Masters of Arts (MA) Degree Revised Syllabus
Program
Course – Psychology (Four Semesters/Two Years)
Semester III, IV

Choice Based Credit System (CBCS)
(w.e.f the Academic Year 2017-18 for Sem III & IV)
Sem III & Sem IV Credits and Course

1. For semester III: Four Credits per Theory Course (Elective Courses) (4 X 5 Course = 20 Credits) + Ten credits of Practical/Field work Component = 30 credits.

2. For Semester IV: One Interdisciplinary/Cross disciplinary course (6 credits) + One Ability Enhancement Course (6 credits) + One Project Component (10 credits) = 22 Credits.
Course & Syllabus for the MA Sem III & IV in Psychology (CBCS):

Syllabus for Semester III:

Course I (Elective Course): PAPSY301: 4 credits

- PAPSY 301A: Assessment in Clinical Psychology
- PAPSY 301B: Assessment in Counselling Psychology
- PAPSY 301C: Competency Based Assessment in Organization
- PAPSY 301D: Assessment in Social Psychology

Course II (Elective Course): PAPSY302: 4 Credits

- PAPSY 302A: Psychopathology Across lifespan
- PAPSY 302B: Counselling Across the Lifespan addressing Special groups
- PAPSY 302C: Organizational Behavior
- PAPSY 302D: Understanding Social Psychology

Course III (Elective Course): PAPSY303: 4 Credits

- PAPSY 303A: Psychotherapy
- PAPSY 303B: Career Counselling and World of Work
- PAPSY 303C: Organization Development
PAPSY 303D: Social Problems: Skills and Intervention

Course IV (Elective Course): PAPSY304: 4 Credits

PAPSY 304A: Consumer Psychology
PAPSY 304B: Family and Couples Therapy
PAPSY 304C: Advanced Skills and Processes of Counselling and Psychotherapy
PAPSY 304D: Training and Development
PAPSY 304E: Rehabilitation Psychology

Course V (Elective Course): PAPSY305: 4 Credits

PAPSY 305A: Advanced Social Psychology
PAPSY 305B: CBT and REBT: Basic and Application
PAPSY 305C: Personality Disorder: Theory, Assessment and Intervention
PAPSY 305D: Advanced Applied Psychometrics and Data Analytics
PAPSY 305E: Human Resource Management

Practical / Field Work Component (Elective Component): PAPSY306: 10 Credits

PAPSY 306A: Practicum in Clinical Psychology
PAPSY 306B: Practicum in Counselling Psychology
PAPSY 306C: Practicum in Industrial Psychology
PAPSY 306D: Practicum in Social Psychology
Syllabus for Semester IV:

Course (Ability Enhancement) PAPSY401: Ability Enhancement Course: 6 Credits:

   PAPSY 401A: Applications of Neuropsychology for Health Management
   PAPSY 401B: Methods & Analyses of Neuropsychological data
   PAPSY 401C: Communication and Social Skills

Course (Interdisciplinary/Cross Disciplinary Course) PAPSY402: 6 Credits:

   PAPSY 402A: Peace Psychology
   PAPSY 402B: Behavioral Economics
   PAPSY 402C: Political Psychology
   PAPSY 402D: Conservation Psychology
   PAPSY 402E: Behavioural Foundations of Public Policy
   PAPSY 402F: Change Management

Course: Project Based Courses PAPSY 403: (10 Credits)
Course I (Elective Course): PAPSY301: 4 credits

PAPSY 301A: Assessment in Clinical Psychology
PAPSY 301B: Assessment in Counselling Psychology
PAPSY 301C: Competency Based Assessment in Organization
PAPSY 301D: Assessment in Social Psychology

Elective Course: 4 credits, 60 hrs.

Assessment in Clinical Psychology: PAPSY 301A

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, MMSE.
c. Ethical practice in assessment.
d. Tests, rating scales, test batteries.

Unit 2. Assessment of development and ability

a. Child developmental assessment: VSMS, Seguin form board, Bayley scales, other developmental scales.
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, sacks sentence completion test, HTP, DAP, other projective methods.
d. Test combinations, profile interpretation and report writing, medicolegal issues.

Unit 4. Rating scales and test batteries

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

Books for reference
Manuals of various tests and scales covered.

Evaluation:
Internal evaluation: 40 marks
Two classroom 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.

Semester III: Course I
Elective Course: 4 credits, 60 hrs.

ASSEMENT IN COUNSELLING PSYCHOLOGY: PAPSY 301B
Objectives:
1. Acquainting students with various assessment approaches and tools.
2. Training students to select, administer, score and interpret various types of psychological tests.
3. Understanding the advances and applications of assessment.

Unit 1: Introduction to psychological assessment
a. History of psychological assessment
c. Non-standardized techniques of assessment: behavioral observation, interview, case history.
d. Ethical and professional standards for tests.

Unit 2: Assessment of ability and aptitude
b. Assessment of aptitude: DAT, MAB (multidimensional aptitude battery)
c. Assessment of development: VSMS, Seguine form board, Bayley Scales
d. Assessment of children with learning disabilities.

Unit 3: Assessment of Personality
b. Projective tests of personality: CAT, TAT, Rosenzweig picture frustration study (adult and children), Sacks Sentence completion test
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**

8. Manuals of various tests and scales covered.

**Books for reference**


Evaluation:

Internal evaluation: 40 marks

- Essay on topics randomly assigned by course teacher : 20 marks
- Written Test: 20 marks each

Semester end examination: 60 marks

Paper pattern: 7 question 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.

Semester III: Course I

Elective Course: 4 credits, 60 hrs.

COMPETENCY BASED ASSESSMENT IN ORGANIZATION: PAPSY 301C

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 HR Planning, Recruitment and Selection, Employee Training, 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 HR Planning, Employee Recruitment and Selection
b. Competency based Employee Training, 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, Documentation in Assessment Center
b. Process and pillars of assessment center
c. Types of exercises in assessment center
d. Feedback of assessment center, Life after the Assessment Center

Books for Reference


**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.

**Semester III: Course I**

**Elective Course: 4 Credits, 60 hrs.**

**ASSESSMENT IN SOCIAL PSYCHOLOGY: PAPSY 301D**

**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. Basic issues in social psychological assessment**

a. Qualitative versus quantitative data in social psychology
b. Methodological problems
c. Ethical consideration
d. Opportunities and challenges in online testing
Unit 2. Assessment methods using qualitative approach
a. Case study of client: method of assessment
b. Focus groups discussion
c. Implicit methods in social psychology
d. Sociometry: importance and overview of sociometric assessment procedures

Unit 3. Tools for assessment in following areas
a. Children: CAT, Draw-a-man, CPM/SPM, CPQ, WISC
b. Adults: TAT, HTP
c. Family: Kinetic family drawings technique, Couples Satisfaction Index (CSI)
d. Industry: firo-b and cognitive mapping

Unit 4. Assessment in following areas of social relevance
a. Attitude: measurement of attitudes, Implicit Association Test (IAT)
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

Books for reference

Evaluation

Internal Evaluation (40 marks):
Two classroom presentations for each student during the course-work, each presentation carrying 20 Marks.

**External Evaluation (60 marks):** Semester-end examination
Four questions to be attempted out of seven, each carrying 15 marks each

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**Course II (Elective Course): PAPSY302: 4 Credits**

PAPSY 302A: Psychopathology Across lifespan
PAPSY 302B: Counselling Across the Lifespan addressing Special groups
PAPSY 302C: Organizational Behavior
PAPSY 302D: Understanding Social Psychology

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**Course II (Elective Course) PAPSY302A**

**Psychopathology across lifespan: 4 Credits 60 Hours**

Objectives:
1. To inform students diverse etiologies of clinical disorders.
2. To understand clinical presentations and phenomenology of clinical disorders.

**Unit I Orientation, Overview and Introduction to clinical psychology**

A. History of mental illness in India, Mental Health Acts and legal systems.
B. Classifications of mental disorders: DSM and ICD.
C. Phenomenology, signs and symptoms of clinical psychopathology.
D. Socio-demographic determinants of clinical psychopathology.

**Unit II Psychopathology of psychosis, mood, brain and addiction**

A. Schizophrenia spectrum and other psychotic disorders.
B. Mood disorders.
C. Neurocognitive disorders.
D. Substance use and addictive disorders.

**Unit III Psychopathology of Anxiety spectrum, Personality, Sexual dysfunction, Intellectual deficits and Learning.**
A. Anxiety Disorders, OCD, Trauma and stressors related disorders, Dissociative, psychosomatic disorders.
B. Personality Disorders, Habit and impulse disorders.
C. Sexual dysfunctions and gender Dysphoria, eating and sleep disorders.
D. Intellectual deficits and Learning Disability.

**Unit IV Clinical Psychopathology for Children, Adolescence and Geriatric population**

A. Specific developmental disorders of speech and language, scholastic skills, motor function, Pervasive developmental disorders, Hyperkinetic disorders, Disruptive and Conduct disorders.
B. Emotional disorders with onset specific to childhood, Disorders of social functioning with onset specific to childhood and adolescence, Tic disorders, other behavioral and emotional disorders with onset usually occurring in childhood and adolescence.
C. Suicide and related behaviors.
D. Geriatric psychopathology.

**Books for study**

**Books for reference**

**Evaluation:**

**Internal evaluation:** 40 marks
Two classroom tests: Each one of 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.
Course II: Elective Course: PAPSY 302B 4 credits: 60 Hours

COUNSELLING ACROSS THE LIFESPAN ADDRESSING SPECIAL GROUPS: PAPSY302B

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, behavioural issues, conduct disorders, developmental disorders.
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 and employee counselling
c. Special issues faced by women, LGBT and feminist approach to counselling
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. Rehabilitation counselling for Drug addicts and alcoholics
c. Trauma and sexual abuse counselling
d. Rehabilitation counselling for persons with physical, sensory and intellectual disabilities: vocational and psychosocial aspects.
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


Books for Reference:


**Evaluation:**

**Internal evaluation:** 40 marks

- Essay: 20 marks
- Classroom Presentation: 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.

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**Elective Course II: 4 credits, 60 hrs.**

**ORGANIZATIONAL BEHAVIOUR (OB): PAPSY302C**

**Objectives:**

1. To understand the concepts, nature and principles of Organizational Behavior and Positive Psychology at Work.
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 a Organizational Behavior Practitioner.
4. To grasp an understanding of the basic organizational behavior.

a. Organizational behavior: scope and processes.
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 o of individual behavior
d. Positive Psychology at Work, Positive Organizational Scholarship (POS) and Psychological Capital (PsyCap).

Unit-2: The Individual

a. Attitudes and Job Satisfaction; Emotions and Moods in Organizations.
b. Personality and Values.

Unit-3: The Group

b. Communication.
c. Leadership; Power and Politics.
d. Conflict and Negotiations.

Unit-4: Positive Organizational Behavior

a. Engagement and Flow at Workplace.
b. Mindfulness and Gratitude at Workplace.
c. Thriving and Forgiveness in Organizations.
d. Humor at Workplace.

Books for Study


**Books for Reference**


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


**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.

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**Elective Course II: 4 Credits, 60 hrs.**

**UNDERSTANDING SOCIAL PSYCHOLOGY: PAPSY 302D**

**Objectives:**
1. Introducing the nature and scope of social psychology
2. Familiarizing the key topics/areas of social psychology as well as emerging trends
3. Acquainting students how principles of social psychology are applied to real life situations

**Unit 1: Introducing Social Psychology**

a. Defining social psychology
b. Interdisciplinary flavour
c. Core concerns, and emerging trends in social psychology
d. Theoretical perspectives in social psychology
Unit 2: The Self and the Social Processes

a. Self and identity
b. Social perception and cognition
c. Fundamental principles of the psychology of decision-making
d. Status of theory and research on love

Unit 3: The Group Processes

a. Attitudes and persuasion
b. Intergroup conflict and negotiation
c. Social psychology of leadership
d. Collective behaviour and social change

Unit 4: Applications of Social psychology

a. Social psychology and the law
b. Implications of social psychology for health behaviour
c. Contributions of social psychology to clinical psychology
d. Social psychology and politics

Essential Reading


Supplementary Reading

Evaluation

Internal Evaluation (40 marks):
Two classroom presentations for each student during the course-work, each presentation carrying 20 Marks.

External Evaluation (60 marks): Semester-end examination
Four questions to be attempted out of seven, each carrying 15 marks each

Course III (Elective Course): PAPSY303: 4 Credits

- PAPSY 303A: Psychotherapy
- PAPSY 303B: Career Counselling and World of Work
- PAPSY 303C: Organization Development
- PAPSY 303D: Social Problems: Skills and Intervention

Elective course: III PAPSY 303A: Psychotherapy: 4 Credits 60 Hours

Objectives:
1. To equip students with train students generic skills for counseling and psychotherapy.
2. To train students for planning and conducting interventions for variety of mental health problems, particular therapies and special conditions.
3. To impart skills through workshops, case discussions, role plays, observations.

Unit I: Generic Skills for Counselling and Psychotherapy

a. Listening and communication skills
b. Psychodynamic concepts and their applications in therapeutic processes
c. Psychological School (perspective) based therapeutic assessment, formulation and intervention plan.
d. Process of counselling and psychotherapy: initial, middle and termination phases along with relapse prevention.
Unit II: Counselling and Psychotherapy - I

a. **Interventions for psychiatric Disorders:** Panic and generalized anxiety, Phobic disorders, obsession and compulsive disorders, Depression, Somatic problems, Chronic psychiatric problems/chronic mental illness, Sexual dysfunction.
b. **Behavior therapy:** Relaxation and systematic desensitization, Assertion training, Modeling and behavioral rehearsal procedures, Contingency management, Punishment and Aversion Procedures, Self-control procedures
c. **Supportive Psychotherapy:** Definition, therapy indications and techniques. Telephone counselling.
d. Assessment, Diagnosis and detail counselling process for intellectual disability (client and family).

Unit III: Counselling and Psychotherapy - II

a. **Crisis Intervention:** Definition of Crisis, phase of Crisis, techniques, stages of crisis work, applications.
b. **Brief/ Short-term Psychotherapy:** characteristics, selection criteria, goals and process.
c. **Therapy in special conditions:** Suicide and related behaviors, Loss and Bereavement, Personality Disorders, medical conditions such as cancer, HIV/AIDS, and other terminally ill conditions.
d. **Interventions for child and adolescence:** Internalizing and externalizing disorders.

Unit IV: Group interventions: processes, applications and intervention models

a. Group leadership: basic tasks, working here and now, leader as a person, leader skills, diversity competence, co-leader, leaderless groups.
b. Early stages: pre-group, initial, transition. Later stages: working and consolidation, termination, post group cultural variations
c. Group interventions to alleviate emotional distress, Growth groups as a means of self-discovery and development, Support groups: psycho-educational groups, AA model, rational recovery. Self-help groups, caregiver support groups.
d. Interpersonal model is group intervention, Client centered approach in group therapy, Cognitive behavioral group therapy, Mindfulness and insight oriented approaches in group settings

Books for study:


**Evaluation:**
**Internal examination:** 40 marks
- One classroom 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.

**Elective Course III: PAPSY 303B 4 credits, 60 hrs.**
**Career Counselling and World of Work**

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

**Unit 1: Introduction to Career Guidance & Counselling.**
   a) Definition of terms: career, career development, career development & maturity, career counselling, career education, career guidance.
   b) History of Career Guidance & Counselling Movement.
   c) The ethical standards of the NCDA.
   d) Expanding the limited view of career counselling, and designing career counselling strategies for the 21st century.

**Unit 2: Understanding and Applying Theories**
   a) Super’s life span: life span theory, life space theory, self-concepts: applying and evaluating super’s theory.
   b) John Hollands’s theory of types and person-environment interactions: applying and evaluating Holland’s theory.
   c) Lent, Brown and Hackett’s social cognitive career theory: applying and evaluating SCCT.
   d) Trait & Factor theory.
Unit 3: Career Development Interventions

a) Elementary schools: overview of career development interventions in the school, career development in the elementary schools, goals of career development interventions, career development interventions in the elementary schools, parental involvement.

b) Middle and high schools: career development goals and career development interventions for middle/junior high schools; career development goals and interventions in high school.

c) Higher education: the career needs of higher education students, the evolution of career development interventions in higher education, career development competencies in adulthood, self-knowledge, education and occupational exploration, career planning.

d) Community service: setting for community based career counsellors for private practice, cyber counselling, mental health centres, substance abuse centres, rehabilitation settings.

Unit 4: Career Development and Counselling of Diverse Groups and Technology & Strategies in Career Guidance and Counselling.


b) Computer assisted career guidance systems: The internet as the deliverer of computer-assisted systems, Types of Computer assisted systems, Career Information and Planning system.

c) Individual and Group Assessment in Career Guidance and Counselling.

d) Occupational information sources: New and emerging occupational fields.

Evaluation

Internal evaluation: 40 marks

- Essay on topics randomly assigned by course teacher : 20 marks
• Written Test: 20 marks each

Semester end examination: 60 marks

Paper pattern: 7 question 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.

Books for Study:


Books for References:


Elective Course III: 4 credits, 60 hrs.

Organization Development: PAPSY303C

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 allow students to understand and manage change in organizations.
4. 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. Role, Styles and Competencies of an effective organization development practitioner.

Unit 2: Managing the organization development process

a. Models and theories of planned change
b. Diagnosis: diagnostic models, diagnosing the state of the systems, its subunits and organizational processes, red flags in diagnosis.
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; Life Cycle of Resistance to Change.
d. Leading and Implementing organizational change

Unit 4: Organizational development interventions

a. Team interventions; Training Experience; Process Intervention Skills
b. Intergroup and third-party peacemaking interventions
c. Structural and comprehensive OD intervention.
d. The Future and organizational development

Books of Study


Books of Reference


**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.

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**Elective Course III: PAPSY 303D 4 Credits 60 hrs.**

**SOCIAL PROBLEMS: SKILLS AND INTERVENTIONS**

**Objectives:**
1. To train students to identify and understand nature and scope of varied social problems existing in India and elsewhere
2. To develop an understanding of appropriate skills and interventions needed to address various psycho-social problems

**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: Nature of behavioural skills and interventions**

a. Behaviour-analysis approach to skills and interventions
b. Impact of behaviour-focused skills and interventions
c. Behaviour intervention strategies-antecedent and consequence
d. Enhancing skills/interventions through social influence

**Unit 3: Applying social psychology to diversity and special populations**

a. Issues related to caste, tribes, minorities, gender and welfare measures
b. Immigrants and host-societies-challenges and interventions
c. Orphans and street children-psychosocial problems and interventions

d. Disability-understanding the concept and rehabilitation

Unit 4: Applying social psychology to health, families, media and environment

a. Mental health: Models of causation and types of interventions
b. Physical health (HIV AIDS, Cancer): Risks and prevention
c. Marital and family problems: Divorce, separation, and domestic violence
d. Media (violence, pornography, political news coverage) and environment (urbanization, crowding, personal space): Challenges and protective measures

Books for study


Books for reference


Evaluation

Internal Evaluation (40 marks):
Two classroom presentations for each student during the course-work, each presentation carrying 20 Marks.

External Evaluation (60 marks): Semester-end examination
Four questions to be attempted out of seven, each carrying 15 marks each

Course IV (Elective Course): PAPSY304: 4 Credits

PAPSY 304A: Consumer Psychology
PAPSY 304B: Family and Couples Therapy
PAPSY 304C: Advanced Skills and Processes of Counselling and Psychotherapy
PAPSY 304D: Training and Development
PAPSY 304E: Rehabilitation Psychology

Elective Course III PAPSY 304A: 4 Credits, 60 hrs.

CONSUMER PSYCHOLOGY

Objectives:
1. Introducing basic psychological principles so as to understand consumer behaviour
2. Familiarizing how people’s buying behaviour gets affected by self and social processes
3. Acquainting advanced research methods to examine different aspects of consumer behaviour

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  

**Essential Reading**  

**Supplementary Reading**  
West Sussex: Wiley-Blackwell.

**Evaluation**

**Internal Evaluation (40 marks):**
Two classroom presentations for each student during the course-work, each presentation carrying 20 Marks.

**External Evaluation (60 marks):** Semester-end examination
Four questions to be attempted out of seven, each carrying 15 marks each

**Elective Course IV: 4 credits, 60 hrs.**

FAMILY AND COUPLES THERAPY: PAPSY304B

**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**

**Books for reference**

**Evaluation:**  
**Internal examination:** 40 marks  
• One classroom 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.

**Elective Course IV: Four Credits. 60 Hours PAPSY 304C**
Advanced skills and processes of counseling and psychotherapy

Objectives:
1. Building students capacity in understanding and using the basic and advanced skills for counseling and psychotherapy
2. Building students capacity in understanding and using therapeutic process and related aspects for counseling and psychotherapy
3. Assist students practice these skills and techniques
4. Developing professional skills required for independent practitioner

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. Classroom Teaching and individual group work sessions are primary methods of learning. Number of students admitted should not be more than 10 in practice sessions. A new batch may be schedule for practice components above 10.

Unit I: Skills for Counseling and Psychotherapy
a. Basic Skills: Empathy, Genuineness, unconditional positive regard, congruence, Listening, paraphrasing, reflecting, summarizing
b. Advanced Skills: interpretation, insight, transference interpretation, exploring projections, identifying failure of therapy, identifying working with burnout, self-supervision, confrontation
c. Characteristics of effective counselor/ therapists
d. Issues faced be young therapist

Unit II: Therapeutic assessment, Contracting and initiating therapy
a. Therapeutic assessment, History taking, and Formulation, setting goals.
b. Contracting and its implications
c. Skills for opening and closing sessions
d. Initial session, crisis and support.

Unit III: Process of Counselling and Psychotherapy
a. Initial phase: Psych- education, Supportive psychotherapy. Selecting techniques
b. Ice-breaking, exploration, Loss framework.
c. Dealing with Resistance: Techniques and applications
d. Transference and counter-transference

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

Books


Books for references.


Internal Evaluation:

1. Role play (video recorded) evaluation of basic and advanced skills, contracting and skills for opening and closing, therapeutic skills and process for simulated case: 20 marks
2. Class test: Therapeutic assessment and formulation of two simulated cases and other therapy aspects :20 marks

Semester End Evaluation

60 marks: Any four questions out of seven to be solved. Each question carries equal marks.
Elective Course IV: 4 credits, 60 hrs. PAPSY 304D

Training and Development

Objective:
1. To acquaint the students with the Need, Purpose and Role of training in organizations
2. To apply Training Need Analysis, Training Designing, Training Delivery and Training Evaluation to achieve higher Productivity and Performance.
3. To acquaint the students about E-learning and Use of Technology Enabled learning

Unit 1: Overview of Training in Organization
   a) Need, Purpose, Importance and Types of Training
   b) Training, Development and Education
   c) Structure of Training in Organization
   d) Training Process Model

Unit 2: Training Need Analysis & Training Designing
   a) Why Conduct a Training Need Analysis?
   b) Framework for Conducting Training Need Analysis
   c) Approaches to Training Need Analysis & Outcome of Training Need Analysis
   d) Training Designing

Unit 3: E-Learning and Use of Technology in Training
   a) Technology’s Influence on Training and Learning
   b) Technology and Multimedia
   c) Computer-Based Training
   d) Developing Effective Online Learning

Unit 4: Evaluation of Training
   a) Rationale for Evaluation
   b) Types of Evaluation Data collected
   c) Kirkpatrick and CIRO Model of Evaluation of Training
   d) Outcomes Used in the Evaluation of Training Programs

Books for Study:


Books for References:


Evaluation:
Internal Evaluation: 40 marks
• Essay: 20 marks
• One Written test: 20 marks

Semester and Examination: 60 marks
Written examination: Paper Pattern: Seven questions for 15 marks each are set out of which four should be attempted. One of them could be short note question. Any two topics can be combined for these questions.

Elective Course IV: 4 credits 60 Hours
Objectives:
1. To introduce the importance of rehabilitation, recovery and rehabilitation psychology.
2. To explore the concept and models of disability.
3. To understand the different issues and applications of rehabilitation psychology.
4. To acquaint students with different approaches to rehabilitation counselling.

Unit 1: Rehabilitation psychology: overview and concepts
   a. Nature and scope of rehabilitation psychology
   b. Concepts of ability and disability
   c. Recovery and rehabilitation
   d. Medical, neuropsychological, social and biopsychosocial model of disability

Unit 2: Rehabilitation of Persons with Disability
   a. Rehabilitation of persons with physical disabilities: physical, psycho- social and vocational rehabilitation.
   b. Assessment of persons with disabilities
   c. Assistive technology for enhancing functional capacities of persons with disabilities

Unit 3: Application of Rehabilitation Psychology
   a. Rehabilitation of addictions: drug and alcohol
   b. Rehabilitation after abuse and violence
   c. Palliative care, pain management and symptom control
   d. Sports Injury and Rehabilitation.

Unit 4: Psychological approaches to rehabilitation counselling
   a. Psychodynamic therapy in rehabilitation counselling.
   b. Person-centered therapy in rehabilitation counselling
   c. Behavioural therapy in rehabilitation counselling.
   d. Cognitive-behavioural therapy in rehabilitation counselling.

Books for study
2. Falvo, D.R. (2013). Medical and psychosocial aspects of Chronic Illness and disability (5th ed.). Burlington, MA: Jones and Bartlett Learning

**Evaluation:**

**Internal evaluation:** 40 marks
- Essay: 20 marks
- Classroom Presentation: 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.

**Course V (Elective Course): PAPSY305: 4 Credits**

- PAPSY 305A: Advanced Social Psychology
- PAPSY 305B: CBT and REBT: Basic and Application
- PAPSY 305C: Personality Disorder: Theory, Assessment and Intervention
- PAPSY 305D: Advanced Applied Psychometrics and Data Analytics
- PAPSY 305E: Human Resource Management
Elective Course V: 4 Credits, 60 hrs. PAPSY 305A
ADVANCED SOCIAL PSYCHOLOGY

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

Unit 1: Introducing advancements in Social Psychology

a. Social-psychological way of looking at reality
b. Data analysis in social psychology: Recent and recurring issues
c. Social structure and personality
d. Social psychology of emotions

Unit 2: Basic Processes

a. Social perception: Person schema and group stereotypes
b. Social cognition: Attribution-processes and errors
c. Social judgment: Lasting false beliefs and their behavioural consequences
d. Attitude: Nature of attitude and attitude change

Unit 3: The Self and the Social Relations

a. The self-interest and beyond
b. Interpersonal attraction
c. Intimate relationships and breaking up
d. Helping and altruism

Unit 4: Connections to related Fields

a. Social cognitive neuroscience: Past, present and future promise
b. Forensic psychology: Physical attractiveness bias
c. Evolutionary theory for social psychology
d. Evolutionary theory for cultural psychology

Essential Reading


**Supplementary Reading**


**Evaluation**

**Internal Evaluation (40 marks):**
Two classroom presentations for each student during the course-work, each presentation carrying 20 Marks.

**External Evaluation (60 marks):** Semester-end examination
Four questions to be attempted out of seven, each carrying 15 marks each

**Semester III: Elective Course V: 4 Credits 60 Hours**

**CBT AND REBT: BASICS AND APPLICATIONS: PAPSY305B**

**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


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

Elective Course V: 4 credits 60 Hours PAPSY: 305C
PERSONALITY DISORDERS: THEORY, ASSESSMENT AND INTERVENTIONS

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.


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 and other emerging approaches

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

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


**Evaluation:**

**Internal evaluation:** 40 marks

- Diagnosis on the basis of individuals test profiles including other details provide 20 marks
- Techniques of therapy Role play (video recorded) for therapy skills: 20 marks
End Semester Examination: 60 marks
Four Questions to be attempted out of seven. Each question carries equal marks.

Elective Course V: Four Credits 60 Hours PAPSY 305D
Advanced Applied Psychometrics and Data Analytics

Objectives

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

Unit 1: Psychometrics: Concepts, Classical Test Theory and Practice
Psychometrics, Scaling, statistical concepts: Estimation,. OLS, ML, Bayes
Reliability: Conceptual basis and empirical estimation
Validity: Conceptual basis and empirical estimation, factor analysis and test
dimensionality
Classical test theory: assumptions, ramification and practice
Threats to psychometric quality: Test bias, response bias. Special problems in CCT

Unit 2: Modern test Theory and Practice
Item Response Theory (IRT): basic concepts, models and estimations; Item and Item
information;
Models for Nominal and graded responses
Nonparametric and Bayesian approach
Other IRT models and applications to non standard testing conditions

Unit 3: Generalizability Theory and Data analytics
Concepts, Generalizability and variance component
G studies and D studies: Conducting and Interpreting Generalizability: One Facet design,
two facet design, other designs.
Basics of Big Data analytics
Basics of Machine Learning

**Unit 4: Applications**

Psychometrics Assessment in Industrial Settings and Clinical Assessment  
Psychometrics in Educational Settings  
Developing publication quality instrument and manual

**Presentations/ internal on**

Multidimensional scaling  
Profile analysis  
Descriminant analysis  
Software applications: R in particular  
Dominance (preference) scaling  
Categorical modeling,  
Binary classifications  
Non-geometric and non Euclidian model  
Confirmatory Factor analysis

**Books:**


Students should be referring to papers published in Journals like Psychometrika, Multivariate Behavioural research, Educational and Psychological Measurement, etc.

**Internal Examination**

Carry out five psychometric analysis on simulated data sets using software (R preferably) and report: 20 marks
Elective Course V: 4 credits, 60 hrs.

HUMAN RESOURCE MANAGEMENT: PAPSY 305E

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, training, performance management system and careers

a. Recruitment and selection process
b. Training Need Analysis, Design & Method of Training and Evaluation of Training
c. Performance management system, performance methods, performance issues, performance feedback and performance counseling
d. Career, Career anchors, career planning and stages, career development cycle and career management

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: Violence at Workplace, 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


**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.
Practical / Field Work Component (Elective Component): PAPSY306: 10 Credits

PAPSY 306A: Practicum in Clinical Psychology
PAPSY 306B: Practicum in Counselling Psychology
PAPSY 306C: Practicum in Industrial Psychology
PAPSY 306D: Practicum in Social Psychology

Practical/Field Work Component (Elective Component): PAPSY 306A 10 credits, 150 hrs.
PRACTICUM IN CLINICAL PSYCHOLOGY:
PSYCHOPATHOLOGY AND NEUROPSYCHOLOGICAL DIAGNOSTICS AND MANAGEMENT

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 and MMSE
d. Syntheses of information from different sources

Unit 2: Identification of adult and Child psychopathological conditions

a. Psychotic spectrum disorders, Neurotic spectrum disorders and mood disorders
b. Neurocognitive disorders, other conditions
c. Pervasive developmental disorders, Disruptive behavior disorders
d. Learning related disorders, other childhood conditions

Unit 3: Test administration in clinical settings

a. Ability assessment: clinical profiling based on Wechsler Tests
b. Personality assessment: MMPI, MCMI, Rorschach, TAT
d. Scale and questionnaire administration, choice of tools- HARS, HDRS, SCL 90, BDI, CARS

Unit 4: Integration of findings and Helping Behavior

a. Test profile generation and integration, Integration with observation and interview findings
b. Differential diagnosis and diagnosis: DSM and ICD, combining tests, MSE, and Interview findings, Communication of diagnosis to patients and family members, suggested management plan.
c. Explanation of condition and psycho-education, Planning intervention, process and termination
d. Report generation, prognosis, Documentation of assessment and management: process and finding

Books for study


Books for reference


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
Practical/Field Work Component (Elective Component): PAPSY 306B 10 credits 150 Hours

PRACTICUM IN COUNSELING PSYCHOLOGY
ASSESSMENT AND MANAGEMENT WITH COUNSELING CLIENTS:

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 and career development across the lifespan.
4. To acquaint student with case presentation and reporting.

Unit 1: Techniques of assessment and skill development exercise

a. Intake Interview, projective questions, observational techniques and case history
b. Selection of appropriate psychological tests, 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 and Neuropsychological functioning: Kamat- Binet test of intelligence, Wechsler scales of intelligence (children), Seguine form board, Dr. C. M. Bhatia’s Performance Test of Intelligence, Non verbal Test of Intelligence (NVTI), Seguine Form Board, Bender- Gestalt, Differential Aptitude Test.
c. Personality assessment: CPQ, 16 PF, personality belief questionnaire (PBQ), Becks anxiety inventory, Becks scale for suicide ideation, Becks hopelessness scale, Assessment of Adjustment and quality of life in elderly.
d. Projective test: CAT, TAT, Rosenzweig picture frustration study (Adult/Children), HTP.

Unit 3: Diverse areas of counselling and case studies- field work (Should be supervised by the course teacher)

a. Career counselling at High school (Group assessment followed by individual counselling)
b. Identification and intervention: learning disability, slow learners, under achiever, socially disadvantaged, emotionally disturbed, exceptional/gifted (minimum one case study done in school setup) and counselling of parents of identified children.
c. Conducting case studies on alcoholics/ drug addicts/ persons with disabilities/ attempted suicide (minimum one case study)
d. Case study of and Counselling the Elderly (minimum one case study to be conducted in community setup)

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

Books for references


Evaluation:
Internal evaluation: 40 marks
Detailed case reports to be submitted on individual case studies and interventions (minimum 3 cases) and career counselling 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

Practical/Field Work Component (Elective Component): PAPSY 306C 10 Credits, 150 hrs.

PRACTICUM IN INDUSTRIAL PSYCHOLOGY

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 behavioral and organizational interventions & develop the skills to analyze behavioral issues in organizations.
3. To gain firsthand experience through organized field visit to organizations.
4. To gain firsthand experience through focused group discussions.

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: Field 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.

**Unit 4: 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 5: 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**


**Evaluation:**

**Internal evaluation:** 40 Marks
- Report Submission for Structured experience: 10 Marks
- Assessment Report for HRD Instruments and Field Visit: 10 Marks
- Report Submission for Force-Field Analysis and Appreciative Inquiry: 10 Marks
- Report Submission for Focus Group Discussions: 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.

**Practical/Field Work Component (Elective Component): PAPSY 306D 10 Credits, 150 hrs.**

**Practicum in SOCIAL PSYCHOLOGY**

*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 and to develop action plans in social areas
2. To orient students towards society through field visits and structured exercise
3. To help students gain experience through conducting focus group discussion and social experiments

**Unit 1: Field Visits and Placements**

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 reports.

**Unit 2: Action Research**
In this component students are required 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 proposal accordingly.

**Unit 3: Structured Exercise**

Structured exercise (any two). In consultation with the course-teacher, students are required to 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, and stress management.

**Unit 4: Social Experiment**

In this component students are supposed to identify a social problem in the society and will have to make presentations in the class on the conduction of field experiment surrounding the problem at hand. The nature of the presentation (either individual or group) would be decided depending on the number of students enrolled in the course and other factors. Once all the presentations are done, one single field experiment would be selected as the entire group’s activity, and all students then will work on that group assignment. Students will have to submit a brief report of this assignment containing their analysis from social psychological perspective. In their final report they are also required to include their initial individual experiments presented in the class.

**Unit 5: Focused Group Discussion**

Student conduct a focused group discussion either based on need diagnostic or problem-focused group study in any area of social relevance, and submit a report. Students will follow these steps--selecting the team, selecting the participants, deciding on time and location, preparing for and conducting focus group discussion, and submitting a report.

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**Essential Reading**


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**Supplementary Reading**


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**Evaluation**

**Internal Evaluation (40 marks):**
- Field visit and placements (institute): 10 marks
- Action Research: 05 marks
- Structured Exercise: 10 marks
- Social experiment: 10 marks
- Focused group discussion: 05 marks

**Semester end examination:** 60 marks
- Viva: 40 marks
- Attempt two questions out of four: 20 marks

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**Syllabus for Semester IV:**

Course (Ability Enhancement) PAPSY401: Ability Enhancement Course: 6 Credits: 90 Hours.

- PAPSY 401A: Applications of Neuropsychology for Health Management
- PAPSY 401B: Methods & Analyses of Neuropsychological data
- PAPSY 401C: Communication and Social Skills

**Ability Enhancement Course: PAPSY 401A 6 credits**

**APPLICATIONS OF NEUROPSYCHOLOGY FOR HEALTH MANAGEMENT**
Objectives:

1. To acquaint students with the functions of the human brain.
2. To understand methods of investigating the human brain.
3. To understand primary and higher order neuropsychological processes.
4. To help students to understand applications of neuropsychology to public health.

Unit 1: Foundation of neuropsychology


C. Brain Damage and Neuroplasticity: causes of Brain Damage, Neuropsychological Diseases, Animal models of Human Neuropsychological Diseases, Neuroplastic Responses to Nervous System Damage: Degeneration, Regeneration, Reorganization, and recovery, Neuroplasticity and the Treatment of Nervous System Damage.


Unit 2: Concepts in neuropsychology-I

a. Neuropsychology basis of somatosensory, chemical, vision and motor systems and applications
b. Neuropsychological basis of attention
   c. Neuropsychological basis of memory
   d. Neuropsychological basis of executive functions, repercussions in day to day life.

**Unit 3: Concepts in neuropsychology-II**

a. Neuropsychological basis of language across the life span
   b. Neuropsychological basis of emotion, and applications
   c. Neuropsychological basis of motivation (thirst and hunger)
   d. Neuropsychological basis of sleep, dreaming and circadian rhythms

**Unit 4: Neuropsychology in health sciences**

a. Cerebrovascular Disorders and Tumors, Traumatic Head Injury and Rehabilitation,
   b. Normal Aging and Dementias.
   c. Pediatric neuropsychology: Development of brain, Vulnerability and Plasticity of the Developing
      Brain, Child and Adult Brain: Structural and Functional Differences, Specific Developmental
      Disorders. Learning and Neuropsychiatric Disorders of Childhood.
   d. Forensic neuropsychology

**Books for study**


**Books for reference**


**Evaluation:**

**Internal evaluation:** 40 marks
  • Two classroom 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.

Ability Enhancement Course

Methods and Analyses of Neuropsychological Data

Credits: 6 PAPSY 401B

Objective

To acquaint student to various non-invasive methods of neuropsychological data
To acquaint student to analysis of data from various non-invasive methods of neuropsychological data
To develop skills to analyze neuropsychological data and report the analysis

Unit 1: Methods of Neuropsychological data

- History and Purpose of functional brain mapping for psychology
- Brain Structure. Atlases of Brain
- Prefrontal cortex: Structure and Function
- Measures of ANS and analyzing ANS data

Unit 2: EEG and ERP

- Basic of EEG and ERP
- Setting Experiments and Protocol
- Obtaining data
- Analyzing data and interpreting data
- Writing about EEG – ERP experiments

Unit 3: Eye-Tracking
Basics of Eye Tracking

Setting eye tracking experiment

Obtaining data

Analyzing and interpreting data

Writing Eye-tracking

Unit 4: Other Methods

MRI, fMRI studies

Analyses of fMRI data

Other measures

Combining measures and analysis: EEG with FMRI and EEG with Eye Tracking

References:


Internal Assessment: 40 marks

One Class test: 20 marks

Submission of developed protocol and code for one of the technique: 20 marks

End Semester assessment: 60 marks

Attempt four questions out of seven. Each questions carries equal marks.
Ability Enhancement Course: 6 credits: 90 Hours

Communication and Social Skills: PAPSY 401C

Objectives:

1. To acquaint students with the importance and meaning of communication.
2. To instill in students the understanding of basic communication skills.
3. To help students engage with different types of social skills.
4. To develop the ability to create social skills training modules.

Unit 1: Theoretical and Methodological Issues

a. Communicative competence as a theoretical term
b. Models of Adult Communication Skill Acquisition
c. Methods of Interpersonal Skill Assessment
d. Methods of Social Skills Training and Development

Unit 2: Basic Communication Skills

a. Listening Skills
b. Nonverbal Communication
c. Paralanguage of Communication
d. Verbal Communication

Unit 3: Social Skills I

a. Impression Management Skills
b. Persuasion Skills
c. Negotiation Skills
d. Assertiveness Skills

Unit 4: Social Skills II

a. Emotional Support Skills
b. Friendship Interaction Skills
c. Using Humour and Laughter
d. Self- Disclosure

Books for Study:

Books for Reference:


Evaluation:

Internal evaluation: 40 marks
- Presentation/Essay on Issues in Communication: 20 marks
  (Choice of presentation or essay would be on discretion of course teacher)
- Social Skills Training Exercise Module development (Report) and Conduction: 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.

Course (Interdisciplinary/Cross Disciplinary Course PAPSY402: 6 Credits: 90 Hours)

PAPSY 402A: Peace Psychology
PAPSY 402B: Behavioral Economics
PAPSY 402C: Political Psychology
PAPSY 402D: Conservation Psychology
PAPSY 402E: Behavioural Foundations of Public Policy
PAPSY 402F: Change Management
Interdisciplinary/Cross disciplinary Course: PAPSY 402A 6 Credits: 90 Hours

PEACE PSYCHOLOGY

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: Meaning, Need, Aim, Scope and Relevance
(b) Violence: Theories (Direct and Structural) and Causes
(c) Nonviolence: Theories (Thoughts of Gandhi, Ambedkar, Phule) and Causes
(d) Effects of Violence and Nonviolence

Unit 2: Direct violence

(a) Intimate Violence: Role of Psychologist
(b) Violence against Minorities: Managing Multiculturalism
(c) Genocide: Psychological Perspective (Case Study of 1984 Sikh Riots, Kandhamal Riots, Gujrat Riots)
(d) Terrorism: Psychological Roots

Unit 3: Structural violence

(a) Social Justice: Role of Psychologist
(b) Women and Children as victims of structural violence
(c) Globalization and Its Impact on Cultural Identity
(d) Human Rights violations as structural violence

Unit 4: Peace-building & peace –making interventions

(a) Psychological Construct of Personality for Achieving Peace: Empathy, Openness, Flexibility, Conscientiousness, Forgiveness, etc.
(b) Conflict Development, Transformation and Analysis
(c) Conflict Management and Resolution
(d) Negotiation, Mediation, Communication, Assertiveness, Decision-Making, Problem-Solving, Critical Thinking Skills

Evaluation

**Internal Evaluation:** 40 marks

- **Essay:** 20 marks
- **Classroom Presentation:** 20 marks

**Semester end Examination:** 60 marks

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

**Books:**

Interdisciplinary/Cross Disciplinary Course PAPSY 402B: 6 Credits: 90 Hours

Behavioral Economics

Objectives:

1. To help learners to understand psychological aspects of economic behavior
2. To help learners understand behavioral aspects of selfishness, rationality and preferences
3. Understand and design policy implications of the Behavioral economics, and psychology

Unit 1: Behavior Economics and Real world Choices

Assumptions of Economics and evaluations

Game theory and Experimental Game theory

Neuroeconomics; Evolutionary Psychology and Economic Psychology

Conceptual Framework: Thinking automatically; Thinking socially; Thinking with mental models

Methods of Behavior Economics

Unit 2: Information, Uncertainty and Risk

Understanding Choice: Rational Choice theory

Bracketing Decisions

Heuristics and Biases Approach under uncertainty
Unit 3: Social and Psychological Dimension of Economics Behavior

Selfishness and altruism
Fairness and Psychological Games
Trust and Reciprocity
Motivation and Incentives; Personality, Mood, and Motivation. Culture.

Unit 4: Behavioral Economics and Policy: Psychological and social perspectives

Poverty
Behavioral Finance; Household finance
Auctions
Economic Behavior and Public Policy; Behavior in macroeconomy
Lessons from Behavior Economics

References:


**Internal Assessment (40 marks)**

One Classroom test: 20 marks

One essay to be written in the class on one of the three random topics announced in the beginning.

**End Sem Examination:** Seven equations for equal marks set; out of which four to be attempted.

**Interdisciplinary/Cross disciplinary Course: Political Psychology: PAPSY 402C**

**6 Credits: 90 Hours**

Objective:

1. To understand the psychological determinants of political behavior
2. To analyze political data using behavioural methods
3. Using psychological interventions for political and policy matters

**Unit 1: Introduction to Political Psychology**

Basics of Political Psychology

Psychological Theories

Political Theories
Methods of political psychology

Unit 2: Personality and Politics

Theoretical Approaches
Frameworks
Modern Personality analyses
Assessment of impact of personality

Unit 3: Cognitions, Social Identity, Emotions, and Attitude in Political Psychology

Information Processing
Categorization
Social Identity
Affect and Emotions

Unit 4: Political Psychology of Groups and Political Leader

Nature, and influences in Group; Group decision making.
Voting Behaviour and Psychology
Media and Political psychology
Political Psychology of Political Experiments

References:


Internal Assessment: 40 marks

One Class test: 20 marks

Submission: Analyses of Indian context from Political Psychology Perspective: 20 marks

End Semester assessment: 60 marks

Attempt four questions out of seven. Each question carries equal marks.
Interdisciplinary/Cross Disciplinary Course: Conservation Psychology: PAPSY 402D

6 Credits: 90 Hours

Objective:

1. To understand the psychological and social determinants of Conservation behavior
2. To understand conservation efforts with reference to India
3. Using psychological interventions for conservation and policy matters

Unit 1: Basics of Conservation Psychology

Nature and Scope of Conservation Psychology
Conservation and Human Nature
Methods of Conservation Psychology

Unit 2: Attitude to Conservation: Assessment and Change

Attitude towards Conservation: Promoting Conservation.
Attitude assessment . Attitude change
Development of Conservation Behaviors in Childhood and Youth
Environment and Identity.

Unit 3: Community Psychology and International Biodiversity Conservation.

CPR Framework and CPR Institutions. CPR Experiments
Psychology, Culture, and Local Knowledge.
Psychological aspects CPR. Developing CPR Institutions.

Environmental Education.

Accounting for the Costs and Benefits of Conservation.

**Unit 4: Challenges and Solution to Conservation Efforts in India**

Challenges of Space and Corridors

Man-Animal Conflict

Forest Rights Act. Other legal aspects.

Role of Government and Non-Gov sectors

**References:**


**Internal Assessment: 40 marks**

One Class test: 20 marks

Submission: Essay/Field Report/Assignment: 20 marks

**End Semester assessment: 60 marks**

Attempt four questions out of seven. Each question carries equal marks.

**Interdisciplinary/Cross disciplinary Course: PAPSY 402E 6 Credits, 90 hrs.**

**BEHAVIOURAL FOUNDATIONS OF PUBLIC POLICY**

**Objectives:**
1. Introducing basic behavioural principles underlying public policy
2. Familiarizing the relevance and importance of psychological science for designing policy
3. Making learners understand and appreciate the interface of psychology and economics

Unit 1: Psychology and Public Policy

a. Behavioural assumptions of policy
b. Alternate view of human agent
c. Behavioural economics: Dispelling notions of novelty
d. Public policy and public service: Our professional duty

Unit 2: Behavioural-research Applied to Real World- I

a. Dealing with prejudice and discrimination: A policy response
b. Rethinking voting behaviour
c. Designing policy measures in the context of poverty
d. A behavioural approach to educational interventions

Unit 3: Behavioural-research Applied to Real World- II

a. Behavioural economics and health care policy
b. Consumption and identity: Implications for public policy
c. Wealth and happiness: Recent research and policy measures
d. Designing policy for societal cooperation

Unit 4: The Way Forward

a. Enhancing the influence of psychology for policy
b. Applying psychology to public policy analysis: Three alternative models
c. Seeking insights from evolutionary psychology
d. Re-examining the standard research practice for a stronger appeal

Essential Reading


### Supplementary Reading


### Evaluation

#### Internal Evaluation (40 marks):

**a. Policy Proposal Presentation (20 marks)**

Students are expected to propose a new or revised policy that they believe needs to be implemented at the central, state or local level, and to make a 25-30 minute presentation advocating the new or revised policy. This would be followed by discussion in the class. The nature of presentation (either individual or group) would be decided by the course teacher depending on the enrolled students and other factors.

The presentation should include:

1. Statement of the specific problem of concern.
2. Description of the broad social, political, and historical context of the problem.
3. Description, review, and critique of current policy(ies) governing the problem.
4. Discussion of the major policy options which have been proposed to deal with the problem.
5. Detailed summary of the policy option students are proposing, with tentative budget
6. Discussion of the potential pitfalls of enacting and/or implementing policy of choice.
7. Discussion of how the effectiveness of the new policy will be determined.

**b. Policy Proposal Paper (20 Marks)**

This paper should be an expanded version of students’ presentation. It should include revisions that result from the deliberations in the class. In particular, students should include a research design and set of data collection methods to be used in evaluating their proposed policy.

#### External Evaluation (60 marks):

Semester-end examination

Four questions to be attempted out of seven, each carrying 15 marks each
Elective Course IV: 6 credits, 60 hrs. PAPSY 402F

Change Management

Objective:

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

Unit 1: Organizational Change: An Overview

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

Unit 2: Models of Change

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

Unit 3: Organizational Change Intervention

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

Unit 4: Implementing Change

a) Images of Managing Change
b) Appreciative Inquiry Approaches & Sense-Making Approaches
c) Change management and Contingency Approaches & Processual Approaches
d) The Hard Side of Change Management

References:


Evaluation:

**Internal Evaluation: 40 marks**
- Essay: 20 marks
- One Written Test: 20 marks each

**Semester end Examination: 60 marks**
Written examination: **Paper Pattern**: Seven questions for 15 marks each are set out of which four should be attempted. One of them could be short note question. Any two topics can be combined for these questions.

**Course: Project Based Courses PAPSY 403: (10 Credits): 150 Hours**

**Process of Project Based Course**

The project based course will be in the form of a dissertation based on a live project or a research assignment related to the specific discipline of the psychology department.

Every Teacher from Psychology department/MA Centers will announce four to five broad topics at the beginning of the second semester, reflecting degree of relevance and rigor suitable to a post graduate programme, along with an indicative reading list. These will be screened by the Board of Studies in the subject and a final list of approved topics along with a reading list will be displayed in the first week of the third semester.
The student will submit a list of his/her three most preferred topics in the order of preference by the fifth week of the third semester to the Head of the parent department.

The Departments a project committee consisting of the Head of the Department (Chairperson) and two other teachers from the department. The purpose of this committee is to oversee the functioning of the project component in the department.

All post graduate teachers in the Department will be guides for the project component. All teachers shall have equal number of students allotted for the dissertation.

In case, a particular topic is preferred by more students, the project committee will allocate students to guides within the department in order of the average of marks obtained in semesters 1 and 2.

If it is felt necessary, the project committee can assign a co-guide to a student, depending upon specific disciplinary needs.

The student will make a preliminary presentation in or before the seventh week of the fourth semester. The presentation will be attended by the guide/s and a committee consisting of two other teachers from the department. The committee will make necessary suggestions to improve the dissertation.

The student will make a final presentation in the 10th to the 12th week of semester four. The presentation will be evaluated by the same committee that evaluated the preliminary presentation. The criteria for evaluation will be as follows:

i) 10 marks for the quality of presentation

ii) 15 marks for answers to questions

The marks given by the three members of the evaluation committee will be averaged in each head and the total marks decided by totalling the averages under the three heads.

**Dissertation Submission**

The student will submit a bound hard copy of the dissertation to the Department by the end of the fourth semester, along with a soft copy on a CD/DVD.
The final dissertation will have a word limit of 5000-8000 words and will be typed in one and a half spacing on one side of the paper. The APA style shall be followed for the writing of dissertation.

The final dissertation will be evaluated out of 75 marks by the guide.

The Dissertation Format:

- Title Page
- Abstract
- Introduction (Contains literature review, concluded with Objectives and Hypothesis)
- Method: (Includes Sample; Tools; Procedure; etc.)
- Results
- Discussion
- References
- Appendix

Evaluation

Total Marks: 100

25 Marks: Presentation to Project Committee. The marks have two components: i) 10 marks for the quality of presentation ii) 15 marks for answers to questions

75 Marks: Evaluation by Project Guide.