

# M.Sc Psychology

## III SEMESTER

### 301: POSITIVE PSYCHOLOGY

**Learning Objectives:** *This course focuses on Positive Psychology which is a relatively new branch of Psychology that aims to understand, ascertain and endorse the factors that allow individuals and communities to flourish. It introduces the students to the essential aspects of Positive Psychology. It will facilitate one's understanding of positive aspects of human behaviour.*

#### Unit 1: Positive Psychology: An introduction

10 Hours

- Introduction and scope of Positive Psychology
- Historical background of Positive Psychology
- Western and Eastern views on Positive Psychology
- Positive Psychology in India
- Research methods in Positive Psychology
- Recent trends and directions in Positive Psychology

#### Unit 2: Positive emotions, happiness and well-being

12 Hours

- *Positive emotions:* The broaden and build theory of positive emotions. Emotion Focused Coping. Socio-emotional Selectivity. Emotional Storytelling
- *Happiness:* Factors Affecting happiness. Gender differences in happiness. Happiness across cultures
- *Well-being:* Two traditions of Well-being – the hedonic and eudaimonic wellbeing. Elements of wellbeing (Psychological, Social & Emotional)
- Happiness and well-being in Indian culture

#### Unit 3: Close relationships and Self related Concepts

10 Hours

- *Close relationships:* Characteristics
- *Love:* Varieties of love. Theories of love
- Self-efficacy and Self-determination (Theories)
- Self-regulation and Self-control (The value of self-control, personal goals and self-regulation – Control theory, self-discrepancy theory)

#### **Unit 4: Religion and Spirituality**

**10 Hours**

- *Religion*: Rituals and Prayer. Religion and Mental illness. Religion and Psychotherapy.
- *Spirituality*: Self-Transcendence & Spirituality. Spirituality and Health
- Role of religion and spirituality to maintain subjective well-being, A special focus to Indian spirituality and wellbeing
- *Character strengths and virtues*: Classification of Strength. Positive psychology approaches to virtues. Virtues and Work. Virtues in the Indian Culture

#### **Unit 5: Interpersonal Character Strengths and Resilience**

**10 Hours**

- *Resilience* – definitions, resiliency skills and factors; resilience in Indian culture
- Mindfulness and flow, Gratitude and Forgiveness. Empathy and Altruism, Hope and Optimism

#### **References:**

- Baumgardner S & Crothers M. (2015). Positive Psychology. Pearson Education.
- Compton C William. (2005). An introduction to Positive Psychology. Australia; Belmont, CA: Thomson/Wadsworth.
- Compton, & Hoffman. (2019) Positive Psychology - The Science of Happiness and Flourishing
- Lopez & Snyder. (2011). The Oxford Handbook of Positive Psychology. New York. Oxford University Press.
- Lopez J Shane. (2009). The Encyclopaedia of Positive Psychology. Wiley - Blackwell Publishing Ltd.
- Lopez, S J., Pedrotti, J T., & Snyder, C R. (2018). Positive Psychology: The Scientific and Practical Explorations of Human Strengths, California: Sage Publications.
- Peterson, C. (2006). A Primer in Positive Psychology. New York, Oxford University Press.
- Snyder C R, Lopez J Shane, & Pedrotti Jennifer Teramoto. (2011). Positive Psychology: The scientific and Practical Explorations of Human Strengths. India, Sage Publications.

## SPECIALISATION A: CLINICAL PSYCHOLOGY

### 302 A CLINICAL PSYCHOLOGY AND ASSESSMENTS

**Learning Objectives:** *This paper aims to give a broad idea of the field of clinical psychology and to familiarize the student with techniques used in collecting information about client and some tests available, with specific reference to clinical assessment. Certain professional issues such as behavioural assessments, training, research and ethical stands are also included.*

#### Unit 1: Introduction to Clinical Psychology and assessments

10 Hours

- Nature, Scope, role, history and current status. Professional issues, training, ethical standards, Clinical Psychology in India. Scientist practitioner model.
- Models of adult and child psychopathology
- ICD classification of adult and child psychopathology

#### Unit 2: Nature and purpose of clinical assessment

10 Hours

Referral sources, *Components of assessment*: Planning, data gathering, analysis (qualitative, quantitative), interpretation, reporting. Factors influencing assessment.

*Psychological report* – purpose, nature, style, common errors.

#### Unit 3: Techniques of assessment

10 Hours

Nature, techniques, merits and demerits of case study. Clinical interview. Observation. Behavioral assessment. Nature and diagnostic use of psychological tests.

*Different types of tests in clinical practice* – Interest, aptitude, personality, interpersonal, behavior. Controversial issues in assessment.

#### Unit 4: Clinical assessments of adults

12 Hours

- *Intelligence*: Nature of intelligence testing. Types and uses of intelligence tests. Levels of interpretation. *Illustrative tests* : Stanford Binet and Wechsler scales. Group tests of intelligence. Controversial issues in use of intelligence tests.
- *Personality* : Nature of Personality testing. Types and uses of personality tests. *Illustrative tests* : Thematic apperception test and MMPI. Ethical and cultural issues in clinical personality testing.

#### Unit 5: Clinical assessment of children

10 Hours

*Assessment of intelligence in infants and children* – nature, general procedures and issues, Developmental schedules. Drawing as a technique for assessment.

*Children with special needs* – learning disability, mental retardation, brain damage, neurodevelopmental disorders – ADHD, Autism.

## References:

- Bellack A, S., & Hersen, M (1980) Introduction to clinical psychology. Oxford: Oxford university press. New York: John Wiley & Son
- Bernstein, D A & Nietzel, M T. (1980), Introduction to clinical psychology. New York: McGraw Hill
- Carson, R C. Pincka, S., & Butcher, I N. (1999). Abnormal psychology and modern life. 11th ed. New York: Addison Wesley Longman Inc.
- Choca, J P (1986) Manual for clinical psychology trainees. New York: Brunner Mazel
- Gilbert I (1980) Interpreting Psychological Test Data. Vol I & II. New York: Van Vorstrand Co,
- Goldstein, G & Hersen, M. (1984) Handbook of Psychological Assessment. New York: Pergamon Press.
- Hersen, M., Kazdin, A E., & Bellack A S (1983) The clinical psychology handbook. New York: Pergamon Press.
- Hunt S W., Clarkin J F., & Reznikof; M. (1991) Psychological assessment, diagnosis and treatment planning. 1st ed. New York: Brunner Maze
- Korchin S J (1986) Modern Clinical Psychology. CBS Publishers and Distributors
- Sacuzzo D P & Kaplan, R M (1984) Clinical Psychology. Boston; Allyn & Bacon Inc
- Sattler, J M. (1986) Assessment of children. 3 RD San Diego; Jerome M Settler Publisher
- Walker, C E (1991) Ed. Clinical Psychology. New York: Plenum Press
- Wolman, B B (1965) (ed) Handbook of clinical psychology. New York: McGraw Hill

## 303 A DEVELOPMENTAL PSYCHOPATHOLOGY

**Learning Objectives:** *Understanding the nuances of psychopathology across childhood with specific focus on the ICD 11.*

### Unit 1: Introduction to Developmental Psychopathology

**10 Hours**

- Assessment, Diagnosis and Treatment strategies
- Research on child Psychopathology
- ICD classification of child psychopathology
- Clinical features and diagnostic criteria for mental retardation

### Unit 2: Clinical features and diagnostic criteria for Mental retardation and disorders of Psychological development

**14 Hours**

- *Mental retardation*
- *Disorders of Psychological development :*
  - Specific developmental disorders of speech and language
  - Specific developmental disorders of scholastic skills

- Specific developmental disorders of motor functions
- Mixed specific developmental disorders
- Pervasive developmental disorders
- Other disorders of psychological development
- Unspecified disorders of psychological development

**Unit 3: Clinical features and diagnostic criteria for behavioural and emotional disorders with onset usually occurring in childhood and adolescence- I** **10 Hours**

- Hyperkinetic disorders
- Conduct disorders
- Mixed disorders of conduct and emotions
- Emotional disorders with onset specific to childhood

**Unit 4 : Clinical features and diagnostic criteria for behavioural and emotional disorders with onset usually occurring in childhood and adolescence- II** **10 Hours**

- Disorders of social functioning with onset specific to childhood and adolescence
- Tic disorders
- Other behavioural and emotional disorders with onset usually occurring in childhood and adolescence

**Unit 5 Special areas** **08 Hours**

- *Special Areas:* pathological aspects of Day care, Foster care and adoption; Physical abuse, Sexual abuse and Neglect of the child; Identity problem and Borderline disorders in adolescence

**References:**

- .American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders: -IV-TR*. Washington, DC: APA Press.
- Mash, E.J. & Wolfe, D.A. (2007). *Abnormal Child Psychology* (4th edition).
- Achenbach, Thomas, M. (1982). *Developmental Psychopathology*. 3rd ed. New York: Wiley. John B Sons, Inc
- Heward W L (1996). *Exceptional children*. 5th Ed. Ohio: Prentice Hall
- Kaplan, H.I. & Sadock, M.D. (1995). *Comprehensive Textbook of Psychiatry/VI* (Vol I & II, 6th Ed) (edited) .Baltimore: Williams & Wilkins.
- Mask E. & Wolfe, D. A, (1998), *Abnormal Child Psychology*, New York; Addison, Wesley
- Reinhardt, Helmut & Schmidt, Martin.H.(1992). *Developmental psychopathology*. New York: Hogrefe & Huber Publishers

- Wenar, Charles. (1994). *Developmental Psychopathology from Infancy through Adolescence*. McGraw-Hill -International Ed
- Wiener J M (1999) (Ed) *Textbook of Child and Adolescent Psychiatry*. American Psychiatric Press.
- World Health Organization(WHO). (2015). *The ICD-11 classification of mental and behavioural disorders*. World Health Organization

### **305 A CLINICAL COGNITIVE ASSESSMENT**

1. Assessment of attention - Knox cube imitation test
2. Assessment of memory - Wechsler memory scale III
3. Assessment of memory - PGI memory scale
4. Assessment of nonverbal intelligence – Advanced/standard progressive matrices
5. Assessment of verbal intelligence - Jalota's general mental ability test
6. Assessment of visual memory – Benton's Visual retention test
7. Assessment of planning ability - Tower of London
8. Assessment of neuropsychological functioning – NIMHANS battery
9. Assessment of intelligence – Seguin Form Board
10. Assessment of intelligence – WISC (performance only)
11. Assessment of intelligence – Draw a man test
12. Screening for learning disability – NIMHANS index for SLD
13. Assessment of intelligence – Bender gestalt Test:2

Note : Any 10 assessments to be conducted

### **Case History**

- Case history and mental status examination for adults
- Case history and mental status examination for children

### **Demonstration**

- Intelligence tests – WAIS
- Intelligence tests – Binet Kamat Test
- Assessment for organic brain damage – Bender Gestalt test
- Assessment for concept formation – Haufmann Kaufman

## **306 A CLINICAL PERSONALITY ASSESSMENT AND INTERVENTIONS**

1. Assessment of personality – Raven’s controlled projective test
2. Assessment of personality traits – Catell’s 16 PF questionnaire
3. Assessment of personality – NEO Five factors inventory
4. Screening – MMPI II
5. Screening – GHQ 28
6. Screening – IPAT Anxiety scale
7. Screening – BDI II
8. Screening – Brief psychiatric rating scale
9. Assessment of personality – Rorschach Inkblot Test
10. Assessment of interpersonal relationships – TAT
11. Assessment of interpersonal relationships – Sacks Sentence Completion Test
12. Assessment of Personality Children’s apperception test

### **Interventions**

- Systematic desensitization – JPMR
- Modeling
- Extinction

### **Demonstration**

- Developmental screening test
- Vineland social maturity scale

## SPECIALISATION B CHILD GUIDANCE

### 302 B: CHILD DEVELOPMENT

**Learning Objectives:** *To introduce the students to the catalysts of human growth, from conception to adolescence. It focuses on exploring the conditions of child's life in which development unfolds and studies the different aspects of normal development*

#### Unit 1: Introduction

**12 Hours**

- Study of human development, issues in child development, milestones, developmental tasks, theoretical approaches to development- psychodynamic, behavioral, humanistic, cognitive, ethnological, ecological(individual theories will not be taught)
- Techniques of study, Longitudinal and cross sectional approaches, case study, experimental methods, survey, naturalistic observation, cross cultural, ethical standards for human developmental research, integration and interrelation among the various aspects of development

#### Unit 2:

**10 Hours**

Nature, principles, theoretical perspectives and conditions of

- *Physical development:* Prenatal development, Patterns(cephalo-caudal/proximodistal): Stages-Infancy, Childhood, Puberty
- *Motor development:* Reflex and rhythmic motor behavior, gross and fine motor skills, handedness
- *Perceptual development:* Visual perception- visual acuity, visual preferences, perception of faces, perceptual constancies, visual expectations: hearing, touch, pain, multi-modal perception

#### Unit 3:

**10 Hours**

Nature, principles, theoretical perspectives and conditions of

- *Cognitive development :* Theories(Piaget, Vygotsky; information processing approach)
- *Intelligence* - recent advances in intelligence theories (Sternberg's triarchic theory, Gardner's theory of multiple intelligences) gifted children
- *Moral Development:* Theories- Kohlberg, moral behavior during childhood and adolescence, altruism



**Unit 4:****10 Hours**

Nature, principles, theoretical perspectives and conditions of

- *Language Development:* Stages in language development, behavioral and environmental influences. Language development during infancy, early childhood, middle and late childhood
- *Socio-emotional development:* Attachment, Temperament, emotional deprivation- social cognition, social skills

**Unit 5:****10 Hours**

Nature, principles, theoretical perspectives and conditions of

- *Self and Identity:* Concept of development of self in infancy and childhood. Development of self esteem, identity development in adolescence
- *Gender:* Development of gender identity- theories and processes. Gender role stereotyping in middle and late childhood. Behavioral, Social and cognitive influences on gender stereotypes

**References:**

Berk L Child Development  
Feldman Robert Child Development  
Santrock J Child Development  
Santrock J Life span development  
Hughes, Fergus P., Noppe Child Development  
Sroufe, I Alan. Cooper Child Development, its nature and course

**303 B CHILD ASSESSMENTS**

**Learning Objectives:** *The paper is introduced to provide adequate information regarding the nature and techniques of psychological assessment of children*

**Unit 1: Child Guidance and Child Clinical Psychology****12 Hours**

Meaning, nature, goals, assessment of children, special issues in child assessment. *Process of assessment-* Referral, Planning, Data gathering, analysis and interpretation, reporting. Nature, style and content of report

**Unit 2: Techniques of assessment****10 Hours**

*Quantitative and Qualitative methods*- Case record, interview, psychological tests, checklists, rating scales, observation, role-play, physiological measures, multimodal-multimethod assessment. Ethical issues and controversies

### **Unit 3: Assessment of cognitive functions**

**10 Hours**

Nature, general considerations and assessment of intelligence, *Illustrative tests*- Stanford Binet, Weschler Scales, Tests of memory, Neuropsychological assessment

### **Unit 4: Assessment of affective and temperamental traits**

**10 Hours**

Tests of temperament, anxiety, personality tests- questionnaires, scales and projective – evaluation

### **Unit 5: Social behavior and behavioral problems**

**10 Hours**

Assessment of social development, maturity and social competence, pro social behavior and skills. Behavior problem checklist. Uses and evaluation

### **References:**

*School based prevention program for children and adolescents*, (Dulark 1993) New Delhi Sage Publication

*The child clinical documentation source book* (Freedheim DK 1999) London CUP

*Behavior approaches to the treatment of children* (Howlin P 1998) New Delhi Sage Publication

Hoghugh.M(1997) *Assessing Child and Adolescent disorders : A practice manual*. New Delhi Sage Publication

Sattler J H(1986); *Assessment of Children*. 3<sup>rd</sup> Edition San Diego, Jerome. M Sattler Publisher

*Mental Health of Indian children* (Malavika Kapur 1995) New Delhi Sage Publication

*Mental health in Indian schools* (Malavika Kapur 1997) New Delhi Sage Publication

Lane, D & Miller, A (1992). Eds. *Child & Adolescent therapy. A handbook*. Milton Keynes Open Uni. Press.

Norcross. J.C (1980). *Handbook of psychotherapy integration* (Ed.) New York: Basis· books

Spiegler.M.D. (1997). *Contemporary Behaviour Therapy*. New Delhi, Sage Publications

Reeves D and Wedding P(1990). *The Clinical Assessment of Memory: A practical guide* New York: Springer Publishing Co

### **305 B- ASSESSMENT OF COGNITION, SCREENING AND INTERVENTION**

1. Attention/ Concentration-Knox-Cube Imitation Test and Colour Cancellation test
2. Memory: Benton's Visual Retention Test
3. Intelligence: Seguin Form Board
4. Intelligence: Coloured Progressive Matrices
5. Intelligence: Draw- A -Man
6. Social Problem Solving Skills
7. Screening for ADHD NIMHANS
8. Screening for learning disability using NIMHANS index for SLD
9. Assessment of Visual Motor Co-ordination Using the Bender Gestalt Test
10. Social Development- VSMS
11. Developmental Schedules- Developmental Screening Test (Bharath Raj)
12. Intelligence: Binet Kamat Test of Intelligence

#### **Demonstration**

- Intelligence: WISC/WPPSI
- Screening for Development Psychopathology using DPCL (Malavika Kapur)

### **306 B- ASSESSMENT OF PERSONALITY AND SKILLS TRAINING**

1. Assessment of personality factors using Cattell's Personality Questionnaire
2. Assessment of locus of control
3. Assessment of personality dimensions using the Junior EPQ
4. Assessment of anxiety
5. Assessment of self-concept- Susan Harter
6. Assessment of personality using Children's apperception Test
7. Assessment of personality using Raven's Controlled Projection Test
8. Fear checklist
9. Sentence completion test for children
10. Behavioural Deviance Scale
11. A D H D Evaluation Form
12. Comprehensive interest schedule
13. Conformity Behaviour
14. Child case history and Mental status examination

#### **Demonstration**

1. Assessment of personality using Rorschach Ink Blot Test
2. Sociometry
3. Observation- Recording and Coding
4. Memory Training: association, Organization: Imagery : Pegging
5. Skills training : Academic, Assertiveness, Pro-Social

## **SPECIALISATION C INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY**

### **302C ORGANIZATIONAL BEHAVIOUR I - A MICRO PERSPECTIVE**

**Learning Objectives:** *Organisational behaviour is one of the branches of psychology with an objective of understanding people at work place. The factors related to individual differences like perception, learning, personality, motivation, etc., would contribute to satisfaction and effectiveness at both individual and organisational level. The dynamics of these factors are introduced to the students through this paper.*

#### **Unit 1: Introduction to organizational behaviour**

**12 hours**

- Nature of organizational behaviour, importance and fundamental assumptions. Historical background, OB to Globalization and Diversity. OB to Technology. OB to people's Changing Expectations.
- *Organizational Justice*: Nature and Strategies. Ethical Behaviour in Organizations: Nature, Meaning. Individual Differences in Cognitive Moral Development, Situational Determinants of Unethical Behaviour, corporate ethics programmes. Beyond Ethics: corporate Social Responsibility.

#### **Unit 2: Perception and learning**

**10 hours**

- Social Perception and Social Identity. Attribution Process. Perceptual Biases: Systematic Errors, Stereotyping. Perceiving others: Organizational Applications- Performance appraisal.
- *Learning*: Operational Conditioning- Learning through Rewards and Punishments. Training-varieties of training, principles of learning. Organizational behaviour Management.

#### **Unit 3: Individual differences: personality, skills and abilities, stress**

**10 hours**

- *Personality*: Nature and Measurement. Big Five dimension. Work related aspects of Personality- Achievement motivation.
- *Abilities And Skills*: Intelligence, physical abilities, social skills.
- *Stress*: Nature, Stressors in organizations, Cognitive appraisal, Bodily responses. Causes and Effects of stress. Reducing Stress.

#### **Unit 4: Work - related attitudes: prejudice, job satisfaction and organizational commitment**

**10 hours**

- *Attitudes*: Nature and Definitions, essential components.
- *Prejudice And Discrimination*: Meaning Stereotypes, strategies to overcome workplace prejudice.

- *Job Satisfaction*: Nature and Theories. Consequences of Job Satisfaction, Reduction of job dissatisfaction.
- *Organizational Commitment*: Attitude towards Companies, varieties of organizational commitment.

## **Unit 5: Motivation in organizations**

**10 hours**

- Nature, Components, motivates by enhancing fit with an organization. Motivating by setting Goals, by Equitable, by Altering Expectations, by structuring jobs.
- *Personality and values*: values and ethical behaviour at work place
- Emotions and moods

### **References:**

Akshya Kumar (1997). Organizational design and structure. Commonwealth Publishers New Delhi.

Dharani P. Sinha. T (1998). Group Team Building and Organizational Development. Indian Society for Applied Behavioural Science; Delhi.

Fred Luthans: Organisational Behaviour. 12th ed. McGraw-Hill International ed.

Green berg J and Baron R(1999). Behaviour in organizations, PHI New Delhi. 56 ed .

Jerald Greenberg and Robert A. Baron: Behaviour in Organisations. 9th ed. PHI Learning Pvt Ltd. ND 2009

Jerald Greenberg: Behaviour in Organisations. 10th ed. PHI Learning Pvt Ltd. ND 2012

Luthans. F (1998).Organizational Behaviour, Bed Irwin Me Graw Hill.

Robins S ( I 996).Organizational behaviour. PHI. New Delhi. 7ed Miner J B. (1992). Industrial organizational psychology. McGraw ]-Till. Inc

Stephen P. Robbins: Organisational Behaviour: Concepts, Controversies, Applications.PHI

## **303 C ORGANIZATIONAL BEHAVIOUR II - A MACRO PERSPECTIVE**

**Learning objective:** *The paper emphasises on understanding the interpersonal dynamics at the workplace contributing to organisational performance and effectiveness.*

### **Unit 1: Communication in organization**

**12 hours**

- Nature of communication. Process, Purpose and levels of organizational communication. Verbal and non-verbal communication.
- Computer mediated communication, formal and informal communication. Individual differences in communication.
- Improving communication

**Unit – 2: Decision making****10 hours**

- Meaning and Model of Decision -making process, Organizational decisions, factors affecting Decisions in organizations.
- *Individual decisions* – imperfect nature of individual decisions.
- *Group decisions*: techniques for improving effectiveness of decisions.

**Unit 3: Leadership****10 hours**

- Nature and characteristics. Trait approach, Leadership behaviour.
- Contingency theories- LPC theory, situational and path-goal theory.
- Leadership development.

**Unit 4: Organizational culture****10 hours**

Nature and characteristics. Creating, Transmitting and changing organizational culture.

**Unit –5: Organizational structure and design****10 hours**

- Basics dimensions. Departmentalization, organizational designs. Inter-organizational designs
- Understanding work teams groups and teams, types of teams, team building, high performance teams importance of interpersonal skills
- Organizational Change and Development
- Organizational Effectiveness

**References:**

Jerald Greenberg: Behaviour in Organisations. 10th ed. PHI Learning Pvt Ltd. ND 2012

Jerald Greenberg and Robert A. Baron: Behaviour in Organisations. 9th ed. PHI Learning Pvt Ltd. ND 2009

Fred Luthans: Organisational Behaviour. 12th ed. McGraw-Hill International ed.

Stephen P. Robbins: Organisational Behaviour: Concepts, Controversies, Applications. PHI

## **305C ASSESSMENT AND INTERVENTION IN ORGANIZATIONS**

### **Administration-Intelligence test**

1. Assessment of intelligence using the Raven's Standard Progressive Matrices
2. Assessment of intelligence using Cattell's Culture Fair Test' Tian
3. Assessment of Performance Quotient using WAPIS
4. Assessment of verbal, intelligence using the General mental Ability Test
5. Assessment of aptitudes using the Differential Aptitude Test
6. Assessment of mechanical comprehension using the Mechanical Comprehension Test  
Aptitude
7. Administration of Scientific Knowledge and Aptitude test.
8. Assessment of clerical aptitude using the Minnesota Clerical aptitude test
- 9.. Administration of the stenographic Aptitude Test
10. Administration of the General aptitude test battery
11. Administration of the Minnesota paper form boards

### **Screening and Assessment**

1. Assessment of Job stress
2. Assessment of Burn out
3. Assessment of job satisfaction
4. Performance evaluation/how to supervise
5. Selection interviews
6. Performance appraisal
7. Assessing work motivation
8. Assessing values : Organisational Citizenship scale
9. Type A Behaviour
10. Assessment of Quality Work Life

### **Demonstration**

1. Collins and Dreyer battery of intelligence test
2. Army Alpha and Beta
3. Otis scale
4. Assessment of Manual Dexterities: Turning and placing: Steadiness :tester: eye-hand -;  
coordination: Tweezer and finger dexterity: Two hand coordination: 'Purdue pegboard:  
Hand tool dexterity

### **Job analysis:**

1. Job Analysis -Semi skilled job
2. Job Analysis -Skilled job
3. Job Analysis - Professional job

## **306C ASSESSMENT OF PERSONALITY AND INTERESTS**

1. Assessment of personality traits using the 16 PF questionnaire
2. Assessment of personality dimensions using Eysenck's Personality Inventory
3. Assessment of personality using the Kundu's Neurotic Personality Inventory
4. Assessment of adjustment using Bell's Adjustment Inventory
5. Assessment of personality using Cornell's Medical Index
6. Administration of FIRO-B to assess Interpersonal Relationships
7. Assessment of personality using EPPS
8. Administration of the Motivational Analysis test
9. Assessment of interest using Chatterji's non language preference record
10. Administration of Thurston's interest schedule -
11. Administration of Strong's Vocational Interest Blank
12. Administration of Neo-5 factors of personality

### **Case studies**

- Communication
- Motivation
- Interpersonal relation
- Leadership

### **Management Games**

- Johari Window
- Fish bowl
- Role play: Encounter storming Stroking
- Group Discussion: Win as much as you can (co-operative V/S competitive behaviour)

### **Areas**

- Assertiveness
- Stress management
- Time management
- Conflict resolution
- Decision making
- Communication.



### **304: OPEN ELECTIVE : PSYCHOLOGY FOR LIFE**

#### **Unit 1: Introduction**

**10 Hours**

- Psychology as a scientific discipline : Definition, nature goals and branches, myths and misconceptions
- Determinants of behaviour
- Methods in Psychology :Naturalistic observation, laboratory observation, case studies and surveys
- Roles of Psychologists.

#### **Unit 2: Learning and memory**

**10 Hours**

- Definition, types, theories and principles of learning and memory
- techniques to enhance memory

#### **Unit 3: Psychology applied to the Social World**

**10 Hours**

Interpersonal Communication- Non-verbal communication, effective communication, developing an assertive communication style; the problem of prejudice, forming impressions about others; the impact of Social Pressure

#### **Unit 4: Psychology at work**

**10 Hours**

- Personality and assessment of personality
- Stress
  - Nature, Types and Causes of stress
  - Reactions to stress – Physiological, Psychological
  - Quality of life and work life balance
  - Importance of Emotional quotient at workplace
  - Health Promotion Strategies - Relaxation technique, Meditation, Yoga and Biofeedback

#### **References:**

S.K., Mangal. (2021). *General Psychology*. Sterling Publishers Pvt Ltd (I)

## **M.Sc Psychology**

### **IV SEMESTER**

#### **401: REHABILITATION PSYCHOLOGY**

**Learning Objective:** *Disability sector is one of the areas that has been especially overlooked by social scientists. Professional issues regarding understanding the disabled, its causes, concerns, management and intervention need a scientific approach. The present paper aims at providing the same.*

##### **Unit 1 : Nature and Scope of Rehabilitation Psychology**

**10 Hours**

- Definition, historical perspective, scope and methods, functions of Rehabilitation Psychology. Rehabilitation council of India , provisions , certification and areas
- Multi-disciplinary approach to rehabilitation: Biological, medical, psychological, educational and social aspects.

##### **Unit 2: Disabilities**

**12 Hours**

- Disability act of 2016 : provisions and areas Mental health act of 2017: provisions and areas. Disability act 2016: provisions and areas
- *Disability* - Concept and definitions, Classification of various disabilities
- *Types of disabilities according to the Disability Act* : Visual impairment, Hearing and speech impairment, Locomotor disability, Mental retardation, Cerebral palsy, Autism , Mental illness Learning disabilities, Multiple handicaps
- *Etiological factors*; pre-natal, natal and post-natal, chromosomal aberrations and genetic errors, Incidence, prevalence, causes and prevention of disabilities.

##### **Unit 3: Personality Development of Disabled Persons and special education**

**10 Hours**

- Factors influencing personality development of disabled individuals, Life span development of people with disabilities, Assessment of personality of disabled individuals, Screening and early identification of people with developmental disabilities. Social, Psychological Perspective in Rehabilitation Psychology.
- *Special education*: aims, objectives and functions, Emerging trends in special education. Educational assessment and evaluation for persons with disabilities, Educational technology for disabled

#### **Unit 4: Psychological Interventions and Vocational Guidance**

**10 Hours**

- *Early intervention*: definition, assessment and strategies for intervention.
- *Types of Psychological Interventions*: Psychoanalytic Approach, cognitive-behavioural therapy, rational-emotive therapy, client-centered therapy and supportive therapy.
- Importance of Vocational guidance, strategies of job training, job placement and employment models (open competitive employment, supported employment, sheltered employment, self-employment), empowerment of persons with disabilities by economic independence.

#### **Unit 5: Organization & Management**

**10 Hours**

- Evolution of Non-Government Organizations, Background Characteristics of organization, Capacity Building of Non-Government Organizations.
- Intervention packages for various disabilities. Services and programmes for disabled individuals and their families in India.

#### **References:**

- Alan Hilton & Ravic Ringlaben, 1998. Best and Promising Practices in Developmental Disabilities. Pro-Ed, Texas.
- Alexis Waitman & Suzanne Conboy – Hill, 1992. Psychotherapy and Mental Handicap. SAGE Publications, New Delhi.
- Ali Baquer & Anjali Sharma, 1997. Disability: Challenges Vs Responses. Concerned Action Now, New Delhi.
- Carpener B, 2002, Families in Context, Emerging Trends in Family Support and Intervention, David Fulton Publishers Ltd., London.
- Devy John, 1994 – Introduction to Social Psychology  
Diverse Populations, Volume 9. Elsevier Science, Pergamon.
- Gerald Hales, 1996. Beyond Disability: Towards an Enabling Society. SAGE Publications, New Delhi.
- Golden C.J., 1984. Current Topics in Rehabilitation Psychology: Grune & Straton, London.
- John Swain, Vic Finkelstein, Sally French & Mike Oliver, 1994. Disabling Barriers – Enabling Environments. SAGE Publications, New Delhi.
- Jose Murickan & Georgekutty, 1995. Persons with Disabilities in Society. Kerala Federation of the Blind, Trivandrum.
- Kundu, C.L., 2000. Status of Disability in India – 2000. Rehabilitation Council of India, New Delhi.
- Lewis, V. 2nd Ed. 2003, Development and Disability, Blackwell Publishers, U.K.
- Murickan, J, Kaveparampil (1995) – Persons with disabilities in society.
- National Institute for the Mentally Handicapped, 1990. Vocational Training and Employment for persons with mental retardation, Secunderabad – NIMH Publication.

- Nirbhay N.Singh, 1998. Comprehensive Clinical Psychology: Application in Diverse Populations, Volume 9, Elsevier Science, Pergamon.
- Robert W.Proctor & Addie Dutta, 1995. Skill Acquisition and Human Performance. SAGE Publications, New Delhi.
- Simeonsson, R.J, Rosenthal S.L.(2001). Psychological and Developmental Assessment. New York: The Guilford Press.

## **402: SOCIAL AND COMMUNITY PSYCHOLOGY**

**Learning Objective:** This course enables students to understand the concepts and theories of social behavior and think more about social phenomenon. The students learn about social systems and individual well-being in the community contexts. This also helps the students to learn more about Indian community behavior.

### **Unit 1**

**12 Hours**

- *Social Psychology*: Introduction to social psychology; Process of socialization; Group influence; Group dynamics; Social perception; Attitudes
- *Community Psychology*: Introduction to community psychology; factors underlying emergence of Community psychology, Principles of Community psychology. Concept of prevention. Theory and research in Community psychology - ecology, epidemiology, general systems theory, evaluation research.
- *Social behavior in communities*: Socialization processes, Internalization of social norms and values, Role of institutions (ascriptive institutions such as Family, Caste, Class and Religion; role based institutions such as School, political parties and market mechanisms) in reinforcing societal values.

### **Unit 2**

**10 Hours**

- *Aggression*: Theories of aggression; Types of aggression; Consequences of aggression; Controlling aggression
- *Violence*: Theoretical models for understanding violence; Categories of violence; selfdirected violence (Suicide); domestic violence, sexual violence, collective violence
- Aggression and violence in India: Extent, Variation across social groups and communities.
- Psychological interventions for aggression and violence.

### **Unit 3**

**10 Hours**

- *Crime*: Theories of criminal behavior; Prevention of crime, rehabilitation of criminals, role of psychologists; Juvenile delinquents
- Problem of alcoholism, Definition, types, theories of alcoholism, effects, methods of treatment, prevention and rehabilitation.

#### Unit 4

10 Hours

- *Unemployment*: Problem of unemployment; defining unemployment, causes and types, effects of unemployment, role of psychologists in solving the problem
- *Poverty and deprivation*: - definition, types, causes; Measuring poverty: Absolute and relative poverty, human development index; psychological studies of effects of poverty, Social exclusion, Culture of poverty; poverty alleviation programmes

#### Unit 5

10 Hours

- *Social Change*: Definition and dynamics of social change; role of social movements in bringing changes; Mob and community behavior in response to social problems
- *Law and Psychology*: Mental Health Act and Child protection Law; Access to justice through psychological interventions; Human rights

#### References:

- Alcock, P. (1997). *Understanding Poverty* (2nd Ed). Great Britan: Palgrave
- Bloom, B. (1984). *Community mental health: A general introduction*. Belmont, CA: Wadsworth.
- Davar B (1999). *Mental health of Indian Women*. New Delhi, Sage Publications. Dalal, A. K. & Misra, G. (2001) *New Directions in Indian Psychology*. New Delhi: Sage publications.
- Kakar, S. (1978) *The Inner world: A psycho-analytic study of childhood and society in India*. Delhi: Oxford University Press.
- Kakar, S. (1996) *Indian Identity*. New Delhi: Penguin.
- Jai Prakash, I and Bhogle S (1998). (Eds.) *Psychology and changing world*. Bangalore, prasaranga, Bangalore University.
- Mathew, L. (2010) "Coping with shame of poverty: Analysis of farmers in distress", *Psychology and Developing Societies*, 22 (2), pp.385-408.
- Misra G. and Nagpal A (Eds.).(1999). *Psychology of poverty and disadvantages*. New Delhi. Concept Publishing Co.
- Roland, A. (1988) *In search of self in India and Japan: Towards cross-cultural psychology*. Princeton: Princeton University Press.
- Sinha G. Tripathi R C and Misra G (Eds). (1998). *Deprivation: Its Social roots and psychological consequences*, New Delhi. Concept publishing company.
- Srinivasa Murthy & Barbara. J. Buras. (1992). Eds. *Community mental health proceedings of the Indo-US symposium*. Bangalore: NIMHANS.

## **403 A ADULT PSYCHOPATHOLOGY**

**Learning objective:** *To understand the clinical features and, diagnose adult psychopathological disorders with specific reference to ICD 11*

### **Unit 1: Clinical features and diagnostic criteria for Organic including symptomatic mental disorders** **10 Hours**

- Dementia in Alzheimer's disease
- Vascular dementia
- Dementia in other diseases classified elsewhere
- Other mental disorders due to brain damage and dysfunction to physical disease

### **Unit 2: Clinical features and diagnostic criteria for Schizophrenia, schizotypal and delusional disorders** **10 Hours**

- Schizophrenia
- Schizotypal disorder
- Persistent delusional disorders
- Acute and transient psychotic disorders
- Schizoaffective disorder

### **Unit 3: Clinical features and diagnostic criteria for Mood disorders.** **10 Hours**

- Manic episode
- Bipolar affective disorder
- Depressive episode
- Recurrent depressive disorder
- Persistent mood disorders
- Other mood disorders

### **Unit 4: Clinical features and diagnostic criteria for Neurotic, stress related and somatoform disorders** **12 Hours**

- Phobic anxiety disorder
- Other anxiety disorder
- Obsessive compulsive disorder
- Reaction to severe stress and adjustment disorders
- Dissociative Disorders
- Somatoform disorder
- Other neurotic disorders

## **Unit 5: Clinical features and diagnostic criteria for behavioural disorders due to psychoactive substance abuse and disorders of adult personality and behaviour**

**12 Hours**

- *Behavioural disorders due to psychoactive substance abuse*
  - Acute intoxication, harmful use, dependence syndrome, withdrawal state, psychotic disorder, amnesia syndrome and residual and late onset psychotic disorder
- *Disorders of adult personality and behaviour*
  - Specific personality disorders
  - Habit and impulse disorders
  - Gender identity disorders
  - Disorders of sexual preference

### **References:**

Ahuja Neeraj (2006) *A short textbook of psychiatry*. 7<sup>th</sup> Ed. New Delhi : Jaypee Bros.  
Carson, R. C., Pink, S., & Butcher, I n. (1999). *Abnormal Psychology and Modern Life*. 11<sup>th</sup> ed. New York: Addison Wesley Longman Inc  
Comer., R J. (1999). *Abnormal Psychology*. New Jersey: W H Freeman Co.  
Davison. G C & Neale. J M. (1998). *Abnormal Psychology*. 7<sup>th</sup> ed. New York: John Wiley & Sons  
World Health Organization. (2018). *International classification of diseases for mortality and morbidity statistics* (11<sup>th</sup> Revision)

## **404 A PSYCHOLOGICAL THERAPIES AND INTERVENTIONS**

### **Unit 1:**

**12 Hours**

Introduction to interventions. Definition of psychotherapy. Goals of intervention. Professional issues - training, ethical issues, personal characteristics of therapists, future of therapy. Scientist practitioner model  
Psychotherapy in India. Development and current status. Yoga and Buddhist traditions in therapy.

### **Unit 2:**

**10 Hours**

Psychoanalytical therapies, Brief dynamic therapies, Indications and evaluation. Neo Freudian approach, Ego analytical therapies. Current status and evaluation.

**Unit 3:****10 Hours**

Humanistic approaches- Rogerian and Gestalt therapy

Existential and interpersonal therapy

Group approaches. Nature of group therapy. Utility evaluation. Family therapy, general types, need and application.

**Unit 4:****10 Hours**

Behavior therapy. Techniques based on Classical , operant and modeling theories.

Cognitive behavior therapy. Therapy based on work of Ellis, Beck and Meichenbaum.

**Unit 5:****10 Hours**

Community based intervention. Difference between therapeutic and community health models. Concepts of Prevention, Crisis Intervention and Rehabilitation. Special issues- Intervention in Mental retardation, Learning disability, Autism, school problems of children.

**References:**

Aveline. M. & Shapiro, D A. (1995) Eds, Research for psychotherapy practice. Wiley

Bellack A, S., & Hersen M., & Kazdin, A E (1983) International handbook of behavioural modification and therapy. New York: Plenum Press

Bergin, A E., & Garfield, S L. (1994) Eds, Handbook of psychotherapy & behavioural change. 4th ed. New York: Wiley

Jones, C C (1993) Family systems therapy: Wiley

Lane, D & Miller, A (1992) Eds Child & adolescent therapy: A handbook. Milton Keynes Open Uni Press

Norcross J C (1980) Handbook of psychotherapy integration (Ed) New York: Basis books

Spiegler M D (1997) Contemporary behaviour therapy. New Delhi, Sage publications

Srinivasa Murthy & Barbara J Buras (1992) Eds. Community mental health proceedings of the Indo US symposium. Bangalore: NIMHANS

Steven Jay Lynn & John P G (1985) Contemporary psychotherapeutic models and methods, Ohio, Charles E Merritt

Wolberg L R (1989) The technique of psychotherapy, Vol I & II London. Warburg and Heinemann



## **403 B : CHILD PSYCHOPATHOLOGY**

**Learning Objective:** *The paper provides the student with a thorough understanding of the causes, features and therapeutic intervention on developmental psychopathology.*

### **Unit 1: Introduction to Developmental Psychopathology 10 Hours**

- Assessment, Diagnosis and Treatment strategies
- Research on child Psychopathology
- ICD classification of child psychopathology
- Clinical features and diagnostic criteria for mental retardation

### **Unit 2: Clinical features and diagnostic criteria for Mental retardation and disorders of Psychological development 14 Hours**

- *Mental retardation*
- *Disorders of Psychological development :*
  - Specific developmental disorders of speech and language
  - Specific developmental disorders of scholastic skills
  - Specific developmental disorders of motor functions
  - Mixed specific developmental disorders
  - Pervasive developmental disorders
  - Other disorders of psychological development
  - Unspecified disorders of psychological development

### **Unit 3: Clinical features and diagnostic criteria for behavioural and emotional disorders with onset usually occurring in childhood and adolescence- I 10 Hours**

- Hyperkinetic disorders
- Conduct disorders
- Mixed disorders of conduct and emotions
- Emotional disorders with onset specific to childhood

### **Unit 4 : Clinical features and diagnostic criteria for behavioural and emotional disorders with onset usually occurring in childhood and adolescence- II 10 Hours**

- Disorders of social functioning with onset specific to childhood and adolescence
- Tic disorders
- Other behavioural and emotional disorders with onset usually occurring in childhood and adolescence

## Unit 5 Special areas

08 Hours

- *Special Areas:* pathological aspects of Day care, Foster care and adoption; Physical abuse, Sexual abuse and Neglect of the child; Identity problem and Borderline disorders in adolescence

### References:

- American Psychiatric Association (2000). Diagnostic and Statistical Manual of Mental Disorders: -IV-TR. Washington, DC: APA Press.
- Mash, E.J. & Wolfe, D.A. (2007). Abnormal Child Psychology (4th edition).
- Achenbach, Thomas, M. (1982). Developmental Psychopathology. 3rd ed. New York: Wiley. John B Sons, Inc
- Heward W L (1996). Exceptional children. 5th Ed. Ohio: Prentice Hall
- Kaplan, H.I. & Sadock, M.D. (1995). Comprehensive Textbook of Psychiatry/VI (Vol I & II, 6th Ed) (edited). Baltimore: Williams & Wilkins.
- Mask E. & Wolfe, D. A, (1998), Abnormal Child Psychology, New York; Addison, Wesley
- Reinhardt, Helmut & Schmidt, Martin.H.(1992). Developmental psychopathology. New York: Hogrefe & Huber Publishers
- Wenar, Charles. (1994). Developmental Psychopathology from Infancy through Adolescence. McGraw-Hill -International Ed
- Wiener J M (1999) (Ed) Textbook of Child and Adolescent Psychiatry. American Psychiatric Press.
- World Health Organization. (2018). *International classification of diseases for mortality and morbidity statistics* (11th Revision)

## 404 B : CHILD INTERVENTION PROCEDURES

**Learning Objectives:** *To provide adequate information regarding the intervention techniques in vogue for enhancing the psychological well-being of children*

### Unit 1:

12 Hours

General Principles of intervention: Development, Nature of child therapy. Types, theoretical approaches, Professional issues- training, ethical issues, characteristics of good child therapist, Child psychotherapy in India.

### Unit 2:

10 Hours

*Child Psycho-analytic techniques:* Methods of Anna Freud and Melanie Kline. Other play and art therapies and other therapies based on dynamic model, evaluation

**Unit 3:****10 Hours**

Behavioral Techniques: Operant and Classical models, Principles and Techniques, Systematic Desensitization, time out, shaping, token economy, contingency management, modeling with children

**Unit 4:****10 Hours**

*Cognitive Therapies with Children:* Rational Emotive with specific reference to adolescents, coping skills, stress inoculation. Life skills training( Anger Management, Suicide Crisis Intervention), social skills training, Assertion-problem solving( communication skills), psychoeducational skills

**Unit 5:****10 Hours**

*Intervention In Family and Groups:* Family system intervention, Parental Guidance, Community based intervention- prevention of high risk behavior, mental health program in schools

*Children with special needs* - abused, children with disability, street children, gifted children, children with HIV and AIDS 12 Hours

**References:**

School based prevention program for children and adolescents, (Dulark 1993) New Delhi Sage Publication

The child clinical documentation source book (Freedheim DK 1999) London CUP

Behavior approaches to the treatment of children (Howlin P 1998) New Delhi Sage Publication

Family systems therapy (JonesCC 1993) Wiley

Mental Health of Indian children (Malavika Kapur 1995) New Delhi Sage Publication

Mental health in Indian schools(Malavika Kapur 1997) New Delhi Sage Publication

Lane, D & Miller, A (1992). Eds. Child & Adolescent therapy. A handbook. Milton Keynes Open Uni. Press.

Norcross. J.C (1980). Handbook of psychotherapy integration (Ed.) New York: Basis· books

Spiegler.M.D. (1997). Contemporary Behaviour Therapy. New Delhi, Sage Publications

## **403C TRAINING AND CONSUMER BEHAVIOUR**

**Learning objective:** *The paper emphasises on understanding the consumer behaviour and aspects of marketing in training contributing to the work environment and behaviour issues in the work place.*

### **Unit 1: Training**

**12 hours**

Introduction Definition and Meaning systems approach to training, training methods- human relations training, Training Process- training objectives and methods; - laboratory :training, simulated training, vestibule training, sensitivity training, assessment centers, organizational training laboratory, determinants of training effectiveness, measurement and evaluation of training effectiveness.

### **Unit 2: Performance Appraisal**

**10 hours**

Need for objective evaluation of performance at work place, techniques and methods of evaluation, ISO, 6 Sigma, quality circles.360 degree.

### **Unit 3: Work Environment**

**10 hours**

Physical and Psychosocial Environment, Man Machine Integration, Impact of environment on job performance and on the individual; Person Environment Fit Theory: Effect of environmental factors on performance, fatigue. Determinants of ideal work environment, Job satisfaction.

### **Unit 4: Application of Psychological Principles to Marketing and Consumer Behavior**

**10 hours**

Marketing segment-Psychological segmentation, Digital marketing, relationship marketing, Consumer Research, Consumer motivation, Personality and consumer Behaviour, Consumer perception and learning, Consumer attitude formation and change ,Communication and consumer behaviour,sex roles and consumer behaviour Influence of culture on consumer behaviour, cross cultural consumer behaviour, Consumer decision making, Advertisement.

### **Unit 5: Behavioural Issues**

**10 hours**

Absenteeism, alcoholism, attrition rate, gender differences, accidents, intervention techniques for handling Behavioural Issues.

### **References:**

Berry, Lilly M. (1998). Psychology at Work:. An introduction to Organizational and industrial PsychOlogy. Me Graw Hill' International.

Schiffman.G.Leon.,Kanuk Lazar Leslie., (2004) ,Consumer Behaviour ,8th edition,Prentice Hall of India Pvt Ltd, New Delhi.

Dishoyc R.L., Smith C.S.. Howell. W.C. (1994), Understanding,Industrial- Organizational Psychology. New York: Harcourt Brace International.

Dunnette. (ed). (1981) Handbook of Industrial" and Organizational Psychology.

Paul Hersey &Keneth H Blanchard ,(1992).- -Management of organic tional behaviour 5 ed PHI, New Delhi.

## **404C HUMAN RESOURCE MANAGEMENT**

**Learning objective:** *This paper emphasises with the understanding people at work place. The factors related to Human resources management, HR policies.*

### **Unit 1: Introduction to Human Resource Management:**

**12 hours**

Human Resource: The concept; scope, functions of HRM. Limitations and Challenges of HRM, Need for ethical consideration in HRM. Human Resource Approaches: Ancient views, HR in modern Industrial Society. Approaches to Human relations- Elton Mayo's Hawthorne experiments; Human relations movement; Psychology of human behaviour; Determinants of Human relations; Future Challenges in human relations; Changing philosophy of Management; Sociological relevance.

### **Unit 2: Learning, Development and Process of Human Resource Management**

**10 Hours**

Learning, Skill acquisition, learning curves; action learning, e learning, career and career development, evaluation of training and development.

Development of leadership and organizational commitment; Employee Values; Basic steps in Behavioural Modification; Career Planning and Development; Management development methods; HR manager and Management process, Human resource planning- recruitment, selection, placements. Evaluation and Appraisal system; Executive counselling; an integrated approach to HRM; Model of HRM function.

### **Unit 3: Human Resource Policies and Practices:**

**10 hours**

Human resource policies, formulating policies, human resource planning, job analysis and selection, orientation and placement.

### **Unit 4: Executive Counselling in HRM**

**10 Hours**

What is counselling? Manager as counsellor, conditions for executing counselling. Methods, techniques and skills for counselling. Principles of executive counselling. Types of problems for managerial counselling.

**Unit 5: Employee grievances, safety, health and welfare:****10 Hours**

Grievances: Meaning and nature, causes, identification, grievance handling procedure.

Employee safety and health: meaning, accidents- types, cause and prevention. Need and importance of industrial health- physical and mental health.

Employee welfare: meaning and definition, concept, classification of welfare work. Agencies of labour welfare activities. Approaches to labour welfare. Principles of welfare program.

**References:**

Akshay Kumar (1997). Organizational 'design and structure Commonwealth Publishers New Delhi.

Dharani P Sinha, T (1998). Group Team Building and Organizational Development. Society for Applied Behavioural Science, Delhi.

Greenberg J and Baron R(1999).. Behaviour in organizations, PHI 'New Delhi. 5th ed

Luthans. F(1998).. Organizational Behaviour, Bed Irwin Mcgraw Hill. Ro) . , ins S (1996). Organizational behaviour. PHI, New Delhi. 7ed

Miner JB (1992). Industrial organizational psychology. McGraw Hill. Inc.

Gurpreet Randhawa (2007). Human Resource Management. Atlantic Publishers & Distributions, New Delhi.

## **405: INTERNSHIP**

Method of evaluation : report and Viva Voce

Things to be considered for internship

1. Internship to be based on the area of interest.
2. Minimum of 150 hours of hands on training
3. Confidentiality of patients and clients to be maintained
4. Internship report to contain
  - a. Letter of internship from the organisation stating date of joining, date of completion and number of hours worked with seal and signature on the official letterhead
  - b. Internship evaluation form to be filled by supervisor on Punctuality, Willingness to learn, working skills, subject knowledge, professionalism, interpersonal relationship, task completion ability, quality of work, communication and initiative ness and self directedness
  - c. Detailed day wise report with weekly signature by supervisor
  - d. Introduction to the organisation
  - e. Minimum 10 case histories, screening tests and verbatims if area is clinical, child or counselling
  - f. Details of training programs, assessments, SWOT analysis and interventions in Organisational setup.

## **406: DISSERTATION**

The dissertation is an individual research work to be guided by a faculty member. The research should be based on the following :

1. Primary data collected during the IV semester
2. Research to be reported in APA format
3. Printed version of research report to be submitted

Method of evaluation would be Viva Voce/ Presentation