

UNIVERSITY OF MUMBAI

No.UG/ 184 of 2006.

CIRCULAR:-

A reference is invited to the Ordinances, Regulations and syllabi relating to the Master of Arts (M.A.) (Parts I & II) degree course vide pamphlet No. 157 and the office circulars No.UG. 155 of 1997 dated 14th May, 1997, No.UG. 391 of 2003 dated 8th August, 2003, No.UG. 212 of 2005 dated 1st June, 2005, and No.UG. 315 of 2004 dated 2nd August, 2004 and the Head, University Department of Applied Psychology, the Principals of the affiliated colleges in Arts and Professor-cum-Director, Institute of Distance Education are hereby informed that the recommendation made by the Board of Studies in Psychology at its meeting held on 25th April, 2006 has been accepted by the Academic Council at its meeting held on 12th May, 2006 vide item No. 4.32 and that in accordance therewith the syllabus in the subject of Psychology Papers I, II, III, IV, V, VI, VII and VIII at the M.A. (Parts I and II) examination has been revised as per Appendix and that the same will be brought into force with effect from the academic year 2006-2007.

MUMBAI-400 032

8th June, 2006

To: ALL

UNIVERSITY OF MUMBAI
No.UG/ 184 of 2006.

for REGISTRAR

The Head, University Department of Applied Psychology, and the Principals of the affiliated colleges in Arts and Professor-cum-Director, Institute of Distance Education
May 1997, No.UG. 391 of 2003 dated 8th August, 2003, No.UG. 212 of 2005, and No.UG. 315 of 2004 dated 2nd August, 2004 and the Head, University Department of Applied Psychology, the Principals of the affiliated colleges in Arts and Professor-cum-Director, Institute of Distance Education are hereby informed that the recommendation made by the Board of Studies in Psychology at its meeting held on 25th April, 2006 has been accepted by the Academic Council at its meeting held on 12th May, 2006 vide item No. 4.32 and that in accordance therewith the syllabus in the subject of Psychology Papers I, II, III, IV, V, VI, VII and VIII at the M.A. (Parts I and II) examination has been revised as per Appendix and that the same will be brought into force with effect from the academic year 2006-2007.

Copy forwarded with compliments for information to :-

1) The Dean, Faculty of Arts,
2) The Chairman, Board of Studies in Applied Psychology,
(Parts I and II) examination has been revised as per Appendix and that the same will be brought into force with effect from the academic year 2006-2007.

Copy to :-

The Director, Board of College and University Development, , the Deputy Registrar (Eligibility and Migration Section), the Director of Students Welfare, the Personal Assistants to the Vice-Chancellor, the Pro-Vice-Chancellor, the Registrar and the Assistant Registrar, Administrative sub-center, Ratnagiri for information 2006

The Officer on Special Duty-cum- Controller of Examinations (10 copies), the Finance and Accounts Officer (2 copies), Record Section (5 copies), Publications Section (5 copies), the Deputy Registrar, Enrolment, Eligibility and Migration Section (3 copies), the Deputy Registrar, Statistical Unit (2 copies), the Deputy Registrar (Accounts Section), Vidyanaagari (2 copies), the Deputy Registrar, Affiliation Section (2 copies), the Director, Institute of Distance Education, (10 copies) the Director, University Computer Center (IDE Building), Vidyanaagari, (2 copies) the Deputy Registrar (Special Cell), the Deputy Registrar (PRO), the Assistant Registrar, Academic Authorities Unit (2 copies) and the Assistant Registrar, Executive Authorities Unit (2 copies). They are requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to in the above Circular and that no separate Action Taken Report will be sent in this connection. the Assistant Registrar Constituent Colleges Unit (2 copies), BUCT (1 copy), the Deputy Account, Unit V (1 copy) the In-charge Director, Centralize Computing Facility (1 copy), the Receptionist (1 copy), the Tele-operator (1 copy), the Secretary MUASA (1 copy), the Superintendent, Post-Graduate Section, 2 copies, the Superintendent, Thesis Section (2 copies)

Cir-III/VS/7.06.06



UNIVERSITY OF MUMBAI



REVISED SYLLABUS IN THE
SUBJECT OF PSYCHOLOGY
PAPERS I, II, III, IV, V,
VI, VII AND VIII
AT THE
M.A. PARTS I & II

(with effect from the academic year 2006-2007)

Revised Syllabi for M.A. Part I and II

(2006-2007 onwards)

Syllabus for M.A. Part I

Paper I. Systems and Skills for Interventions in Psychology

Objectives: 1. To acquaint students with various systems of psychotherapy.

2. To train students in skills for intervention in psychology.

1. Therapy Systems Emphasizing Background and Content: I (14 hrs)
 - a. Sigmund Freud and Psychoanalysis
 - b. Carl Jung and Jungian Analytic Psychology
 - c. Alfred Adler and Individual Psychology
2. Therapy Systems Emphasizing Background and Content: II (14 hrs)
 - a. Developmental Psychodynamic Theorists
 - b. Transactional Analysis
 - c. Brief Psychodynamic Therapy
3. Therapy Systems Emphasizing Emotions and Sensations (13 hrs)
 - a. Carl Rogers and Person-Centered Counseling
 - b. Existential Therapy
4. Therapy Systems Emphasizing Emotions and Sensations (13 hrs)
 - a. Gestalt therapy
 - b. Emerging Approaches Emphasizing Emotions and Sensations
5. Therapy Systems Emphasizing Thoughts (16 hrs)
 - a. Aaron Beck and Cognitive Therapy
 - b. Albert Ellis and Rational Emotive Behavior Therapy
 - c. Emerging Approaches Emphasizing Thoughts

6. Therapy Systems Emphasizing Actions (16 hrs)
 - a. Behavior Therapy and Cognitive Behavior Therapy
 - b. Reality Therapy
 - c. Solution Based Brief Therapy

7. Integrated and Elective Treatment Systems (14 hrs)
 - a. Overview
 - b. Theories of Integrated and Elective Treatment
 - c. Maximizing Treatment Effectiveness: Therapeutic Alliance, problems and Diagnosis, Managed Care and Third Party Payers, Treatment Setting, Skills Development, Common Factors in Effective Treatment and Finding your preferred Clinical Style.

Books for Study

1. Corey, G. (1996). *Theory and practice of counseling and psychotherapy*. Brooks/ Cole Publishing.
2. Seligman. L. (2001). *Systems, strategies, and skills of counseling and psychotherapy*. N.J.: Merrill Prentice Hall.

Books for Reference

1. Beck, J. S. (1995). *Cognitive therapy: Basics and beyond*. N.Y.: The Guilford Press.
2. Corey, G. (1986). *Case approach to counseling and psychotherapy*. California: Brooks/Cole.
3. Dryden, W. (1989) *Rational Emotive Counseling in action*. N.D. Sage
4. Dryden, W. (1995) *Rational Emotive Behavior Therapy*. India: Sage.
5. Kaslow, H.W. (Ed.) (2002) *Comprehensive Handbook of Psychotherapy. (Vol I to IV)* John Wiley and Sons.
6. McMullin, R. F. (2000). *The new handbook of cognitive therapy techniques*. N.Y.: W. W. Norton.
7. Nelson-Johnson, R. (2001). *Theory and practice of counseling and psychotherapy*. (3rd Edi.). London: Continuum.
8. Stewart, R. B. (1989). *Transactional analysis counseling in action*. Sage Publication.
9. Wolberg, L. R. (1988). *The technique of psychotherapy*. (4th Edi.). Vol. I and Vol. II. Grune and Stratton, Inc.

Paper II: Cognitive Psychology and Neuropsychology

Objectives:

1. To acquaint students with the processes involved in cognition
2. To develop critical understanding about cognitive processes.
3. To help students to understand neuropsychology of human behavior.
4. To develop understanding about the linkage between cognition and neuropsychology.

Section I:

Cognitive Psychology

1. Cognitive Psychology (5 Hrs)
 - a. Basic concepts, nature and scope.
 - b. Human information processing
 - c. Methods of studying cognitive psychology
2. Attention and Perception (5 Hrs)
 - a. Attention: Theories, Functions of Attention, Attention and memory. Applications.
 - b. Pattern Recognition: Theories. Spatial Cognition.
 - c. Perceptual Motor Skills.
3. Cognitive Processes (8 Hrs)
 - a. Thinking and Reasoning.
 - b. Memory: Sensory, STS and Working Memory, LTS. Ontogenic development of memory. Controversial Issues.
 - c. Language: Structure. Language acquisition. Multilingualism.
4. Human and Artificial Intelligence (6 Hrs)
 - a. Structure of Intelligence: Factor Analytic Approach
 - b. Process of Intelligence: Information-Processing Approach
 - c. Integrative Approach
 - d. Artificial Intelligence
5. Cognitive Development (6 Hrs)
 - a. Piaget's Theory
 - b. Post-piagetian Research
 - c. Information Processing Approach
 - d. Vygotskey's Sociocultural Theory
 - e. RR Theory
6. Architecture of Mind. (8 Hrs)
 - a. Mental modules and modularity
 - b. Language modules
 - c. The connectionist approach
 - d. Progressive modularization and beyond modularity
 - e. Evolutionary Perspective
7. Individual, Gender, and Cross-Cultural Differences (6 Hrs)
 - a. Individual Differences
 - b. Gender Differences

- c. Cross-Cultural Perspective
- 8. Metacognition. (6 Hrs)
 - a. Metacognition
 - b. Metamemory
 - c. Development of metacognition

Section II:

Neuropsychology

1. Neuropsychology (6 Hrs)
 - a. Definitions, history and scope of neuropsychology, methods to study neuropsychology.
 - b. Neuroanatomy.
Structure and functions: Neurons, CNS, PNS, and Neurotransmitters.
 - c. Development of brain: Prenatal, Postnatal.
2. Neuropsychology of Attention (6 Hrs)
 - a. Subcortical structures influencing attention
 - b. Cerebral cortex and attention
 - c. Disorders of attention
3. Neuropsychology of sensory and perceptual processes (8 Hrs)
 - a. Sensory and perceptual processes: visual, auditory, chemical and somatosensory.
 - b. Neuropsychology of motor skills
 - c. Disorders
4. Neuropsychology of memory: Neuropsychological basis of LTM, STM, and working memory. Disorders of memory. (6 Hrs)
5. Language: Hemispheric specialization. Brain mechanisms of speech comprehension and production. Disorders. (7 Hrs)
6. Neuropsychological basis of executive functions (6 Hrs)
7. Neuropsychological correlates of motivation and emotion
 - a. Emotion: Hypothalamus, Limbic system, amygdale, neocortex.
 - b. Motivation: Ingestive Behaviours
 (6 Hrs)
8. Applications of Neuropsychology (5 Hrs)
 - a. Neuropsychological Assessment
 - b. Rehabilitation

Books for study

1. Best, J. B. (1995). *Cognitive psychology*. MN: West Publishing Co.
2. Carlson, N. (1999). *Physiology of behaviour*. Boston: Allyn & Bacon.
3. Solso, (2004). *Cognitive psychology*. N.D.: Pearson Education.
4. Sternberg, R. J. (1999). *Cognitive psychology*. Fort Worth: Harcourt Brace College Publisher.
5. Walsh, K. (1994). *Neuropsychology: A clinical approach*. N.D.: Churchill Livingstone
6. Zilmer, E. A. & Spears, M. V. (2001). *Principals of neuropsychology*. Canada: Wadsworth

Books for reference

1. Baddeley, A. (1990). *Human memory: Theory and practice*. Boston: Allyn & Bacon.
2. Beaumont, J. G., Kenealy, P. M., & Rogers, M. J. C. (Ed.). (1999). *The Blackwell dictionary of neuropsychology*. Oxford: Blackwell Publishers.
3. Berry, J. W., Poortinga, Y. H., Segal, M. H., & Dason, P. R. (2002). *Cross-cultural psychology: Research and perspective*. Cambridge: CUP.
4. Carruther, P. & Chamberlain, A. (Ed.). (2000). *Evolution and the human mind: modularity, language and meta-cognition*.
5. Finger, S. (1994). *Origin of neuroscience: A history of explorations into brain function*. N.Y.: OUP.
6. Franken, R. E. (2002). *Human motivation*. Australia: Wadsworth.
7. Glass & Holyoak (1986). *Cognitive psychology*. N. Y.: Random house.
8. Green, D. W. (1996). *Cognitive science: An introduction*. Oxford: Blackwell.
9. Johnson, M. H. (1997). *Developmental cognitive neuroscience*. Blackwell Publishers.
10. Kellogg, R. T. (1997). *Cognitive psychology*. London: Sage.
11. Lewis, M. & Haviland-Jones, J. M (Ed.). (2000). *Handbook of emotions*. NY: The Guilford Press.
12. Lezak, M. D. (1976). *Neuropsychological assessment*. NY: OUP.
13. Matlin, M. W. (1995). *Cognition*. Bangalore: Prism.
14. Nelson, T. O. (1992). *Metacognition: Core readings*. Boston: Allyn & Bacon.
15. Pinel, J. P. J. (1997). *Biopsychology*. Boston: Allyn & Bacon.
16. Purves, D., Augustine, G. J., Fitzpatrick, D., Katz, L. C., LaMantia, A. S., & McNamara, J. O. (1997). *Neuroscience*. Massachusetts: Sinauer Associates.
17. Reed, S. K. (2000). *Cognition: Theory and applications*. Australia: Wadsworth.
18. Thagard, P. (1998). *Mind readings: Introductory selections on cognitive science*. Cambridge: MIT, Bradford.
19. Wong, R. (2000). *Motivation: A biobehavioural approach*. Cambridge: OUP.

Paper III: Research Methodology and Statistics

Objectives: To acquaint students with-

1. Methodology of quantitative and qualitative psychological research;
2. Ethics, design, and evaluation of research in psychology;
3. Conceptual understanding of univariate and multivariate statistical methods and their applications in psychological research.

Section I: Research Methodology

1. Ethical Issues in Psychological Research. (4 hrs)
 - a. Informed consent, Deception, risk-benefit ratio, debriefing, privacy (confidentiality).
 - b. Reporting research: Ethical issues.
2. Planning Scientific Research (6 hrs)
 - a. Types of variables and scales of measurement.
 - b. Hypothesis formulation.
 - c. Sampling theory. Sampling Methods: Random and non-random.
 - d. Writing research proposal and research report.
3. Research Techniques (8 hrs)
 - a. Data collection: Observation, Interview and Questionnaire.
 - b. Single-case study: Case study and N=1 Experimental Design.
 - c. Application of computers in psychological research.
4. Scaling.
 - a. Psychophysical scaling: Webers' law, Fechners' law, Stevens' law. (8 hrs)
 - b. Psychological scaling: i. Classical test theory. ii. Item response theory.
iii. Rasch model. iv. Method of paired comparison.
5. Research Settings and Goals. (8 hrs)
 - a. Laboratory, field and ex-post facto research.
 - b. Ethnographic and cross-cultural research.
 - c. Longitudinal and cross-sectional research.
 - d. Applied and basic research.
6. Research designs (10 hrs)
 - a. Correlational research.
 - b. Experimental research: One group, two groups, multi-group with one IV, Factorial designs.
 - c. Repeated measures designs.
 - d. Quasi-cxperimental research.
7. Qualitative research (6 hrs)
 - a. Strengths and weaknesses; differences between quantitative and qualitative research.
 - b. Qualitative research techniques: Observation, interview, and focus groups.

- c. Evaluation research.
- d. Action research.
- e. Content analysis

Section II: Statistics

8. Preliminary Concepts

- a. Probability: axioms, random variables, expected value, central limit theorem. (10 hrs)
- b. Distributions: Discrete distributions- Binomial, Poisson; Continues distributions: Normal, t, F.
- c. Inference: estimation theory, properties of estimators. Statistical hypothesis testing, Types of errors.
- c. Descriptive statistics: Central tendency and variability.
- d. Power and Effect size.

9. Inferential Statistics

- a. Two group Differences: (10 hrs)
t test: Independent and dependent samples.
- b. Multi-group Differences:
One-way ANOVA: Independent and dependent samples.
Two-way ANOVA: Independent samples
- c. Non-parametric Statistics:
Chi-square
Sign, Median, U test, Kruskal-Wallis ANOVA.

10. Correlation and Regression

- a. Correlation: product moment, partial correlation, Special correlations. (10 hrs)
- b. Linear Regression: Prediction and Regression equation.
- c. Least-squares method.
- d. GLS.

11. Multivariate Methods: I

- a. Multiple regression and Multiple correlation. (10 hrs)
- b. MANOVA and MANCOVA.
- c. Discriminant function analysis;
- d. Canonical correlation; Multidimensional scaling.
- e. Cluster analysis

12. Multivariate Methods: II

- a. Factor Analysis: Basic concepts. (10 hrs)
- b. Factor Analysis: Methods of extraction and Methods of rotation.
- c. Confirmatory factor analysis.

Note: No problems for solving topic 10-d, 11, and 12.

Note for paper setters: It is recommended that small values for computation be given and that of log, square and square root and statistical tables be given for use. Use of calculators is allowed but each step in the calculations should be clearly written in the answer book.

Books for study

1. Black, R. T. (1999). *Doing quantitative research in social sciences: An integrative approach to research designs, measurements and statistics*. London: Sage
2. Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical reasoning in psychology and education*. Singapore: John-Wiley.
3. Monette, D. R., Sullivan, T. J., & DeJong, C. R. (1994). *Applied psychological research: Tools for human services*. (3rd ed.). California: Harcourt Brace College Publisher.
4. Shaughnessy, J. J., & Zechmeister, E. B. (1997). *Research methods in psychology*. (Fourth Edi.). N. Y.: McGraw-Hill International Edition.

Books for reference

1. Bollen K. A. & Long J. S. (1993). *Testing structural equation modeling*. Newbury Park, CA: Sage.
2. Daniel, W. W. (1995). *Biostatistics*. (6th Ed.). N.Y.: John Wiely.
3. Denzin, N. K. & Lincoln, J. S. (Ed.) (1994). *Handbook of qualitative research*. Thousand Oaks: Sage.
4. Dominowski, R. L. (1980). *Research methods*. N.J.: Engelwood Cliffs, Prentice-Hall.
5. Embreston, S. E., & Raise, S. P. (2000). *Item response theory for psychologists*. Mahwah, NJ: Lawrence Erlbaum
6. Gouch, R. L. (1983). *Factor Analysis*. Lorrence Erlbaum
7. Guilford, J. P., & Fructore, B. (1978). *Fundamental statistics for psychology and education*. N.Y.: McGraw-Hill.
8. Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Multivariate data analysis*. (5th Ed.). N.J.: Prentice-Hall Inc.
9. Hambleton, R. K., & Swaminathan H. (1985). *Item Response theory: Principles and Applications*. Boston: Kluwer
10. Hoyle, R. (1995). *Structural equation modeling: concepts, issues and applications*. Thousand Oaks, CA: Sage.
11. Hulin, C. L., Drasgow, F. & Parsons, C.K. (1983). *Item response theory: application to psychological measurement*. Homewood, IL: Dow Jones-Irwin.
12. Kerlinger, F. N. (1995). *Foundations of behavioural research*. New Delhi: Surjeet Publication.
13. Lewis-Beck, M. S. (1994). *International handbook of quantitative applications of social sciences*. Sage: Topan/London.
14. Loehlin, J. (1998). *Latent Variable Models: an introduction to factor, path, and structural analysis*. Hillsdale, N.J.: LEA.
15. Marcoulides, A. G. & Schumacker, E. R. (2001). *New developments and techniques in structural equation modeling*. Hilsdel, New Jersey: Lawrence Erlbaum.
16. McBurney, D. H. (1998). *Research methods*. (4th Ed.). Pacific Grove: Brooks/Cole Publishing Co.
17. Morse, J. M. (1994). *Critical issues in qualitative research methods*. Sage Publications.
18. Nunnally, J. & Bernstein, I. (1994). *Psychometric Theory*. New York: McGraw Hill, 3rd ed.
19. Robinson, P. W. (1976). *Fundamentals of experimental designs: A comparative approach*. Engelwood-Cliff: Prentice Hall.

20. Scott, W. A. & Wertheimer, M. (1962). *Introduction to psychological research*. N.Y.: Wiley.
21. Tabachnick, B. G. & Fidell, L. S. (2001). *Using multivariate statistics* (4th Edi.). Boston: Allyn and Bacon.
22. W. J. van de Linden & R. K. Hambleton (1997). *Handbook of modern item response theory*. New York: Springer.
23. Wilcox, R. R. (1996). *Statistics for social sciences*. San Diego: Academic Press
24. Yanai, H.; Okada, A.; Shigemasu, K.; Kano, Y.; Meulman, J.J. (Eds.) (2003). *New Developments in Psychometrics*. Springer Verlag.

Paper IV - Experiments & Testing in Psychology

Section I - Experiments in cognitive processes, Motivation & Emotion (70 hrs)

Note : 1. Ten experiments in cognitive processes, motivation and emotion from the areas given below :

2. Students will be divided in to five groups. Each group has to design a experiment on one of the topics given below. That experiment will be conducted by the whole class.

- | | |
|---------------------|--------------------|
| 1) Perception, | 2) Memory |
| 3) Cognitive Styles | 4) Reasoning |
| 5) Decision making | 6) Problem solving |
| 7) Learning | 8) Imagery |
| 9) Motivation | 10) Emotion |

Section II - Psychological Testing (60 hrs)

Note : At least two tests to be administered, scored and interpreted & reported from each of the following types. Reliability and validity for any two tests to be computed and reported in the journal.

- 1) Intelligence
- 2) Interests
- 3) Attitudes and Values
- 4) Aptitudes
- 5) Personality (including projective techniques)

Section III - Research proposal (20 Hrs)

The students must complete and enter into the experimental practical Journal one research proposal on any area of Psychology, within the following parameters in accordance of APA guidelines.

Length of proposal: Approx. 1000-1500 words

- 1) Title
- 2) Problem of choice : its significance
- 3) Research objectives
- 4) Brief literature review
- 5) Methodology : variables, design, sampling
- 6) Proposed analysis
- 7) Budgeting of time, money, personnel & facilities

Examination Pattern:

Internal assessment = 30 marks

- Experimental Journal : 15 Marks
- Psychological Testing Journal: 10 Marks
- Research Proposal: 5 Marks

External assessment at the time of practical examination = 70 Marks

- Viva (experiments, testing & research proposal) : 40 Marks
- Conduct and report: 30 Marks

MA II

Clinical Psychology (Group A)

Revised : 2006 – 2007

Paper V : Psychopathology

Objectives: 1. To familiarize students with the various psychopathological conditions.
2. To train students in biopsychosocial principles of etiology, as well as familiarize with epidemiology, course, prognosis and differential diagnosis.

1. Classification systems in psychopathology and relevance of nomenclature and coding.

(3hrs)

The following disorders (2 to 11) will be studied with an emphasis on various theoretical models, etiology, symptomatology and diagnostic criteria, differential diagnosis and treatment :

2. Mental retardation, learning disorders, motor skills disorders, communication disorders, pervasive development disorders. (8 hrs)

3. Attention deficit and disruptive behaviour disorders, feeding and eating disorders, tic disorders, elimination disorders. (8 hrs)

4. Anxiety disorders : panic, phobic, obsessive compulsive, post-traumatic and generalized anxiety disorders. (8 hrs)

5. a. Somatoform disorders (6 hrs)

b. Dissociative disorders

6. a. Sexual and gender identity disorders
b. Eating disorders
c. Sleep disorders
d. Adjustment disorders
e. Impulse control disorders (12 hrs)
7. Substance related disorders (8 hrs)
8. Personality disorders (7 hrs)
9. Mood disorders (8 hrs)
10. a. Schizophrenia (10 hrs)
b. Other psychotic disorders : schizophreniform, schizoaffective, delusional disorder, brief psychotic and shared psychotic disorders, factitious disorders, V codes.
11. Disorders of the brain (10 hrs)
 - a. Normal aging, delirium and dementia
 - b. Seizure disorders
 - c. Cerebrovascular disorders, tumors and head injury
 - d. Psychological disorders due to general medical condition.
 - e. Psychiatric sequel of medical conditions eg. HIV / AIDS
- a. Emerging trends in help-seeking behaviour (8 hrs)
 - i) Children : Severe school stress, child abuse, pathogenic family patterns and urban lifestyles, addictions other than substance use.
 - ii) Adolescents : Suicide, physical and sexual abuse, sexual maladjustment, pathological relationships.
 - iii) Adults : health related behaviour (consultation – liaison), pathogenic family related stressors, gender issues.
 - iii) Old : Retirement stress, career burnout, distress in geriatric populations, decline in QOL, health related issues.
- b. Research in Clinical and Health psychology (4 hrs)

- i) action research
- ii) evidence - based practice
- iii) epidemiological
- iv) qualitative research

Books for Study

1. Kaplan, H.J. & Sadock, B.J. Ninth edition (2004) Synopsis of Comprehensive Textbook of Psychiatry, Baltimore: Williams & Wilkins
2. Walker, C.E. and Roberts M.C. (2001) Handbook of Clinical Child Psychology 3rd edition. New York : J. Wiley & Sons
3. Diagnostic & Statistical Manual of Mental Disorders IVth edition and TR (2004) Washington : APA publication.

Books for Reference

1. Buss, E.W. & Blazer, D.G. (1996) Textbook of Geriatric Psychology, 2nd ed. Washington DC : American Psychiatric Press.
2. Dowson, J.H. & Grounds, A.T. (1995). Personality Disorders: Recognition & Clinical Management. Cambridge University Press.
3. Kronenberger, W.G. and Meyer, R.G. (1996) The Child Clinician's handbook. Mass: Allyn and Bacon.
4. Mayer, R. G. & Deutsch, S.E. (1996). The Clinician's Handbook, 4th edition Mass : Allyn & Bacon.
5. Pinel, P.J. (1997) Biopsychology, Mass : Allyn & Bacon
6. Purves, D. et al (Ed) (1997) Neuroscience. Mass: Allyn and Bacon.
7. Zillmer E.A. & Spears, M.V. (2001) Principles of Neuropsychology. Canada : Wadsworth Publishers.

M.A. Part II Group A : Clinical Psychology

Revised : 2006 – 2007

- Objectives:**
1. To introduce the various diagnostic tests, and approaches.
 2. Train students in skills required for psychological assessment, interpretation and reporting of findings.

Paper VI : Psycho diagnostics

1. a) Nature of psychometric and behavioral assessment. (8 hrs)
b) Clinical interview and observation, history taking and mental status examination.
- 2 a) Clinical implications of psychological test results and report writing. (8 hrs)
b) Rationale of choice of tests
c) Ethics of psychological testing and importance of standardization information
3. Assessment of developmental progress (8 hrs)
i) Vineland Social Maturity Scale
ii) Goddard Seguin Form Board
iii) Nancy Bayley developmental Scale
4. Cognitive assessment of children (12 hrs)
i) WISC
ii) Kamat's test of verbal ability
iii) Bhatia's battery of performance tests
iv) Raven's coloured progressive matrices
v) Screening for dyslexia – Aston, WRAT and DTLD
(recent revisions and Indian adaptations of all tests)

5. Cognitive assessment of adults (12 hrs)
- i) WAIS
 - ii) WAPIS
 - iii) WMS
 - iv) Standard & Advanced Progressive matrices
(recent revisions and Indian adaptations of all tests)
6. Projective testing of personality (14 hrs)
- i) Rorschach Inkblot Test
 - ii) Thematic Apperception Test
 - iii) Children's Apperception test
 - iv) Other projective techniques – eg. Sentence completion, drawing, play etc.
7. Objective testing of personality (14 hrs)
- i) MMPI, MMPI-2, MMPI-A
 - ii) MCMI.
 - iii) 16-PF
- (recent revisions and Indian adaptations of all tests)
8. Clinical scales (4 hrs)
- i) Beck Depression Inventory
 - ii) Zung's Depression Inventory
 - iii) Structured Interview for diagnosis of personality
 - iv) Brief psychiatric rating scale

- v) Hamilton Depression Rating scale
- vi) Hamilton Anxiety Rating Scale

9. Research Instruments

(4 hrs)

- i) PSE
- ii) SANS
- iii) SAPS
- iv) SADS
- v) SCID
- vi) PANSS

10. Self-report rating scales

(4 hrs)

- i) Likert type scales
- ii) Checklists
- iii) Forced choice scales

11. Neuropsychological assessment and lobe function testing

(12 hrs)

- i) AIIMS battery
- ii) NIMHANS battery
- iii) PGI battery
- iv) Luria – Nebraska Neuropsychological test battery
- v) Halstead Reitan neuropsychological test battery
- vi) Bender Gestalt test

Books for Study

- 1 Greene, Roger. L. (1991). MMPI-2/MMPI: An interpretive manual.
Massachusetts : Allyn & Bacon.
- 2 Hersen, M. (2004) Comprehensive Handbook of Psychological Assessment.
Volumes I to IV.
3. Klopfer, B. (1956) Rorschach Technique. London G. Harrap & Co.

Books for reference

1. Anderson H.H. & Anderson & G.L. (1951) An introduction to projective techniques
N.J.: Prentice Hall.
2. Exner, J.E. (1978) Rorschach : A comprehensive system. Vol. 1 & 2 New
York.Wiley Interscience.
3. Flanagan D.P. and Kaufman, A.S. (2004) Essentials of WISC IV assessment.
New York: John Wiley and Sons.
4. Hersen M. & Bellack A.S. (Ed.s.) (1981) Behavioural Assessment : A
practical handbook. New York : Pergammon Press.
5. Hutt, M.C. (1985). Hutt adaptation of Bender-Gestalt test (4th ed.)
New York:Grune & Stratton.
6. Kaufman, A.S.(1979)Intelligent testing using WISC – R. New York: John Wiley.
7. Koppitz, E. (1963) Bender Gestalt for young children. Grune and Stratton.
8. Lezak, M.D. (2004) Neuropsychological Assessment, (4th ed.) N.Y.: Oxford
University Press.
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11. Strack, S. (2002) Essentials of Millon Inventories Assessment. New York: John
Wiley and Sons. 2nd edition.
12. Walsh K.W. (1998) Neuropsychology : A Clinical approach. N.Y.:
Churchill Livingstone.

M.A. Part II Group A : Clinical Psychology

(Revised : 2006 – 2007)

Paper VII. Therapeutics

Objectives: 1. To familiarize students with the theoretical standpoints in therapeutic intervention.

2. To train them in skills of therapy.

1. The Therapeutic relationship and skills:

(14 Hrs.)

- a. Helping: the process of helping, Counselor as a person and professional, Counselor characteristics and values, Issues faced by therapist: Dealing with anxiety, disclosing oneself, avoiding perfectionism, being honest with client, understanding silence, dealing with demanding and uncommunicative clients, accept slow results, learning our limits, avoiding losing oneself in our clients, establishing realistic goals.
- b. Skills: Listening, reflecting, summarizing, confronting, interpreting, and informing.
- c. Ethical Issues: Therapists responsibility, Client-therapists relationship, and ethical issues special to marital and family therapy.

2. Psychotherapy With Children:

(14 Hrs.)

- a. Psychodynamic approach to child psychotherapy
- b. Object-relations play therapy
- c. Behavioral intervention and social skills problem solving training
- d. Parent child interaction therapy
- e. Existential and experiential approaches to child psychotherapy

3. Therapy with Adolescents and Young Adults.

(14 Hrs.)

- a. Functional family therapy for at risk adolescent and their family
- b. Multidimensional family prevention for at risk adolescents
- c. Communication in relationship with adolescents

4. Psychotherapy with Adults: I

(14 Hrs.)

- a. Classical Psychodynamic approach
- b. Brief Psychodynamic Psychotherapy
- c. A Relational Approach to Psychotherapy
- d. EMDR: Eye Moment Desensitization and reprocessing
- e. Acceptance and Commitment therapy

5. Psychotherapy with Adults: II

(14 Hrs)

- a. Existential Humanistic Psychotherapy
- b. Logotherapy
- c. Cognitive interpersonal psychotherapy
- d. Supportive psychotherapy
- e. Client centered approach

6. Psychotherapy with Families and Couples

(15 Hrs.)

- a. Object relations couples therapy
- b. Cognitive therapy with couples
- c. Behavioral couple therapy
- d. Existential dilemmas and skills building in couples
- e. Redecision Family therapy
- f. Integrative Problem center therapy

7. Group Psychotherapy

(15 Hrs)

- a. Psycho-dynamically oriented group Psychotherapy
- b. Rational Emotive Behavioral Group therapy
- c. A skills training Approach to relationship education in groups

- d. Psychodrama
- e. Transactional Analysis
- f. Effective Group Psychotherapy

Books for Study

1. Corey, G. (1996). *Theory and practice of counseling and psychotherapy*. California: Brooks/ Cole publishing.
2. Kaslow, H. W. (Ed.). (2002). *Comprehensive handbook of psychotherapy (Vols. I to IV)*. John Wiley and Sons.

Books for Reference

1. Beck, J. S. (1995). *Cognitive therapy: Basics and beyond*. N.Y.: The Guilford Press.
2. Bond, F.W. and Dryden W. (Ed) (2002) *Handbook of brief cognitive behaviour therapy*. N.Y.: John Wiley and Sons.
3. Brownell, J. (2002). *Listening: Attitudes, principles and skills*. (2nd). Boston: Allyn and Bacon.
4. Caballo, V. E. (Ed.). (1998). *International handbook of cognitive and behavioral treatment of psychological disorders*. Oxford: Pergammon.
5. Corey, G. (2000) *Theory and Practice Group counseling*. Australia: Brooks/Cole.
6. Corsini, R. J. (2001). *Handbook of innovative therapy*. (2nd Ed.). N.Y.: John Wiley.
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9. Nichols, M. P. & Schwartz, R. C. (1998). *Family therapy: Concepts and methods*. (4th Ed). Boston: Allyn and Bacon.

M.A. Part II, Group A - Clinical Psychology
Paper VIII - Clinical Psychology Practicum

Objectives : To develop skills of psychological evaluation & management in clinical psychology.

Note : In this paper, 30% of marks are allotted to internal assessment of year's work, which will include project, file, case and seminar presentations.

Examination : 40% Viva, 30% Conduct and report.

Minimum requirements : The candidate is required to submit reports of at least ten cases for which clinical psychological evaluation, diagnosis and management strategies are outlined. Three cases may be followed by intervention as outlined in Section II.

In addition to this, each candidate is expected to submit an original and independent research project based on a problem of his or her choice, in any areas of clinical psychology.

Section I

Relevant tests to be administered as required to patient, scored, interpreted and reported from the areas of :

1. Intelligence, development
2. Memory
3. Personality
4. Neuropsychology

Reports to be prepared of the above cases, including :

1. Clinical observation & MSE
2. Detailed case history
3. Test administration and Interpretation
4. Diagnostic formulation, differential and final diagnosis
5. Prognosis
6. Recommendations and implications for intervention and/or rehabilitation

Section II

At least three sessions of psychotherapy should follow at least three of the ten cases. A report of therapeutic intervention must include :

1. Reason(s) for psychotherapy
2. Reasons(s) for choice of a particular therapeutic technique
3. Goals of psychotherapy
4. Session summary, analysis and implications for subsequent sessions
5. Modification of goals and procedures during therapy
6. Evaluation of change(s)
7. Prognosis
8. Recommendation for future client management.

N.B. : Each candidate opting for clinical psychology is required to complete the practicum file and project & submit the same for the practical examination.

This examination will be conducted in the laboratory of the Department of Applied Psychology. Two simulated cases will be provided, one with a focus on psychodiagnostic evaluation, the other with a focus on intervention. A detailed report on both will be written by the candidate. The candidate will be asked by the examiner to give instructions and administration and scoring procedure of tests used in the field.

REFERENCES

Section I

- 1) Diagnostic and statistical manual of mental disorders (4th ed.) DSM-IV
APA Publication, Washington, DC.
- 2) Kaplan, H. I. Sadock, B.J. (2004). Comprehensive textbook of Psychiatry (9th ed.).
Baltimore: Williams and Wilkins.
- 3) Manuals of psychological tests covered in syllabus.
- 4) Zuckerman, L. (1997) A Clinician's Thesaurus, Allyn & Bacon.

Section II

1. Hecker, L. (1999). The therapist's notebook, Grune & Stratton .
2. Wolberg, L.R. (1988). The technique of psychotherapy (4th ed.) Vol. I & Vol. II. Philadelphia: Grune & Stratton Inc.

Each candidate opting for practicum is required to complete the Paper VIII practicum file and submit the same for the practical examination. The distribution of marks is as follows :

30 - Examination : Test administration or simulated case study.

40 - Viva

30 - File and year's work (Internal assessment)

100 - Marks Total

M.A. Part II Group B: Counselling Psychology

Paper V: Counselling Psychology

Objectives:

- i) To make the students aware about the recent trends in Counselling and guidance
- ii) To appraise students with the different areas in counselling

Section-I: Career Counselling and World of Work:

1. Career Counselling: A Process for Human Development. (4 hrs)
2. Working: Implications for the future. (4 hrs)
3. Occupational Environments: preparing for change. (4 hrs)

Developmental theory and practice:

4. Career Counselling of middle school children and junior high school students. (4 hrs)
5. High school: Transition period. (4 hrs)
6. Early Adulthood: Creating Career Identity. (4 hrs)
7. Middle Adulthood: A Time of Reflection. (4 hrs)
8. Counselling Exceptional Individuals. (4 hrs)
9. Multicultural career counselling. (4 hrs)

The nature of career information:

10. Technology in the counselling office and compiling career information. (4 hrs)
11. Occupational Information Resources in India and abroad. (4 hrs)

Contemporary and Future practices, Trends and Issues:

12. Career counselling strategies. (4 hrs)
13. Benchmarks and future direction in career counselling. (4 hrs)

Section-II: Special Areas of Counselling

1. Counselling Psychology: Definition, nature and scope, historical development and current status. (4 hrs)
2. Counselling children and adolescents: (10 hrs)
 - i) Emotionally disturbed
 - ii) Learning disability
 - iii) Children with academic problems socially disadvantaged.
 - iv) Multicultural counselling.
3. Marital counselling, counselling for sexual problems, role conflict and counselling. (6 hrs)
4. Counselling for attempted suicides, drug addicts and alcoholics: identification of psychosocial problems. (6 hrs)

4. Counselling for Mentally and physically handicapped: Psychosocial and vocational evaluation and rehabilitation.
5. Counselling for Terminal Diseases/ Chronic illness: Cancer, HIV/AIDS etc., evaluation and counselling, counselling caretakers. (5 hrs)
6. Counselling for the Aged: Identification of psychosocial problems and counselling. (5 hrs)
7. Counselling of Employee in organization: Psychological evaluation and counselling. (4 hrs)
8. Sport Counselling: Interventions targeting arousal/anxiety/regulation and athletic injury, self-confidence and attention. (4 hrs)

Books for Study

1. Brown, D; Brooks, L. (1991) Career Counseling Techniques. Allyn and Baron.
2. Clough, P; Pardeck, J.t; Yuen, F. (eds)(2005) Handbook of Emotional And Behavioural Difficulties. New Delhi, Sage Publications,
3. Drummond, R.J. and Ryan, C.W. (1995) Career Counselling a Developmental Approach, Prentice Hall.
4. Geldard, K. and Geldard, D. (2003) Counselling Children, 2nd edition Sage Publications. New Delhi.
5. Geldard, K. and Geldard, D. (2004) Counselling Adolescents Sage Publications, New Delhi.
6. Gothard, B; Mignot, P; Offer, M and Ruff, M. (2001) Career Guidance in Context. Sage.
7. Herr, E.L.&Cramer, S.H. (1987) Career Guidance and Through the Life Span Systematic Approach.Scott, Foresman and company, London.
8. Norton, K.and Mcgauley, G. (1998) Counselling Difficult Clients, Sage Publications, New Delhi.
9. O'Leary, C.J. (1999) Counseling Couples and Families. . Sage Publications, New Delhi.
10. Ponterotto, D.B; Casas, J.M; Suzuki, L.A and Alexander, C.M. (eds)(2001) Handbook of Multicultural Counselling. Sage Publications, New Delhi.
11. Rivers, P.C. (1994) Alcoholic and Human Behaviour: Theory Research and Practice. Prentice Hall, New Jersey.
12. Sherry, J. (2004) Counselling Children, Adolescents and Families, Sage Publications, New Delhi
13. Swanson, J.L; and Foud, N.A. (1991) Career Theory and Practice. Sage Publications: New Delhi.

Books for References

1. Betz, N.E.and Fitzgerald, L.F. (1987) The Career Psychology of Women. Academic Press, New York.
2. Carroll, M. (1996) Workplace Counselling A systematic Approach to Employee Care. Sage Publications, New Delhi.
3. Fine, G.A.and Sandstoom, K.L. (1998) Knowing, Thousand Oaks: Sage.
4. Firestone. W.(1997) Suicide and the Inner Voice, Sage publications, New Delhi.
5. Grajian, A.M. (2002) Developmental Disability Introduction to Diverse Field, Allyn and Bacon.
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7. Keitel, M.A. and Kopala, M. (2000) *Counselling Women with Breast Cancer*, Sage Publications, New Delhi.
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11. Lago, C. & Smith. (Eds) (2003) *Anti-Discriminatory Counselling Practice*, Sage Publications, New Delhi.
12. Milton, S. (1991) *The Family With a Handicapped Child*, Allyn and Bacon.
13. Murphy, S.M. (1995) *Sport Psychology Intervention Champaign: Herman Kinetics*.
14. Nathan, R. and Hill, L. (1992) *Career Guidance*, Sage publications, New Delhi.
15. Norton, K. and Mckauley, G (1998) *Counselling Difficult Clients*, Sage publications New Delhi.
16. Orbach, A. (2003) *Counselling Older Clients*, Sage Publications, New Delhi.
17. Perkinson, R.R. (2002) *Chemical Dependency Counselling*, Sage Publications, New Delhi.
18. Perkinson, R.R. (2002) *Young Children's Personal, Social and Emotional Development*, Sage Publications, New Delhi.
19. Rosenfield, M. (1996) *Counselling by Telephone*, Sage publications, New Delhi.
20. Rourke, B.P. and Del, D.J. (1994) *Learning Disabilities and Neuropsychological Perspectives*, Sage publications, New Delhi.
21. Scott, M.J. and Stradling, S.G. (2001) *Counselling for Post-Traumatic Stress Disorder*, Sage publications, New Delhi.
22. Sen, A.K. (1982) *Mental Redardation*, Kripa Psychology Center, Bhelapur.
23. Tudor, K. (1999) *Group Counselling*, Sage Publications, New Delhi.
24. Tudor, K. (1999) *Group Counselling*, Sage Publications, New Delhi.
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26. Wann, D.L. (1997) *Sport Psychology*, Prentice Hall. New Delhi.
27. Wickham, R.E and West, J. (2002) *Therapeutic Work With Sexually Abused Children*. Sage Publications, New Delhi.
28. Woolfe, R; Dryden, W. and Starbridge, S. (eds) (2003) *Handbook of Counselling Psychology*, Sage publications.

M.A. PART II GROUP B: COUNSELLING PSYCHOLOGY

PAPER VI: ASSESSMENT IN COUNSELLING AND GUIDANCE

Objectives:

- i. To equip students with various standardized and non-standardized techniques of assessment in the field of counselling and guidance.
- ii. To train the students for administration of tests and interpretation of scores.

Chapter 1: Nature of psychological assessment

- i. Interview and observation
- ii. Taking case history, reason for selecting a given test for a given client
- iii. Implications of psychological test results
- iv. Ethics of psychological testing

Chapter 2: Assessment in career guidance and counselling:

- i. Prediction
- ii. Discrimination
- iii. Monitoring
- iv. Evaluation

Chapter 3: The assessment of development

- i. Vineland Social Maturity Scale
- ii. Nancy-Bayley Development Scale-revised
- iii. Assessment of Learning Disability

Chapter 4: The assessment of intelligence:

- i. Kamat-Binet verbal test of intelligence
- ii. Weschler Intelligence Scale for children (WISC-R)
- iii. Weschler Adult Intelligence Scale (WAIS-R)
- iv. Non-verbal Test of Intelligence
- v. Coloured Progressive Matrices/SPM
- vi. Seguin Form Board
- vii. Bhatia's Performance Test of Intelligence

Chapter 5: The assessment of personality (Objective Testing)

- i. Children personality questionnaire
- ii. High School Personality questionnaire, 16PF
- iii. EPI

Chapter 6: The assessment of personality (Projective Testing)

- i. Children Apperception Test, TAT
- ii. Rosenzweig Picture frustration study (Children)
- iii. Rosenzweig Picture frustration study (Adult)
- iv. House Tree Personality (HTP)

v Sentence completion Test

Chapter 7 : Behavioural techniques and tests:

- i. Behavioural Questionnaires
- ii Self-Monitoring
- iii Problem Checklist
- iv Observation in natural environments.

Chapter 8: The Assessment of Aptitude:

- i. Differential Aptitude Test (DAT)
- ii General Aptitude Test Battery (GATB)
- iii Revised Minnesota Paper Form Board Test (RMPFBT)

Chapter 9: The Assessment of Interests:

- i. Chatterji's Non-Language Preference Record
- ii. Mascarenhas Interest Inventory
- iii Hall Occupational Orientation Inventory – L.G.Hall & R.B.Tarrier

Chapter 10. Report Writing

- i. Writing: case study reports
- ii. Prepare a profile of individual and group career guidance in the report form.

BOOKS FOR STUDY

1. Herr, E.L. & Carmer S.H. (1988). Career guidance and counselling through the life span. Systematic approaches. 3rd edition, Scott, Foresman and company London
2. Murphy K.R. Davidshofer C.O. (1994) Psychology Testing Principles and Applications. Pretince Hall of India New Delhi.
3. Walsh, W.B; and Betz, N.E. (1997) Tests and assessment, 3rd edition, Pretince- Hall, Inc., Englewood Clifts, New Jersey.
4. Manuals of the following Psychological tests:
 - a. Kamat –Binet Verbal Test of Intelligence
 - b. WISC-R
 - c. WAIS-R
 - d. NVTI
 - e. Bhatia's Performance Test of Intelligence
 - f. Raven's Progressive Matrices/CPM
 - g. Vineland Social Maturity Scale
 - h. Nancy-Bayley Development Scale
 - i. Children Personality Questionnaire
 - j. High School Personality Questionnaire and 16P.F
 - k. EPI
 - l. CAT&TAT
 - m. Rosenzweig Picture Frustration Test (Children&Adult)
 - n. HTP

- o. DAT
- p. GATB
- q. Revised Minnesota Paper Form Board Test
- r. Chatterji's non-language preference record
- s. Mascarenhas Interest Inventory
- t. Educational Interest Record

BOOKS & JOURNAL FOR REFERENCES

1. Aaron, P.G. (1989) Dyslexia and Hyperlexia Kluwer Academic, London.
2. Anderson, H.H. and Anderson, G.M. (1951) An introduction to projective techniques. NJ Prentice Hall.
3. Bellack, L. (1954) the Thematic Apperception Test and children's apperception test in clinical use.
New York, Grune & Stration
4. Campbell, J.P. & others (1973). The development and evaluation of behavioural bases scales. Journal of Applied Psychology vol.54, 15-22.
5. Ciminero, A.R. & other (Eds.) (1986). Handbook of behavioural assessment.
New York: John Wiley and sons
6. Condon, M.E. & Lisa, A. (2002). Exercises in psychological testing. Allyn and Bacon, London.
7. Herson, M of Bellack A.S. (1981) Behavioral assessment a practical handbook, Pergammon Press, New York.
8. Kaufman, N (1996) Intelligence testing using WISC – R.
9. Lichenberg, J.W. and Goodyear R.K. (1999) Scientist practitioner perspectives on test interpretation. Allyn and Bacon.
10. Lundy, A. (1985) The reliability of TAT. Journal of Personality assessment, 49 (2), 141-145.
11. Murphy Kevin, R. and Davidshofer Charles, O (1994) Psychology testing principles and applications (third edition) prentice Hall New Delhi
12. Norman Tailent (1992) The Practice of Psychological assessment, N.D. Prentice Hall,
13. Palmer S. and Gladeana McMahon (Ed.) (1997) Client assessment, Sage publications.

M.A. PART II GROUP B: COUNSELLING PSYCHOLOGY

Paper VII. Therapeutics

Objectives: 1. To familiarize students with the theoretical standpoints in therapeutic intervention.

2. To train them in skills of therapy.

1. The Therapeutic relationship and skills:

(14 Hrs.)

a. Helping: the process of helping, Counselor as a person and professional, Counselor characteristics and values, Issues faced by therapist: Dealing with anxiety, disclosing oneself, avoiding perfectionism, being honest with client, understanding silence, dealing with demanding and uncommunicative clients, accept slow results, learning our limits, avoiding losing oneself in our clients, establishing realistic goals.

b. Skills: Listening, reflecting, summarizing, confronting, interpreting, and informing.

c. Ethical Issues: Therapists responsibility, Client-therapists relationship, and ethical issues special to marital and family therapy.

2. Psychotherapy With Children:

(14 Hrs.)

a. Psychodynamic approach to child psychotherapy

b. Object-relations play therapy

c. Behavioral intervention and social skills problem solving training

d. Parent child interaction therapy

e. Existential and experiential approaches to child psychotherapy

3. Therapy with Adolescents and Young Adults.

(14 Hrs.)

a. Functional family therapy for at risk adolescent and their family

b. Multidimensional family prevention for at risk adolescents

- c. Communication in relationship with adolescents
- 4. Psychotherapy with Adults: I (14 Hrs.)
 - a. Classical Psychodynamic approach
 - b. Brief Psychodynamic Psychotherapy
 - c. A Relational Approach to Psychotherapy
 - d. EMDR: Eye Moment Desensitization and reprocessing
 - e. Acceptance and Commitment therapy
- 5. Psychotherapy with Adults: II (14 Hrs.)
 - a. Existential Humanistic Psychotherapy
 - b. Logotherapy
 - c. Cognitive interpersonal psychotherapy
 - d. Supportive psychotherapy
 - e. Client centered approach
- 6. Psychotherapy with Families and Couples (15 Hrs.)
 - a. Object relations couples therapy
 - b. Cognitive therapy with couples
 - c. Behavioral couple therapy
 - d. Existential dilemmas and skills building in couples
 - e. Redecision Family therapy
 - f. Integrative Problem center therapy
- 7. Group Psychotherapy (15 Hrs)
 - a. Psycho-dynamically oriented group Psychotherapy
 - b. Rational Emotive Behavioral Group therapy

- c. A skills training Approach to relationship education in groups
- d. Psychodrama
- e. Transactional Analysis
- f. Effective Group Psychotherapy

Books for Study

1. Corey, G. (1996). *Theory and practice of counseling and psychotherapy*. California: Brooks/ Cole publishing.
2. Kaslow, H. W. (Ed.). (2002). *Comprehensive handbook of psychotherapy (Vols. I to IV)*. John Wiley and Sons.

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2. Bond, F.W. and Dryden W. (Ed) (2002) *Handbook of brief cognitive behaviour therapy*. N.Y.: John Wiley and Sons.
3. Brownell, J. (2002). *Listening: Attitudes, principles and skills*. (2nd). Boston: Allyn and Bacon.
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6. Corsini, R. J. (2001). *Handbook of innovative therapy*. (2nd Edi.). N.Y.: John Wiley.
7. McMullin, R. F. (2000). *The new handbook of cognitive therapy techniques*. New York: W. W. Norton and Co.
8. Nelson-Jones, R. (2001). *Theory and practice of counseling and therapy skills*. 3rd edition. London: Continuum.
9. Nichols, M. P. & Schwartz, R. C. (1998). *Family therapy: Concepts and methods*. (4th Ed). Boston: Allyn and Bacon.

Paper VIII : Counselling Psychology Practicum

Objectives :

- (1) To provide opportunities to the students to learn test administration, scoring and interpretation in an actual situation.
1. At least 3 tests are to be administered, scored, interpreted and reported from each of the following types :

- | | |
|-----------------|-----------------|
| i) Intelligence | ii) Aptitude |
| iii) Interest | iv) Personality |
| v) Attitude | |

2. Case Studies :

To prepare 6 case studies on the clients facing psychological problems : 3 on children, 2 on adults and 1 on aged. After psychometric evaluation, suitable intervention strategy must be chosen and administered to help the subject to overcome the problem and submit the reports.

3. Group Testing :

A group of at least 10 cases each must be taken from standard IX or X and administer with at least one test each of personality, Intelligence, Interest and Aptitude. Educational and career guidance and personal counselling is to be provided to the group in individual as well as in group setting by selecting appropriate intervention strategy and submit the reports.

4. Visit to different institutions and submission of field visit reports.
5. Conducting a program on creating Career Consciousness / Career Conference / Exhibition at a School/Jr. College.
6. Research Project
7. Writing vocational biography of a successful person.

N.B. : Each candidate is required to complete the paper VIII practicum file and submit for the Practicum examination.

30 marks for examination: Test administration and simulated case study

40 marks for Viva

30 marks for file and years work.....Vocational biography and research project (Internal assessment: 15 marks for journal and 15 marks for research project) 100 marks total.

M.A. PART II: GROUP C
INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY
Paper V – Personnel & Human Resource Management

OBJECTIVES:

The objectives of the course are to help students:

- I. To learn the principles of personnel Management and HRD
- II. To apply these principles in the organization to achieve higher productivity and better quality of work life
- III. To develop and implement various personnel systems and programs in an organization
- IV. To become a personnel and HRD practitioner

1. Personnel & Human Resource Management

(10 hrs)

- Why study PHRM
- The PHRM functions and activities; Objectives and purpose of PHRM functions and activities; Relationship influencing PHRM functions and activities, Relationship with the internal and external environment; PHRM's growing importance; Organizing the PHRM department; Roles and Responsibilities of PHRM department, Staffing the PHRM department.
- Emerging trends in PHRM
- Workforce diversity and PHRM; Business strategy and PHRM; Impact of information technology on PHRM; International PHRM.
- Human Resource Planning system
- Purposes and Importance of Human Resource Planning; Human Resource Planning and other personnel activities; Human resource planning process – gathering analyzing and forecasting supply and demand data, establishing human resource objectives and policies; human resource programmes; control and evaluation of human resource planning; Human resource accounting, audit and information system

2. JOB ANALYSIS:

(10 hrs)

- Purposes, importance and uses of Job Analysis – Relationship of Job Analysis with other PHRM activities. Various methods of Job analysis, processing the information into job description and job specifications.
- Job Design Approaches – Scientific Management, Motivation approach; Socio-Scientific management approach; Socio-technical systems approach; Human Factors approach, Job Enrichment
- Job Analysis and Law

3. RECRUITMENT AND SELECTION

(15 hrs)

- Purpose and importance of recruitment and selection; Recruitment strategies in diverse workforce; Recruiting methods, External recruiting; Internal recruiting; Effectiveness of various recruiting methods
- Internal staffing process – recruitment – selection for promotions, transfers and placements
- The total selection process
- Fundamentals of personnel management; Personnel measurement as psychological measurement; Measurement of individual differences, Predictors; Criteria and their relationship; Validation of predictors; Reliability of predictors; Interpreting scores on selection measures
- Validity generalization, concept, importance and methodology
- Selection methods
- Application blanks; Measurement of cognitive abilities, Personality assessment, other simulation techniques, In-basket, Behavioral Event Interviewing (BEI), psychometric properties of various methods
- Assessment center methodology in identification of employee potential
- Application of decision theory in personnel selection
- Utility analysis in recruitment and selection
- Legal and statutory considerations in recruitment and selection

4. TRAINING AND DEVELOPMENT:

(12 hrs)

- What is training and development; Purposes and importance of training and development; Types of training – substantive knowledge and skill training, human process and attitudinal and sensitivity (T group) training
- Training Process
- Evaluation of Training, Kirkpatrick and CIO models
- Human Process Training – Intervention theory; Action Research; Stages of OD change
- Coaching and Mentoring
- Career Planning – Occupational choice and occupational adjustment, Career stages of development and adjustment; Career anchors
- Management Development – What is management development, Managerial competencies – Various competency models, planning and administering the management development Programme. Development through work experience

5. PERFORMANCE AND APPRAISAL SYSTEM

(12 hrs)

- Define Performance, its determinants and consequences
- Purposes, importance and uses of appraisal
- Performance appraisal process and procedures – identifying performance dimensions; establishing performance standards; Choice of factors
- Methods of Performance appraisal – Norm Referenced methods, Behavioral methods, MBO; Output methods, 360 degree performance appraisal, Self appraisal – advantages, disadvantages

- Issues related to performance appraisal – Biases associated with performance judgment; Ratee and rater characteristics; Rating errors; Rater training to minimize bias, legal considerations in performance appraisal; Assessing the effectiveness of appraisal system;
- Feedback in appraisal, Performance appraisal interview; Performance Counseling

6. COMPENSATION AND REWARD SYSTEM

(12hrs)

- Purposes and importance of compensation and reward system
- Major factors influencing employee compensation – economic influences and external labour market; economic influences and external labour market; Organizational influences and internal labour market. Employee perceptions of pay (equity theory, other theories of motivation). Laws regulating compensation and employee benefits; Labour Unions and Collective bargaining.
- Impact of compensation on employee performance and organizational effectiveness
- Compensation, occupational choice and job selection; Pay equity and job satisfaction; Relationship of compensation with job performance – Job attendance, employee turnover and organizational effectiveness
- Wage and salary Administration
- Assessing competitor's pay offering; Determining relative value of jobs – Job evaluation methods; Pricing organizational jobs
- Performance based pay systems
- Merit pay plans, Incentive pay plans, Individual level and group level incentive plans, compensation for special groups
- Employee benefits programmes and perquisites, major categories of employee benefits; benefit packages; supplementary executive benefits

7. EMPLOYEE SAFETY, HEALTH AND WELL-BEING

(10 hrs)

- Purposes and importance of occupational safety and health;
- Hazards to occupational safety and health; Factors affecting occupational accidents; Accident incidence rate; Accident cost; Worker's compensation laws; Accident prevention measures; Factors affecting occupational diseases; Sources of occupational stress, Disabled Employees
- Health and Well-Being Programmes – Alcoholism: drug abuse: Smoking: Employee Counseling: Retirement Counseling

8. ORGANIZATIONAL ASSESSMENT

(6 hrs)

- Purpose and Uses of Organizational assessment
- Organizational assessment methods
- Process of Organizational Assessment

9. UNION MANAGEMENT RELATIONS

(6 hrs)

- Unions and their role – What is trade union ? –Historical aspects; Trade union movement in India; Major activities of Unions; The motivation to join unions; The effects of labour unions
- Union Management relations; Collective Bargaining; Settlement of disputes; Joint Consultation

10. LEGAL AND ETHICAL ISSUES IN PHRM

(7 hrs)

- Labour legislations – Laws dealing with working conditions in factories etc. (Factories Act); Laws dealing with wages; Laws dealing with industrial relations; laws dealing with social security
- Ethics and Personnel Management; Ethics and Managerial Philosophy; Code of ethics for personnel management. Human resource ethical situations; Race, Gender, age and disability discrimination.

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Paper VI – Organizational Behavior

OBJECTIVES:

The objectives of the course are to help students:

- I. To Understand the concepts, nature and principles of Organizational Behavior
- II. To introduce applied behavioral science principles and practices into the ongoing organization towards the goal of improving organizational effectiveness
- III. To become Organizational Behavior Practitioner

METHODS OF TEACHING INSTRUCTIONS:

1. Lecture component to be minimized
2. Actual demonstration and participation of students to be emphasized

1. The Foundation For Organizational Behaviour (7 hrs)

- The challenges facing management today; Changing environment in the new millennium; The emerging international management
- What is Organizational Behaviour ? Cognitive Framework; Behavior framework; Social learning framework, and Organizational Behaviour framework
- History of Organizational Behaviour
- Managing Work force diversity and multi-cultural organization

(5 hrs)

2. Perception:

- What is Perception and Why is it important? Factors influencing perception; The perceiver, The target; The situation
- Person Perception: Making judgment about others – Attribution theory; Frequently used shortcuts in judging others; Specific applications in Organizations
- Impression Management – The process of impression management – Employee impression management strategies

(8 hrs)

3. Job Attitudes, Satisfaction And Commitment:

- The nature dimensions, and components of attitudes: Antecedents of work related attitudes; Functions of attitudes; Changing attitudes
- What is meant by Job Satisfaction? Measuring Job Satisfaction; Influences on Job satisfaction; Outcomes of Job Satisfaction; Job Satisfaction and Productivity
- Job Involvement – Its relationship with Job Satisfaction and Motivation
- Organizational Commitment
- Organizational Identification
- Organization Citizenship Behavior

4. Motivation Theory & Processes:

(10hrs)

- The Meaning Of Motivation
- Types of Motives
- Work Motivation Approaches; The content theories of motivation: The Process theories of motivation
- Job Design: Background of Job Design; Job Enrichment; Job Characteristics approach to task design; The social information processing approach
- Quality of work life and socio-technical design; The Volvo project; Self managed teams
- Goal settings; Theoretical background of Goal setting; Impact of Goal setting
- Application of Goal setting to Organizational systems performance

5. Leadership Background, Styles, Process and Performance

(10hrs)

- What is Leadership – Concept and background; History of leadership studies
- Emerging Frameworks for leaderships: Charismatic leadership; Transformational leadership; A social learning approach; Substitute for leadership
- Leadership Styles; Style implications of the classic studies and the modern theories, Managerial grid styles; Hersey and Blanchard's life cycle or situational approach; Likert's Four systems of Management, Vroom – Yetton Leadership Model

6. Group Dynamics

(8 hrs)

- The Nature of Groups – The dynamics of group formation; Types of groups; Implications from research on group dynamics
- External conditions imposed on the group – Organization strategy, Authority structures; Formal regulations; Organizational resources; Personnel selection process; Performance evaluation and reward system; Organizational Culture; Physical Work setting
- Committee Organization – The Nature and function of committees; Positive attributes of committees; Negative attributes of committees; "Group Think" A major problem with committees & groups
- The dynamics of informal groups – Norms and roles in Informal groups: Informal managerial roles; Informal Organizational structures
- Role related issues and concepts

7. Conflict and Inter Group Behavior

(7 hrs)

- A definition of conflict – Intra individual conflict; Conflict due to frustration; Goal conflict; Role conflict and ambiguity
- Interpersonal conflict – Transactional analysis; The Johari Window; Strategies for interpersonal conflict resolution
- Inter group behavior and conflict – Inter group behavior in organization. The impact of and strategies for inter group conflict

(8 hrs)

8. Job Stress

- The Meaning of Stress – The background of stress; The causes of stress – Extra organizational stressors; Organizational stressors; Group stressors; Individual stressors; The role of disposition
- The effect of Job stress – Physical problems due to stress; Psychological problems due to stress; Behavioral problems due to stress
- Coping Strategies for stress – Individual coping strategies; Organizational coping strategies

(5 hrs)

9. Power and Politics

- The Meaning of Power – The Distinctions between Power, authority and influence. The classification of power; Contingency approaches to power; A more macro view of power
- Political implications of power – A political perspective of power in organizations; Specific political strategies for power acquisition; Factors contributing to political behavior

(7 hrs)

10. Communication

- Functions of communication – The communication process. A communication model
- Communication Fundamentals – Direction of communication; Formal v/s Informal Networks
- Non – Verbal Communications
- Barriers to Effective Communication
- Key communication skills – Active listening skills; Feedback skills
- Neuro-Linguistic programming and communication: Representational system; Meta Programme; Application of NLP to organizational communication effectiveness.

(7 hrs)

11. Decision Making

- The Nature of Decision Making
- Behavioral Decision making – Decision rationality; Models of behavioral decision making
- Behaviorally oriented decision making techniques – Traditional participative techniques; Modern participative techniques
- Creativity and Group Decision Making – The Process of Creativity; Group Decision Making Techniques; The Delphi Technique; The Nominal Group techniques; Group v/s Individual Decision Making Techniques; Group Think and Group Shift

12. Creating Learning Organization

(7 hrs)

- Individual learning and Organizational learning
- What is learning organization – Difference between learning organization and organizational learning; difference between traditional organization and learning organization; Peter Senge's work: Five disciplines of learning organization
- How Organizations learn: Why Organizations learn; Organizing the learning environment; Developing a learning strategy; Perspectives of learning organization – Normative perspective; Developmental Perspective; Capability Perspective; Antecedents of learning Organizations; Advantage of learning organization

13. Organizational Culture

(6hrs)

- Concepts and importance of culture – Approaches to creating cultural change; Maintaining the culture; Human Resource practices and cultural change; Factors that impact corporate culture; Organizational culture; its consequences and capacity to change
- Organizational climate; Organizational Ethos

14. Organizational Behavior Modification

(5 hrs)

- The steps of organizational behavior modification
- Experience with the application of organizational behavior modification: Manufacturing application of O.B. Modification, Non-Manufacturing applications; Health and Service Industries
- Behavioral Self-Management: The meaning and background of self management; Strategies for behavioral self management; Applications of self management

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I: AN OVERVIEW OF ORGANIZATION DEVELOPMENT

(30 hrs)

1. Organization Development: An Overview

- What is Organization Development?
- Why Organization Development?
- The Evolution of Organization Development?

2. Underlying Assumptions and Values

- Assumption about people as Individuals
- Assumptions about people in groups and about leadership
- Assumptions about people in Organizational Systems
- Assumptions that relate to values in the client organization
- Value & belief systems of behavioral scientist change agents

3. Relevant Systems Concept

- A dynamic model of change: The system approach
- The organization as socio technical system
- Contingency theory and OD
- Future shock and change
- Adaption to a changing environment
- The planned change process
- A model for organization change
- Corporate culture
- Changing the corporate culture
- Overcoming resistance to change

4. Operational Components: The Nature of Organization Development

- Overview of the operational components of organization development
- The diagnostic component: Diagnosing the system and its process
- The action component: Intervening in the client system
- The process – maintenance component: Maintaining and managing the OD process itself
- OD, action research, and the analysis discrepancies

5. Characteristics and Foundations of the OD Process: The Nature of Organization Development

- OD is an ongoing interactive process
- OD is a form of applied behavioral science

- OD is a normative re-educative strategy of changing
- OD views organizations from a systems approach
- OD is a Data-based approach to planned change
- OD is experienced based
- OD emphasizes goal setting and planning
- OD activities focus on intact work teams
- OD uses a participation/empowerment model

6. Action Research and Organization Development

- A brief introduction to action research
- Action research as a process
- Action research as an approach
- The history, use and varieties of action research
- When and how to use action research in organization development

II THE ORGANIZATION DEVELOPMENT PROCESS

(25 hrs)

7. The Old Consultant: Role and Style

- External and Internal Consultant roles
- The external-internal consulting team
- Types of consultant
- The readiness of the organization for OD
- The Intervention Process
- The initial intervention, perception and assessment
- Creating a climate for change
- The formalization of operating ground rules
- Red flags in the consultant-client relationship

8. The Diagnostic Process

- What is diagnosis; The process; Diagnostic models; The data collection process; The Implementation of the program; The analysis of data; Evaluating the effectiveness of data collection; Red flags in the consultant – client relationship

9. OD Process Skills

- Process Consultation; Group Process; The types of Process interventions; The result of Process consultation; Active listening; Purpose of an active listening

10. OD Intervention Strategies

- Basic approaches; The integration of change strategies; Stream analysis; Selecting an OD intervention; The major OD intervention techniques: An overview

III. THE INTERVENTION PROCESS

(35 hrs)

11. OD Interpersonal Interventions

- Laboratory learning; Interpersonal style – The Johari Window model; Career life planning intervention; Stress Management

12. OD Team Development Interventions

- The Team approach; The need for team development techniques; Cohesiveness; The team development process; Role Negotiation; Role Analysis

13. OD Inter group Development Interventions

- Collaboration and Conflict; Inter group operating problems; Cooperation versus competition; Managing conflict; Inter group OD techniques

14. OD Goal Setting

- Goal Setting theory; A model for goal setting; Management by Objectives

15. OD Productivity Interventions

- Quality of work life; Job Design; Quality circles

16. OD System – Wide Interventions

- The grid OD program; Survey research and feedback; Likert's system 4 management

17. OD Strategy Interventions

- The Corporate Culture; Culture Strength; The strategy-culture matrix; Strategic change management; Changing the Culture

IV THE CHALLENGE AND THE FUTURE

(10 hrs)

18. Termination of the consultant – client relationship; Emerging issues. The field of OD; Future trends in organization development; The future of OD

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33. Woodcock, M & Francis, D (1981) Organization Development Through Team Building. Challenges Ltd. Mansfield, Notts.

Paper VIII – Industrial Psychology Practicum

Objectives:

1. To develop experiential knowledge with regard to the various concepts studied in theory papers
2. To develop skills in behavioral training and consultancy
3. To get hands-on experience in conducting research

Total Marks : 100

Internal Assessment : 30

Final Examination : 70 (40 Marks for viva and 30 Marks for Problem/case oriented question paper.)

Internal assessment shall consist of the following components:

- A) Field visit/Industrial placement/Structured Exercises/Seminars/Presentation/Test
- B) Case Studies
- C) Small Research Project

Syllabus of Social Psychology(Group D)

M.A. - II:

Social Psychology Syllabus

Paper V: Concepts in Social Psychology

Objectives: 1. To acquaint students with the theoretical concepts in the field of social psychology.

2. To make students aware of the various social problems and study their applied aspects.

Section I : Concepts in Social Psychology

1. Social Cognition : (8 hrs)
 - a) Social Psychology of decision making (Heuristics and Biases approach to judgment under uncertainty)
 - b) Individual differences in information processing
 - c) The consequences of mood on the processing of social information.
2. Evolutionary Social Psychology (8 hrs)
 - a) Principles of Evolutionary Psychology
 - b) Mate selection
 - c) Kin altruism
 - d) Parental involvement
3. Communication : (8 hrs)
 - a) Social Psychological Modes of Interpersonal Communication
 - b) Principles of persuasion
 - c) Prejudiced communication

4. Close Relationships : (8 hrs)
- a) Attribution in close relationships
 - b) Conflicts in close relationships
5. Groups and Group Processes : (8 hrs)
- a) Social loafing, social facilitation, de-individuation, group polarization, group think, minority influence
 - b) Social identification
 - c) Culture and basic psychological principles
6. Conflict, conflict management and Peace : (8 hrs)
- a) Concept of peace and non violence
 - b) Conflicts in groups
 - c) Conflict resolution
 - d) Conflict management

Section II : Social Problems

1. Problems of socially excluded groups like : (9 hrs)
- a) Street children
 - b) Prostitution
 - c) Orphans
2. Problems of the socially disadvantaged groups and culturally disadvantaged groups: (8 hrs)
- Identification of the Psycho-social problems related to the above groups
and suggest appropriate interventions for preventing them.

3. Women's Problem :

(8 hrs)

Identification of the various Psycho-social problems of women and suggest interventions involving community with special reference to the Indian women.

4. Geriatric problems :

(8 hrs)

Identification of the various Psycho-Social problems involving adjustment problems faced by the elderly and suggest intervention.

5. HIV/AIDS :

(8 hrs)

Identifications o the Psycho-Social implications of HIV/AID's and the strategies to be applied to make society aware of it.

6. Drug Addiction and Alcoholism :

(8 hrs)

Identification of the causes leading the problems and suggesting intervention for these individuals and bringing about awareness in the community.

7. Population Control :

(8 hrs)

Educating the public about population education and bringing about awareness in them.

8. Communal Harmony :

(8 hrs)

Identification of the Psycho-Social implications of communal harmony and the root causes of dis-harmony in the community.

9. Special Groups :

(8 hrs)

Physically handicapped and mentally retarded identification of the various Psycho-social problems faced by the above groups and suggesting interventions.

10. Juvenile Delinquency :

(8 hrs)

Identification of the various causes of the Psycho-social problems and their implications for the community with appropriate interventions.

Books for study and reference

1. Brown, R. (2000). Group processes: Dynamics within and between groups. 2nd edition, Blackwell Publishers.
2. Hastie, R. & Stasser, G. (2000). In Reis H.T. and Gudd C.H. (eds.) Handbook of Research Methods in Social and Personality Psychology. Cambridge University Press.
3. Higgins, E. T. & Kruglansk, A.W.(1996) Social Psychology Handbook of basic Principles. Guilford Press, New York, London.
4. Marmon and Harvey (2002) Attribution in close relationships. Cambridge University press.
5. Myers, D. G(1996) Social Psychology, International Edition Fifth edition,
6. Ruscher, J. B. (2001) Prejudiced Communication: A Social Psychological Perspective. New York: The Guilford Press
7. Semin, G.R. and Fiedler, K (1996) Applied Social Psychology Sage Publications, New Delhi
8. Vago, S (1999) Social Change, New Jersey: Prentice Hall

Paper VI : Applied Social Psychology and Social Problems

Section I - Applied Social Psychology

- Objectives:**
1. To acquaint the students of the various applied fields in social psychology
 2. To acquaint students with the various psychological assessments used for measurement in the field of social psychology.

1. Consumer Psychology
 - a) Advertising and Media
 - b) Market Research
 - c) Consumer behaviour

(8 hrs)

2. Health Psychology

(9 hrs)

- a) Cross-cultural differences in illness models and expectations for the health care provider – client / patient interaction
- b) Health promotion, disease prevention and quality of life
- c) Adherence to health care

(8 hrs)

3. Sports Psychology

- a) Introduction to sport psychology and sport history
- b) Behavioural principles and Applications
- c) Social Psychological dimensions
- d) Personality assessment and special athletic populations
- e) Coaching and exercise

(8 hrs)

4. Community Psychology

- a) What is community Psychology

- h) Understanding human diversity
- c) Understanding, coping and social support
- d) Preventing problem behaviour and promoting social change
- e) Religiosity, blind belief and superstition

5. Environmental Psychology

(8 hrs)

- a) Theories of environment, behavior relationships
- b) Disasters, toxic hazards and pollution
- c) Effects of Urban life and solutions to urban problems.
- d) Changing behavior to save the environment

6. Legal and Political Psychology

(8 hrs)

- a) Psychological determinants of political judgment,
- b) Voting behavior
- c) Psychology and law

Section II : Assessment in Social Psychology

1. Design and Inference Considerations :

(8 hrs)

- a) Research design and issues of validity
- b) Casual inference and generalization in field settings
- c) Research designs
- d) Computer Simulation Methods for Social Psychology

2. Survey Research

(8 hrs)

- a) Sampling
- b) Survey designs and survey analysis
- c) Opinion polls

- d) Methods of small group research
- 3. Measurement of Attitudes (8 hrs)
 - a) Rating Scales for quantifying judgments
 - b) Multiple-item scales
 - c) Attitude Scale Construction
- 4. Analysis of Samples of Language (8 hrs)
 - a) Content analysis
 - b) Narrative analysis
- 5. Behavioural Observation (8 hrs)
 - a) Developing behavioural codes
 - b) Describing and analyzing behavioural observation

- 6. Tests : (9hrs)
 - a) Shyness, loneliness, social anxiety
 - b) Hostility, aggression, picture frustration
 - c) Adjustment
 - d) Type A and B Personality
 - e) Hardiness
 - f) Edwards personal preference schedule
 - g) Spielberger state – trait anxiety scale
 - h) Attitudes towards women
 - i) Machiavellianism
 - j) Interpersonal Trust
 - k) Scale on self (self esteem, self-efficacy)
 - m) Quality of Life

n) Superstitions

Books for Study and Reference

1. Berker, H (eds) (1998) Social Problems: A modern approach. Oxford University Press, London.
2. Brown, R (2000) Group Processes: Dynamics within and between groups. 2nd edition. Blackwell Publishers
3. Cressey, D.R. & Ward, D.A. (1969) Delinquency: Crime and social process : Harper and Row, New York.
4. Dalton, E. S (2001) Community Psychology, Wadsworth. Thomson Learning
5. Donelson, E. & Gullahan, J. C. Woman: A psychological perspective. John Wiley & Sons, London.
6. Grant, M. & Gwinner, P. (1979) Alcoholism in perspective. Croom Helm, London
7. Henderson, P. (1974) Disability in childhood and youth : Oxford University Press, London.
8. Higgins, E.T. & Kruglanski, A. W. (1990) Social psychology Handbook of basic principles : Guilford Press, New York.
9. Hill. R. (1959) Family & Population Control, Chapel Hill, London
10. Kazarian & Evans, D.R. (2000) Health Psychology, Cambridge University Press.
11. Kidder, L.H. & Judd, C.M. (1986) Research Methods in Social Relations. Japan, CBS College Publishing
12. LeUnes, A. & Nation, J.R. (2002) Sport Psychology California Wadsworthm Thomson Learning
13. Mamsou & Harvey (2002). Attribution in close relationships. Cambridge University Press.
14. Misra, L. (1992) Women's Issues : An Indian perspective : Northern Book Centre, New Delhi.
15. Mukherjee, R. (1999) Family Planning in India. Orient Longman Ltd., New Delhi.
16. Muttagi, P.K.(1997) Drug abuse among college students in Bombay. Somaiya Publication Pvt. Ltd., Bombay.
17. Myers, D. G. (1996) Social Psychology. Sage International Edition, 5th edition
18. Phillip, W.S.K. (1994) Street Children in India Rawat Publications, Jaipur.

19. Reis, H.T. & Judd, C.H.(2000) (eds) Handbook of research methods in social and personality psychology: The Cambridge University Press.
20. Rickel, P. (1999) Social and Psychological problems prevention & Intervention. Hemisphere Publishing, Cooperation, New York.
21. Ruscher, J.B. (2001) Prejudiced Communication: A Social Psychology perspective. New York, The Guilford Press.
22. Schwitz, G.R. (1964) Street Corner Research : An experimental approach to juvenile delinquency: Cambridge Harvard University Press : Harvard.
23. Semin, G. R. & Fiedler, K. (1996) Applied Social Psychology, Sage Publications, New Delhi.
24. Sen, A. K. (1982) Mental Retardation, Kripa Psychological Centre, Bhelupur
25. Vago, S. (1999) Social Change, Prentice Hall, New Jersey

Paper VII: Interventions for Social Psychology

Objectives:

1. To appraise students of the various interventions in social psychology
2. To acquaint students with various ethical and professional issues in interventions in social psychology
1. The Therapeutic relationship and skills: (10 Hrs.)
 - a. Helping: the process of helping, Counselor as a person and professional, Counselor characteristics and values, Issues faced by therapist: Dealing with anxiety, disclosing oneself, avoiding perfectionism, being honest with client, understanding silence, dealing with demanding and uncommunicative clients, accept slow results, learning our limits, avoiding losing oneself in our clients, establishing realistic goals.
 - b. Skills: Listening, reflecting, summarizing, confronting, interpreting, and informing
2. Ethical and professional issue in-group practice (8 Hrs.)
 - a. Rights of group participants
 - b. Psychological risk in groups
 - c. Ethics of group leaders actions
 - d. Impact of group leader
 - e. Group leaders competence
 - f. Liability and malpractice
3. Interventions related to the self (10 Hrs.)
 - a. Structure and dynamics of the self
 - b. Seeing the Self through partners eye
 - c. Strategic control of information
 - d. Shyness and social anxiety
 - e. Self efficacy, multiple selves
 - f. Expectancies and behavioral change
4. Interventions in interpersonal relationship (10 Hrs)
 - a. Social skills in interpersonal communication
 - b. Assertive behavior in interpersonal relations
 - c. Social psychology of interpersonal relations
 - d. Working with parents of aggressive children
 - e. CBT for couples
5. Small group intervention strategies (10 Hrs.)
 - a. Development of groups: formation, orientation and exploration, dealing with resistance, Cohesion and productivity, consolidation and termination, follow-up and evaluation.
 - b. B. Group leadership: Leader as a person, special problems, leadership skills, skills for opening and closing groups, co-leading groups, developing your own style.

- Reducing prejudice
- a. General overview
- b. Contact hypothesis
- c. Empathy and perspective taking
- d. Cooperative learning technique
- e. Cognitive dissonance and prejudice reduction
- f. Reducing implicit attitude and stereotypes
- g. Other techniques

(10 Hrs.)

- Conflict management
- a. Beyond blame: New techniques
- b. Psychological help for war victims
- c. Conflict mediation across cultures
- d. Culture and conflict resolution
- e. Negotiation: theory and practice
- f. Peace conflict and violence

(10 Hrs.)

- Interventions in communities
- a. Preventing problem behavior and promoting social competence
- b. Community and social change
- c. Program development and program evaluation
- d. Interventions in sport
- e. Interventions in school
- f. Body image disturbance

(10 Hrs.)

- Intervention for special groups
- a. Terminally ill: AIDS, Cancer
- b. Mentally ill
- c. Old Age
- d. Children and youth
- e. Health related interventions

(10 Hrs.)

- Approaches to therapeutic interventions in the groups
- a. Psychoanalytic
- b. Psychodrama
- c. Existential and person centered
- d. BT and Rebt

(12 Hrs.)

Books for study

1. Corey, G. (2000). Theory and practice of group counseling. (5th Ed). Brooks/ Cole: Australia
2. Tesser, A., Felson R.B., & Jerry, M.S. (2000). Psychological perspective on self and identity. APA.

Books for reference

1. Argyle, M. (1989) *The Social Psychology of Work* Harmondsworth: Penguin
2. Augsberger, D. (1992). *Conflict mediation across cultures*. Louisville, K.Y: John Knox Press.
3. Avruch, K. (1998). *Culture and conflict resolution*. Washigton, DC: United States Institute of Peace.
4. Brotherton, C. (1999). *The Social Psychology of Management*. London. Sage.
5. Brown, R. (1995) *Group Processes: Dynamics within and between groups*. Oxford: Blackwell.
6. Brown, R. (2000). *Group processes: Dynamics within and between groups*. Oxford: Basil Blackwell.
7. Crozier, W. R., & Alden, L.E. (2000) *International handbook of social anxiety: Concepts, Research and Interventions Relating to Self and Shyness*. Wiley.
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9. Hargie, O., Saunders, C., Dickson, D. (1994). *Social skills in interpersonal communications* 3rd Edi. Routledge: London.
10. Haslam, S.A. (2000) *Psychology in Organizations: The Social Identity Approach*. London: Sage Publications.
11. Ickes W & Duck S., (2000) (Ed). *The Social Psychbology of Personal Relationships*. Wiley
12. Johnson, D.W. and Johnson, F.P. (1997) *Joining Together: Group Theoiry and Group Skills*. 6th edition. Needham Heights, MA: Allyn and Bacon.
13. Katz, D., & Kahn, R (1978). *The Social Psychology of Organizations: Second Edition* Chichester: Wiley.
14. Kottler J. A. (1996) *Beyond Blame: A New Way of Resolving Conflicts in Relationships* Jeffrey A.
15. Levi, D. (2001) *Group Dynamics for Teams*. Thousand oaks: Sage Publications.
16. Napier, R.W. & Gershnfeld, M.K. (1999) *Groups: Theory and experience*, 6th edition Boston: Houghton Mifflin.
17. Pedersen, P. & Jandt & P.B. Pedersen (Eds.) *Constructive conflict management: Asia-Pacific Cases* (pp. 3-28). Thousand Oaks, CA: Sage.
18. Rathavon, N. Stephen N. Elliott & Joseph C. Witt (1999).(Ed.) *Effective School Interventions: Strategies for Enhancing Academic Achievement & Social Competence*
19. Richard Gist & Bernard Lubin (1989) (Editor) *Psychological Aspects of Disaster*: Wiley.
20. Rubin, J.Z., & Breslin, J.W. (Eds.). (1991) *Negotiation: Theory and practice*. Cambridge MA: Program in Negotiation, Harvard Law School.
21. Rubin, J.Z., Pruitt, D.G., & Kim S.H. (1994). *Social conflict: Escalation, stalemate and settlement* (2nd ed.). New York: McGraw Hill.
22. Schewe P. (2002) (Ed) *Preventing Violence in Relationships: Interventions Across the Life Span* APA
23. Stephens, J.B. (1994). *Gender conflict: Connecting feminist theory and conflict resolution theory*. In A. Taylor & J. Bernstein Miller (Eds.), *Gender and conflict*. Creskill, NJ: Hampton Press.
24. Wiener, E. (Ed.).(1998). *The handbook of interethnic coexistence*. New York: Continuum Publishing Co.

Paper VIII – Social Psychology Practicum

A) Conduct a structured exercise on any of the following areas given below :

- i) Social Phenomena
- ii) Social Skills

B) Administer any two tests on the following areas, score, interpret and write a full report.

- i) Adjustment
- ii) Value
- iii) Personality
- iv) Social areas
- v) Attitude

C) Conduct case studies on any three of the following areas with the appropriate tests and counseling.

- i) Orphans / Destitutes
- ii) Problems related to women
- iii) Drug addiction
- iv) Acoholism
- v) Physically Handicapped
- vi) Problems related to old aged

D) Conduct a persuasive campaign related to social issues and health.

E) In addition, class presentation of at least two reports in the course of the year.

F) Conduct a Focus group Study / experimental study in any area of social phenomena's.

G) Design a research project in any area of social psychology and submit a detailed report of the same.

Each candidate opting for practicum is required to complete the Paper VIII practicum file and submit the same for the practical examination. The distribution of marks is as follows :

30 - Examination : Test administration or simulated case study.

40 - Viva

30 - File and year's work (Internal assessment)

100 - Marks Total