stress: Psychometric Properties, Ethnic Group Differences and Associations with Well- being. *Current Directions in Psychological Science*, 9 (4), 136- 139
4. Berry, J.W. (2005). Acculturation: Living successfully in two cultures. *International Journal of Intercultural Relations*, 29, 697–712.
5. Zapf, M.K. (1991). Cross-cultural transitions and wellness: Dealing with culture shock. *International Journal for the Advancement of Counselling*,14, 105-119.
6. Banks, J.A. (2004). Teaching for Social Justice, Diversity, and Citizenship in a Global World. *The Educational Forum*. 68, 289- 298.
7. Vera, E.M., Speight, S.L.(2003), Multicultural Competence, Social Justice, and Counseling Psychology: Expanding Our Roles. *The Counselling Psychologist*, 31 (3), 2530- 272.

Books for reference

1. Cordeiro, P.A., Reagan, T.G. & Martinez, L.P. (1994). *Multiculturalism and TQE*. California: SAGE
2. Corey, G. (2009). *Theory and Practice of group Counseling*. CA: Thomson Brooks
3. Nelson-Jones, R. (2005). *Basic Counselling Skills: A Helpers Manual*. New Delhi: Sage Publications.

4. Martines, D. (2008). *Multicultural School Psychology Competencies: A Practical Guide*. New Delhi: SAGE
5. Marsella, A. J., & Pedersen, P. (Eds.). (1981). *Cross-cultural counseling and psychotherapy*. New York: Pergamon.
6. Paniagua, F. A. (1998). *Assessing and treating culturally diverse clients: A practical guide* (2nd ed.). Thousand Oaks, CA: Sage.
7. Palmer, S. (2002). *Multicultural Counselling*. London: SAGE
8. Palmer, S. & Laungani, P.D. (1999). *Counselling in a Multicultural Society*. London: SAGE
9. Pederson, P. B. (Ed.). (1985). *Handbook of cross-cultural counseling and therapy*. Westport, CT: Greenwood Press.
10. Pedersen, P. (2000). *A handbook for developing multicultural awareness*. Alexandria, VA: American Counseling.
11. Pope-Davis, D. B., & Coleman, H. L. K. (1997). *Multicultural counseling competence: Assessment, education and training, and supervision*. Thousand Oaks, CA: Sage.
12. Rastogi, M. & Thomas, V. (2009). *Multicultural Couple Therapy*. Purdue: SAGE
13. Guru, G. & Sarukkai, S. (2012). *The Cracked Mirror: An Indian Debate on Experience and Theory*. Oxford.

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 them could be short notes question, which could combine more than one unit.

PSYCHOLOGY
MA Semester System (CBSGS), Revised Course, 2014
Semester III: Course X- A
Elective Course: 6 credits, 60 hrs.
ASSESSMENT IN CLINICAL PSYCHOLOGY:PAPSY302A

Objectives:

1. Familiarizing students with various assessment approaches and tools used in clinical psychology domains
2. Training students to select, administer, score and interpret various types of psychological tools.

Unit 1. Principles of psychological evaluation

- a. Psychological testing approaches and test choice rationales
- b. Behavioral assessment, clinical observation, history taking, MSE
- c. Ethical practice in assessment.
- d. Tests, rating scales, test batteries.

Unit 2. Assessment of development and ability

- a. Child developmental assessment: VSMS, form board, Bayley scales, other developmental scales.
- b. Child cognitive assessment: WISC all editions, KamatBinet, Bhatia battery, Ravens' progressive matrices, screening for learning disabilities.
- c. Adult cognitive assessment: WAIS all versions, WAPIS, WMS all versions.
- d. Clinical interpretations of profiles scatter analysis, differential diagnosis.

Unit 3. Assessment of personality

- a. Objective tests of personality: MMPI all versions, MCMI, five factor tests.
- b. Projective tests of personality for adults: Rorschach inkblot method, thematic apperception test, other techniques.
- c. Projective techniques for children: children's apperception test, drawing as projection, projective play. Other projective methods.
- d. Test combinations, profile interpretation and report writing, medicolegal issues.

Unit 4. Rating scales and test batteries

- a. Clinical rating scales: BDI, HDRS, HARS, BPRS, SIDP, and other rating scales
- b. Research rating scales, SCID, PANSS, SAPS, SANS, PSE and other rating scales
- c. Neuropsychological batteries: NIMHANS battery, AIIMS battery, PGI battery and others.
- d. Bender Gestalt Test, Lobe testing, testing for specific neuropsychological conditions.

Books for study

1. Bellack, A.S. and Hersen, M. (Ed.s) (1998) *Behavioral assessment A Practical Handbook* (4th ed.). MA: Allyn and Bacon.
2. Goldstein, G. and Hersen, M. (Ed.) (2000) *Handbook of Psychological Assessment* . (3rded). Oxford: Elsevier science.
3. Hersen, M. (2004). *Comprehensive Handbook of Psychological Assessment*(Vol. 4). Industrial and Organizational assessment. New York, NY: Wiley.

Books for reference

1. Manuals of various tests and scales covered.
2. *More references to be added from available books in JNL.*
3. *More references to be added from catalogue.*

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 them could be short notes question, which could combine more than one unit.

PSYCHOLOGY

MA Semester System (CBSGS), Revised Course, 2014

Semester III: Course X- B

Elective Course: 6 credits, 60 hrs.

ASSESSMENT IN COUNSELLING PSYCHOLOGY:PAPSY302B

Objectives:

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

Unit 1. Introduction to psychological assessment

- a. History of psychological assessment
- b. Nature and scope of psychological assessment
- c. Nonstandardised techniques of assessment: behavioural observation, interview, case history
- d. Ethical and professional standards for tests.

Unit 2. Assessment of ability and aptitude

- a. Assessment of intelligence: WISC all editions, WAIS, Kamat Binet, Bhatia battery, Ravens' progressive matrices.
- b. Assessment of aptitude: DAT, MAB (multidimensional aptitude inventory)
- c. Assessment of development: VSMS, Seguire form board, Bayley scales.
- d. Assessment of children with learning disabilities.

Unit 3. Assessment of Personality

- a. Personality assessment: CPQ, HSPQ, 16 PF, NEO-PI-3.
- b. Projective tests of personality: CAT, TAT, Rosenzweig picture frustration study (adult and children), Sacks sentence completion
- c. Assessment of social desirability and other issues in personality assessment.
- d. Assessment of interests: Strong Campbell interest inventory, Holland's self-directed search.

Unit 4. Assessment in other related areas

- a. Computer assisted-assessment
- b. Issues in competency assessment
- c. Psychological assessment and planning interventions
- d. Psychological interpretation and report writing

Books for study

1. Bellack, A.S. & Hersen, M. (1998). *Behavioral assessment: A Practical Handbook* (4th ed). MA: Allyn and Bacon.
2. Coaley, K. (2009). *An introduction to Psychological Assessment and Psychometrics*. New Delhi: Sage Publications.
3. Goldstein, G. & Hersen, M. (2000). *Handbook of Psychological Assessment* (3rd ed). Oxford: Elsevier science.
4. Hersen, M. (2004). *Comprehensive Handbook of Psychological Assessment* (Vol. 4). Industrial and Organizational assessment NY: Wiley.
5. Walsh, W.B. & Betz, N.E. (1985). *Tests and Measurement*. New Jersey: Prentice Hall, Inc.
6. Kaslow, N.J., Rubin, N.J., Bebeau, M.J., Leigh, I.W., Lichtenberg, J.W., Nelson, P.D., Portnoy, S.M., & Smith, I.L. (2007). Guiding Principles and Recommendations for the Assessment of Competence. *Professional Psychology: Research and Practice*, 38 (5), 441-451.
7. Manuals of various tests and scales covered.

Books for reference

1. Fernandez-Ballestros, R. (2003). *Encyclopedia of Psychological Assessment* (1st ed. Vol. 1 and 2.). New Delhi: Sage Publications.
2. Dodd, S. (2005). *Understanding autism*. Australia : Elsevier
3. Niles, S. & Harris-Bowlsbey, J. (2009). *Career development interventions in the 21st century* (3rd ed.). Upper Saddle River, NJ: Pearson Education.
4. Bor, R., Jo Bbner-Landy, Gilli, S., & Brace, C. (2002). *Counselling in Schools*. New Delhi: Sage Publications Ltd
5. Geldard, K., & Geldard, D. (2004). *Counselling Adolescents*. New Delhi: Sage Publications.
6. Wong, B., & Butler, D.L. (2012). *Learning about learning disabilities* (4th ed.). Elsevier Academic press
7. Larimer, M.P. (2005). *Attention Deficit Hyperactivity Disorder Research Developments*. Hauppauge, NY: Nova Science Publishers, Inc.
8. Selikowitz, M. (1998). *Dyslexia and Other Learning Difficulties: The Facts*. Oxford, UK: Oxford University Press.
9. O'Regan, J.F (2005). *Attention Deficit Hyperactivity Disorder*. Bloomsbury Academic

Evaluation:

Internal evaluation: 40 marks

- Essay on topics randomly assigned by course teacher: 20 marks
- One 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. One of them could be short notes question, which could combine more than one unit.

PSYCHOLOGY

MA Semester System (CBSGS), Revised Course, 2014

Semester III: Course X- C

Elective Course: 6 credits, 60 hrs.

COMPETENCY AND ASSESSMENT IN ORGANIZATION: PPSY302C

Objectives:

1. To acquaint the students with the concept of competence and competency at work
2. To learn the various steps, methods and application of competency
3. To acquaint the students with competency based application in selection, performance management, development, career pathing and compensation
4. To develop the understanding of assessment center methodology

Unit 1. Introduction to competency

- a. Concept of competence and competency at work
- b. Need and types of competency framework
- c. Contemporary approaches to assessment
- d. Competencies for corporate advantage

Unit 2. Definition, steps, methods and application of competency

- a. Categorizing competencies: threshold and differentiating
- b. Developing competency dictionary, competency description and competency levels
- c. Steps in developing an organization wide competency model
- d. Competency management method: critical incident interview method, behavioral event interview, expert panel, threshold scales & repertory grid

Unit 3. Competency based application

- a. Competency based selection
- b. Competency based performance management and succession planning
- c. Competency based development and career pathing
- d. Competency based compensation

Unit 4. Assessment center

- a. Uses and benefits of assessment center
- b. Process and pillars of assessment center
- c. Types of exercises in assessment center
- d. Feedback of assessment center

Books for reference

1. Boyatzis, R.E (1982). *The Competent Manager. A Model for Effective Performance*. New York , NY: John Wiley & Sons.
2. Lawler, E.E. III., Nadler, D.A. & Cammann, C. (1980). *Organizational Assessment*. New York , NY: John Wiley & Sons
3. Sanghi, S. (2004). *The Handbook of Competency Mapping*. New Delhi: Response Books, Sage Publications.
4. Sanghi, S. (2009). *The Handbook of Competency Mapping: Understanding Designing and Implementing Competency Models in Organizations*. New Delhi: Response Business Books, Sage Publications.
5. Sawardekar, N. (2002). *Assessment Centres: Identifying Potential and Developing Competency*. New Delhi: Response Books, Sage Publications.
6. Shermon, G. (2004). *Competency based HRM*. New Delhi: Tata-McGraw Hill.

7. Spencer, Jr. L.M. & Spencer, S.M. (1993). *Competence at Work*. New York, NY: Wiley & Sons Inc.
8. Thorton, III, G.C. & Rupp, D.E. (2006). *Assessment Centers in Human Resource Management: Strategies for Prediction, Diagnosis and Development*. London: Lawrence Erlbaum Associates Publishers.

Evaluation:

Internal evaluation: 40 marks

- Essay: 20 marks
- One Written Test: 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. One of them could be short notes question, which could combine more than one unit.

PSYCHOLOGY

MA Semester System (CBSGS), Revised Course, 2014

Semester III: Course X- D

Elective Course: 6 credits, 60 hrs.

ASSESSMENT IN SOCIAL PSYCHOLOGY:PAPSY302D

Objectives:

1. To train students to understand assessment process, techniques and issues pertaining to different areas of social relevance.
2. To acquaint students with administration, scoring and interpretation of standardized psychological tools.

Unit 1. Assessment of social problems and action planning

- a. Problem identification and definition
- b. Theory-based explanations for problems
- c. Developing and testing the process model
- d. Developing the interventions

Unit 2. Assessment methods using qualitative approach

- a. Observation: methods of behavioural observation and observational coding procedures
- b. Case study of client: method of assessment

- c. Interview: role of interview in assessment and factors affecting process of interview
- d. Sociometry: importance and overview of sociometric assessment procedures

Unit 3. Assessment using standardised tools in following areas of social relevance

- a. Children: CAT, draw a man, CPM/SPM, CPQ
- b. Family and marriage: family environment scale, marital attitude/marital satisfaction.
- c. Industry: firo-b and cognitive mapping
- d. Geriatric: adjustment inventory for oldage and problem inventory for oldage

Unit 4. Assessment in following areas of social relevance

- a. Attitude: measurement of attitudes
- b. Well-being: assessment of psychological and social wellbeing
- c. Alcohol and drug specialty assessment instrument and drug detection testing
- d. Disability: psychological, vocational and functional assessment

Books for study

1. Breakwell, G.M. (2004). *Doing Social Psychology Research*. Malden, MA: British Psychological Society and Blackwell Publishing Ltd.
2. Whitcomb, S.A. &Merrell, K.W. (2013). *Behavioural, Social and Emotional Assessment of Children and Adolescents* (4th ed). Oxon, OX: Routledge.
3. Albarracin, D., Jonson,B.T., Zanna, M.P.(2014). *The Handbook of Attitudes*. New York, NY: The Psychology Press.
4. Gawali, G. (2012). *Vocational Rehabilitation of Persons with Disability: Psychosocial and Legal Perspectives* (Ed.). Mumbai: Himalaya Publications.
5. Juhnke, G.A. (2002). *Substance abuse assessment and diagnosis: a comprehensive guide for counsellors and helping professionals*. New York, NY: Brunner- Routledge.
6. Bunk, A. P., & Van Vugt, M. (2007). *Applying social psychology: From problems to solutions*. London: Sage Publications.

Books for reference

1. Bellack, A.S. & Hersen, M. (1998).*Behavioral assessment : A Practical Handbook* (4th ed.), Needham Heights, MA: Allyn & Bacon.
2. Bromley, D.B. (1986).*Case study method in Psychology and related disciplines*.Chichester: Wiley.
3. Coaley,K.(2009). *An introduction to Psychological Assessment and Psychometrics*. New Delhi: Sage Publications
4. Shaw, M. E & Wright, J. M. (1967). *Scales for the Measurement of Attitude*. USA: McGraw-Hill.

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. One of them could be short notes question, which could combine more than one unit.

PSYCHOLOGY

MA Semester System (CBSGS), Revised Course, 2014

Semester III: Course XI- A

Elective Course: 6 credits, 60 hrs.

POSITIVE PSYCHOLOGY:PAPSY303A

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. Need for a science of human strengths and virtues
- b. Deconstruction of illness ideology and inclusion of human strengths
- c. Positive psychology: assumptions, goals and definitions
- d. Three pillars of positive psychology

Unit 2. Positive emotional states and processes

- a. Subjective well-being
- b. Positive emotions
- c. Positive psychology of emotional intelligence
- d. Resilience in development

Unit 3. Positive cognitive states and processes

- a. Self-efficacy
- b. Wisdom and hope
- c. The flow experience
- d. Pursuit of meaningfulness in life

Unit 4. Pro-social behavior and wellbeing

- a. Empathy and altruism
- b. Psychology of forgiveness
- c. Gratitude and science of positive psychology
- d. Love

Books for study

1. Snyder, C. R. & Lopez, S. J. (2002). *Handbook of Positive Psychology*. New York: Oxford University Press.
2. Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. New Delhi: Sage South Asia Edition.

References

1. Seligman, M. E. P (1991). *Learned Optimism*. New York, NY: Knopf.
2. Seligman, M.E.P. & Csikszentmihalyi, M.(2000). Positive Psychology: An Introduction. *American Psychologist*, 55 (1), 5-14.
3. Seligman, M. E. P., Steen, T. A., Park, N., & Peterson, C. (2005). Positive Psychology Progress: Empirical Validation of Interventions. *American Psychologist*, 60 (5), 410-421.
4. Carr, A. (2004). *Positive Psychology a science of happiness and human strengths*. New York, NY: BR Publishers

Evaluation:

Internal evaluation: 40 marks

- Essay: 20 marks
- One 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 them could be short notes question, which could combine more than one unit.

PSYCHOLOGY
MA Semester System (CBSGS), Revised Course, 2014
SemesterIII: Course XI- B
Elective Course: 6 credits, 60 hrs.
NEUROPSYCHOLOGY:PAPSY303B

Objectives:

1. To acquaint students with the structure, neural networks and functions of brain
2. To understand primary and higher order neuropsychological processes
3. To help students to understand applications of neuropsychology

Unit 1. Foundation of neuropsychology

- a. Structures and functions of brain
- b. Development of brain
- c. Methods of investigating the brain
- d. Neuropsychology basis of sensory and perceptual processes and motor systems

Unit 2. Concepts in neuropsychology-I

- a. Neuropsychological basis of attention
- b. Neuropsychological basis of memory
- c. Neuropsychological basis of executive functions

Unit 3. Concepts in neuropsychology-II

- a. Neuropsychological basis of language
- b. Neuropsychological basis of emotion
- c. Neuropsychological basis of motivation

4. Neuropsychology in practice

- a. Neuropsychological assessment
- b. Applications of neuropsychology

Books for study

1. Anderson, V., Jacobs, R. & Anderson, P. (2008). *Executive Functions and the Frontal Lobes: A Lifespan Perspective*. New York, NY: Psychology Press.
2. Carlson, N. (1999). *Physiology of behaviour*. Boston: Allyn & Bacon.
3. Jurado, M. B. & Rosselli, M. (2007). The Elusive Nature of Executive Functions: A Review of our Current Understanding. *Neuropsychological Review*, 17, 213–233.
4. Kolb B., & Whishaw I.Q. (2007). *Fundamentals of human neuropsychology* (6th ed). New York, NY: Worth Publishers.
5. Walsh, K. (1994). *Neuropsychology: A clinical approach*. ND: Churchill Livingstone

6. Zilmer, E. A. & Spears, M. V. (2001). *Principals of neuropsychology*. Canada: Wadsworth

Books for reference

1. Alvarez, J. A. & Emory, E. (2006). Executive Function and the Frontal Lobes: A Meta-Analytic Review. *Neuropsychology Review*, 6(1), 17-42.
2. Johnson, M. H. (1997). *Developmental cognitive neuroscience*. Blackwell Publishers.
3. Lezak, M. D. (1976). *Neuropsychological assessment*. New York, NY: OUP.
4. Pinel, J. P. J. (1997). *Biopsychology*. Boston: Allyn & Bacon.

Evaluation:

Internal evaluation: 40 marks

- Two test of descriptive types: 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. One of them could be short notes question, which could combine more than one unit.

PSYCHOLOGY

MA Semester System (CBSGS), Revised Course, 2014

Semester III: Course XI- C

Elective Course: 6 credits, 60 hrs.

ENVIRONMENTAL PSYCHOLOGY AND PRACTICE: PAPSY303C

Objectives:

1. To acquaint students with the nature, scope and basic concepts of environmental psychology
2. To help students understand environmental influences and its practical implications

Unit 1. 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 2. Concepts in environmental psychology

- a. Environmental perception
- b. Environmental cognition
- c. Environmental attitudes, appraisals, and assessments
- d. Managing limited resources

Unit 3. Environmental influences

- a. Personal space
- b. Territoriality
- c. Crowding
- d. Privacy

Unit 4. 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

References

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 ed.). Toronto: Harcourt Brace College Publishers.
3. Karan, P.P. (1994). Environmental Movements in India. *Geographical Review*, 84 (1), 32-41.
4. Gadgil, M. & 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). Retrieved from <http://moef.nic.in/divisions/iass/notif/notif.htm>
6. Ten Sectoral Manuals under EIA Notification. (2006). Retrieved from <http://environmentclearance.nic.in/writereaddata/Form-1A/HomeLinks/ommodel2.html>
7. Introduction to Environment Impact Assessment. Retrieved from http://old.cseindia.org/programme/industry/eia/introduction_eia.htm#top
8. Sadler, B. & McCabe, M. (2002). *Environmental Impact Assessment, Training Resource Manual, Social Impact Assessment-Topic 13* (2nd ed.). Geneva: United Nations Environment Programme (UNEP), Division of Technology, Industry and Economics, Economics and Trade Branch.

Evaluation:

Internal assessment (40 marks)

- One classroom presentation on topic allotted by the course teacher for 20 marks
- 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

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

PSYCHOLOGY

MA Semester System (CBSGS), Revised Course, 2014

Semester III: Course XI- D

Elective Course: 6 credits, 60 hrs.

PEACE PSYCHOLOGY:PAPSY303D

Objectives:

1. To understand the theoretical dimension of peace psychology
2. To highlight the meaning, need, aim, scope and relevance of peace psychology
3. To underline implication of peace psychology for state and society through use of conflict-management and peace -building initiatives
4. To study the process of peace building and peace-making in multicultural societies and the pursuit of social justice.

Unit 1. Perspectives of peace psychology

- a. Peace psychology: nature, scope and relevance
- b. Psychological causes and effects of violence
- c. Psychological causes and effects of non-violence
- d. Nonviolence through the indian perspective: thoughts of Gandhi, Ambedkar, Phule

Unit 2. Understanding violence

- a. Genocide and mass killings: roots and preventions (case study of 1984 sikh riots, kandhamal riots, gujrat riots, caste discrimination and anti-dalit violence)
- b. Psychological approaches to understanding terrorism
- c. Intimate violence, women and children as victims of structural violence
- d. Human rights violations as structural violence

Unit 3. Intrapersonal and interpersonal perspectives of nonviolence

- a. Intrapersonal non violence from the individualistic perspective
- b. Intrapersonal non violence from a collectivistic perspective
- c. Personality and behavioural tendencies of peaceful persons
- d. Nonviolent communication Approaches

Unit 4. Peace building & peace –making interventions

- a. Mediation: peacemaking, peace keeping and peace building.
- b. Assessing conflict, understanding and dealing with conflict escalation.
- c. Specific conflict resolution approaches: negotiation, mediation, conciliation, arbitration and adjudication.
- d. Communicating and practicing forgiveness.

Books for study

1. MacNair, R. M. (2003). *The psychology of peace: An introduction*. Westport, CT: Praeger .
2. Christie, D. J., Wagner, R. V., & winter, D. D. (Eds.) (2001). *Peace, Conflict, and Violence: Peace Psychology for the 21st Century*. Upper Saddle River, NJ: Prentice-Hall.
3. Mayton, D.M. (2009). *Nonviolence and Peace Psychology: Intrapersonal, Interpersonal, Societal, and World Peace*. New York: Springer.
4. Waldron, V.R. & Kelley, D.L. (2008). *Communicating Forgiveness*. Arizona: SAGE
5. Anstey, M. (1993). *Practical Peacemaking: A Mediator's Handbook*. Cape: Juta & Co.
6. Victoroff, J. (2005). The Mind of the Terrorist: A Review and Critique of Psychological Approaches. *The Journal of Conflict Resolution*, 49 (1), 3-42.
7. Woolf, L. M., & Hulsizer, M. R. (2005). Psychosocial roots of genocide: Risk, prevention, and intervention, *Journal of Genocide Research*, 7(1), 101-128.

Books for reference

1. Calloway-Thomas, C. (2010). *Empathy in Global World: An intercultural perspective*. Indiana: SAGE
2. Jeong, Ho-Won. (2008). *Understanding Conflict and Conflict Analysis*. Virginia: SAGE
3. Puniyani, R. (2009). *Dalit and social justice*. Mythri Books. Kerala. India

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 them could be short notes question, which could combine more than one unit.

PSYCHOLOGY
MA Semester System (CBSGS), Revised Course, 2014
SemesterIII: Course XI- E
Elective Course: 6 credits, 60 hrs.
FORENSIC PSYCHOLOGY:PAPSY303E

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 using standardized tools
- b. Detection of malingering and deception
- c. Use of brain electrical oscillation signature (BEOS)
- d. Psychology and law : expert 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

Books for study

1. Bull, R. (2011). *Forensic Psychology* (Four volume set). LA: Sage publications
2. Davies, G. & Beech, A. (2012). *Forensic Psychology : Crime, Justice, Law, Interventions* (2nd ed.). BPS Blackwell: BPS text books & John Wiley and Sons Ltd.
3. Scott, A. (2010). *Forensic psychology*. NY: Palgrave MacMillan.

Books for reference

1. Donohue, W.T. & Levensky, T.R. (2004). *Handbook of Forensic Psychology*. NY: Elsevier.
2. Goldstein, A. M. Volume ed. Weiner, I.B. Series ed. (2003).*Handbook of Psychology: Forensic psychology* (Vol. 11). NJ: J. Wiley and Sons.
3. Heilbrun, K, Marczyk, G.R. &DeMatteo, D. (2002) *Forensic Mental Health Assessment : A Casebook*. UK:OUP.
4. McCaffrey, R.J. , Williams, A.D., Fisher, J.M. ,& Laing, L.C. (1997).*The practice of forensic neuropsychology*. NY: Plenum press
5. Weiner, I.B. & Hess, A.K. (2006).*Handbook of Forensic Psychology*. NJ: J.Wiley and Sons.

Evaluation:

Internal Evaluation: 40 marks

A maximum of 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. One of them could be short notes question, which could combine more than one unit.

PSYCHOLOGY

MA Semester System (CBSGS), Revised Course, 2014

SemesterIII: Course XII- A

Elective Course: 6 credits, 60 hrs.

PRACTICUM IN CLINICAL PSYCHOLOGY:

**CLINICAL AND NEUROPSYCHOLOGICAL DIAGNOSTICS AND
MANAGEMENT:PAPSY304A**

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

Objectives:

1. To familiarize students with hands on work in the field of clinical psychology
2. To acquaint students with knowledge and skills required for history and mental status examination and differential diagnosis using standardized diagnostic tools.

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

Books for study

1. Hersen, M. (2004). *Comprehensive Handbook of Psychological Assessment: Intellectual and neuropsychological assessment* (Vol. 1); *Personality assessment* (Vol. 2); *Behavioral assessment* (Vol. 3). NY: Wiley.
2. Flanagan J.S. and Flanagan, R.S. (2012). *Clinical interviewing* (4th ed.) New Jersey: John Wiley and Co.
3. Fontes, L. A. (2008). *Interviewing clients across cultures: A practitioners' guide*. NY: The Guilford Press.
4. Lezak, M., Howieson, D.B., Bigler, E. & Trandl, D. (2012). *Neuropsychological assessment* (5th ed.). London: OUP.
5. Schoenberg, M.R. & Scott, J.G. (2011). *The Little Black book of neuropsychology*. NY: Springer.

Books for reference

1. Feinberg, T.E. & Farah, M.J. (2003). *Behavioral neurology and neuropsychology* (2nd ed.). NY: McGraw Hill.

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

PSYCHOLOGY

MA Semester System (CBSGS), Revised Course, 2014

Semester III: Course XII- B

Elective Course: 6 credits, 60 hrs.

PRACTICUM IN COUNSELING PSYCHOLOGY

ASSESSMENT AND MANAGEMENT OF COUNSELING CLIENTS: PAPSY304B

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

Objectives:

1. To provide practical experience to the students to understand the role of interview, observation and case-history in assessment of clients.
2. To acquaint students about the assessment of personality and cognitive development on field.
3. To train the students in skills for counseling children and adults on field.
4. To acquaint student with case presentation and reporting.

Unit 1. Behavioural techniques of assessment and skill development exercise

- a. Interview, observational techniques and case history
- b. Selection of appropriate psychological tests, school functional and behavioural assessment
- c. Role play, transcription and analysis, case studies, movie screenings/video analysis
- d. Case presentations and group discussions; field work, field visits

Unit 2. Training in test administration, scoring and interpretation in counselling settings

- a. Assessment of development: Vineland social maturity scale, dyslexia screening tests, screening for autism.
- b. Assessment of cognitive abilities: Kamat- Binet test of intelligence, Wechsler scales of intelligence (children), Seguin form board.
- c. Personality assessment: CPQ, 16 PF, personality belief questionnaire (PBQ), Becks anxiety inventory, Becks scale for suicide ideation, Becks hopelessness scale, PANAS.
- d. Projective test: CAT, TAT, Rosenzweig picture frustration study (Adult/Children).

Unit 3. Diverse areas of counselling and case studies- field work

- a. Psychological test: administration, scoring and interpretation
- b. Identification and intervention: learning disability, slow learners, under achiever, socially disadvantaged, emotionally disturbed, exceptional/gifted (minimum two cases)
- c. Intensive counselling for parents of identified children
- d. Conducting case studies on alcoholics/ drug addicts/ attempted suicide (minimum one case)

Unit 4. Psychological interventions and reporting

- a. Explanation of condition and psycho-education
- b. Intervention: planning, process and termination
- c. Documentation of assessment and management process
- d. Report generation and follow-up

Evaluation:

Internal evaluation: 40 marks

- Detailed case reports to be submitted on individual case studies and interventions (minimum 3 cases) conducted during the semester: 30 marks
- Classroom presentation of at least one case in prescribed 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 references

1. Bor, R., Jo Bbner-Landy, Gilli, S., Brace,C. (2002). *Counselling in Schools*. New Delhi: Sage Publications Ltd

2. Geldard, K., and Geldard, D. (2004). *Counselling Adolescents*. New Delhi: Sage Publications.
3. Lewis, J.A., Dana, R.Q., Blevins, G.A. (2011). *Substance Abuse Counselling*(4th ed.). Belmont, C.A: Brooks/Cole, Cengage Learning.
4. Velleman, R. (2011). *Counselling for Alcohol Problems* (3rd ed.). New Delhi: Sage Publications.
5. Reeves, A. (2010). *Counselling Suicidal Clients*. New Delhi: Sage Publications.

PSYCHOLOGY
MA Semester System (CBSGS), Revised Course, 2014
Semester III: Course XII- C
Elective Course: 6 credits, 60 hrs.
PRACTICUM IN INDUSTRIAL PSYCHOLOGY:PAPSY304C

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

Objectives:

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, SPRIO, 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

Books for reference

1. Pareek, U. & Purhoit, S. (2010). *Training Instruments in HRD and OD* (3rd ed.). New Delhi: Tata McGraw Hill.
2. Pfeiffer, J.W. & Jones, J.E. (1973). *A Handbook of structured Experiences for Human Relations Training*. San Diego, CA: University Associates Inc.
3. Sayeed, O.B & Pareek, U. (2000). *Actualizing Managerial Roles: Studies in Role Efficacy*. New Delhi: Tata McGraw – Hill Publishing Company Limited.

Evaluation:**Internal evaluation:** 40 Marks

- Report Submission for Structured experience: 10 Marks
- Assessment Report for HRD Instruments: 10 Marks
- Report Submission 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.

PSYCHOLOGY
MA Semester System (CBSGS), Revised Course, 2014
SemesterIII: Course XII- D
Elective Course: 6 credits, 60 hrs.
PRACTICUM IN SOCIAL PSYCHOLOGY:
ASSESSMENT AND INTERVENTIONS IN APPLIED SOCIAL PSYCHOLOGY: PAPSY304D

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

Objectives:

1. To train students to conduct action research to develop action plans in social areas
2. To increase students orientation and relevance to society through field visits, persuasive campaigns and structured exercise.

Unit 1. Action research

In this component students will have to take up an action research which aims to contribute to the practical concerns of people in an immediate problematic situation and to formulate the action plan and submit a detailed report accordingly.

Unit 2. Field visits

Field work/ field visit in following areas. The areas can be selected suitably by the course teacher. Students will have to submit a detailed report of the field visits. Following are some of the exemplary areas.

Orphan/Destitute	Law	Industry	Government organizations
Problem related to women	Social welfare	Unorganized sectors	Suicide prevention
Drug addiction, Alcoholism	Prostitution	Mental health	Slum
Disability	Delinquency	Terminal illness	Police
Elderly	Shelter homes	Marriage	Jail
Special children	Tribal issues	Child abuse	Rural
HIV/AIDS	Poverty	Family court	Social disadvantaged
Health	Labor	Schools	Street children

Unit 3. Persuasive campaign

In this practicum component students will have to conduct a campaign for attitude change related to social issues.

Unit 4. Structured exercise

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.

References

1. Pfeiffer, J.W. & Jones, J.E. (1973). *A Handbook of structured Experiences for Human Relations Training*. San Diego, CA: University Associates Inc.
2. McNiff, J. (2002). *Action Research: Principles and Practice*. Houndsmills: Macmillan Education.
3. Pines, A.M. & Maslach, C. (2002). *Experiencing Social Psychology: Readings and Projects* (4th ed.). New Delhi: Mc Graw Hill.
4. Breakwell, G.M. (2004). *Doing Social Psychology Research*. Malden, MA: British Psychological Society and Blackwell Publishing Ltd.

Evaluation:

Internal evaluation: 40 marks

- Action research: 10 marks
- Field visits: 10 marks
- Persuasive campaign: 10 mark
- Structured exercise: 10 marks

Semester end examination: 60 marks

- Viva: 40 marks
- Attempt three questions out of five: 20 marks

SEMESTER IV

PSYCHOLOGY
MA Semester System (CBSGS), Revised Course, 2014
SemesterIV: Course XIII- A
Elective Course: 6 credits, 60 hrs.
CONSUMER PSYCHOLOGY:PAPSY401A

Objectives:

1. To Introduce to the students the psychological issues in consumer psychology
2. To acquaint the students with advanced research methods in consumer psychology

Unit 1. Introducing consumer psychology

- a. Historical antecedents
- b. Understanding consumer behaviour: varied theoretical approaches
- c. Methodological issues in understanding consumer behaviour
- d. Consumer society in the twenty-first century

Unit 2. Psychological issues in consumer behaviour

- a. The implicit consumer cognition
- b. The nature and role of affect in consumer behaviour
- c. Consumer attitudes and behaviour
- d. Motivation and goals in consumption

Unit 3. The *self* and *social* in consumer behaviour

- a. Dynamics of relationship between brands and identity
- b. How products prime social networks
- c. Family consumption decision making
- d. Consumer socialization

Unit 4. Advances in research methods

- a. Online observation
- b. Netnography
- c. Focus group and depth interviews
- d. Cross-cultural consumer psychology

Books for reading

1. Haugtvedt, C. P. & Herr, P.M. Kardes, F. R. (2008).(Eds). *Handbook of Consumer Psychology*. New York: Taylor & Francis Group.
2. Daniela, M. A. (2011). Fundamental Theories on Consumer Behaviour: An Overview of the Influences Impacting Consumer Behaviour. "*Ovidius*" *University Annals, Economic Sciences Series*, 11 (2), 837-841.

3. Pham, M. T. (2013). The seven sins of consumer psychology. *Journal of Consumer Psychology*, 23 (4), 411–423.
4. Priest, J., Carter, S., & Statt, D. A. (2013). *Consumer Behaviour*. UK: Edinburgh Business School.
5. Kopetz, C. E., Kruglanski, A. W., Arens, Z. G., Etkin, J., & Johnson, H. M. (2012). The dynamics of consumer behavior: A goal systemic perspective. *Journal of Consumer Psychology*, 22 (2), 208–223.
6. Howard, D. J., Kirmani, A., & Rajagopal, P. (Eds.) (2013). *Social Influence and Consumer Behaviour*. New York: The Psychology Press.
7. Belk, R. W., Fischer, E & Kozinets R. V. (2013). *Qualitative Consumer and Marketing Research*. Los Angeles: SAGE Publications Ltd.
8. Belk, R. W. (Ed.) (2006). *Handbook of Qualitative Research Methods in Marketing*. USA: Edward Elgar
9. Kirmani, A. (2009). The self and the brand. *Journal of Consumer Psychology* 19, 271– 275.
10. Oyserman, D. (2009). Identity-based motivation and consumer behavior. *Journal of Consumer Psychology* 19, 276–279.

Books for reference

1. Schiffman, L. G., Kanuk, L. L., & Wisenblit, J. (2009). *Consumer Behaviour* (Global 10th ed.). USA: Pearson.
2. K. Dill (Ed.) *The Oxford Handbook of Media Psychology*. New York: Oxford University Press.
3. Kimmel, A. J. (2012). *Psychological Foundations of Marketing*. USA: The Psychology Press.
4. Heath, R. (2012). *Seducing the Subconscious: The Psychology of Emotional Influence in Advertising*. West Sussex: Wiley-Blackwell.
5. Close, A. G. (2012). *Online Consumer Behaviour: Theory and Research in Social Media, Advertising and E-tail*. New York: Routledge.

Evaluation:

Internal evaluation: 40 marks

One test for 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. One of them could be short notes question, which could combine more than one unit.

PSYCHOLOGY
MA Semester System (CBSGS), Revised Course, 2014
SemesterIV: Course XIII- B
Elective Course: 6 credits, 60 hrs.
REHABILITATION PSYCHOLOGY:PAPSY401B

Objectives:

1. To introduce the importance of rehabilitation in various conditions
2. To highlight the importance of rehabilitation and recovery, rather than symptom reduction
3. To explore the various types and models of rehabilitation
4. To understand the different issues in rehabilitation

Unit 1. Rehabilitation psychology: overview and concepts

- a. Nature and scope of rehabilitation psychology
- b. Concepts of ability and disability
- c. Recovery, symptom control and rehabilitation
- d. Establishment of division 22 of APA, definition and scope.

Unit 2. Importance and applications

- a. Rehabilitation of addictions: drug and alcohol
- b. Rehabilitation after abuse and violence
- c. Palliative care and pain management: role of psychologists
- d. Rehabilitation of persons with physical disabilities: physical, psycho- social and vocational rehabilitation

Unit 3. Psychological models and approaches to rehabilitation

- a. Medical and neuropsychological model
- b. Biopsychosocial and social model
- c. Psychodynamic, behavioural approaches to rehabilitation counselling
- d. Cognitive- behavioural approaches to rehabilitation counselling

Unit 4. Issues in rehabilitation psychology

- a. Parental care and support systems for persons with disabilities
- b. Assessment of persons with disabilities
- c. Assistive technology for enhancing functional capacities of persons with disabilities
- d. Legal issues in rehabilitation for persons with disabilities: overview of PWD act, RCI act, national trust act, United Nations convention on the rights of persons with disabilities.

Books for study

1. Chan, F., Berven, N.L., Thomas, K.R. (2004). *Counselling Theories and Techniques for Rehabilitation Health Professionals*. New York, NY: Springer Publishing Company
2. Falvo, D.R. (2013). *Medical and psychosocial aspects of Chronic Illness and disability* (5th ed.). Burlington, MA: Jones and Bartlett Learning
3. Frank, G.R., Rosenthal, M., Caplan, B. (2010). *Handbook of Rehabilitation Psychology*. American Psychological Association.
4. Kennedy, P. (2012). *The Oxford Handbook of Rehabilitation Psychology* (Eds.). New York, NY : Oxford University Press.
5. Marini, I. & Stebnicki, N. (2012). *The Psychological and Social Impact of Illness and Disability* (Eds.), New York, NY: Springer Publishing Company.
6. Gawali, G. (2012). *Vocational Rehabilitation of Persons with Disability: Psychosocial and Legal Perspectives* (Ed.). Mumbai: Himalaya Publications.
7. Chan, F., Berven, N.L., Thomas, K.R. (2004). *Counselling Theories and Techniques for Rehabilitation Health Professionals*. New York, NY: Springer Publishing Company.

Books for reference

1. Federici, S. Scherer M.J. (2012). *Assistive Technology Assessment Handbook* (Eds.). Boca Raton, FL :Taylor and Francis Group.
2. Riggart, T.F. & Maki, D.R. (2004). *Handbook of Rehabilitation Counselling* (Eds). New York, NY: Springer Publishing Company.
3. Stuss, D.T., Winokur, G. & Robertson, I.H. (2008). *Cognitive neurorehabilitation*. UK: Cambridge University Press.
4. Wright, B.A. (1983). *Physical disability: A psychosocial approach* (2nd ed.). New York, NY: Harper & Row.
5. Etherington, K. (2002). *Rehabilitation Counselling in Physical and Mental Health*. New York: Jessica Kingsley Publishers

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 them could be short notes question, which could combine more than one unit.

PSYCHOLOGY
MA Semester System (CBSGS), Revised Course, 2014
SemesterIV: Course XIII- C
Elective Course: 6 credits, 60 hrs.
ADVANCED SKILLS AND PROCESSES OF COUNSELING AND
PSYCHOTHERAPY:PAPSY401C

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 1. 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 2. 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 contact and first session, crisis and support.

Unit 3. 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 4. 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.

Books for study

1. Faiver, C., Eisengart, S., Colonna, S. (2003). *The counselor intern's handbook*. Pacific Grove, CA: Brooks/Cole Publishing Company.
2. Martin, D. G. (2011). *Counseling and Therapy Skills*. NY: Waveland Pr In.
3. Moursund, J., & Kenny, M. C. (2002). *The Process of Counseling and Therapy* (4th ed.). Upper Saddle River, New Jersey: Prentice Hall.
4. Wolberg, L. R. (2005). *The Technique of Psychotherapy Part I and II*. NJ: Jason Aronson Inc.

Books for references

1. Archer, J., & McCarthy, C. J. (2008). *Theories of Counseling and Psychotherapy: Contemporary Applications*. Upper Saddle River, NJ: Merrill Prentice Hall
2. Corey, G. (2012). *Theory and Practice of Counseling and Psychotherapy*. California: Brooks/ Cole Publishing.
3. Keeran, D. (2009). *Effective Counseling Skills: The practical wording of therapeutic statements and processes*. CreateSpace Independent Publishing Platform.
4. Neukrug, E.S. (2010). *Counseling Theory and Practice*. Brooks/Cole, Brooks/Cole, Cengage Learning
5. Hutchinson D. R. (2011). *The Counseling Skills Practice Manual*. New Delhi: SAGE Publications Inc.
6. Sommers-Flanagan, J. & Sommers-Flanagan, R. (2012). *Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies, and Techniques*. Hoboken, NJ: John Wiley & Sons, Inc.
5. Morrison, J. (2007). *The First Interview* (3rd ed.). New York, NY: Guilford Press.
7. Perry, W. (2008). *Basic Counseling Techniques: A Beginning Therapist's Tool Kit* (2nd ed.). Bloomington, IN: AuthorHouse.

Evaluation:

Internal evaluation: 40 marks

- Two Role plays (video recorded) evaluation of basic and advanced skills, contracting and skills for opening and closing, therapeutic skills and process for simulated case: 20 marks
- Class test: Therapeutic assessment and formulation of two simulated cases and other therapy aspects. 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 them could be short notes question, which could combine more than one unit.

PSYCHOLOGY

MA Semester System (CBSGS), Revised Course, 2014

SemesterIV: Course XIII- D

Elective Course: 6 credits, 60 hrs.

ADVANCED SOCIAL PSYCHOLOGY:PAPSY401D

Objectives:

1. To acquaint students with advance trends and processes in social psychology
2. To understand the relatedness of social psychology to contemporary fields of psychology

Unit1. Introduction

- a. Social psychologists and thinking about people
- b. The social psychology of emotion
- c. Personality

Unit 2. Basic processes

- a. Social cognition
- b. Attitude structure
- c. Attitude change

Unit 3. The Self and Social Relations

- a. The Self
- b. Attraction and rejection
- c. Intimate relationships

Unit 4. Connections to related fields

- a. Social neuroscience

- b. Evolutionary psychology
- c. Cultural Psychology

Books for study

1. Baumeister, R. F. & Finkel, E. J. (Eds.) (2010). *Advanced Social Psychology: State of the Science*. New York: Oxford University Press

References:

1. Bodenhausen, G. V., Kang, S. K. & Peery, D. (2012) *The SAGE handbook of social cognition*. London: Sage.
2. Bodenhausen, G. V., & Gawronski, B. (2013). Attitude change. In D. Reisberg (Ed.), *The Oxford handbook of cognitive psychology* (pp. 957-969). New York: Oxford University Press.
3. Eastwick, P. W. (2013). Cultural influences on attraction. In J.A. Simpson & L. Campbell (Eds.), *Handbook of Close Relationships* (pp. 161- 182). New York, NY: 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) Mirror neurons and social cognition
- (iv) Colour-in-context theory
- (v) Attribution and adjustment to serious illness
- (vi) The social self
- (vii) Interpersonal cognition and relationships
- (viii) Research on close relationships
- (ix) Causal attribution across cultures
- (x) Current research on attitude change
- (xi) Attitude Structure and Change: Implications for Implicit Measures
- (xii) Neural basis of attitudes
- (xiii) Social Neuroscience
- (xiv) Cognitive Dissonance and the self
- (xv) A social psychological perspective on mental health
- (xvi) Internet and social behavior
- (xvii) Media Violence
- (xviii) Cyber bullying
- (xix) Violence on the internet

Evaluation:

Internal evaluation: 40 marks

- Essay on one of the topic randomly assigned: 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 them could be short notes question, which could combine more than one unit.

PSYCHOLOGY

MA Semester System (CBSGS), Revised Course, 2014

SemesterIV: Course XIII- E

Elective Course: 6 credits, 60 hrs.

CBT AND REBT: BASICS AND APPLICATIONS:PAPSY401E

Objectives:

1. Introducing students to CBT and REBT skills and techniques.
2. Familiarizing students to possible applications of the same.

Unit 1. Cognitive Behavior Therapy: Basic concepts

- a. Cognitive conceptualization, the cognitive model
- b. Schema focused therapy
- c. Identifying automatic thoughts.
- d. Identifying core beliefs and emotions

Unit 2 . CBT process

- a. Assessment and formulation.
- b. Therapeutic stages.
- c. Case formulations and common hurdles.
- d. Termination and relapse prevention.

Unit 3. Rational emotive behavior therapy: basic concepts and processes

- a. Irrational beliefs, activating events and consequent emotions
- b. Didactic techniques.
- c. Vivid methods.
- d. Behavioral homework.

Unit 4. CBT and REBT applications

- a. Applications to disorders
- b. Applications when client is in emotional distress
- c. Applications for self-development
- d. Individual and group applications

Books for reference

1. Beck, J. (2011). *Cognitive Behavior Therapy: Basics and Beyond* (2nd ed). NY: The Guilford Press.
2. Beck, A.T., Rush, A.I., Shaw, B.F. & Emery, G. (1979). *Cognitive Therapy of Depression*. NY: Guilford press.
3. Corey, G. (2009). *Theory and Practice of Counseling and Psychotherapy* (8th ed.). California: Thomson Brooks.
4. Dryden, W. (1995). *Rational Emotive Behavior Therapy: A reader*. NY: Sage.
5. Ellis, A. (1994). *Reason and Emotion in psychotherapy: revised and updated*. NY: Citadel Press.
6. Ellis, A. & Dryden, W. (2007). *The Practice of Rational Emotive Behavior Therapy*. NY: Springer.
7. Graham, P. & Reynolds, S. (2013). *Cognitive Behavior Therapy for Children and Families* (3rd ed.). London: Cambridge.
8. Gurman, A.L. (2008). *Clinical handbook of couple therapy* (4th ed.). NY: Guilford Press.
9. Kleinberg, J. (2012). *The Wiley Blackwell handbook of Group psychotherapy*. NY: Wiley Blackwell.
10. Leahey, R. (2003). *Cognitive therapy techniques: A practitioner's guide*. NY: The Guilford Press.
11. Walen, S., DiGiuseppe, R. & Dryden, W. (1992). *A practitioners' guide to Rational Emotive Therapy* (2nd ed.). UK: Oxford University press.

Evaluation:

Internal evaluation: 40 marks

- Not more than two tests of 20 marks each, one of which could be an essay/ book review

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 them could be short notes question, which could combine more than one unit

PSYCHOLOGY
MA Semester System (CBSGS), Revised Course, 2014
SemesterIV: Course XIV- A
Elective Course: 6 credits, 60 hrs.
WORKPLACE COUNSELLING:PAPSY402A

Objectives:

1. To acquaint the students with relevance of workplace counseling
2. To familiarize the students with models of workplace counseling
3. To help students understand the relevance of EAP programs

Unit 1. Understanding Work Place Counseling

- a. Current Trends in Workplace Counseling
- b. Models of Workplace Counseling
- c. Ethical Issues in Workplace Counseling
- d. Stress and Workplace Counseling, Work-Life Balance.

Unit 2. Impact of organizations on work place counseling

- a. Setting up counseling at workplace
- b. Systemic approaches to organizations
- c. Organizational culture and counseling
- d. Employee assistance programs (EAP)

Unit 3. Sexual harassment at work place

- a. Dynamics of sexual harassment: why it occurs?
- b. Types of sexual harassment
- c. Impact of sexual harassment: emotional, physical and economic impact.
- d. Preventing sexual harassment.

Unit 4. Conflict at workplace

- a. Nature of conflict
- b. Causes of workplace conflict: intrapersonal and interpersonal
- c. Violence at workplace
- d. Strategies to manage workplace conflict

Books for study

1. Boland M. (2005). Sexual Harassment in the workplace (1st ed.). Naperville, IL: Sphinx Publishing, Inc..

2. Boland M.L. (2002). *Sexual Harassment: your guide to Legal Action: What you should know and what you can do*. Naperville, IL: Sphinx Publishing, Inc.
3. Collins, S.D.(2009).*Managing conflict and workplace relationship*(2nded.). Mason, OH: South Western Cengage Learning.
4. Edelman, R. (2000). *Interpersonal conflicts at work*. Hyderabad: Universities Press (India) Limited.
5. Carroll, M. (2002).*Work Place Counseling*. New Delhi: Sage Publications.
6. Landy, F. J. & Conte, J.M. (2010).*Work inthe 21st century: an introduction to Industrial and Organizational Psychology*(3rd ed.). Blackwell publishers.

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 them could be short notes question, which could combine more than one unit.

PSYCHOLOGY

MA Semester System (CBSGS), Revised Course, 2014

SemesterIV: Course XIV- B

Elective Course: 6 credits, 60 hrs.

FAMILY AND COUPLES THERAPY:PAPSY402B

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 1. Introduction to family and couples therapy

- a. Couple therapy: history, models and applications
- b. Understanding adult attachment: theory, psychodynamics and couples relationship
- c. Basic techniques of family therapy
- d. Ethical issues in couple therapy

Unit 2. Addressing special issues in couples therapy

- A. Couple therapy and sexual dysfunction
- B. Couple therapy and physical aggression

- C. Separation and divorce issues in couple therapy
- D. Couple therapy for drug abuse and alcoholism

Unit 3. Therapeutic interventions I

- a. Object relations couple therapy
- b. Brief strategic couples therapy
- c. Solution focused couples therapy
- d. Narrative couple therapy

Unit 4. Therapeutic interventions II

- a. Affective- reconstructive couples therapy
- b. Integrative behavioural couple therapy
- c. Cognitive-behavioural couple therapy
- d. Emotional focused couple therapy

Books for study

1. Gurman, A.S. (2008). *Clinical Handbook of Couple Therapy* (4thed.). New York, NY: The Guilford Press
2. Nichols, M.P. (2010). *Family Therapy: Concepts and Methods* (9th ed.). Boston: Allyn and Bacon
3. Johnson, S.M. & Whiffen, V.E. (2003). *Attachment Processes in Couple and Family Therapy* (Eds.). New York, NY: The Guilford Press
4. Hecker, L. (2010). *Ethics and Professional Issues in Couple and Family Therapy*. New York, NY: Routledge.

Books for reference

1. Jongsma, A. & Dattilio, F. (2000). *The Family therapy treatment planner*. New York, NY: John Wiley
2. Johnson, S.M. (2005). *Becoming an Emotionally Focused Therapist*. New York: Taylor & Francis
3. Nichols, M.P. (2009). *Inside Family Therapy: A Case Study in Family Healing* (2nd Ed.), Boston, MA; Pearson: Allyn and Bacon
4. Corey, G (2009). *Theory and Practice of Counseling and Psychotherapy*. California: Thomson Brooks

Evaluation:

Internal examination: 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. One of them could be short notes question, which could combine more than one unit.

PSYCHOLOGY
MA Semester System (CBSGS), Revised Course, 2014
Semester IV: Course XIV- C
Elective Course: 6 credits, 60 hrs.
GROUP THERAPY:PAPSY402C

Objectives:

1. Introducing students to group therapy skills and techniques.
2. Familiarizing students to possible applications of the same.

Unit 1. Group intervention: processes

- 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 2. Group interventions: applications

- a. Group interventions to alleviate emotional distress
- b. Growth groups as a means of self-discovery and development
- c. Support groups: psycho-educational groups, AA model, rational recovery.
- d. Self-help groups, caregiver support groups.

Unit 3. Important group intervention models

- a. Interpersonal model is group intervention
- b. Client centered approach in group therapy
- c. Cognitive behavioral group therapy
- d. Mindfulness and insight oriented approaches in group settings

Unit 4. Ethical issues and documentation

- a. Record keeping and its importance.
- b. Documentation of process oriented groups
- c. Confidentiality in individual and group intervention
- d. Setting limits to group disclosure, setting rules.

Books for study

1. Kleinberg, J. (2012). *The Wiley Blackwell handbook of Group psychotherapy*. NY: Wiley Blackwell.
2. Wolberg, L. R. (2005). *The Technique of Psychotherapy Part I and II*. NJ: Jason Aronson Inc. (Group intervention and Cognitive therapy)
3. Yalom, I. D. (2005). *Theory and Practice of Group Psychotherapy*. NY: Basic Books.

Evaluation:**Internal evaluation:** 40 marks

- Not more than two tests of 20 marks each, one of which could be an essay/ book review

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 them could be short notes question, which could combine more than one unit.**PSYCHOLOGY****MA Semester System (CBSGS), Revised Course, 2014****Semester IV: Course XIV- D****Elective Course: 6 credits, 60 hrs.****HUMAN RESOURCE MANAGEMENT: PAPSY402D****Objectives:**

1. To acquaint the students with the concept and function of human resource management
2. To learn the various human resource systems and programme in an organization to achieve higher productivity
3. To acquaint the students with knowledge of career planning and development, occupational safety, health and wellbeing and union management relationship

Unit 1. Introduction to human resource management

- a. Concept and functions of HRM ; concept of equal opportunity & diversity strategic management process
- b. HRM's role in creating competitive advantage and organizational excellence
- c. Strategic human resource management and its challenges
- d. HRM's strategic roles: execution and formulation role

Unit 2. Recruitment, selection, careers and performance management system

- a. Recruitment and selection process
- b. Career, career planning, career development and career management
- c. Career anchors, career stages, career concerns and career development cycle
- d. Performance management system, performance methods, performance issues, performance feedback and performance counseling

Unit 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

Unit 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

Books for reference

1. Anderson, N. Ones, D. S., Sinangil, H.K & Viswesvaran, C. (Eds.)(2005).*Handbook of Industrial and Organizational Psychology: Personnel Psychology*(Vol. 1). New Delhi: Sage Publications, New Delhi.
2. Armstrong, M. (2005).*A Handbook of Human Resource Management Practice* (9th ed.). New Delhi : Kogan Page India,
3. Aswathappa, K. (2010). *Human Resource Management: Text and Cases* (8th ed.). New Delhi: Tata McGraw- Hill Education Private Limited.
4. Blanchard, P.N . & Thacker, J.W. (2007) *Effective Training: Systems, Strategies, and Practices* (2nd ed.). New Delhi: Pearson Education, Inc.
5. Bohlander, G. & Snell, S (2004).*Managing Human Resources*. India: Thomson Asi Private Limited.
6. Bratton, J. & Gold, J. (2009).*Human Resource Management Theory and Practice* (4th ed.), New York, NY: Palgrave Macmillan.
7. Cascio, W.F & Aguinis, H. (2005).*Applied Psychology in Human Resource Management* (6th ed.). New Jersey, NJ: Prentice Hall Inc.
8. Deb, T. (2006).*Strategic Approach to Human Resource Management: Concepts, Tools, & Application*. New Delhi: Atlantic Publishers.

9. Dessler, G. (2011). *A Framework for Human Resource Management* (6th ed.). New Delhi: Pearson Education Inc.
10. Dessler, G. & Varkkey, B. (2011). *Human Resource Management* (12th ed.). New Delhi: Pearson Education Inc.
11. Gomez-Mejia, L. R, Balkin, D.B. & Cardy, R.L. (2010). *Managing Human Resources* (6th ed.). New Delhi: PHI Learning.
12. Greer, C.R. (2009). *Strategic Human Resource management* (2nd ed.) New Delhi: Pearson Education Inc.
13. Goldstein, I.L & Ford, J.K (2002). *Training in Organization* (4th ed.). USA: Thomson Wadsworth.
14. Ivancevich, J.M. (2004). *Human Resource Management* (9th ed.). New Delhi: Tata McGraw Hill Edition.
15. Kandula, S.R (2004). *Human Resource Management in Practice* (2nd reprint). New Delhi: Prentice Hall of India.
16. Landy, F.J., & Conte, J.M. (2004). *Work in the 21st Century* (International ed.), New York, NY: McGraw-Hill.
17. Luthans, F. (2008). *Organizational Behavior* (11th ed.). New York, NY: McGraw Hill International Edition, New York, USA.
18. Mamoria, C.B. & Gankar, S.V. (2001). *Personnel Management* (21st revised ed.). Mumbai: Himalaya Publishing House.
19. Pareek, U. & Rao, T.V. (2003). *Designing and Managing Human Resource System* (3rd ed.). New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
20. Pattanayak, B. (2009). *Human Resource Management* (3rd ed.). New Delhi: PHI Learning Private Limited.
21. Rothwell, W. (2012). *The Encyclopedia of Human Resource Management* (Vol. 1, 2, 3). San Francisco, CA: John Wiley and Sons Inc.
22. Sharma, A. & Khandekar, A. (2006). *Strategic Human Resource Management. An Indian Perspective*. New Delhi: Response Books, A Division of Sage Publications.
23. Subba, R. P. (2009). *Personnel and Human Resource Management: Text & Cases*. Mumbai: Himalaya Publishing House.

Evaluation:

Internal evaluation: 40 marks

- Essay on one of the topic randomly assigned: 20 marks
- One test of descriptive types: 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. One of them could be short notes question, which could combine more than one unit.

PSYCHOLOGY
MA Semester System (CBSGS), Revised Course, 2014
SemesterIV: Course XIV- E
Elective Course: 6 credits, 60 hrs.
BEHAVIOR THERAPY:PAPSY402E

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

- a. Principles and assumptions
- b. Behavioural assessment
- c. Behavioural formulation and steps in BT
- d. Planning and contracting and initiating, overt and covert behaviours.

Unit 2. Techniques, processes and applications I

- a. Acceleration behavior therapy
- b. Aversion and flooding, thought stopping
- c. Modeling, shaping, fading, chaining, stimulus generalization and discrimination
- d. Cognition and behavior therapy

Unit 3. Techniques, processes and applications II

- a. Relaxation and systematic desensitization
- b. Assertiveness training
- c. Contingency management, behavioral parent training
- d. Token economy

Unit 4. Behavioural medicine

- a. Mental disorders: anxiety and depression
- b. Sleep problems, sexual dysfunctions
- c. Pain and headache
- d. Report and documentation

Books for reference

1. Antony, M. M. & Roemer, L. (2011). *Behavior Therapy*. Washington, DC: American Psychological Association Press.

2. Erwin, E. (1978). *Behavior Therapy: Scientific, Philosophical and Moral Foundations*. Cambridge University Press.
3. Feldman, M. & Christensen, M. J. *Behavioral Medicine: A Guide for Clinical Practice* (3rd ed.). McGraw-Hill Companies, Inc.
4. Geoffrey, L. Thorpe, Sheryl L. Olson (1997). *Behavior Therapy: Concepts, Procedures and Applications*. Allyn & Bacon.
5. Graziano, A.M. (2009). *Behavior Therapy with Children*. USA: Transaction Publishers.
6. John, C., Masters, J. C., Burish, T., Hollon, H.D., & Rimm, D. C. (1990). *Behavior Therapy: Techniques and Empirical Findings*. New York: Academic Press
7. Koerner, K. (2012). *Doing Dialectical Behavior Therapy: A Practical Guide*. New York, NY: Guilford Press.
8. Spiegler, M. D. & Guevremont, D. C. (2010). *Contemporary Behavior Therapy*. Belmont, CA: Wadsworth Pub Co.
9. Wolpe, J. (1978). *The Practice of Behavior Therapy*. Pearson.
10. Various issues of Journals *Behaviour Research and Therapy* and *Behavior Therapy*

Evaluation:

Internal evaluation: 40 marks

- One Classroom test: 20 marks
- Assignment: Doing BT formulation for a two simulated Case and Detailed Planning BT for two simulated cases: 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 them could be short notes question, which could combine more than one unit.

PSYCHOLOGY

MA Semester System (CBSGS), Revised Course, 2014

Semester IV: Course XV- A

Elective Course: 6 credits, 60 hrs.

PERSONALITY DISORDERS: THEORY, ASSESSMENT AND INTERVENTIONS: PAPS403A

Objectives

1. Understanding personality disorders concept and controversies.
2. Develop skills of assessment for personality disorders.
3. Learn to plan and carry out therapy with PD.

Teaching methods: Classroom teaching, role-play, simulated cases, assessment workshop, presentations, case discussion be used as teaching methods.

Unit1. Understanding and classification of PDs

- a. Classical foundations and contemporary perspectives, etiological perspective on PD.
- b. Classification of PDs: DSM IV TR/ DSM V, ICD 10.
- c. Development, etiology, symptomatology and clinical Picture of PD for ICD 10 and DSM V
- d. Dimensional and categorical debate

Unit 2. Assessment and diagnosis

- a. Diagnostic questionnaire assessment: MCMI III, MMPI 2,
- b. Interviews: SCID-II,PDI IV, IPDE, SIDP-IV
- c. Temperamental personality assessment: NEO-PI-3, MIPS
- d. Other techniques and specific instruments to PD.

Unit 3. Psychotherapy with personality: CBT

- a. CBT for PD: theory, general principles
- b. CBT for PD: assessment and specialized techniques
- c. CBT for schizoid, narcissistic
- d. CBT for borderline, avoidant-dependent

Unit 4. Other psycho-therapeutic approaches and special issues

- a. Other therapeutic approaches: brief therapy, common factor approach, psychodynamic.
- b. Therapeutic eclectism, synergistic psychotherapy
- c. Helping family and relations
- d. Supportive work

Books for reading and reference

1. Millon, T. (2011). *Disorders of Personality: Introducing a DSM/ICD Spectrum from Normal to Abnormal*. (Wiley Series on Personality Processes). NY: John Wiley.
2. Millon, T., Millon, C. M., Meagher, S., & Grossman S. (2004). *Personality Disorders in Modern Life*. London: John Wiley & Sons.
3. Beck, A. & Freeman, A. & Davis, D.D. (2006). *Cognitive Therapy of Personality Disorders*. NY: Guilford Press.
4. APA (2013). *Diagnostic and Statistical Manual of Mental Disorders (5th ed.)*(DSM-5). New York:APA.
5. Bockian, N. R., & Jongsma Jr. A. E. (2001). *The Personality Disorders Treatment Planner*. Canada: John Wiley & Sons:
6. Choca, J. P. (2004). *Interpretive Guide to the Millon Clinical Multiaxial Inventory*. NY: American Psychological Association.
7. Clarkin, J.F., Fonagy P., & Gabbard G.O. (2010). *Psychodynamic Psychotherapy for Personality Disorders: A Clinical Handbook*. Arlington: American Psychiatric Publishing.

8. Dobbert, D. L. (2010). *Understanding Personality Disorders: An Introduction*. Maryland: Rowman & Littlefield Publishers.
9. Friedman, A. F., Levak, R., Nichols, D., & Webb, J. T. (2000). *Psychological Assessment with the MMPI-2*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc
10. Linehan, M. (1993). *Cognitive-Behavioral Treatment of Borderline Personality Disorders*. NY: Guilford Press.
11. Linehan, M. (1993). *Skills Training Manual for Treating Borderline Personality Disorder*. NY: Guilford Press.
12. Sperry, L. (2006). *Cognitive Behavior Therapy of DSM-IV-TR Personality Disorders*. New York, NY: Routledge, Taylor and Francis.
13. W.H.O.(1992). *The ICD-10 Classification of Mental and Behavioural Disorders: Clinical Descriptions and Diagnostic Guidelines*. Geneva: World Health Organization.
14. Millon, T. (2006). *MCMI-III Manual (Millon Clinical Multiaxial Inventory-III)*.
15. O'Donohue, W.T., Fowler, K.A. & Lilienfeld, S.O. (2007). *Personality Disorders: Toward the DSM-V*. Thousand Oaks: SAGE Publications.
16. Weiner, I. B. & Greene, R. L. (2008). *Handbook of Personality Assessment*. New York: John Wiley and Sons.
17. Widiger, T. A. & Costa P. T. Jr. (2012). *Personality Disorders and the Five-Factor Model of Personality*. NY: APA.
18. Wood, J. (2010). *The Cognitive Behavioral Therapy Workbook for Personality Disorders: A Step-by-Step Program (New Harbinger Self-Help Workbook)*. New Harbinger Publications.
19. Various issues of *Journal of Personality Disorders*, Guilford Press and *Personality Disorders: Theory, Research, and Treatment*, American Psychological Association.

Evaluation:

Internal evaluation: 40 marks

- Diagnosis on the basis of individuals test profiles including other details provided. 20 marks
- Techniques of therapy Role play (video recorded) for therapy skills: 20 marks

OR

- Research Project

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 them could be short notes question, which could combine more than one unit.

PSYCHOLOGY
MA Semester System (CBSGS), Revised Course, 2014
SemesterIV: Course XV- B
Elective Course: 6 credits, 60 hrs.
CAREER COUNSELLING AND WORLD OF WORK:PAPSY403B

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 counselling

- a. Definition of terms: career, career development, career development interventions, career counselling, career education, Career guidance.
- b. History of career guidance and counselling
- c. The ethical standards of the NCDA
- d. Career guidance movement in India

Unit 2. Understanding and applying theories

- a. Super's life span theory: 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
- c. Lent, Brown and Hackett's social cognitive career theory: applying and evaluating SCCT
- d. Trait and factor theory.

Unit 3: Framework for Career Counselling:

- a. The beginning or initial phase of career counseling.
- b. The middle or working phase of career counseling.
- c. The ending or termination phase of career counselling.
- d. Using information and technology in career counseling.

Unit 4. Career development interventions

- a. Career development and interventions in elementary schools: the elementary school child, environmental influences, children's values towards work, importance of the early school years, goals for career guidance, parental influences, concrete strategies for implementing goals, career guidance techniques.
- b. Career development and interventions in senior high school: need for increased availability of career guidance services, differences in career aspirations, career maturity in special population, gender difference, work values, implications for the practice of career

development in senior high school, planning consideration in senior high school, goals for career development in senior high school, career guidance strategies for fostering decision making and career techniques for senior high school.

- c. Career development interventions in higher education: evolution of career services in higher education, characteristics of student population, planning considerations, goals for career development in higher education, group counseling, individual counseling, peer counseling placement, career guidance techniques.
- d. Work and mental health: career development and mental health, unemployment and mental and emotional distress, individual reaction to unemployment, indicators of links between career development and mental health and intervention in unemployment.

Books for study

1. Capuzzi, D. & Stauffer, M.D. (2006). *Career counseling: Foundations, perspectives, and applications*. Boston, MA: Pearson Educational, Inc.
2. Herr, E.L., & Cramer, S.H. (2003). *Career guidance and counselling through the life span: Systematic approaches* (6th ed.) Boston: Allyn and Bacon.
3. Niles, S. and Harris-Bowlsbey, J. (2013). *Career development interventions in the 21st century* (4th ed.). Upper Saddle River, NJ: Pearson Education.
4. Kidd J. M. (2006). *Understanding career counseling: Theory, Research and Practice*. New Delhi: Sage Publication Inc.
5. Sharf, R.S. (2010). *Applying Career Development Theory to Counselling* (5th ed.). Belmont, CA: Brooks/ Cole, Cengage Learning.

Books for reference

1. Brown, D. (2003). *Career information, career counseling, and career development* (8th ed.). Boston: Allyn and Bacon.
2. Corey, G. (2010). *Creating your professional path*. Alexandria, VA: American Counseling Association.
3. Dugan, M. H. & Jurgens, J.C. (2007). *Career interventions and techniques: A complete guide for human service professionals*. Boston, MA.: Pearson Education, Inc..
4. Figler, H., & Bolles, R. (1999). *The career counselor's handbook*. Berkeley, CA: TenSpeed Press
5. Gysbers, N., Heppner, M., & Johnston, J. (2009). *Career counseling: Contexts, processes, and techniques* (3rd ed.). Alexandria, VA: American Counseling Association
6. Harr, G.L. (1995). *Career guide: Road maps to meaning in the world of work*. Pacific Grove, CA: Brooks/Cole.
7. Kapes, J., Mastie, M., & Whitfield, E. (2002). *A counselor's guide to career assessment instruments* (4th ed.). Alexandria, VA: NCDA
8. Peterson, N., & González, R. (2005). *The role of work in people's lives: applied career counseling and vocational psychology* (2nd ed.). Pacific Grove, CA: Brooks/Cole.

9. Remley, T., & Herlihy, B. (2001). *Ethical, legal and professional issues in counseling*. Boston: Allyn and Bacon.
10. Fouad, N. (2007). *Work and vocational psychology: Theory, research, and applications. Annual Review of Psychology*, 58, 1-22.
11. O'Neil, J. M., Fishman, D. M., & Kinsella-Shaw, M. (1987). Dual-career couples' career transitions and normative dilemmas: A preliminary assessment model. *The Counseling Psychologist*, 15, 50-96.

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 them could be short notes question, which could combine more than one unit.

PSYCHOLOGY

MA Semester System (CBSGS), Revised Course, 2014

Semester IV: Course XV- C

Elective Course: 6 credits, 60 hrs.

SOCIAL PROBLEMS AND INTERVENTIONS: PAPSY403C

Objectives:

1. Understanding and identification of the various psycho- social problems
2. Suggest appropriate skills and interventions

Unit 1. Major social problems in India

- a. Socially disadvantaged groups: caste, tribes, minorities and welfare measures
- b. Problems of women: gender inequity, violence against women, depersonalization and humanistic approach.
- c. Poverty: causes, problems and strategies for alleviating poverty
- d. Issues related to labour: child labour and unorganized sectors and rehabilitation measures

Unit 2. Physical and mental health related issues

- a. Mental health: models of causation and types of intervention
- b. HIV/AIDS: magnitude, high risks groups, protective programmes
- c. Cancer patients: pain management and palliative care
- d. Suicide: risk and prevention

Unit 3. Child and family

- a. Child abuse: types of child abuse and rehabilitation programmes
- b. Orphans and street children: psychosocial problems and interventions
- c. Family planning and population control: fertility, contraceptive use, family planning policies
- d. Marital and family problems: influence of urbanization, divorce and separation, domestic violence.

Unit 4. Special populations and environmental concerns

- a. Geriatric: psychosocial and health related issues of ageing, role of psychologist
- b. Disability: understanding the concept of disability and rehabilitation
- c. Addiction: alcohol and drug addiction, control over use of substance, therapeutic communities.
- d. Environment: personal space and crowding, stress and health

Books for study

1. Ahuja, R. (2012). *Social Problems in India* (2nd ed.). New Delhi: Rawat Publications.
2. Prasad, B.K. (2004). *Social Problems of India* (Vol 1 & 2). New Delhi: Anmol Publications Pvt. Ltd.
3. Prabhakar, V. (2012). *Social Problems: Issues and Perspective*. New Delhi: Wisdom Press.
4. Dallos, R. & McLaughlin, E. (2002). *Social Problems and The Family*. New Delhi: Sage Publications Pvt. Ltd.
5. Nagar, D. (2006). *Environmental Psychology*. New Delhi: Concept Publishing Company.

Books for reference

1. Berker, H. (1966). *Social Problems: A Modern approach*, John Wiley & Sons, Inc.
2. Donelson, E., & Gullahorn, J.E. *Woman: a psychological perspective*. New York, NY: John Wiley & Sons.
3. Corey, G. (2009). *Theory and Practice of Counseling and Psychotherapy* (8th ed.). California: Brooks/ Cole Publishing
4. Gale, A. & Chapman, A.J. (1984). *Psychology and Social Problems: An Introduction to Applied Psychology*. New York, NY: John Wiley & Sons
5. L'Abate, L & Milan, M. A. (1985). *Handbook of Social Skills Training and Research*. Wiley-Interscience.
6. Hill, R. (1959). *The Family and Population Control*. Chapel Hill: University of North Carolina Press.
7. Misra, L. (1992). *Women issues: an Indian perspective*. New Delhi: Northern Book Centre.
8. Mukherjee, R. (1976). *Family Planning in India*. New Delhi: Orient Longman Ltd.
9. Rickel, A.U., Gerrard, M., Iscoe, I. (1984). *Social and Psychological Problems of Women: Prevention and Crisis Intervention*. New York : Hemisphere Publishing Cooperation.

10. Sen, A.K. (1982). *Mental Retardation*. Bhelupur : Kripa Psychological Centre.
11. Wright, B.A. (1983). *Physical disability: a psychological approach*. New York, NY: Harper & Row.

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. One of them could be short notes question, which could combine more than one unit.

PSYCHOLOGY

MA Semester System (CBSGS), Revised Course, 2014

Semester IV: Course XV- D

Elective Course: 6 credits, 60 hrs.

Organization Development: PAPSY403D

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; training experience
- b. Intergroup and third-party peacemaking interventions
- c. Structural and comprehensive OD intervention.
- d. The Future and organizational development

Books of study

1. Cummings, T.G. & Worley, C.G. (2001).*Organization Development and Change*. USA: Thomson Learning.
2. French, W.L., Bell, Jr, C.H. & Vohra, V. (2011).*Organization Development* (6th ed.). New Delhi: Pearson Prentice Hall.
3. Ramnarayan, S. & Rao, T.V. (2011).*Organization Development: Accelerating Learning and Transformation* (2nd ed.). New Delhi: Sage Publication.
4. Rothwell, W. J & Sullivan, R. L. (2005).*Practicing Organization Development: A Guide for consultants*. San Francisco, CA: Wiley Imprint.

Books of reference

1. French, W.L. & Bell, Jr, C.H. (2006).*Organization Development*. Sixth Edition, Prentice- Hall of India Private Limited, New Delhi.
2. Allcorn, S. (2006).*Organizational Dynamics and Intervention: Tools for Changing the Workplace*. New Delhi: Prentice-Hall of India Private Limited.
3. Sharma, R.R. (2010).*Change Management: Concepts and Applications*. New Delhi: Tata McGraw Hill Education Private Limited.

Evaluation:

Internal evaluation: 40 marks

- Essay: 20 marks
- One Written Test: 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. One of them could be short notes question, which could combine more than one unit.

PSYCHOLOGY
MA Semester System (CBSGS), Revised Course, 2014
Semester IV: Course XV- E
Elective Course: 6 credits, 60 hrs.
HEALTH PSYCHOLOGY:PAPSY403E

Objectives:

1. To underline the role of Health psychology in the 21st 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

Books for study

1. Aldwin, C.M., Park, C.L. and Spiro, A. (2007). *Handbook of Health Psychology and Aging*. NY: Guilford Press.
2. Friedman, H.S. (2011) *Oxford Handbook of Health Psychology*. Oxford: OUP.

3. Marks, F., D, Murray, M., Evans, B. (2011). *Health Psychology: Theory, Research and Practice* (3rd ed.). New Delhi: Sage publications
4. Ogden, J (2004). *Health Psychology: A textbook* (3rd ed.). Open University Press, McGraw Hill Publications (2004)
5. Snooks, M. (2009). *Health Psychology: Biological, Psychological and Sociocultural Perspective*. London: Jones and Bartlett.
6. Taylor, B. (2006). *Health Psychology*. (6th ed.), Tata McGraw Hill
7. Strauss, R.O. (2012). *Health Psychology – A Biopsychosocial Approach* (3rd ed). UK: Worth Publications.
8. Sutton, S., Baum, A., & Johnston, M. (2004). *The Sage Handbook of Health Psychology*. Los Angeles, LA: Sage Publications.
9. Weinman, J., Johnston, M., & Molloy, G. (2007). *Health Psychology* (Vol. IV). London: Sage Publications.

Books for reference

1. Bornstein, M.H., Davidson, L. Keyes, C.L. & Kristin, A.M. (2003). *Well being – Positive development across the life course*. New Jersey, NJ: Lawrence Erlbaum Assoc. Inc.
2. Friedman, H.S. (2011). *Oxford Handbook of Health Psychology*, New Delhi: Oxford University Press.
3. Kiecolt-Glaser J.K., & Glaser. R. (1992). Psychoneuroimmunology Can psychological interventions modulate immunity? *Journal of Consulting and Clinical Psychology*, 60 (4), 569-575.
4. Lehrer, P., Woolfolk, R.L. & Sime, W. (2007) *Principles and practice of Stress Management*. New York, NY: The Guilford Press.

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. One of them could be short notes question, which could combine more than one unit.

PSYCHOLOGY
MA Semester System (CBSGS), Revised Course, 2014
SemesterIV: Course XVI- A
Elective Course: 6 credits, 60 hrs.
PRACTICUM IN CLINICAL PSYCHOLOGY:
CLINICAL PSYCHOPATHOLOGY, DIFFERENTIAL DIAGNOSIS AND
MANAGEMENT:PAPSY404A

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

Objectives:

1. To familiarize students with hands on work in the field of clinical psychology
2. To acquaint students with various psychopathological conditions, and impart knowledge and skills required for differential diagnosis of the same.

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

Unit 1. Identification of adult psychopathological conditions

- a. Psychotic spectrum disorders
- b. Neurotic spectrum disorders and mood disorders
- c. Neurocognitive disorders
- d. Other conditions

Unit 2. Identification of child psychopathological conditions

- a. Pervasive developmental disorders
- b. Disruptive behavior disorders
- c. Learning related disorders
- d. Other childhood conditions

Unit 3. Integration of findings

- a. Integration of observation and interview findings
- b. Differential diagnosis: combining tests, MSE, and interview findings.
- c. Communication of diagnosis to patients and family members
- d. Planning management of the case

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. Summary documentation of assessment and management: process and finding

Books for study

1. Hersen, M. (2004). *Comprehensive Handbook of Psychological Assessment: Intellectual and neuropsychological assessment* (Vol. 1); *Personality assessment* (Vol 2.); *Behavioral assessment* (Vol 3.). New York, NY: Wiley.
2. Flanagan J.S. & Flanagan, R.S. (2012). *Clinical interviewing* (4th ed.). New Jersey, NJ: John Wiley and Co.
3. Aronson, F.L. (2008). *Interviewing clients across cultures: A practitioners' guide*. New York, NY: The Guilford Press.
4. Lezak, M, Howieson, D.B., Bigler, E. & Trandl, D. (2012). *Neuropsychological assessment*. (5th ed.). London: OUP.
5. Schoenberg, M.R. & Scott, J.G. (2011). *The Little Black book of neuropsychology*. New York, NY: Springer.

Book for reference

1. Feinberg, T.E. & Farah, M.J. (2003). *Behavioral neurology and neuropsychology* (2nd ed.). NY: McGraw Hill.

Evaluation:

Internal evaluation: 40 marks

- Under the supervision of course teacher, reports to be submitted on cases seen during the semester : 15 marks
- Classroom presentation of at least *one case* in a case presentation format along with test profiles and therapy plan: 10 marks
- Research project: selection of topic, conduction and submission of report under the supervision of the concerned teacher: 15 marks

Please Note. The project should have all the steps of research which includes the rationale, review of the selected problem, methodology, analysis of the data, discussion and implication of the same. The report should be written in American Psychological Association (APA) format

Semester end practical examination: 60 marks

- Viva voce examination: 40 marks
- Report based on simulated cases provided at the time of examination: 15 marks

PSYCHOLOGY
MA Semester System (CBSGS), Revised Course, 2014
SemesterIV: Course XVI- B
Elective Course: 6 credits, 60 hrs.
PRACTICUM IN COUNSELLING PSYCHOLOGY:
ASSESSMENT AND MANAGEMENT OF COUNSELING CLIENTS:PAPSY404B

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

Objectives:

- a. To provide practical experience to the students to understand the role of interview, observation and case-history in assessment of clients.
- b. To learn the assessment of cognitive abilities, aptitude, personality and interest on field.
- c. To train students in skills for counseling special population and career counseling on field.
- d. To acquaint student with case presentation and reporting.

Unit 1. Assessment and skill development exercises for adolescents and adults

- a. Interview, observational techniques and case history
- b. Selection of appropriate psychological tests, school/functional and behavioural assessment
- c. Role play, transcription and analysis, case studies, movie screenings/video analysis
- d. Case presentations and group discussions; field work, field

Unit 2. Training in Test administration, scoring and interpretation in counselling settings

- a. Assessment of cognitive abilities: Dr. C. M. Bhatia's performance test of intelligence, Wechsler Scales of Intelligence (Adult), Standard Progressive Matrices (SPM), non verbal test of intelligence (NVTI), differential aptitude test (DAT).
- b. Assessment of personality and interests: HSPQ, 16PF, NEO- FFI, Holland's self- directed search and Mascarenhas interest inventory
- c. Projective test: TAT, Rosenzweig picture frustration study (Adult)
- d. Assessment of adjustment issues and quality of life of elderly

Unit 3. Diverse areas of counselling and career guidance- field work

- a. Psychological test: administration, scoring and interpretation
- b. Career counseling strategies: high school
- c. Case study and counselling of special population: persons with orthopedic, speech and hearing and visually impairment (minimum one case).
- d. Conducting case study on elderly (minimum one case)

Unit 4. Psychological interventions and reporting

- a. Explanation of condition and psycho-education
- b. Intervention: planning, process and termination
- c. Documentation of assessment and management process
- d. Report generation, follow-up

Books for reference

1. Niles, S. & Harris-Bowlsbey, J. (2009). *Career development interventions in the 21st century* (3rd ed.). Upper Saddle River, NJ: Pearson Education.
2. Geldard, K. & Geldard, D. (2004). *Counselling Adolescents*. New Delhi: Sage Publications.
3. Gawali, G. (2012). *Vocational Rehabilitation of Persons with Disability: Psychosocial and Legal Perspectives* (Ed.). Mumbai: Himalaya Publications
4. Wright, B.A. (1983). *Physical disability: A psychosocial approach* (2nd ed.). New York, NY: Harper & Row.
5. Herr, E.L., & Cramer, S.H. (2003). *Career guidance and counselling through the life span: Systematic approaches* (6th ed.) Boston: Allyn and Bacon.
6. Ko, H., Mehta, K.K., & Meng, K.S. (2006). *Understanding and Counselling Older Persons: A Handbook*. Singapore: Sage

Evaluation:

Internal evaluation: 40 marks

- Detailed group career guidance assessment, profiling and individual career counseling to be conducted on 8th/9th/10th or 12th standard students, and reports to be submitted along with individual case studies conducted on special population and elderly during the semester: 15 marks
- Classroom presentation of at least one case in prescribed format along with test profiles and therapy plan: 10 marks
- Research project: selection of topic, conduction and submission of report under the supervision of the concerned teacher: 15 marks

Please Note. The project should have all the steps of research which includes the rationale, review of the selected problem, methodology, analysis of the data, discussion and implication of the same. The report should be written in American Psychological Association (APA) format

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

PSYCHOLOGY
MA Semester System (CBSGS), Revised Course, 2014
SemesterIV: Course XVI- C
Elective Course: 6 credits, 60 hrs.
PRACTICUM IN INDUSTRIAL PSYCHOLOGY:PAPSY404C

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

Objectives:

1. To acquaint students with the applications of surveys in organizations.
2. To acquaint the students with the tools of behavioral and organizational change interventions.
3. To develop the skills to conduct a research/action research pertinent to industrial/organizational issues on field.
4. To gain firsthand experience through focused group discussions.

Unit 1. Surveys

conduct a survey by designing a survey and executing the same in any one organization of your choice, with its findings and writing a report of the same. The survey can be on employee satisfaction survey, employee attitude survey, and employee value survey, employee engagement survey, climate survey, organizational survey, HRD climate survey, culture survey etc.

Unit 2. Force-field analysis and appreciative inquiry

students will conduct with the help of supervisor all the steps of force field analysis (identifying the problem and identifying the desired state; identifying the forces involved, and determining the strengths of each force.action plans for increasing driving forces and reducing restraining forces and appreciative inquiry (4 D approach: discovery, dreaming, designing and destiny) as an OD intervention. After conducting the same students will write the report of the same.

Unit 3. Research Project

Students take up a research project pertinent to Industrial/Organizational Psychology. The project should have all the steps of research which includes the rationale, review of the selected problem, methodology, analysis of the data, discussion and implication of the same. The report should be written in American Psychological Association (APA) format.

Unit 4. Focused Group Discussion

Student conduct a focus group either based on need diagnostic or problem focused group study in any area of consumer behavior (customers of sales, retail, banking, insurance, aviation etc) or industrial/ organizational psychology/human resource and submit a report.

- a) Select the team
- b) Select the participants
- c) Decide on time and location
- d) Prepare for and conduct focus group discussion
- e) Submit a report

Books for reference

1. Barbour, R. (2007). *Doing Focus Groups*. Los Angeles: Sage Publications.
2. Clark, A.W. (1976). *Experimenting with organizational life: The action research approach*. New York: Plenum Press.
3. Cooperrider, D.L., Whitney, D. & Stavros, J.M. (2008). *Appreciative Inquiry Handbook: For Leaders of Change* (2nd ed.). San Francisco, USA: Berrett – Koehler Publishers Inc.
4. Watkins, J.M., Bernard, J., Kelly, M.R. (2011). *Appreciative Inquiry: Change at the Speed of Imagination* (2nd ed.). USA: John Wiley and Sons Inc.
5. Krueger, R.A., Casey, M.A. (2009). *Focus Groups: A practical guide for Applied Research* (4th ed.). Los Angeles: Sage Publications, Los Angeles.
6. Litosselitti, L. (2003). *Using Focus Groups in Research*. New York, NY: Continuum.
7. McNiff, J. (2002). *Action Research: Principles and Practice*. Houndsmills: Macmillan Education.

Evaluation:

Internal evaluation: 40 Marks

- Report Submission for conduct of Survey Research: 10 Marks
- Report Submission of Force field Analysis and Appreciative Inquiry: 10 Marks
- Research Report Submission: 15 Marks
- Conduction of Focus Group Study: 05 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.

PSYCHOLOGY
MA Semester System (CBSGS), Revised Course, 2014
SemesterIV: Course XVI- D
Elective Course: 6 credits, 60 hrs.
PRACTICUM IN SOCIAL PSYCHOLOGY
ASSESSMENT AND INTERVENTIONS IN APPLIED SOCIAL PSYCHOLOGY: PAPSY404D

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

Objectives:

1. To increase students orientation and relevance to society through field work, social experiments.
2. To help students gain experience in conducting focus groups and undertaking research in socially relevant areas.

Unit 1.Field placements (institution/organization)

In this component students will be placed in institutions/organizations in consultation with the course teacher. Students will have to study from social psychological perspective the individual cases (case study). Students will have to submit two detailed case study report.

Unit 2. Field work/social experiment

In this component students will have to identify a social problem in the society and will have to conduct a detail field work to understand the social problem. Students will have to submit a brief descriptive report containing their analysis from social psychological perspective.

Unit 3. Focus group

Students will have to conduct one Focus Group Study in any one of the social phenomenon/issues.

Unit 4. Research project

Students will have to design a research project in any area of social psychology and submit a detail report of the same.The project should have all the steps of research which includes the rationale, review of the selected problem, methodology, analysis of the data, discussion and implication of the same. The report should be written in American Psychological Association (APA) format.

Books for reference

1. Breakwell, G.M. (2004). *Doing Social Psychology Research*. Malden, MA: British Psychological Society and Blackwell Publishing Ltd.
2. Krueger, R.A., & Casey, M.A. (2009). *Focus Groups: A practical guide for Applied Research* (4th ed.). Los Angeles: Sage Publications.
3. Litosselitti, L. (2003). *Using Focus Groups in Research*. New York, NY: Continuum.
4. Barbour, R. (2007). *Doing Focus Groups*. Los Angeles: Sage Publications.
5. Pines, A.M. & Maslach, C. (2002). *Experiencing Social Psychology: Readings and Projects* (4th ed.). New Delhi: Mc Graw Hill.

Evaluation:

Internal evaluation: 40 marks

- Field placements (institute): 10 marks
- Field placements (open field): 10 marks
- Focus group: 05 marks
- Research Project: 15 mark

Semester end examination: 60 marks

- Viva: 40 marks
- Attempt three questions out of five: 20 marks