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.

b. Child cognitive assessment: WISC all editions, Kamat Binet, Bhatia battery, Ravens' progressive matrices, MISIC, assessment for learning disabilities, woodcock johnson test, WRAT test.

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

a. Clinical rating scales: BDI, BSS, BHS, HDRS, HARS, BPRS, SIDP, SCL-90-R, CARS, Conners rating scale, Indian Scale for Assessment of Autism 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
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
b. Nature and scope 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

a. Assessment of intelligence: WISC all editions, WAIS, Kamat Binet, Bhatia battery, Ravens' progressive matrices.
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

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 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

1. Bellack, A.S. & Hersen, M. (1998). Behavioral assessment : A Practical Handbook (4th ed). M.A. : 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. Groth-Marnat, G & Wright, A.J. (2016). Handbook of Psychological Assessment (6th ed.). Wiley.

5. Hersen, M. (2004). Comprehensive Handbook of Psychological Assessment (Vol.4). industrial and Organizational Assessment NY : Wiley

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

7. 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.

8. Manuals of various tests and scales covered.

Books for reference

1. Fernandez – Ballestros, R. (2003). Encylopedia 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. (2016). Career development interventions in the 21st century (4thed.). Upper Saddle River, NJ: Pearson Education.

4. Bor, R., Jo Bbner – Landy, Gilli, S., & Brace, C. (2002). Counseling 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 Devlopments. Hauppauge, N.Y : 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. Bloombury Academic

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

Boyatzis, R.E (1982).*The Competent Manager. A Model for Effective Performance*. New York , NY: John Wiley & Sons.

Dubois, D.D and Rothwell, W.J, King D.J and Kemp, L.K (2004) Competency Based Human Resource Management. Davies-Black Publishing, California.

Lawler, E.E. III., Nadler, D.A. & Cammann, C. (1980).*Organizational Assessment*. New York , NY: John Wiley & Sons

Sanghi, S. (2004).*The Handbook of Competency Mapping.* New Delhi:Response Books, Sage Publications.

Sanghi, S. (2009).*The Handbook of Competency Mapping: Understanding Designing and Implementing Competency Models in Organizations*. New Delhi: Response Business Books, Sage Publications.

Sawardekar, N. (2002).*Assessment Centres: Identifying Potential and Developing Competency*. New Delhi: Response Books, Sage Publications.

Shermon, G. (2004).*Competency based HRM*. New Delhi:Tata-McGraw Hill.

Spencer, Jr. L.M. & Spencer, S.M. (1993).*Competence at Work*. New York, NY: Wiley & Sons Inc.

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.

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

Breakwell, G.M. (2004). *Doing Social Psychology Research*. Malden, MA: British Psychological Society and Blackwell Publishing Ltd.

Whitcomb, S.A. &Merrell, K.W. (2013). *Behavioural, Social and Emotional Assessment of Children and Adolescents* (4th ed). Oxon, OX: Routledge.

Albarracin, D., Jonson,B.T., Zanna, M.P.(2014). *The Handbook of Attitudes*. New York, NY: The Psychology Press.

Gawali, G. (2012). *Vocational Rehabilitation of Persons with Disability: Psychosocial and Legal Perspectives* (Ed.). Mumbai: Himalaya Publications.

Juhnke, G.A. (2002*). Substance abuse assessment and diagnosis: a comprehensive guide for counsellors and helping professionals*. New York, NY: Brunner- Routledge.

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

Burns, R., & Kaufman, S. (1970). *Actions, Styles and Symbols in Kinetic Family drawings (KFD): An Interpretive Manual.* New York: Brunner/Mazel.

Funk, J. L. & Rogge, R. D. (2007). Testing the ruler with item response theory: Increasing precision of measurement for relationship satisfaction with the Couples Satisfaction Index. *Journal of Family Psychology*, 21, 572-583.

Books for reference

Bellack, A.S. & Hersen, M. (1998).*Behavioral assessment : A Practical Handbook* (4th ed.), Needham Heights, MA: Allyn & Bacon.

Bromley, D.B. (1986).*Case study method in Psychology and related disciplines.* Chichester: Wiley.

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

Shaw, M. E & Wright, J. M. (1967). *Scales for the Measurement of Attitude*. USA: McGraw-Hill.

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 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 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
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.(2015). *Kaplan and Sadock's Synopsis of Psychiatry* (11th ed).. PA: Lipincott, Williams and Wilkins.
4. M.Gelder, D. Gath, R.Mayou, P. Cowen. (1996). Oxford textbook of Psychiatry (3rd edition). UK: Oxford University Press.

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 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.

<div align="center">**Course II: Elective Course: PAPSY 302B 4 credits : 60 Hours**</div>

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

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.

15.Kapur, M. (2011). Counselling Children with Psychological Problems. Delhi: Pearson

16. Matthys, W. & Lochman, J.E. (2010). Oppositional Defiant Disorder and Conduct Disorder in Children. Wilyey- Blackwell.

17. Kober, R. Enhancing the quality of life of people with intellectual disabilities: Theory and Practice (Ed.). New York: Springer.

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*. SanFrancisco, 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*. , Bhelpur: Kripa Psychology Center.

8. Midgley, N., Hayes, J., Cooper, M. (2017). Essential research findings in child and adolescent counselling and psychotherapy (Eds.). New Delhi: Sage.

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.

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.

Unit-1: Introduction: Concepts, Nature and Principles of 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.
  c. Perception and Individual Decision Making.
  d. Motivation: Concepts and Applications.

Unit-3: The Group

  a. Foundations of Group Behavior and Understanding Work Teams.
  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

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

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

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

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

Robbins, S.P, and Judge, T.A. (2016*). Organizational Behavior*, 17th Edition. Pearson Prentice Hall, New Delhi. India

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

Books for Reference

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evaluation:
Internal evaluation: 40 marks
• Essay: 20 marks
• 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.

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

Fiske, S.T., Gilbert, D.T., &Lindzey, G. (2010). *Handbook of Social Psychology* (5th Ed.). New Jersey: John Wiley and Sons Ltd.
Kruglanski, A. W., Higgins, E.T. (2007). *Social Psychology: Handbook of basic Principles* (Second Ed.). New York: The Guilford Press.
Lesko, W. A. (2009). *Readings in Social Psychology: General, Classic and Contemporary Selections* (Eighth Ed.). New Delhi: Pearson.
DeLamater, J.D., & Myers, D.J. (2011). *Social Psychology* (Seventh Ed.). USA: Wadsworth
Fletcher, G.J.O., & Clark,M.S. (2003). *Blackwell Handbook of Social Psychology: Interpersonal Processes*. USA: Blackwell Publishers Ldt.
Baumeister. R. F. &Finkel, E. J. (Eds.) (2010).*Advanced Social Psychology: State of the Science*. New York: Oxford University Press.

Supplementary Reading

Albarracin, D., Jonson,B.T., Zanna, M.P.(2014). *The Handbook of Attitudes*. New York, NY: The Psychology Press.
Bunk, A. P., & Van Vugt, M. (2007). *Applying social psychology: From problems to solutions*. London: Sage Publications.
Bellack, A.S. & Hersen, M. (1998). *Behavioral assessment: A Practical Handbook* (4th ed.), Needham Heights, MA: Allyn & Bacon.
Bromley, D.B. (1986). *Case study method in Psychology and related disciplines.* Chichester: Wiley.

Shaw, M. E & Wright, J. M. (1967). *Scales for the Measurement of Attitude*. USA: McGraw-Hill.

<div align="center">**Evaluation**</div>

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

<div align="center">**Elective course: III PAPSY 303A: Psychotherapy: 4 Credits 60 Hours**</div>

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:

1. Wolberg, L. R. (2005). The Technique of Psychotherapy Part I and II. NJ: Jason Aronson Inc.
2. Corey, G. (2012). Theory and Practice of Counseling and Psychotherapy.Californa: Brooks/ Cole Publishing.
3. Kleinberg, J. (2012).The Wiley Blackwell handbook of Group psychotherapy.NY: Wiley Blackwell.

4. Yalom, I. D. (2005).Theory and Practice of Group Psychotherapy. NY: Basic Books.
5. John, C., Masters, J. C., Burish, T., Hollon, H.D., &Rimm, D. C. (1990). Behavior Therapy: Techniques and Empirical Findings. New York: Academic Press

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.

a) Gender Issues, Discrimination, Oppression, Social Justice in Career Development & 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:

Niles, S. & Harris-Bowlsbey, J. (2016). Career development interventions in the 21st century (4thed.). Upper Saddle River, NJ: Pearson Education.

Herr, E.L., & Cramer, S.H. (2003). Career guidance and counseling through the life span: Systematic approaches (6th ed.). Boston: Allyn & Bacon.

Capuzzi, D. & Staufer, M.D. (2006). Career counseling: Foundations, perspectives, and applications. Boston, MA.: Pearson Educational, Inc. (pdf copy available online)

Savickas, M. (2006). Career Counseling Session: APA's Tapes Series 2: Career Counseling: Narrative Approach, APA tapes, 2006..

Fouad's, N. (2009). Career Counseling Session: APA's Tapes Series 5: Multicultural Counseling – Culturally Oriented Career Counseling, APA Tapes.

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

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

Books for References:

Evans, K. (2008). Gaining cultural competence in career counseling. Boston: Houghton-Mifflin.

Amundson, N., Harris-Bowlsbey, J., & Niles, S. & (2014). Essential elements of career counselling: Processes and techniques (3rd ed.). Upper Saddle River, NJ: Pearson Education.

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

Gysbers, N., Heppner, M. J. & Johnston, J.A. (2003). Career counseling: Process, Issues, Techniques (2nd edition). Boston, MA.: Allyn & Bacon.

Sharf, R.S. (2006). Applying career development theory to counseling. Belmont, CA.: Thomson

Peterson, N. & Gonzalez, R. (2005). The role of work in people's lives: Applied career counseling and vocational psychology, 2nd edition, Belmont, CA.: Thomson.

Zunker, V.G. (2006). Career counseling: A holistic approach (7th ed.). Belmont, CA: Thomson Wadsworth.

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

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.

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

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

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

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

Figler, H., andBolles, R. (1999).The career counselor's handbook. Berkley, CA: Ten SpeedPress

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

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

Brown, D.R. & Harvey, D. (2006). *An Experiential Approach to Organizational Development.* New Delhi: Pearson Prentice Hall.

Cummings, T.G. & Worley, C.G. (2001).*Organization Development and Change*. USA: Thomson Learning.

French, W.L., Bell,Jr, C.H. & Vohra, V. (2011).*Organization Development* (6th ed.). New Delhi: Pearson Prentice Hall.

Ramnarayan, S. & Rao, T.V. (2011).*Organization Development: Accelerating Learning and Transformation* (2nd ed.). New Delhi: Sage Publication.

Rothwell, W. J & Sullivan, R. L. (2005).*Practicing Organization Development: A Guide for Consultants*. San Francisco, CA: Wiley Imprint.

Books of Reference

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

French, W.L. & Bell, Jr,C.H. (2006).*Organization Development*. Sixth Edition, Prentice- Hall of India Private Limited, New Delhi.

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.

<div align="center">

Elective Course III: PAPSY 303D 4 Credits 60 hrs.
SOCIAL PROBLEMS: SKILLS AND INTERVENTIONS

</div>

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

Ahuja, R. (2012). *Social Problems in India* (2nd ed.). New Delhi: Rawat Publications.
Prasad, B.K. (2004). *Social Problems of India* (Vol 1 & 2). New Delhi: Anmol Publications
Prabhakar, V. (2012). *Social Problems: Issues and Perspective*. New Delhi: Wisdom Press.
Dallos, R. & McLaughlin, E. (2002). *Social Problems and The Family*. New Delhi: Sage Publications Pvt. Ltd.
Nagar, D. (2006). *Environmental Psychology*. New Delhi: Concept Publishing Company.
Steg, L., Bunnk, A. P., & Rothengatter, T. (2008). *Applied Social Psychology: Understanding and Managing Social Problems.* UK: Cambridge University Press.
Schneider, F.W., Gruman, J.A., & Coutts, L. M. (2005). *Applied Social Psychology: Understanding and Addressing Social and Practical Problems.* New Delhi: Sage publication Pvt. Ltd.
Whitcomb, S. A., & Merrell, K. W. (2013). *Behavioral, Social, and Emotional Assessment of Children and Adolescents: Fourth edition.* New York: Routledge.
Sansone, C., Morf, C. C., & Panter, A. T. (2004). *Handbook of Methods in Social Psychology.* New Delhi: Sage Publication.
Misra, G. (1990). *Applied Social Psychology in India.* New Delhi: Sage publication.

Books for reference

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

Rickel, A.U., Gerrard, M., Iscoe, I. (1984). *Social and Psychological Problems of Women: Prevention and Crisis Intervention*. New York : Hemisphere Publishing Cooperation.

Sen, A.K. (1982). *Mental Retardation*. Bhelupur : Kripa Psychological Centre.

Wright,B.A. (1983). *Physical disability: a psychological approach*. New York, NY: Harper & Row.

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 beahviour

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

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

Daniela, M. A. (2011). Fundamental Theories on Consumer Behaviour: An Overview of the Influences Impacting Consumer Behaviour. "*Ovidius*" University Annals, Economic Sciences Series, Volume XI, Issue 2, pp. 837-841.

Pham, M. T. (2013). The seven sins of consumer psychology. *Journal of Consumer Psychology* 23, 4, 411–423.

Priest, J., Carter, S., & Statt, D. A. (2013). Consumer Behaviour. UK: Edinburgh Business School.

Kopetz, C. E. et al. (2012). The dynamics of consumer behavior: A goal systemic perspective. *Journal of Consumer Psychology* 22, 208–223.

Howard, D. J., Kirmani, A., & Rajagopal, P. (Eds.) (2013). *Social Influence and Consumer Behaviour*. New York: The Psychology Press.

Belk, R. W., Fischer, E & Kozinets R. V. (2013). *Qualitative Consumer and Marketing Research*. Los Angeles: SAGE Publications Ltd.

Belk, R. W. (Ed.) (2006). Handbook of Qualitative Research Methods in Marketing. USA: Edward Elgar

Kirmani, A. (2009). The self and the brand. *Journal of Consumer Psychology* 19, 271– 275.

Oyserman, D. (2009). Identity-based motivation and consumer behavior. *Journal of Consumer Psychology* 19, 276–279.

Supplementary Reading

Schiffman, L. G., Kanuk, L. L., & Wisenblit, J. (2009). *Consumer Behaviour*. Global Tenth Ed. USA: Pearson.

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

Kimmel, A. J. (2012). *Psychological Foundations of Marketing*. USA: The Psychology Press.
Heath, R. (2012). *Seducing the Subconscious; The Psychology of Emotional Influence in Advertising*.
    West Sussex: Wiley-Blackwell.
 Close, A. G. (2012) (Ed.) Online Consumer Behaviour: Theory and Research in Social Media,
    Advertising and E-tail. New York: Routledge.

<u>**Evaluation**</u>

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
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*. Californa: Thomson Brooks

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

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*.Californa: 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.

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:

Blanchard, P.N and Thacker, J.W (2012) Effective Training: Systems, Strategies, and Practices. 5th Edition, New Delhi

Kirkpatrick, D.L and Kirkpatrick, J.D (2009) Evaluating Training Programs: The Four Levels. 3rd Edition Tata McGraw-Hill Publishing Company Limited, New-Delhi.

Noe, R.A (2016) Employee Training and Development.7th Edition. Tata McGraw Hill Publishing Company Limited. New Delhi

Noe, R.A &Kodwani, A.D (2012) Employee Training and Development.Fifth Edition. Tata McGraw Hill
        Education Pvt. Ltd. New Delhi.

Books for References:

Cascio, W.F and Aguinis, H (2009) Applied Psychology in Human Resource Management. Sixth Edition.
        Prentice Hall Inc Learning Private Limited, New Delhi**.**

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

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

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

Kirkpatrick, D.L and Kirkpatrick, J.D (2008) Evaluating Training Programs. Tata McGraw-Hill Publishing
        Company Limited, New-Delhi.

Lynton, R.P and Pareek, U (2000) Training for Organizational Transformation Part I & II.Sage Publications,
        New Delhi.

Mamoria, C.B and Gankar, S.V (2001) Personnel Management Text & Cases.21st Revised Edition. Himalaya
        Publishing House, Mumbai

Noe, R.A (2008) Employee Training and Development.Fourth Edition. Tata McGraw Hill Publishing Company
        Limited. New Delhi

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

Silberman, M (1995) Active Training: A Handbook of Technique Designs, Case Examples & Tips. Ben Johnston
        Publishing Co. New Delhi

Thacker, J.W and Blanchard, P.N (2007) Effective Training Systems, Strategies, and Practices.Second Edition.
        Pearson Prentice Hall, New Delhi, India

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

REHABILITATION PSYCHOLOGY: PAPSY 304E

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
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.

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

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. Taylor, R.R. (2006). Cognitive Behavioural Therapy for Chronic Illness and Disability.Springer.
8. Zeppetella, G. (2012). Palliative Care in Clinical Practice. Springer
9. Taylor, J. & Taylor S. (1997). Psychological approaches to sports injury rehabilitation. Maryland: Aspen Publishers.
10. Arvinen- Barrow, M. & Walker, N. (2013).The psychology of sport injury and rehabilitation. Routledge
11. The rights of persons with disabilities act, 2016. Retrieved from http://www.disabilityaffairs.gov.in/upload/uploadfiles/files/RPWD%20ACT%202016.pdf

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

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

Fiske, S.T., Gilbert, D.T., &Lindzey, G. (2010). *Handbook of Social Psychology* (5th Ed.). New Jersey: John Wiley and Sons Ltd.
Kruglanski, A. W., Higgins, E.T. (2007). *Social Psychology: Handbook of basic Principles* (Second Ed.). New York: The Guilford Press.
Lesko, W. A. (2009). *Readings in Social Psychology: General, Classic and Contemporary Selections* (Eighth Ed.). New Delhi: Pearson.
DeLamater, J.D., & Myers, D.J. (2011). *Social Psychology* (Seventh Ed.). USA: Wadsworth

Fletcher, G.J.O., & Clark,M.S. (2003). *Blackwell Handbook of Social Psychology: Interpersonal Processes*. USA: Blackwell Publishers Ldt.

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

Supplementary Reading

Breakwell, G.M. (2004). *Doing Social Psychology Research*. Malden, MA: British Psychological Society and Blackwell Publishing Ltd.

Albarracin, D., Jonson,B.T., Zanna, M.P.(2014). *The Handbook of Attitudes*. New York, NY: The Psychology Press.

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

Bellack, A.S. & Hersen, M. (1998).*Behavioral assessment : A Practical Handbook* (4th ed.), Needham Heights, MA: Allyn & Bacon.

 Shaw, M. E & Wright, J. M. (1967). *Scales for the Measurement of Attitude*. USA: McGraw-Hill.

Bodenhausen, G. V., Kang, S. K. &Peery, D. (2012) The SAGE handbook of social cognition. London: Sage.

Bodenhausen, G. V., & Gawronski, B. (2013). Attitude change. In D. Reisberg (Ed.), *The Oxford handbook of cognitive psychology* (pp. 957-969). New York: Oxford UniversityPress.

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.

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

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.). Californa: 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

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.

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 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

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.* Newyork, 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 Wiely 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 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:

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

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

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

Jum Nunnally and Ira Bernstein. (1994). Psychometric Theory.

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

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

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

Belhekar, V. M. (2016) Statistics for Psychology Using R. SAGE Publications.

Prajapati, V. (2013). Big Data Analytics with R and Hadoop. Packt Publishing Ltd

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

Classroom test/ Presentation/ Submission: One 20 marks.
Semester End Evaluation: 60 marks
Any four questions out of seven to be answered. Each question carries equal 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

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.

Armstrong, M. (2005).*A Handbook of Human Resource Management Practice* (9th ed.). New Delhi : Kogan Page India,

Aswathappa, K. (2010). *Human Resource Management: Text and Cases* (8th ed.). New Delhi: Tata McGraw- Hill Education Private Limited.

Blanchard, P.N . &Thacker, J.W. (2007) *Effective Training: Systems, Strategies, and Practices* (2nd ed.). New Delhi: Pearson Education, Inc.

Bohlander, G. &Snell, S (2004).*Managing Human Resources*. India: Thomson Asi Private Limited.

Bratton, J. & Gold, J. (2009).*Human Resource Management Theory and Practice* (4th ed.), New York, NY: Palgrave Macmillan.

Cascio, W.F &Aguinis, H. (2005).*Applied Psychology in Human Resource Management* (6th ed.). New Jersey, NJ: Prentice Hall Inc.

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

Dessler, G. (2011).*A Framework for Human Resource Management* (6th ed.). New Delhi: Pearson Education Inc.

Dessler, G. & Varkkey, B. (2011).*Human Resource Management* (12th ed.). New Delhi:Pearson Education Inc.

Gomez-Mejia, L. R, Balkin, D.B. & Cardy, R.L. (2010). *Managing Human Resources* (6th ed.). New Delhi: PHI Learning.

Greer, C.R. (2009).*Strategic Human Resource Management* (2nd ed.) New Delhi: Pearson Education Inc.

Goldstein, I.L &Ford, J.K (2002).*Training in Organization* (4th ed.). USA: Thomson Wadsworth.

Ivancevich, J.M. (2004).*Human Resource Management* (9th ed.). New Delhi: Tata McGraw Hill Edition.

Kandula, S.R (2004).*Human Resource Management in Practice* (2nd reprint).New Delhi: Prentice Hall of India.

Landy, F.J., & Conte, J.M.(2004).*Work in the 21st Century* (International ed.), New York, NY: McGraw-Hill.

Luthans, F. (2008).*Organizational Behavior* (11th ed.). New York, NY: McGraw Hill International Edition, New York, USA.

Mamoria, C.B. &Gankar, S.V. (2001).*Personnel Management* (21strevised ed.). Mumbai: Himalaya Publishing House.

Pareek, U. & Rao, T.V. (2003).*Designing and Managing Human Resource System* (3rd ed.). New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.

Pattanayak, B. (2009).*Human Resource Management* (3rd ed.). New Delhi: PHI Learning Private Limited.

Rothwell, W. (2012).*The Encyclopedia of Human Resource Management* (Vol. 1, 2, 3). San Francisco, CA: John Wiley and Sons Inc.

Sharma, A. & Khandekar, A. (2006).*Strategic Human Resource Management. An Indian Perspective*. New Delhi: Response Books, A Division of Sage Publications.

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.

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
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 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

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

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

**PRACTICUM INCOUNSELING 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 aquatint 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 Ajustment 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 counsel1ing 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

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.
6. Chandler, L.A., Johnson,V.J. (1991). Using Projective Techniques with Children. Illinois: Charles Thomas Publisher.
7. Gerald, G. & Michel, H. (2001). Handbook of Psychological Assessment (3rd ed.). New York: Pergamon Press
8. Groth-Marnat, G & Wright, A.J. (2016). Handbook of Psychological Assessment (6th ed.). Wiley.
9. Jongsma, A.E. (2014). Child Psychotherapy: Homework Planner (5th Ed.). New Jersey: John Wiley & Sons.
10. Niles, S. & Harris-Bowlsbey, J. (2009). Career development interventions in the 21st century(3rd ed.). Upper Saddle River, NJ: Pearson Education.
11. Gawali, G. (2012). Vocational Rehabilitation of Persons with Disability: Psychosocial and Legal Perspectives (Ed.). Mumbai: Himalaya Publications
12. Wright, B.A. (1983).Physical disability: A psychosocial approach (2nd ed.). New York, NY: Harper & Row.
13. Herr, E.L., and Cramer, S.H. (2003).Career guidance and counselling through the life span:Systematic approaches (6thed.) Boston: Allynand Bacon.
14. Ko, H., Mehta, K.K., Meng, K.S. (2006). Understanding and Counselling Older Persons: A Handbook. Singapore: Sage

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

Barbour, R. (2007). *Doing Focus Groups*. Los Angeles: Sage Publications.

Clark, A.W. (1976). *Experimenting with organizational life: The action research approach.* New York: Plenum Press.

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.

French, W.L., Cecil, H.B., & Vohra, V. (2009). *Organizational Development: Behavioral Science Interventions for Organization Improvement* (6th ed.). New Delhi: Prentice Hall.

Krueger, R.A., Casey, M.A. (2009).*Focus Groups: A practical guide for Applied Research* (4th ed.). Los Angeles: Sage Publications, Los Angeles.

Litosselitti, L. (2003).Using Focus Groups in Research. New York, NY:Continuum.

Pareek, U. & Purhoit, S. (2010).*Training Instruments in HRD and OD* (3rd ed.). New Delhi: Tata McGraw Hill.

Pfeiffer, J.W. &Jones, J.E. (1973). *A Handbook of structured Experiences for Human Relations Training*. San Diego, CA: University Associates Inc.

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

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.

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

Essential Reading

Pfeiffer, J.W. & Jones, J.E. (1973). *A Handbook of structured Experiences for Human Relations Training.* San Diego, CA: University Associates Inc.

McNiff, J. (2002).*Action Research: Principles and Practice.*Houndsmills: Macmillan Education.

Pines, A.M. & Maslach, C. (2002). *Experiencing Social Psychology: Readings and Projects* (4th ed.). New Delhi: Mc Graw Hill.

Breakwell, G.M. (2004). *Doing Social Psychology Research.* Malden, MA: British Psychological Society and Blackwell Publishing Ltd.

Krueger, R.A., & Casey, M.A. (2009). *Focus Groups: A practical guide for Applied Research* (4th ed.). Los Angeles: Sage Publications.

Litosselitti, L. (2003). Using Focus Groups in Research. New York, NY: Continuum.

Barbour, R. (2007). *Doing Focus Groups.* Los Angeles: Sage Publications.

.

Supplementary Reading

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

Fiske, S.T., Gilbert, D.T., &Lindzey, G. (2010). *Handbook of Social Psychology* (5th Ed.). New Jersey: John Wiley and Sons Ltd.

Kruglanski, A. W., Higgins, E.T. (2007). *Social Psychology: Handbook of basic Principles* (Second Ed.). New York: The Guilford Press.

Lesko, W. A. (2009). *Readings in Social Psychology: General, Classic and Contemporary Selections* (Eighth Ed.). New Delhi: Pearson.

DeLamater, J.D., & Myers, D.J. (2011). *Social Psychology* (Seventh Ed.). USA: Wadsworth

Fletcher, G.J.O., & Clark,M.S. (2003). *Blackwell Handbook of Social Psychology: Interpersonal Processes*. USA: Blackwell Publishers Ldt.

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

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

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

A. **Functional Neuroanatomy of Brain: Organization of the Nervous System; Peripheral Nervous System; Central Nervous System;** Brain, Spinal Cord. **Gross Anatomy: Protection and Sustenance of the Brain** Skull, Meninges, Ventricular System, Vascular System, Cerebral Arteries, Venous System. **Principal Divisions of the Brain; Brainstem and Cerebellum:** Lower Brainstem, Upper Brainstem: Diencephalon, Cerebellum. **Telencephalon:** Basal Ganglia, Limbic System, Corpus Callosum.

B. **Methods of investigating the brain: Neurohistology Techniques;** Golgi Stain, Nissl Stain, Other Staining Techniques. **Radiologic Procedures;** Skull X-Ray, Air Encephalography, Computed Transaxial Tomography, Angiography, Sodium Amytal Injections. **Electrophysiologic Procedures;** Electroencephalography, Evoked Potential, Electrical Stimulation, Electromyography. **Imaging of Brain Metabolism;** Single-Photon Emission Computed Tomography, Positron Emission Tomography. **Magnetic Imaging Procedures;** Magnetic Resonance Imaging, Magnetoencephalography. **Cerebrospinal Fluid Studies;** Lumbar Puncture. **Behavioral Examinations;** Neurologic Examination, Neuropsychological Evaluation. **New Advances in Imaging Techniques: Mapping the Brain;** Subtraction Procedures, Image Analysis and Quantification (Three-Dimensional).

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.

D. **Neuropsychological Assessment and Diagnosis: General Considerations in Neuropsychological Testing;** Rationale of the Neuropsychological Examination, Appropriate Referrals for Neuropsychological Evaluation, **Psychometric Issues in Neuropsychological Assessment:** Reliability, Validity, False Positives and Base Rates, **Neuropsychological Tests:** Orientation (Arousal), Sensation and Perception, Attention/Concentration, Motor Skills, Verbal Functions/Language, Visuospatial Organization, Memory, Judgment/Problem Solving, Neuropsychological Diagnosis, Describing Function, Adaptation, and Prognosis, **Interpreting Neuropsychological Assessment Data;** Approaches to Neuropsychological Interpretation, Assessing Level of Performance, Deficit Measurement, Lateralizing Signs, Pathognomonic Signs.

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

1. Anderson, V., Jacobs, R. & Anderson, P. (2008). Executive Functions and the FrontalLobes: 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). NewYork, NY: Worth Publishers.

5. Walsh, K. (1994). Neuropsychology: A clinical approach. ND: Churchill Livingston
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. Bostan: Allyn & Bacon.

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:

Kappenman, E. S and Luck, S. J. (Eds.)The Oxford Handbook of Event-Related Potential Components. OUP: Oxford

Cobeza and Kingstone (2006). Handbook of functional Neuroimaging of cognition. MIT Press Books.

Steven J. Luck (2014) An Introduction to the Event-Related Potential Technique, second edition. MIT Press: USA.

Handy, T C. (2019). Brain Signal Analysis. MIT: MIT Press.

ZilmerE. A. Principles of Neuropsychology. Thompson.

Jerodska, H; Holmqutz, K; Anderson, R. (2011). Eye-tracking: comprehensive guide to methods sand measures. Oxford University Press: UK.

Andrew, T, D. (2003) Eye Tracking methodology: Theory and Practice. Springer: NY.

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.

<p style="text-align:center">Ability Enhancement Course: 6 credits: 90 Hours</p>

<p style="text-align:center">Communication and Social Skills: PAPSY 401C</p>

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:

1. Greene, J.O, & Burleson, B.R. (2003). Handbook of Communication and Social Interaction Skills. London: Lawrence Erlbaum Associates Publishers.
2. McKay, M., Davis, M., & Fanning, P. (2009). Messages: The Communication Skills Book. New Harbinger Publications Inc.
3. Hargie, O. (2006). The Handbook of Communication Skills (3rd ed). New York, NY: Routledge.
4. Williams, D. (1997). Communication Skills in Practice: A Practical Guide for Health Professionals. London: Jessica Kingsley Publishers.

Books for Reference:

1. Hook, D., Franks, B., & Bauer, M.W. (2011). The Social Psychology of Communication. Palgrave Macmillan.
2. Fiedler, K. (2007). Social Communication (Ed.). New York, NY: Psychology Press.
3. Trower, P. Bryant, B., Argyle, M., & Marzillier, J. (1978). Social skills and mental health. London: Methuen & Co. LTD.
4. Webb, Chris. (1978). Communication skills, an approach to personal development. London: Macmillan Press.

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:
1. Malley-Morrison, K., Mercurio, A., & Twose, G. (2013). International Handbook of Peace and Reconciliation (Eds.). New York, NY: Springer
2. Bretherton, D., Law, S.F. (2015). Methodologies in Peace Psychology: Peace Research by Peaceful Means. New York, NY: Springer.
3. Tropp, L.R. (2012). The Oxford Handbook of intergroup conflict (Ed.). Oxford University Press.
4. Blumberg, H.H., Hare, P.A., & Costin, A. (2006). Peace Psychology: A Comprehensive Introduction. Cambridge.
5. Abrahams, N., Jewkes, R., Laubsher, R., & Hoffman, M. (2006). Intimate partner violence: Prevalence and risk factors for men in Cape Town, South Africa. Violence and Victims, 21 (2), 247–264.
6. Anstey, M. (1993). *Practical Peacemaking: A Mediator's Handbook.* Cape: Juta & Co.
7. Calloway-Thomas, C. (2010).*Empathy in Global World,* Indiana: SAGE
8. 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.
9. Jeong, Ho-Won. (2008). Understanding Conflict and Conflict Analysis. Virginia: SAGE
10. Lykes, M. B. (2001). Human rights violations as structural violence.
11. MacNair, R. M. (2003). *The psychology of peace: An introduction*. Westport, CT: Praeger.
12. Mayton, D.M. (2009). *Nonviolence and Peace Psychology: Intrapersonal, Interpersonal, Societal, and World Peace*. New York: Springer.
13. Mazurana, D., & McKay, S. (2001). Women, girls, and structural violence: A global analysis.

14. Christie, D.J., Wagner, R.V. & Winter. D.D. (2001). Peace, conflict and violence: Peace psychology for the 21st century (Eds.). New York: Prentice-Hall.
15. Schwebel, M., & Christie, D. (2001). Children and structural violence.
16. Waldron, V.R. & Kelley, D.L. (2008). Communicating Forgiveness. Arizona: SAGE
17. Woolf, L. M., & Hulsizer, M. R. (2005). Psychosocial roots of genocide: Risk, prevention, and intervention, *Journal of Genocide Research, 7*, 101-128.

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

Decision under Risk and Uncertainty; Prospects Theory

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:

Wilkinson, N. and Klaes, M. (2012). An Introduction to Behavioral Economics. Palgrave Macmillan

Lewis, A. (2008). The Cambridge Handbook of Psychology and Economic Behaviour. CUP: Cambridge, New York.

World Bank Group (2015). Mind, Society, And Behavior. DC: International Bank for Reconstruction and Development.

Agarwal, B. and Vercelli, A. (2005) Psychology, rationality, and economic behaviour : challenging standard assumptions . Palgrave Macmillan: NY

Just, D. R. (2014). Introduction To Behavioral Economics Noneconomic Factors That Shape Economic Decisions. Wiely: NY

Diamond, P. & Vartiainen, H. (Eds.)(2007) Behavioral Economics and Its Applications. Princeton University Press: NJ.

Ikeda, Kato, H. K., Ohtake, F. Tsutsui, Y. (Eds). (2016). Behavioral Economics of Preferences, Choices, and Happiness. Springer; Japan.

Wendel, S. (2014). Designing for Behavior Change: Applying Psychology and Behavioral Economics. Oreal: Beging.

Akerlof, G. A. and Shiller, R. J. (2016). Phishing for Phools – The Economics of Manipulation and Deception. Princeton University Press.

Cartwrite; E. (2011). Behavioural Economics. Routledge: Oxon.

Camerer C. F. (2011) Advances in Behavioural Economics. Princeton University Press: Princeton.

Altman, M. (2007). Handbook of Contemporary Behavioral Economics: Foundations and Developments. Prentice Hall India Learning Private Limit: NY.

Camerer, C. F. (2003). Behavioral Game Theory: Experiments in Strategic Interaction. Princeton University Press. Princeton.

Frey, B. S. & Stutzer, A. (2010). Economics and Psychology - A Promising New Cross-Disciplinary Field (CESifo Seminar Series). MIT Press

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:

Cottam, M. Deilt-Ulher (2010) Introduction to Political Psychology. Lawrence Associates and Publisher.

Jost, J. T. & Sidanious, J. (2004). Political Psychology: Key Readings. Psychology Press: NY.

Sniderman, P. M; Brody, R. A. Tetlock, P. E. (2010) Reasoning And Choice: Explorations In Political Psychology. Cambridge: CUP.

Roazen, P. (2003). Cultural Foundations of Political Psychology. Transaction Publishers. UK.

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

Theoretical Foundations for the Human Response to Nature.

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:

Clayton, S. D. (2012). The Oxford handbook of environmental and conservation psychology. OUP: NY.

Clayto, S. & Myers, G. (2011). Conservation Psychology: Understanding and Promoting Human Care for Nature. Wiley Blackwell.

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

<u>**Essential Reading**</u>

Shafir, E. (2013). (Ed.) *Behavioural Foundations of Public Policy*. Princeton: Princeton University Press.

Lorion, R. P., NandenBos, G. R., & Iscoe, I. (1996). (Eds.) *Psychology and Public Policy: Balancing Public Service and Professional Needs.* USA: The APA Press.
Segall, M. H., Goldstein, A. P., & Krenser, L. (1976). *Human Beahviour and Public Policy-A Political Psychology*. New York: Pergamon Press Inc.
Lewis, A. (2008). *The Cambridge Handbook of Psychology and Economic Behaviour*. New York: Cambridge University Press.
Schneider, A., & Ingram, H. (1990). Behavioural assumptions of policy tools. *The Journal of Politics*, 52, 2, 510-529.
Chetty, R. (2015). Behavioural economics and public policy: A pragmatic perspective. *Working paper number, 20928*. Cambridge MA: National Bureau of Economic Research.

Kahan, D. M., &Braman, D. (2006). Cultural cognition and public policy. *Yale Law and Policy Review*, 24,1, 149-172.

Amir, O., et al. (2008). Psychology, behavioural economics and public policy. *Marketing Letters*, 16, 3/4, 443-454.

Agarwal, B. and Vercelli, A. (2005*) Psychology, rationality, and economic behaviour: Challenging standard assumptions*. New York: Palgrave Macmillan.

Friedman, R.M. (2005). *Enhancing the influence of psychology on public policy*. University of South Florida: Mental Health Institute.

Supplementary Reading

Ikeda, Kato, H. K., Ohtake, F. Tsutsui, Y. (Eds). (2016). Behavioral Economics of Preferences, Choices, and Happiness. Japan: Springer.

Hausman, D.M., & McPherson, M. S. (2006). Economic analysis, moral philosophy and public policy. Cambridge: Cambridge University Press.

Wendel, S. (2014). Designing for Behavior Change: Applying Psychology and Behavioral Economics. Beging: Oreal.

Akerlof, G. A., & Shiller, R. J. (2016). Phishing for Phools – The Economics of Manipulation and Deception. Princeton: Princeton University Press.

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

<p style="text-align:center">Elective Course IV: 6 credits, 60 hrs. PAPSY 402F</p>

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:

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

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

Harvard Business Review (2006) On Leading through Change. Harvard Business School Publishing
        Corporation, Boston, USA.

McNamara, C (2006) Field Guide to Consulting and Organizational Development: A Collaborative and Systems
        Approach to Performance, Change and Learning Authenticity – Consulting, New York, USA.

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

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

Sharma, R. R (2012) Change management and Organizational Transformation. Second Edition. New Delhi.
        Tata McGraw Hill Education, New Delhi.

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

Evaluation:

Internal Evaluation: 40 marks
• Essay: 20 marks
• 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.