



**Fatima Mata National College**  
**(Autonomous)**  
**Kollam**

Scheme & Syllabus of  
**Post Graduate Degree in Psychology**  
2019 Admission Onwards



## COURSE STRUCTURE & MARK DISTRIBUTION

Semester	Course Code	Course Title	Instructional hours/ week		ESA Time	Maximum Marks				
			Theory	Practical		CA	ESA	Total	Sem Total	
I	19PPG11	Personality and Personal Growth	6	-	3Hrs	25	75	100	400	
	19PPG12	Cognitive Psychology	6	-	3Hrs	25	75	100		
	19PPG13	Advances in Physiological Psychology	6	-	3Hrs	25	75	100		
	19PPG14	Introduction to Psychological Assessment and Research	7	-	3Hrs	25	75	100		
II	19PPG21	Advanced Psychological Processes	7	-	3Hrs	25	75	100	400	
	19PPG22	Research Methodology	7	-	3Hrs	25	75	100		
	19PPG23	Counselling	6	-	3Hrs	25	75	100		
	19PPG24	Experimental Psychology		5	3Hrs	25	75	100		
III	19PPG31	Psychopathology	7	-	3Hrs	25	75	100	400	
	<b>Optional Group A – Clinical Psychology</b>									
	19PPG32-A	Clinical Psychology – Theory and Practice	6	-	3Hrs	25	75	100		
	19PPG33-A	Psychodiagnostics and Testing	6	-	3Hrs	25	75	100		
	19PPG34-A	Neuropsychology	6	-	3Hrs	25	75	100		
	<b>Optional Group B – Organizational Behaviour</b>									
	19PPG32-B	Organizational Behaviour	6	-	3Hrs	25	75	100		
	19PPG33-B	Assessment and Intervention in Workplaces	6	-	3Hrs	25	75	100		
	19PPG34-B	Human Resource Management	6	-	3Hrs	25	75	100		
	<b>Optional Group C – School Psychology</b>									
	19PPG32-C	Foundations of School Psychology	6	-	3Hrs	25	75	100		
	19PPG33-C	Children with Special Needs – Assessment and Management	6	-	3Hrs	25	75	100		
	19PPG34-C	Child Development – Implications for School Psychology	6	-	3Hrs	25	75	100		
	IV	19PPG41	Psychotherapy and Behaviour Modification	7	-	3Hrs	25	75		100
<b>Optional Group A – Clinical Psychology</b>										
19PPG42-A		Clinical Interventions	7	-	3Hrs	25	75	100		
19PPG43-A		Training and Practice	6	-	3Hrs	25	75	100		
19PPG44-A		Psychological Assessment	-	5	3Hrs	25	75	100		
<b>Optional Group B – Organizational Behaviour</b>										
19PPG42-B		Current Trends and Applications of Organizational Psychology	7	-	3Hrs	25	75	100		
19PPG43-B		Training and Practice	6	-	3Hrs	25	75	100		
19PPG44-B		Psychological Assessment	-	5	3Hrs	25	75	100		
<b>Optional Group C – School Psychology</b>										
19PPG42-C		Interventions in School Settings	7	-	3Hrs	25	75	100		
19PPG43-C		Training and Practice	6	-	3Hrs	25	75	100		
19PPG44-C		Psychological Assessment	-	5	3Hrs	25	75	100		
		Dissertation						100		
		Viva Voce						100		
		Grand Total						1800		

CA: Continuous Assessment, ESA: End Semester Examination

### **Overview of the course / programme**

The programme aims at enabling the students to acquire the necessary theoretical inputs and practical skills for effective functioning in the field of applied psychology. The program has been conceptualized as a comprehensive one at par with current international trends in college level training of psychology. M.Sc. in psychology is a two-year four semester programme. In semesters I and II there are four compulsory papers each. The student can choose from the three optional groups, viz. Clinical Psychology, Organizational Behaviour and School Psychology by the beginning of the 3rd semester in which there is one common paper and three applied papers of the optional group chosen by the student. In semester 4 also there is one common applied paper and three specific specialization papers of the particular optional group chosen by the students in semester 3. The course comprises 16 papers, containing both theory and practical papers. At the end of the 4th semester, the student is required to submit a dissertation that has to be started at the beginning of the third semester and to be submitted at the end of the fourth semester. The student has to appear for a comprehensive viva voce at the end of the last semester. Dissertation and viva voce are evaluated externally.

## SCHEME OF EVALUATION

	Marks
<b>Division of marks in each paper</b>	
Continuous Assessment	25 marks
End Semester Assessment	75 marks
Total	100 marks
<b>Division of marks in the Continuous Assessment: Theory</b>	
Attendance	5 marks
Seminar	5 marks
Assignment	5 marks
Tests	10 marks
<b>Division of marks in the Continuous Assessment: Practical</b>	
Attendance	5 marks
Record	5 marks
Performance & Skill	5 marks
Tests	10 marks
<b>Division of marks in the End Semester Assessment: Theory</b>	
Section A – 3 out of 5 questions, each carrying 10 marks	30 marks
Section B – 5 out of 8 questions, each carrying 5 marks	25 marks
Section C – 10 out of 14 questions, each carrying 2 marks	20 marks
Total	75 marks
<b>Division of marks in the End Semester Assessment: Practical</b>	
Plan and Procedure	15 marks
Administration	15 marks
Results and Discussion	15 marks
Viva Voce	15 marks
Record	15 marks
Total	75 marks
<b>Total Marks in each semester</b>	<b>400 marks</b>
<b>Total for all the four semesters</b>	<b>1600 marks</b>
<b>Marks for dissertation</b>	<b>100 marks</b>
<b>Comprehensive Viva</b>	<b>100 marks</b>
<b>Total marks for the course</b>	<b>1800 marks</b>

### **PROGRAMME SPECIFIC OUTCOME**

Develop an understanding at a progressive level about the complex psychological mechanisms that characterize the modern society with a strong cultural, ethnic and indigenous base. The formation of in-depth knowledge regarding the assessment criteria's, the professional code of ethics, and the range of probable applications in the employability scenarios enable better performance when employed. The capacity to commence the application of diagnostic criteria's and handle various psychology-oriented classes for the community becomes an added advantage. The research methodology paper as well as the research/dissertation works add to the employability dimension by providing knowledge that will help to undertake research projects for various NGO's or other institutions; as well as in pursuing higher studies. The practical papers help promote knowledge related to the development of empirical knowledge and in testing as well as assessment under employability situations. The counselling paper helps in developing the knowledge about the practical applications of different theories and concepts already acquired and also understand the different techniques involved in it and know when, where, and how to apply the same. The internship provided as part of the curriculum helps to fine tune the skills and the knowledge acquired from the syllabus. The specialization of Organizational Behavior helps the student to apply the knowledge in the organizations and institutions and enable the employees to reach their maximum potential, while the clinical specialization helps acquire knowledge about various psychological disorders and the techniques to promote wellbeing as well as the know how to proceed to a clinical MPhil. The education specialization focuses attention on the different issues that need to be tackled in Educational institutions and knowledge about the technicalities that need to be followed while employed in the organization.

# SEMESTER I

## 19PPG11: PERSONALITY AND PERSONAL GROWTH

### **Course Outcome**

Understand the concept of personality and various approaches that attempted to conceptualizing personality. Compare the various personality theories and apply concepts of personality theories in facilitating one's own personal growth as well as that of others.

### **Unit I: Personality - Introduction**

Definition and concept of Personality

Definition and Development of Self

Role of Temperament in Personality Development

Approaches to Personality Theory

Evaluation of Personality theories -

*Note: Basic concepts, dimensions and evaluation of each theory to be included*

Additional Topics for Self-study: (For Continuous Assessment only; Not to be asked for End Semester Assessment)

Indigenous Psychology

### **Unit II: Psychoanalytically-oriented Theories**

Sigmund Freud

Carl Jung

Neo Freudians: Erik Erikson, Henry Murray, Alfred Adler, Karen Horney, Erich Fromm

Object-relations Theories and Ego Psychologists: Anna Freud, Melanie Klein, Donald Winnicott Attachment Theory: John Bowlby

Additional Topics for Self-study: (For Continuous Assessment only; Not to be asked for End Semester Assessment)

Harry Stack Sullivan, Heinz Kohut

### **Unit III: Trait Theories**

Gordon Allport, Raymond Cattell, Hans Eysenck

Additional Topics for Self-study: (For Continuous Assessment only; Not to be asked for End Semester Assessment)

Big 5 Theory, Type A,B, C, D & E

### **Unit IV: Behaviouristic and Cognitive Theories**

Skinner, Albert Bandura, George Kelley

Additional Topics for Self-study: (For Continuous Assessment only; Not to be asked for End Semester Assessment)

Dollard-Miller

### **Unit V: Humanistic and Existential Theories**

Carl Rogers, Abraham Maslow

Viktor Frankl, Rollo May

Additional Topics for Self-study: (For Continuous Assessment only; Not to be asked for End Semester Assessment)

Kurt Lewin

### **Unit VI: Personal Growth and Resilience Theories**

Enlightenment and Self-realization in the Indian Tradition

Fully functioning Individual - Rogers

Self-actualization- Maslow

Resilience - Positive Psychology

Additional Topics for Self-study: (For Continuous Assessment only; Not to be asked for End Semester Assessment)

Elements in Buddhism, Zen, Sufism, Holistic Psychology

### Assignment required

Compare various personality theories using the repertory grid and present.

### Assignment required

Compare various personality theories using the repertory grid and present.

### References

1. Hall, C. S., Lindzey, G., & Campbell, J. B. (1998). *Theories of personality*, 4th Edition. New Delhi: John Wiley & Sons.
2. Friedman, H. S., & Schustack, M.W. (2003). *Personality: Classic theories and modern research*, 2nd Edition. Delhi: Pearson Education.
3. Fadiman, J., & Frazer, R. (1976). *Personality and personal growth*. New York: Harper & Row.
4. Hjelle, L.A. and Ziegler, D.J. (2002). *Personality theories: Basic assumptions, research, and applications*, 3rd Edition. New Delhi: McGraw-Hill.
5. Mathew, V.G. (2008). *Oriental psychology*. Retrieved from the web November 10, 2008 from
6. Kaplan & Sadock. (1988). *Comprehensive textbook of psychiatry*. Baltimore: Williams Wilkin.
7. Carr, A. (2008). *Positive psychology: The science of happiness and human strength*. Routledge.

## MODEL QUESTION PAPER

### 19PPG11: PERSONALITY AND PERSONAL GROWTH

Time: 3 Hrs

Max. Marks: 75

#### Section A

Answer three of the following. Each question carries 10 marks.

1. Explain the different approaches to Personality Theory.
2. Discuss the theory proposed by Carl Jung.
3. Compare any two trait theories and highlight the major points of difference.
4. Discuss the relevance of Kelley's theory to the behaviouristic school of thought.
5. Write a note on the theory of personality and hope proposed by Viktor Frankl.

(3 x 10 = 30 marks)

#### Section B

Write short essays on five of the following. Each question carries 5 marks.

6. What do you mean by 'LOC'? Explain.
7. Define the role of temperament in personality development.
8. Write a short note on attachment theory.
9. Discuss the meaning, assumptions and the significance of the type A, B, C, D & E personality theory.
10. Write a short note on the theory proposed by Hans Eysenck.
11. Explain Kurt Lewin's contribution to personality theory.
12. Distinguish how elements in Buddhism, Zen, Sufism has influenced Holistic Psychology.
13. Explain the theory proposed by Heinz Kohut.

(5 x 5 = 25 marks)

#### Section C

Write short note on ten of the following. Each question carries 2 marks.

14. Behaviour Potential
15. Observational Learning
16. Self-efficacy
17. Outcome Expectancy
18. Positive reinforcers
19. Basic Evil
20. Self
21. Imprinting
22. Proprium
23. Cardinal trait
24. Entropy



- 25. Humours
- 26. Endomorphic
- 27. Skinners Box

(10 x 2 = 20 marks)

## **19PPG12: COGNITIVE PSYCHOLOGY**

### **Course Outcome**

Acquire a deep understanding of the core concepts of human condition and to appreciate the scientific process. Develop a clear understanding of oneself and those around; apply the knowledge of cognitive processes and concepts to real life situations and scenarios.

### **Unit 1: Introduction to Cognitive Psychology**

Cognitive Psychology and its relevance

Different approaches to the study of Cognitive Psychology – Behavioural approach, biological, humanistic, psychodynamic and socio-cultural.

### **Unit 2: Attention**

Attention and its Process, Components (Perceived, target and situation) and factors affecting attention.

Models of Attention

- Early selection theories - Broadbent's model of selective attention or Filter theory, Treisman's Attenuation model
- Late selection theories - The Pertinence model, Limited capacity models, Neisser's synthesis model

Neurological organization and attention

Reading to be done (For Continuous Assessment only; Not to be asked for End Semester Examination)

Important cognitive psychologists and their contributions

### **Unit 2: Perception**

Perception and its theories

- Bottom up theory of perception-Theory of direct perception (Ecological view)
- Template theories
- Prototype theories
- Feature theories
- Structural description theory
- Top Down theory of perception-Constructive perception
- Computational theory of perception
- Spatiotemporal Boundary formation theory

Classical psychophysics

- Absolute threshold, Difference threshold, JND
- Psychophysical methods
- Weber's law, Fechner's law, Steven's power law
- Signal detection theory (SDT), Applications of SDT- Receiver operating curve

Theories of illusion

Theories of colour perception

Theories of pain perception

Perceptual styles

- Field dependent Vs Field independent
- Repressors Vs Sensitizers
- Levellers Vs Sharpeners

Reading to be done (For Continuous Assessment only; Not to be asked for End Semester Examination)

ESP- Subliminal Perception - Perceptual vigilance- Perceptual defence

Role of emotion, motivation and learning in perception

### **Unit 3: Cognition**

Theories of cognitive organization

- Network models (Collins & Quillian network Model, Collins & Loftus Network model)

- ACT & ACT\*

- The connectionist model (PDP)

Representation of knowledge

- Categories, Prototypes, Schemas, Scripts

- Acquisition of declarative & procedural knowledge

- Knowledge representation model based on human brain (declarative & non declarative knowledge)

Cognitive Psychology and neuroscience

Meta cognition

Psycholinguistics

- Structure of language – Phonology, Syntax, Semantics, Pragmatics Language and Cognition

- Modularity Hypothesis

- Whorfian hypothesis

- Neuropsychological views

- Cognitive approach to language acquisition

Bilingualism

Reasoning

- Types- Inductive, Deductive, Propositional, Syllogistic, Analogical, Categorical

- Approaches- The componential, Rules/ Heuristics, Mental models

Problem solving

- Classification of problems - Well defined Vs ill defined, Routine Vs Non routine, Adversary Vs Non Adversary, Knowledge rich Vs knowledge lean problems

- Strategies of problems solving – Algorithms, Heuristics, Search strategy, Means end analysis, Hill climbing, Analogical transfer, Working backward, Back tracking, Schema based models, Multiple trace model.

- Factors affecting problem solving - Set effects, Functional fixedness, Incubation effect, Incorrect representations, Lack of expertise.

Reading to be done (For Continuous Assessment only; Not to be asked for End Semester Examination)

Role of cognition in emotional arousal- Two factor theory- excitation transfer

Improving problem solving, Creative problem solving

Decision making and its strategies

#### **Unit 4: Memory**

Sensory Memory- registration, representation and characteristics

STM and LTM - Characteristics

- Narrative and autobiographical memory

- Semantic and episodic memory

- Declarative and Procedural memory

- Implicit and Explicit Memory

Flash bulb memories

Constructive Processes in memory

Information processing models

- Atkinson- Shiffrin three store model (stage model or modal models) of memory

- Levels of Processing model (Self- Reference Effect)

- Transfer appropriate processing.

- Baddely- Hitch model of working memory.

- Newell's Soar model

Theories of forgetting

- Decay theory /Fading theory

- Interference theory

- Tulving's cue dependent theory of forgetting, state dependent memory and forgetting.

- Retrieval inhibition as a theory of forgetting.

- Trace dependent forgetting

- Motivated forgetting theory

Neurological basis of memory, Brain damage and dysfunction of memory, PET, Search for engram, Biochemical basis of memory

Biogenic and psychogenic forgetting

- Alzheimer's disease - Retrograde amnesia
- Infantile Amnesia - anterograde amnesia
- Korsakoff's Syndrome - Posttraumatic amnesia

Computer simulation and Artificial Intelligence

Reading to be done (For Continuous Assessment only; Not to be asked for End Semester Examination)

Memory processes – Encoding, Storage, Retrieval

Eye witness testimony

### **References**

1. Glass, A. L. (1986). *Cognition*. New York: McGraw Hill.
2. Hayes, N. (1994). *Foundations of psychology*. London: Routledge.
3. Bernstein, D.A., & Stewart, A.C. (1994). *Psychology*, 3rd Edn., Houghton Edward.
4. Baron, R. (1995). *Psychology*. New Delhi: Prentice Hall.
5. Zimbardo, P. (1998). *Psychology and life*. London: ScohForesman & Co.
6. Morgan, C.T. (1993). *Introduction to psychology*. New York: McGraw Hill.
7. Matlin, W. M. (1988). *Sensation and perception*. London: Allyn and Bacon Inc.
8. Matlin, W. M. (1994). *Cognition*. Holt Rinehart and Winston Inc.
9. Haberlandt, K. (1977). *Cognitive psychology*. London: Allyn Bacon.
10. Sternberg, R. J. (1996). *Cognitive psychology*. New York: Harcourt Brace College Publishers.
11. Feldman. (2002). *Understanding psychology*, 6th Edn. New Delhi: Tata McGraw Hill.
12. Solso, R.T. (2005). *Cognitive psychology*. Delhi: Pearson Education.
13. Jahnke, J. C & Nowaczysk, R. H. (1997). *Cognition*. Delhi: Pearson Education.
14. Schneider, A. M. (1986). *Introduction to Physiological Psychology*. New York McGraw-Hill.

## **MODEL QUESTION PAPER PC212: COGNITIVE PSYCHOLOGY**

**Time: 3 Hrs**

**Max. Marks: 75**

### **Section A**

**Answer three of the following. Each question carries 10 marks.**

1. Elucidate the information processing models of memory.
2. Write a detailed note on different approaches to cognitive Psychology.
3. Explain the major models of attention.
4. Discuss the important theories of perception.
5. Write a note on psychophysical methods with proper examples.

(3 x 10 = 30 marks)

### **Section B**

**Write short essays on five of the following. Each question carries 5 marks.**

6. Process of attention.
7. Neurological organization of attention.
8. Signal detection theory
9. Colour perception theory.
10. Problem solving strategies.
11. Structure of language
12. Network models
13. Perceptual styles.

(5 x 5 = 25 marks)

### **Section C**

**Write short note on ten of the following. Each question carries 2 marks.**

14. Declarative memory
15. Bilingualism

16. Inductive reasoning
17. ESP
18. Metacognition
19. Psycholinguistics
20. Subliminal perception
21. Field dependent Vs independent
22. Weber's law
23. Alzheimer
24. Interference
25. Flash bulb memory
26. PDP
27. Top down theory

(10 x 2 = 20 marks)

### **19PPG13: ADVANCES IN PHYSIOLOGICAL PSYCHOLOGY**

#### **Course Outcome**

Become familiar with the methods employed by bio-psychologists to investigate the biological underpinnings of human behaviour. Develop a basic understanding of the structure and function of neuron & supportive cells, the brain and the endocrine glands. Develop know how of the specialized functions of hemispheres, the neural networks & altered state of consciousness. After completion of this course, students will become familiar to critically evaluate published biopsychological researches, role of brain and nervous system in health & disease, and how physiological knowledge can be applied to address a wide range of behavioural and psychological problems.

#### **Unit-I: Introduction**

Nature and Scope of Physiological Psychology. Techniques in neurophysiology: Anatomic, electrical and chemical, radiological and behaviour techniques

#### **Unit-II: Structure and functions of nerve cells**

Structure, types and functions of Neurons and supportive cells of Brain; Resting potential, Propagation of action potential, Blood brain barrier, Synaptic transmission; neurotransmitters.

#### **Unit-III: Anatomy of Nervous System**

Central Nervous system: Forebrain, Midbrain, Hindbrain, Hypothalamus, Cortex, Spinal cord; Autonomic Nervous system: Sympathetic and Parasympathetic Nervous system.

#### **Unit-IV: Chemical Bases of Behaviour**

Major endocrine glands: Thyroid, Parathyroid, Adrenal, pancreas, Pituitary, Gonads, Hormones of the hypothalamus; general principles of hormonal activity; interaction between neural system and hormones to produce integrated responses. Hormonal basis of behavior.

#### **Unit-V: Recent advances**

Neurophysiology, Neural network, hemispheric specialization and localization, consciousness, Altered status of consciousness, psycho-physiological basis of meditation. Altered states of consciousness.

#### **Reference:**

1. John, P.H. Pinel, (2011). *Biopsychology*, Pearson Education, Boston.
2. Neil R. Carlson, (2013). *Physiology of behaviour*, Pearson Education, Boston.
3. James W. Kalat, (2009). *Biological Psychology*, Wodsworth, Balmont. USA.
4. Laura A Freberg, (2010). *Discovering Biological Psychology*, Wadsworth, Balmont.
5. Frederick Toates, (2011). *Biological psychology*, Pearson, Harlow.
6. Lauralee Sherwood, (2012). *Fundamentals of Human Physiology*, Brooks/Cole, Belmont.
7. Maria A Patestas, & Leslie P Gartner, (2006). *A Textbook of Neuroanatomy*, Blackwell publishing company.
8. Arthur, C Guyton & John Hall, (2006). *Textbook of Medical Physiology*, Elsevier, Philadelphia.

**MODEL QUESTION PAPER**  
**19PPG13: ADVANCES IN PHYSIOLOGICAL PSYCHOLOGY**

**Time: 3 Hrs**

**Max. Marks: 75**

**Section A**

**Answer three of the following. Each question carries 10 marks.**

1. Explain the major neurophysiological techniques.
2. Elucidate the structure and function of neuron with diagrammatic representation.
3. Write a detailed note on the structure and functions of central nervous system.
4. Discuss the hormonal basis of behaviour.
5. Write a note on altered states of consciousness.

(3 x 10 = 30 marks)

**Section B**

**Write short essays on five of the following. Each question carries 5 marks.**

6. Explain the role of neurotransmitters in signal conduction.
7. Briefly explain the nature and scope of physiological psychology.
8. Elucidate the major parts of brain.
9. Distinguish between resting potential and action potential.
10. Discuss the principles of hormonal activity.
11. Discuss the psycho-physiological basis of meditation.
12. Briefly explain the interaction between neural system and hormone to produce integrated responses.
13. Distinguish between sympathetic and parasympathetic nervous system.

(5 x 5 = 25 marks)

**Section C**

**Write short note on ten of the following. Each question carries 2 marks.**

14. Hypothalamus
15. Action potential
16. Neurotransmitter
17. PET
18. ANS
19. Pancreas
20. Consciousness
21. Hemispheric specialization
22. Synaptic transmission
23. fMRI
24. Resting potential
25. Glial cells
26. Spinal cord
27. HPA

(10 x 2 = 20 marks)

**19PPG14: INTRODUCTION TO PSYCHOLOGICAL ASSESSMENT AND RESEARCH**

**Course Outcome**

Understand the concepts of test development, and acquire knowledge about various assessment tools used in various settings. Know about the styles of writing used in the current academic scenario and able to critically evaluate as well as review academic writing and articles.

**Unit 1- Psychological Measurement**

Scales of measurement-Nominal, Ordinal, Interval and ratio scales.  
Quantitative and qualitative measurements.

**Unit 2- Scaling**

Rating scales –types  
Q-sort, Semantic differential, Sociometry

Psychological scaling methods. Application of scaling methods in attitude measurement- Methods of Thurstone, Likert and Guttman

### **Unit 3- Test Development**

Requirements of a standardized test

Reliability: meaning, types - Test-retest, Alternate forms, Split half, Coefficient alpha, KR-20, Interscorer reliability.

Validity: meaning, types - Content, Criterion related, Construct, Face validity.

Norms: Types - Age, Grade, Percentile, Standardized norms

Construction and standardization of psychological tests: Planning, Item writing, Item analysis,

Calculation of indices of item difficulty and item discrimination.

Item characteristic curve. Sources of bias in testing. Ethical issues in testing.

### **Unit 4-Types of Tests**

Different types of psychological tests:

Intelligence test - Binet, Wechsler, Culture-fair tests. Indian tests- BKT, Malin's, Bhatia

Aptitude tests – The Differential Aptitude Test, The Scholastic Assessment Test

Achievement tests

Creativity tests -

Personality tests

a) Inventories- MMPI, CPI, 16 PF, EPQ.

b) Projective techniques- Classification. Rorschach, TAT, Word association test, Sentence completion test, Drawing tests.

Interest inventories

Behavioural procedures

Neuropsychological tests – Luria – Nebraska Neuropsychological Battery

### **Unit 5- Introduction to Research**

Basic classifications of psychological research: Quantitative vs. Qualitative studies, Experimental vs. Non-experimental (Observational) studies.

Non-experimental studies: Survey research, archival research, case study, ethnography, content analysis.

Ethics in psychological research.

### **Unit 6- Initial Steps in Research**

Steps in investigation

Types of variables

Selecting a research problem. Review of Literature. Operationalizing the variables. Formulating the hypotheses.

Population and Sample.

Sampling: Different types and uses of probability and non-probability sampling. Sample size

estimation. Sampling distribution – Mean, Median, Mode, Skewness & Kurtosis

### **Unit 7- Academic Writing**

Introduction to Academic Writing

Key issues: plagiarism, biases and frequent errors. Guidelines and rules in academic writing: Introduction to style and formatting guidelines from APA; specific guidelines pertaining to in-text citations and references

Forms of Academic Writing: Abstract writing; summarization; review of literature; scientific poster presentations; reflective, analytic and descriptive reports; book review; film review; tables and graphs in academic courses.

### **Self Study Unit (for Continuous Assessment, not for End Semester Assessment)**

Data collection methods: Observation, survey, case study, interview, psychological tests.

History of testing. Nature and use of tests. Individual and group tests, Speed and power tests, Verbal, nonverbal and performance tests

Scientific method: Assumptions of science, scientific investigation

Meaning of research. Types of research- fundamental, applied, action researches. Field studies and laboratory experiments. Cross-cultural studies. Descriptive, Exploratory, Correlational and Experimental research in psychology

### **Assignments required**

1. Generate abstract of a study/ prepare a poster/ write a review.
2. Students are required to construct and standardize a psychological test, on individual or group basis, and submit the same along with the manual before ESA. The same is to be included in the record of PC 224 EXPERIMENTAL PSYCHOLOGY (Practicals).

(Students are to be encouraged to prepare descriptive assignments of other courses, if any, electronically and submit it online. The same is to be submitted to plagiarism check by means of software.)

### **References**

1. Gregory, R.J. (2000). *Psychological testing: History, principles and applications*. Boston: Allyn and Bacon.
2. Anastasi, A., & Urbina, S. (1997). *Psychological testing*. USA: Prentice Hall.
3. Freeman, F.S. (1965). *Theory and practice of psychological testing*. New York: Cornell University.
4. Murphy, K.R., & Davidshofer, C.O. (1998). *Psychological testing: Principles and Applications*. 4th Edition. New Jersey: Prentice Hall International.
5. Groth-Marnat, G. (1999). *Handbook of psychological assessment*. London: John Wiley & Sons.
6. Garret, H.E. (1962). *Statistics in psychology and education*. London: Longmans.
7. Singh, A.K. (2002). *Tests, measurements and research methods in behavioural sciences*. Patna: Bharati Bhawan Publishers.
8. Hartley, J. (2008). *Academic Writing and Publishing*. Routledge, New York.
9. Leki, L. (2010). *Academic Writing 2/E South Asian Edition*. Cambridge University Press.
10. Kerlinger, F. N., & Lee, H.W. (2000). *Foundations of behavioural research*. 4th Edition. Fortworth: Harcourt College Publishers.
11. Singh, A.K. (2002). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhawan Publishers.
12. Hart, C. (2006). *Doing your Masters Dissertation*. New Delhi: Sage
13. Hartley, J. (2008). *Academic Writing and Publishing*. New York: Routledge.
14. Leki, L. (2010). *Academic Writing 2/E South Asian Edition*. Cambridge University Press

## **MODEL QUESTION PAPER**

### **19PPG14: INTRODUCTION TO PSYCHOLOGICAL ASSESSMENT AND RESEARCH**

**Time: 3 Hrs**

**Max. Marks: 75**

#### **Section A**

**Answer three of the following. Each question carries 10 marks.**

1. Explain different scales of measurement.
2. Discuss major psychological scaling methods and its application.
3. Narrate the construction and standardization of a psychological test.
4. Write a note on forms of academic writing in Psychology.
5. Elucidate different types of psychological tests.

(3 x 10 = 30 marks)

#### **Section B**

**Write short essays on five of the following. Each question carries 5 marks.**

6. Distinguish between qualitative and quantitative measurement.
7. Briefly explain different types of rating scales.
8. Define validity and explain its types.
9. Write a short note on neuropsychological tests.
10. Explain different types of sampling.
11. Discuss the concept and types of reliability.
12. Discuss the key issues in academic writing.
13. Narrate the meaning and types of norms.

(5 x 5 = 25 marks)

### Section C

**Write short note on ten of the following. Each question carries 2 marks.**

14. Ordinal scale
15. Q-sort
16. Thurston scale
17. Grade norm
18. Item difficulty index
19. Culture fair test
20. MMPI
21. Archival research
22. Sociometry
23. SAS
24. Dependent variable
25. ICC
26. Hypothesis
27. Skewness

(10 x 2 = 20 marks)



## SEMESTER II

### 19PPG21: ADVANCED PSYCHOLOGICAL PROCESSES

#### Course Outcome

Better the understanding of higher mental processes, and understand the relevance of these psychological processes in daily life.

#### **Unit 1: Biology of Behaviour**

The Nervous system: Communication in the Nervous system and interaction between neuron.

Neurotransmitters and its functions

The Spinal cord and its functions

The Brain and its functions

The Endocrine systems and its functions

#### **Unit 2: Motivation**

Concept of Motivation - Motivational cycle - Homeostasis

Instinct theory and ethology

Theories of Motivation:-

Hedonistic and activation theories of

- Young
- McClelland
- Schlosberg
- Lindsley

Concept of motivation as portrayed in the theory of Lewin

Motivational aspects involved in

- Psychoanalytical theory of Freud
- SR theory-Hull and Spence
- Cognitive theory of Tolman

Biological motives and its physiology-Hunger,thirst,sleep and sex

Social motives-Achievement, Affiliation and Approval

Reading to be done (For Continuous Assessment only; Not to be asked for End Semester Examination)

Incentive Approach, Maslow's Need Hierarchy Approach, Murray's Need for Achievement

Other Motives: Exploration, Curiosity, Manipulation & Contact Aggression.

#### **Unit 3: Emotion**

Concept, Components and Measurement of emotion

Neural mechanisms (central and peripheral) of Emotion; the limbic system

Development of emotions, briefly. Emotion regulation, Emotional competence

Theories of emotion

- James – Lange
- Cannon – Bard
- Schachter and Singer

Facial Feedback hypothesis

Reading to be done (For Continuous Assessment only; Not to be asked for End Semester Examination)

Common emotions, Stress and coping

#### **Unit 4: Learning**

Habituation and sensitization

Opponent process theory

Verbal Learning – Materials and Methods

Biological basis and influences of learning, Synaptic plasticity

Conditioning

- Pavlovian conditioning and application
- Appetitive and Aversive conditioning
- Garcia Effect

- Skinnerian conditioning and application
- Reinforcement and its schedules
- Stimulus control of behaviour

Learning and cognition

- Sign learning- Tolman
- Latent or hidden learning
- Insight learning
- Set learning
- Observational learning
- Blocking
- Sensory pre-conditioning
- Learned helplessness

Learning Theories

- Hull
- Tolman
- Guthrie
- Mowrer
- Razran

Neural mechanisms of learning

Reading to be done (For Continuous Assessment only; Not to be asked for End Semester Examination)

Reinforcement and punishment and their types

Escape and avoidance conditioning

Superstitions

### **Unit 5: Intelligence**

Theories of intelligence:

- Factor theories – Spearman, Cattell, Thurstone, Vernon, Guilford
- Process Oriented theories – Piaget, Bruner
- Information processing theory
- Sternberg's triarchic theory
- Hunt's problems solving intelligence
- Jensen's theory of intelligence
- Gardner's theory of intelligence
- PASS model of intelligence

Mental chronometry- RT and speed of response

Creativity-concept, components, stages and factors

Views of Torrance, Getzel, and Guilford on creativity

Emotional intelligence and its relevance

Reading to be done (For Continuous Assessment only; Not to be asked for End Semester Examination)

Concept of intelligence, Determinants of Intelligence: Heredity and Environment, Brief history of Intelligence

Testing. Types of Intelligence Tests.

## **MODEL QUESTION PAPER**

### **19PPG21: ADVANCED PSYCHOLOGICAL PROCESSES**

**Time: 3 Hrs**

**Max. Marks: 75**

#### **Section A**

**Answer three of the following. Each question carries 10 marks.**

1. List out the major neurotransmitters and explain its function.
2. Elucidate the theories of motivation.
3. Explain major theories of emotion.
4. Write a note on nature, principle and application of classical conditioning.
5. Narrate the major theories of intelligence.

(3 x 10 = 30 marks)

## Section B

Write short essays on five of the following. Each question carries 5 marks.

6. Write a short note on brain and its functions.
7. Briefly explain the functions of endocrine system.
8. Write a short note on biological motives.
9. Discuss the neural mechanisms of emotion.
10. Explain the biological basis of learning.
11. Briefly explain the stages and factors of creativity.
12. Insight learning
13. Critically analyse Gardner's theory of intelligence.

(5 x 5 = 25 marks)

## Section C

Write short note on ten of the following. Each question carries 2 marks.

14. Homeostasis
15. Motivation
16. Limbic system
17. Facial feedback hypothesis
18. Habituation
19. Synaptic plasticity
20. Garcia effect
21. Blocking
22. Learned helplessness
23. Information processing theory
24. Sensitization
25. Creativity
26. Emotional intelligence
27. IQ

(10 x 2 = 20 marks)

## 19PPG22: RESEARCH METHODOLOGY

### Course Outcome

Understand and apply the concepts of quantitative and qualitative research designs, demonstrate the skills for preparing a research proposal; as well as conducting various statistical analysis.

### **Unit 1- Experimental Research Design**

Research Design- Introduction

Experimental designs: Purpose and principles. Important concepts- Variance, Partitioning of variance, Sources of error variance.

Control techniques- Elimination, Constancy, Making a secondary variable an IV, Statistical Control and Randomization. Blocking and matching techniques.

Within group designs

Between group: Two-group, multi-group, factorial designs

Small-N designs

### **Unit 2- Non-experimental Research Designs**

Important concepts, purpose and principles of: pseudo experiments, quasi experiments, correlational experiments, ex- post facto research and time series design.

### **Unit 3- Data processing-1**

Descriptive statistics, Inferential statistics.

Correlation and Regression analysis. Various correlation coefficient. Correlation: product-moment, spearman's correlation, point-biserial, phi, biserial, tetrachoric coefficients

Multivariate analyses: Brief descriptions of multiple regression, Discriminant analysis, Path analysis and Analysis of Covariance.

Factor analysis: Major concepts and methods. Rotations. Applications in test standardization.

Measures of effect size, odds ratio.

Randomized controlled trials. Efficacy, effectiveness and efficiency. Meta analysis

#### **Unit 4- Data processing-2**

Normal curve- assumptions. Hypothesis testing. Type I & Type II errors. Parametric assumptions.

Major parametric tests: t-test, One-Way ANOVA, Post hoc tests, Two-Way ANOVA. Interpreting the ANOVA table and results. Interpreting interaction, Chi- square

Major non-parametric tests:

#### **Unit 5- Foundations of Qualitative Research**

Qualitative method as criticism of quantitative research. Contrasting quantitative and qualitative methods.

Defining qualitative research. Different traditions of qualitative research: Grounded theory, Narrative approach, Ethnography, Action research and Discourse analysis

#### **Unit 6- Qualitative Research Designs**

Qualitative research designs (Methods of data collection and analysis): Paradigm, Theoretical Sampling. Issues of credibility and trustworthiness in qualitative research.

Qualitative data. Various methods of collecting qualitative data: participant observation, interviewing, focus groups, life history and oral history, documents, diaries, photographs, films and videos, conversation, texts and case studies.

Qualitative data analysis: Codes, Different types of coding, Memos, Themes, Diagrams.

Analysis methods: Thematic analysis, Qualitative Content Analysis, Narrative analysis, Discourse analysis, Visual analysis.

#### **Unit 7- Research-associated Practices**

Computer applications in research - Use of statistical packages

How to write a research proposal

How to write a research report

Ethical considerations in research

Political considerations in research - Issues of gender, race and culture

#### **Assignments required**

1. A classic research, an important research work or a referred journal article is to be presented and explained by each student in the class.
2. Each student is required to submit a research proposal with all details written in the prescribed APA format, preferably that of the proposed dissertation work of the student.
3. Research problems using t-test, One way ANOVA, Two way ANOVA, Pearson's correlation, Simple regression and Chi-square are to be worked out in the class. Training is to be given to the students for doing statistical analyses (using statistical software packages like SPSS) necessary for their dissertation work.
4. A minor qualitative exploratory research work using observation/ interview/ interpretation, preferably in the area of the proposed dissertation is to be undertaken and presented by the student.

Serial numbers 2, 3 and 4 are to be included in the record of PC 224 EXPERIMENTAL PSYCHOLOGY (Practicals).

#### **References**

1. Kerlinger, F. N., & Lee, H. W. (2000). *Foundations of behavioral research*, 4th Edition. Fortworth: Harcourt College Publishers.
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14. Gravetter, F.J., & Wallnau, L.B. (2002). *Essentials of statistics for the behavioral sciences* (4th ed.). Pacific Grove, CA: Wadsworth/Thomson Learning

**MODEL QUESTION PAPER**  
**19PPG22: RESEARCH METHODOLOGY**

**Time: 3 Hrs**

**Max. Marks: 75**

**Section A**

**Answer three of the following. Each question carries 10 marks.**

1. Explain the purpose and principles of experimental design.
2. Write a note on correlation analysis.
3. Compare and contrast one-way and two-way ANOVA.
4. Explain different data collection methods in qualitative research.
5. Elucidate the purpose and principles of non-experimental design.

(3 x 10 = 30 marks)

**Section B**

**Write short essays on five of the following. Each question carries 5 marks.**

6. Prepare a short note on sources of error variance.
7. Distinguish between within group and between group design.
8. Elucidate quasi experiment research design.
9. Explain the concept and methods of factor analysis.
10. Discuss the meaning and purpose of analysis of covariance.
11. Discuss the major assumptions of normal curve.
12. Write a short note on ex-post facto design.
13. Explain the application of computer in psychological research.

(5 x 5 = 25 marks)

**Section C**

**Write short note on ten of the following. Each question carries 2 marks.**

14. Randomization
15. Small n design
16. Control group
17. Descriptive statistics
18. Spearman's correlation
19. Path analysis
20. Odds ratio
21. Type II error
22. Parametric test
23. Chi-square test
24. Ethnography
25. Participant observation
26. Thematic analysis
27. Discourse analysis

(10 x 2 = 20 marks)

## 19PPG23: COUNSELLING

### **Course Outcome**

Learn the theoretical and practical aspects of counselling, understand the role and functions of counselors in different settings. Demonstrate the techniques and skills of counseling as well as enable oneself to practice counseling in an applied extension service.

### **Unit 1: Introduction to Counselling**

Definition and scope of counseling. Related concepts: Case formulation, Anecdotal methods, Cumulative records. Differentiate guidance, counseling and psychotherapy. Goals of counselling, Conditions facilitating effective counselling.

Counsellor and counsellee characteristics

Characteristics of an effective counsellor.

Process and outcome goals in counselling

Values in counselling. Professional codes and ethics in counselling. Legal aspects in counselling.

### **Unit 2: Techniques and Skills in Counselling**

Opening Techniques – Greeting, topics, physical arrangements, attitudes, Non verbal skills (SOLER),

Listening techniques - Active and passive listening.

Open-ended questions, Silence, Focusing, Empathic responding, Reflective relationship techniques, Paraphrasing & reflecting meaning, Paraphrasing & reflecting feeling, Helping clients manage reluctance and resistance, Empathic responding, Probing and Summarising, Structuring

Acceptance techniques, Structuring techniques, Leading techniques, Reassurance and suggestion methods, Recognising patterns & themes, Alternate frames of reference, Self-disclosure, Immediacy, Challenging, Interpretation & confrontation, Timing & Pacing, Advanced empathy

Divergent thinking, Goal setting, Decision making, Problem solving, Role playing, Advice and information giving strategies, Terminating skills, Programme choice, Evaluate knowledge of resources, Using knowledge of how behaviour is changed, using knowledge of how useful behaviour is maintained, Teaching skills & promoting learning skills

*Skills specific to each stage of counseling are to be practiced and reviewed.*

### **Unit 3: Helping Model of Counselling**

An overview of Egan's Model – Problem-management and Opportunity-development approach to Helping – Outline of the three stages.

Stage 1 – The Current Picture: Help clients clarify the key issues,

Stage 2- The preferred picture: Help clients identify and set goals.

Stage 3- The Way Forward: Help clients develop strategies and plans for goal implementation

Conceptualizing process in stages of Initial disclosure, In-depth exploration and Commitment to Action.

### **Unit 5: Approaches to counselling (briefly)**

Person-centered counselling, Gestalt counselling, Psychoanalytic counselling, Cognitive counselling, Trait factor counselling, Behavioral counselling, Eclectic approach

### **Unit 6: Group Counselling**

Significance of group counselling, Psychology of groups, Types of groups, Principles of group dynamics, Procedures in group counselling, Strategies of group counselling, When to recommend group counselling.

### **Unit 7: Counseling in various settings:**

Life span development counselling, Educational counselling, Vocational and Career Counseling and Guidance, Premarital counselling , Couples counselling, Family counselling, Geriatric counselling, Community counselling, Counselling for Suicide Prevention and addictive behaviours, Trauma counselling, Crisis Intervention, Sex counselling , HIV/AIDS counselling, Adoption counselling, Infertility counselling , Pregnancy time counselling, counselling for terminally ill, Palliative counselling

*Basic components and approaches of each of these counseling areas are to be discussed.*

Additional reading: Working with Defensive Clients

### **Assignment required**

Verbatim report of a counselling session that depicts most of the skills is to be submitted. Identify and mention the skills used in each response of the counsellor. Discuss and identify areas for self-improvement. This report is to be attached in the record of EXPERIMENTAL PSYCHOLOGY.

### **Suggested assignments**

- In-class role plays are to be videotaped, played back and feedbacks given.
- Students are to be posted in a counseling center. Conduct a group counselling and make a report of the same.
- Visit places where counselling for special population is done to get familiarised with such occupations.

### **References**

1. Egan, G. (2007). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping*. (9th ed. )
2. Jones, R. N. (2008). *Basic skills: A helper's manual*. New Delhi: Sage Publications.
3. Patterson, E.L., & Welfel, E.R. (2000). *The counselling process*. California: Brooks /Cole publishing Company.
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6. Capuzzi, D. & Gross, R. D. (2008). *Counselling and Psychotherapy: Theories and Interventions*. California : Sage publications.
7. George, R. L., & Christiani, J. S. (1986). *Counselling: theory and practice*. New York: Prentice hall
8. George, R. L., & Christiani, J. S. (1981). *Theory, method and process of counselling and psychotherapy*, New York: Prentice hall.

## **MODEL QUESTION PAPER 19PPG23: COUNSELLING**

**Time: 3 Hrs**

**Max. Marks: 75**

### **Section A**

**Answer three of the following. Each question carries 10 marks.**

1. Write a detailed note on importance techniques and skills in counselling.
2. Explain Egan's model of counselling.
3. Narrate different approaches to counselling.
4. Discuss the need and importance of group counselling.
5. Explain the professional codes and ethics in counselling.

(3 x 10 = 30 marks)

### **Section B**

**Write short essays on five of the following. Each question carries 5 marks.**

6. Describe the goals of counselling.
7. Narrate the counsellor-counselee characteristics.
8. List out the characteristics of effective counsellor.
9. Briefly explain the legal aspects in counselling.
10. Distinguish between process and outcome goals in counselling.
11. Elucidate the behavioural approach to counselling.
12. Briefly explain the procedures in group counselling.
13. Narrate the strategies of group counselling.

(5 x 5 = 25 marks)

### **Section C**

**Write short note on ten of the following. Each question carries 2 marks.**

14. Anecdotal method
15. Non-verbal skills
16. Passive listening
17. Paraphrasing
18. Probing

19. Self-disclosure
20. Role playing
21. Gestalt counselling
22. Educational counselling
23. Vocational counselling
24. Premarital counselling
25. Trauma counselling
26. Crisis intervention
27. HIV/AIDS counselling

(10 x 2 = 20 marks)

### **19PPG24: EXPERIMENTAL PSYCHOLOGY (Practicals)**

#### **Course Outcome**

Understand the role of a clinician, and process of assessment, use Psychological Assessment tools in varied settings including the conduction of experiments and administration of tests, be capable to write reports, and have the know how to ethically practice. Employability skills are developed and fine-tuned owing to the practical nature of the paper.

This paper requires the student to conduct a minimum of 12 practical's, preferably 6 experiments and 6 tests.

#### List of Experiments for Experimental Psychology

1. Stroop Effect
2. Depth Perception
3. Habit Interference
4. Assessment of Memory (STM/LTM)
5. Reaction Time
6. Zeigarnik Effect
7. Assessment of Intelligence
8. Problem Solving

#### List of Tests for Experimental Psychology

1. Guidance need inventory
2. Bell's Adjustment Inventory
3. Dimensional Personality Inventory
4. Personal Value Scale
5. Assessment of Emotional Intelligence
6. Type A/B Behavior Pattern Scale
7. Motivation Analysis Test
8. Social Maturity Scale
9. Career Decision Making Scale
10. Decision Making Scale
11. PGI Memory Scale
12. Perceived Loneliness Scale



**SEMESTER III**  
**19PPG31: PSYCHOPATHOLOGY**

**Course Outcome**

Understand the systems in classification of mental disorders, identify the disorders based on the diagnostic criteria specified in DSM 5, as well as understand the etiological factors underlying common mental health disorders.

**Unit I: Classification of Mental Disorders**

ICD and DSM

Concept of normality vs abnormality

Principal Diagnosis, Provisional Diagnosis

DSM 5

From Multi-axial Classification to Single Axis

**Unit II: Skills in Diagnosis of Mental Disorders**

Case History Taking

Mental Status Examination

Diagnostic Formulation and Clinical Case Formulation – basics,

*Note: In the subsequent chapters, the diagnostic criteria, characteristic features, and etiological factors (biological and psycho-social) of the disorders and conditions mentioned are included.*

**Unit III: Neuro-developmental Disorders**

Intellectual Disabilities

Autism Spectrum Disorder

Attention-Deficit/Hyperactivity Disorder

Specific Learning Disorder

**Unit IV: Schizophrenia Spectrum and Other Psychotic Disorders**

Delusional Disorder

Brief Psychotic Disorder

Schizophreniform Disorder

Schizophrenia

Schizoaffective Disorder

Psychotic Disorder Due to another Medical Condition- briefly

**Unit V: Bipolar and Related Disorders Depressive Disorders**

Bipolar I Disorder

Bipolar II Disorder

Cyclothymic Disorder

Disruptive Mood Dysregulation Disorder

Major Depressive Disorder

Persistent Depressive Disorder (Dysthymia)

**Unit VI: Anxiety Disorders, Obsessive-Compulsive and related Disorders**

Separation Anxiety Disorder

Selective Mutism

Specific Phobia

Social Anxiety Disorder (Social Phobia)

Panic Disorder

Agoraphobia

Generalized Anxiety Disorder

Obsessive-Compulsive Disorder

OC related disorder-briefly (Body Dysmorphic Disorder, Hoarding Disorder, Trichotillomania Excoriation Disorder)

## **Unit VII: Trauma-and Stressor-Related Disorders**

Reactive Attachment Disorder and Disinhibited Social Engagement Disorder

Posttraumatic Stress Disorder

Acute Stress Disorder

Adjustment Disorders

## **Unit VIII: Dissociative Disorders**

Dissociative Identity Disorder

Dissociative Amnesia

Depersonalization/Derealization Disorder

## **Unit IX: Somatic Symptom Disorders**

Somatic Symptom Disorder

Illness Anxiety Disorder

Conversion Disorder, Factitious Disorder

## **Unit X: Gender Dysphoria**

Gender Dysphoria in Children, Adolescents and Adults- briefly

## **Unit XI: Disruptive, Impulse Control and Conduct Disorders**

Oppositional Defiant Disorder

Intermittent Explosive Disorder

Conduct Disorder

Pyromania and Kleptomania

## **Unit XII: Substance Use and Addictive Disorders**

Alcohol-Related Disorders

Other Substances commonly used – Caffeine, Cocaine, Cannabis, Hallucinogens, Inhalants, Opium, Stimulants, Tobacco

Non-substance related Disorders – Gambling

## **Unit XIII: Neuro-cognitive Disorders**

Brief descriptions of Delirium, Alzheimer's disease, Parkinson's Disease and other neuro-cognitive disorders

## **Unit XIV: Personality Disorders**

Paranoid Personality Disorder

Schizoid Personality Disorder

Schizotypal Personality Disorder

Antisocial Personality Disorder

Borderline Personality Disorder

Histrionic Personality Disorder

Narcissistic Personality Disorder

Avoidant Personality Disorder

Dependent Personality Disorder

Obsessive-Compulsive Personality Disorder

## **Unit XV: Paraphilic Disorders**

Brief descriptions of Voyeuristic Disorder, Pedophilic Disorder and other paraphilic disorders.

## **References**

1. Diagnostic and Statistical Manual - 5 .(2013). American Psychiatric Association.
2. Carson, R.C., Butcher, J.N., & Mineka, S. (2014). *Abnormal psychology and modern life*.16th edition.
3. Wenar, C., &Kerig, P. (2000). *Developmental Psychopathology: From Infancy through Adolescence*. (4th ed.), Singapore: The McGraw-Hill Co. Inc.
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9. Pomerantz, A. M. (2008). *Clinical Psychology: Science, practice and culture*. New Delhi: Sage Publications.
10. Hecker, J. E., & Thorpe, G. L. (2011). *Introduction to Clinical psychology: Science, practice, and ethics*. 4th edition, India: Dorling Kindersley Pvt. Ltd.
11. Ahuja, A. (2000). *A Short Textbook of Psychiatry*. 4th edition. Jaypee.

**MODEL QUESTION PAPER  
19PPG31: PSYCHOPATHOLOGY**

**Time: 3 Hrs**

**Max. Marks: 75**

**Section A**

**Answer three of the following. Each question carries 10 marks.**

1. Explain the evolution from multi-axial classification to single axis.
2. Discuss the importance of MSE and the steps involved.
3. Prepare a note on the autism spectrum disorder.
4. Discuss how brief psychotic disorder differs from schizoaffective disorder.
5. Write a note on major depressive disorders.

(3 x 10 = 30 marks)

**Section B**

**Write short essays on five of the following. Each question carries 5 marks.**

6. What do you mean by 'separation anxiety disorder'?
7. Explain OCD.
8. What do you mean by disinhibited social engagement disorder?
9. What is dissociative identity disorder.
10. What do you mean by somatic symptom disorder?
11. What is gender dysphoria
12. What is ODD
13. What are the non-substance related disorders? explain

(5 x 5 = 25 marks)

**Section C**

**Write short note on ten of the following. Each question carries 2 marks.**

14. Paraphilia
15. Avoidant personality disorder
16. Antisocial personality disorder
17. Conduct disorder
18. Paedophilia
19. Factitious disorder
20. Selective mutism
21. GAD
22. Social Anxiety Disorder
23. One OC related disorder
24. Cyclothymic disorder
25. Principal diagnosis
26. DSM
27. LD
28. ADD

(10 x 2 = 20 marks)

## 19PPG32-A: CLINICAL PSYCHOLOGY- THEORY AND PRACTICE

### **Course Outcome**

Know about the origins of the field of clinical psychology, understand the role of clinical psychologist in different settings; and the theories that guide the practice of clinical psychology.

### **Unit I: Introduction**

Brief History of Clinical Psychology – Lightner Witmer’s contributions, William Healy

Definition and Characteristics of clinical psychology

Professional activities and employment settings of clinical psychologists

### **Unit II: Clinical Psychologist in a Psychiatric Setting**

Assessment, Diagnosis and Management. Overview of Psychological Management methods- Intervention, Psychotherapy, Counselling, Rehabilitation, Prevention

Working in a team.

Transdiagnostic perspective in understanding psychiatric disorders

### **Unit III: Health/Hospital Settings**

Role of a Clinical Psychologist in the Medical Settings – Counseling, Consulting, Part of a Multidisciplinary team

Psychological factors affecting physical conditions

Bio-psycho-social model of Health

Psychoneuroimmunology- immunocompetence / immunocompromise. Stress and immune functioning

Theories of health behavior - Health belief model, Theory of planned behavior

Emotional response to chronic illness, Coping with chronic illness, Psychological issues in advancing illness.

### **Unit IV: Educational Settings**

Role of a Clinical Psychologist in the School Setting

Response-to-intervention Model

Interventions that a Clinical Psychologist can provide at the last tier

Clinical Psychologist as a Consultant – Teaming, Collaborating

### **Unit V: Community Settings**

Promotion of Health - resilience building in the community

Prevention Programs – Social Engineering for Change

Engaging in Action Research

Role of clinical psychology in Policy building

### **Unit VI: Positive Psychology in Clinical Practice**

Conceptual Organization of the Field – Pleasant Life, Engaged Life and Meaningful Life

Assessment - Measuring Subjective Well-Being, Strengths of Character, Engagement and Flow, Meaning

Evidence-Based Positive Interventions

Resilience building

Strength-based counseling

**Assignment Required:** The student has to make a plan using the Problem-solving Approach in Consultation to deal with a Child Behavior Problem (hypothetical). Delineate the steps in the process and write-up a report.

**Assignment Suggested:** Design a training program (write up the modules) that promotes the need for Exercising and eating a Balanced Diet among Youth.

### **References**

1. Hecker, J. E. & Thorpe, G. L. (2011). *Introduction to Clinical psychology: Science, practice, and ethics*. (4th ed.), India: Dorling Kindersley Pvt. Ltd.
2. Korchin, J. S. (2004 ). *Modern clinical psychology: Principles of intervention in the clinic and community*. CBS Publishing.
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**MODEL QUESTION PAPER**  
**19PPG32-A: CLINICLA PSYCHOLOGY -THEORY AND PRACTICE**

**Time: 3 Hrs**

**Max. Marks: 75**

**Section A**

**Answer three of the following. Each question carries 10 marks.**

1. Provide a brief history of Clinical Psychology.
  2. Provide an overview of the psychological management methods.
  3. Prepare a note on the role of clinical psychologist in the medical settings
  4. Explain the Response to Intervention Model.
  5. Provide an overview as to how a social engineering for change program can be designed.
- (3 x 10 = 30 marks)

**Section B**

**Write short essays on five of the following. Each question carries 5 marks.**

6. What you mean by 'Engagement' and 'Flow'.
  7. Explain how to build resilience in the community
  8. Explain how a clinical psychologist can function as a consultant
  9. Explain the theory of planned behaviour
  10. What is the transdiagnostic perspective in understanding psychiatric disorders
  11. Explain some of the professional activities of a clinical psychologist
  12. How do evidence-based positive interventions work?
  13. How can one engage in action research.
- (5 x 5 = 25 marks)

**Section C**

**Write short note on ten of the following. Each question carries 2 marks.**

14. Resilience
  15. Policy building
  16. Interventions
  17. Psychotherapy
  18. Psycho-Neuro Immunology
  19. Coping
  20. Collaborating
  21. Immuno-Compromise
  22. Vulnerability
  23. Chronic illness
  24. Bio psycho social model
  25. Stress
  26. Assessment
  27. Counselling
- (10 x 2 = 20 marks)

## 19PPG33-A: PSYCHODIAGNOSTICS AND TESTING IN VARIED SETTINGS

### **Course Outcome**

Understand the process of assessment and role of clinician, use psychological assessment tools in varied settings, be capable to write reports, and have the know how to practice ethically.

### **Unit 1: Introduction**

Role of the clinician in the Assessment Process

Diagnosis and Clinical Assessment

Phases in Clinical Assessment

Person perception and traits involved in it

Sources of error in judgment

Qualities of a good judge of personality

Goals of Assessment – Diagnostic Clarification, Guide for Treatment

Ethical Practices in Clinical Assessment

Writing case reports

### **Unit II: Assessment Tools**

Interviews, Objective Tests, Projective Tests, Clinical Judgment

Assessment Interview – Case history Taking, Mental Status Examination

Behavioural Assessment – Kanfer and Saslow Model, BASIC-ID (Lazarus)

Informal Assessment – Observation as a method

### **Unit III: Assessment in Various Settings**

An overview of referral systems, issues in assessment and reporting and commonly used tests in:

- Adult Mental Health
- Child and Adolescent Mental Health
- Educational settings
- Industrial/organizational settings
- Forensic settings
- Medical/Hospital Settings
- Geriatric Settings
- Trauma Care – with children and adults

### **Unit IV: Cognitive Assessment**

Raven's Progressive Matrices - Coloured, Standard and Advanced Progressive Matrices

Wechsler Scales – WISC IV, WAIS

Bhatia's Battery or Performance Test of Intelligence, Seguin Form Board Test

Memory - PGI memory Scale, Wechsler Memory Scale –III, Benton Visual Retention Test, Full object memory evaluation

Aptitude - Differential Aptitude Test

Hanfman-Kasanin concept formation test

Pyramid Puzzle

Rey Auditory Verbal Learning Test

### **Unit V: Personality Assessment**

MMPI, EPQ, EPI, Behaviour Rating Scale

Projective testing: Sentence Completion Test, Rorschach Inkblot Test, TAT, CAT, Picture-Frustration Test, Blacky Pictures, Draw-A-Person test

### **Unit VI: Neuropsychological Assessment**

Bender Gestalt Test

Halstied Reiten neuropsychological battery

NIMHANS neuropsychological battery

Assessment of sensory input-Finger localization Test

Measurement of Attention and Concentration- Test of everyday attention, Continuous performance Test, Paced Auditory Serial Addition Test,

Clinical examination for aphasia - screening and comprehensive diagnostic Tests for aphasia  
Tests of spatial and manipulatory ability- drawing tests, assembly tests  
Assessment of Executive functions  
Assessment of Motor output- Luria-Nebraska neuropsychological battery

### **Unit VII: Assessment in Medical Settings**

Types of Medical Settings that require Assessment

Attributes to measure in patients with medical disease: (a) well-being or affect balance, (b) psychological distress, (c) cognitive functioning, (d) psychosocial adjustment to illness, and (e) personality or health related constructs

Commonly used measures in each area stated earlier (briefly)

Issues – Ethical Practice, Recommendation for Assessment in Medical Settings (Groth-Marnat)

### **Assignment Required**

Assess intellectual, personality (objective & projective), aptitude / interest and neuropsychological functions of a single person and give her/ him a psychological feedback. Submit the report along with practical record of PSYCHOLOGICAL ASSESSMENT.

### **References**

1. Kolb, B., & Whishaw, I. (2009). *Fundamentals of neuropsychology*, 4thEdn, New York: Freeman & Company.
2. Walsh, K. (2005). *Neuropsychology*, 3rdEdn, London: Church hill, Lining stone, Edimsburg,.
3. Joseph, R. (2013). *Neuropsychology, neuropsychiatry and behavioural neurology*. Springer Science & Business Media.

## **MODEL QUESTION PAPER**

### **19PPG33-A: PSYCHODIAGNOSTICS AND TESTING IN VARIED SETTINGS**

**Time: 3 Hrs**

**Max. Marks: 75**

#### **Section A**

**Answer three of the following. Each question carries 10 marks.**

1. Explain the role of the clinician in the assessment process.
2. Discuss the importance of behavioural assessment.
3. Prepare an overview of the different issues in assessment and reporting.
4. Discuss the tests employed to assess cognitive capacity.
5. Write a note on Personality Assessment.

(3 x 10 = 30 marks)

#### **Section B**

**Write short essays on five of the following. Each question carries 5 marks.**

6. What you mean by measurement of attention and concentration; how to do it.
7. Write a short note on the assessment of motor output.
8. What are the types of medical settings that require assessment? Explain
9. Explain assessment of sensory input finger localisation test.
10. Write a short note on clinical examination for aphasia
11. Full object memory evaluation. Explain its conduction, importance and application.
12. What is picture frustration test? What is it used for and how?
13. What are the qualities of a good judge of personality?

(5 x 5 = 25 marks)

#### **Section C**

**Write short note on ten of the following. Each question carries 2 marks.**

14. BASIC – ID
15. WISC IV
16. Aphasia
17. Paced Auditory Serial Addition Test
18. Assembly Tests

19. Pyramid puzzle
20. DAT
21. Benton Visual Retention Test
22. Blacky pictures
23. Ethical practice
24. Rey Auditory Verbal Learning Test
25. Executive functions
26. BGT
27. SPM

(10 x 2 = 20 marks)

## **19PPG34-A: NEUROPSYCHOLOGY**

### **Course Outcome**

Understand the basics of the functional aspects of the brain, as well as the brain behavior relationship. Be aware of the advancements in the field of neuropsychology, and interpret basic neurological correlates of psychological processes and functions.

### **Unit 1**

Introduction- the development of Neuropsychology, Brain hypothesis, mind- body problem, phrenology, localization of language- Broca, Wernicke - Sequential programming and Disconnection, Neuron hypothesis - neurons system structure, Hebb synapse.

Later developments- EEG, Neurosurgery, Psychometrics and statistical evaluation.

Advanced techniques in neuropsychology- fMRI, stereotaxic surgery, deep brain stimulation, Wada technique.

### **Unit 2**

Anatomy of Nervous system, neurons and glia, nuclei and tracts.

Approaches to the study of anatomy, Brain development, Orientation, Spinal cord, Brain stem, Diencephalon. Forebrain, Midbrain, Hind brain. Cortex, fissures, Sulci & Gyri. Cranial nerves.

Topography of neo-cortex, Projection maps, Cytoarchitectonic maps, Functional maps, Cortical connections. Limbic lobe, Basal ganglia, Thalamus, Ventricles.

Cellular Organisation of the Nervous System. Neuron structure, Neuron's electrical activity, Nerve impulse, Synaptic transmission.

### **Unit 3**

Anatomy, functional organization and symptoms of the lobes.

The frontal lobes: Anatomical and functional organization: Anatomy of the frontal lobes. A theory of frontal lobe function. Symptoms of frontal lobe function.

The Temporal lobes: Anatomical and Functional organization: Anatomy of the Temporal lobe. A theory of temporal lobe function. Asymmetry of temporal lobe function, symptoms of temporal lobe damage.

### **Unit 4**

Parietal lobes: Anatomical and Functional organisation: A theory of parietal lobe function.

Somatosensory symptoms of parietal lobe lesions. Symptoms of posterior parietal damage.

Occipital lobes: Anatomical and Functional organisation: Anatomy of the occipital lobe. A theory of occipital lobe function. Disorders of visual pathways. Disorders of cortical function, Visual agnosia.

### **Unit 5**

Hemispheric Asymmetry of function. The concept of cerebral dominance. Hemispherectomy. Cerebral commissurotomy.

### **Unit 6**

Common Neurological Disorders: Traumatic Brain injury, Vascular Disorders, Stroke, Vascular Dementia-Multi-infarct dementia-Hypertension-Migraine, Degenerative Disorders, Cortical Dementias- Subcortical Dementias-Multiple Sclerosis-Normal Pressure, Hydrocephalus Brain Tumours, Toxic conditions, Disorders of Higher cerebral functions, Aphasia-Apraxia-Agnosia-Amnesia-Epilepsy



## **References**

1. John S., & Stewart M. (2012). *Human Resource Management*: Amazon Asia Pacific Holding Pvt.
2. Kinicki, A., & Kreitner, R. (2006). *Organisational behaviour: Concept, skill, practices*, 2nd edition. New Delhi: Tata Mc-Graw Hill.
3. Luthans, F. (1989). *Organisational behaviour*: New Delhi: Tata Mc-Graw Hill.
4. Robbins, S. P. (2009). *Organizational Behaviour*. 13th edition. New Delhi: PHI.
5. Suri, R.K. (2007). *International Encyclopedia of Organizational Behavior*. Pentagon Press.
6. Torrington, D., Hall, L., Taylor, S., & Atkinson, C. (2014). *Human Resource Management*. Pearson Publications.
7. Anderson, N., Ones, D.S., Sinagil, H.K., & Viswesvaran, C. (2001). *Handbook of Industrial and Organizational Psychology* (vol. 1. & 2). Sage Publishers.

## **MODEL QUESTION PAPER 19PPG34-A: NEURO PSYCHOLOGY**

**Time: 3 Hrs**

**Max. Marks: 75**

### **Section A**

**Answer three of the following. Each question carries 10 marks.**

1. Explain the different propositions on the localization of language.
2. Discuss the different approaches to the study of anatomy.
3. Prepare a note on the Frontal Lobes.
4. Discuss the different symptoms of posterior parietal damage
5. Write a note on the most common neurological disorders.

(3 x 10 = 30 marks)

### **Section B**

**Write short essays on five of the following. Each question carries 5 marks.**

6. What you mean by hemispheric asymmetry of function
7. What does the term Subcortical Dementias mean for you?
8. Write a short note on the disorders of visual pathways.
9. Discuss the importance of Cytoarchitectonic Maps.
10. What does the term asymmetry of temporal lobe function mean?
11. Explain the cellular organization of the Nervous System
12. Write a short note about the advanced techniques in Neuro Psychology
13. Write a short note on the anatomical and functional organization of the parietal lobes

(5 x 5 = 25 marks)

### **Section C**

**Write short note on ten of the following. Each question carries 2 marks.**

14. Hind brain
15. Glia
16. Fissures
17. EEG
18. Saccadic movement
19. Saltatory propagation
20. Ventricles
21. Agnosia
22. Stroke
23. Hemispherectomy
24. Cerebral commissurotomy
25. Epilepsy
26. Schwann cells
27. Efferent Neurons

(10 x 2 = 20 marks)

## 19PPG32-B: ORGANISATIONAL BEHAVIOUR

### **Course Outcome**

Understand the need and application of psychological principles in the industrial settings, understand the dynamics of human behavior as well as be capable of appreciating the uniqueness of the individual employee. Develop the know how to promote people to achieve goals in a group, and resolve conflicts; and also, to acquire skills in tapping the talents of each employee. Learn the interpersonal skills most necessary to become an efficient manager of social capital.

### **Unit 1**

Introduction – Field of Organizational Behaviour: Past and Present. Contribution of Behavioural Sciences, Characteristics of OB, Challenges and Opportunities in OB, Human Relations Movement, Total Quality Management Movement. Emerging area of positive OB, Internet Revolution and OB

### **Individual processes:**

#### **Unit 2**

Human & Social capital

Definition of human capital and social capital. The strategic importance and dimensions of human and social capital.

#### **Unit 3**

Organizational culture, socialization and developing Global Managers, Layers of organizational culture, Functions of organizational culture, Ethnocentrism, Removing ethnocentrism, Hofstede study GLOBE projects.

#### **Unit 4**

Understanding social perception & Managing diversity, Social cognition model of perception, Attribution theory, Managing diversity in organizations.

### **Interpersonal processes:**

#### **Unit 5**

Stages of group development, Group properties, Group decision making, Group Vs Teams, Communication: Types, Communication network, Communication process-barriers to effective communication.

#### **Unit 6**

Work Motivation - needs, early and contemporary theories, Job satisfaction, Equity, Expectancy and goal setting, Organizational application of motivational concepts, Self-development in organizations.

#### **Unit 7**

Leadership: Concepts, trait, behavioral, contingency and contemporary theories of leadership, Power and politics, Causes and consequences of political behaviour, Role and Strategies for becoming an effective administrator.

Managing conflict and negotiations: Modern view of conflict, A conflict continuum, Functional Vs Dysfunctional conflict, Desired outcomes of conflict, Managing conflict, Programming functional conflict, Impact of conflict on organizational Behaviour.

### **Organizational processes:**

#### **Unit 8**

Career Development: Career change, turnover, retirement, retrenchment, lay off, nature of career, career anchors, out sourcing. The career development programme -career problem, Employee Retention- meaning, strategies for retaining employees.

Employee Attrition- meaning, Causes and consequences of employee attrition, Significance of exit interviews in attrition scenario.

#### **Unit 9**

Organizational Structure, Organizational Design, Managing evolving organizations: Organisation chart, Organization as military/ mechanical bureaucracies, Organization as biological system, Organization as cognitive systems, Contingency approach to designing organization, Virtual organizations.

## **References**

1. Furnham, A. (2005). *The Psychology of behaviour at work. The individual in the organization*. New York: Psychology press.
2. Arnol J., & Robertson, I .T.,& Coopen, C. L. (1995). *Work Psychology- Understanding human behaviour in workplace*. London: Mc millan.
3. Thomas, J.C., Hersen,M. (2002). *Handbook of Mental Health in the workplace*. London Sage Publications.
4. Muchinsky, P. M. (2004). *Psychology applied to work*, 6thEdn. Bangalore: Wadsworth.
5. Rao, N. (1994). *Counselling and Guidance*, 2nd edition. Bombay: Tata Mc-Graw Hill.
6. Nerry L. *Psychology at Work*. 2nd edition.Tata Mc-Graw Hill.
7. Murphy, K.R., &Davidshofer, C.O. (1998). *Psychological testing: Principles and applications*, 4th Edition. New Jersey: Prentice Hall International.
8. Kinicki, A. &Kreitner, R. (2006). *Organisational behaviour: Concept, skill, practices*, 2nd Edition. New Delhi: Tata Mc-Graw Hill.
9. Flippo, E.B. (1980). *Personnel management*. New Delhi: Mc-Graw Hill.
10. Soofi ,F. *Human Resource Management :An introduction*. Amazon India Inc: Kindle.
11. D.R. Fuqua,D,R & Kurplus, D.K. (1993) .*Conceptual Models in Organizational Consultation*, Journal of Counseling and Development, 71, p.617
12. Gelso, J. C. &Fretz, B, R. ( 1995). *Counseling Psychology*. Prism Books
13. Robert L. Gibson, L. R. & Mitchell, H, M . (2003). *Introduction to Counseling and Guidance (VI Edition)*. Prentice Hall of India Private Limited

## **MODEL QUESTION PAPER 19PG32-B: ORGANIZATIONAL BEHAVIOUR**

**Time: 3 Hrs**

**Max. Marks: 75**

### **Section A**

**Answer three of the following. Each question carries 10 marks.**

1. Elaborate nature, characteristics, and challenges and opportunities in organizational behaviour.
2. Commemorate your view points on social perception and sociation cognition to create diversity in organization.
3. Bring out important concepts related to organization culture. How do you agree the organization culture is important to meet the challenges of global culture with reasonable examples?
4. Compare and contrast career development and employee attrition.
5. Write a note on the types, networks, process and barriers of effective communication.

(3 x 10 = 30 marks)

### **Section B**

**Write short essays on five of the following. Each question carries 5 marks.**

6. Briefly discuss organization structure.
7. Elaborate conflicts.
8. Illustrate work motivation and how it will bring a work culture in organizational settings..
9. Discuss the important concepts of leadership and Briefly discuss theories of leadership..
10. Write a short note on stages of group development.
11. Distinguish types of communication and barriers to effective communication.
12. Elucidate the Attribution theory and suggest a few strategies to manage diversity in organization.

(5 x 5 = 25 marks)

### **Section C**

**Write short note on ten of the following. Each question carries 2 marks.**

13. Internet Revolution
14. Organizational behaviour
15. Global managers
16. Social perception
17. Social cognition
18. Group Vs Teams

19. Conflict
20. Virtual organizations
21. Contingency
22. Employee attrition
23. Organizational Chart
24. Equity
25. Expectancy
26. Job satisfaction
27. Employee retention

(10 x 2 = 20 marks)

## **19PPG33-B: ASSESSMENT AND INTERVENION IN WORK PLACES**

### **Course Outcome**

Learn the design of effective predictors of human behavior, ways to help employee function effectively in the organization, techniques to increase employee productivity and engagement, help employees adjust and integrate better, understand the dynamics of stress and its management; all of which is to understood within the organizational frame of reference. Employability skills are also fine-tuned owing to the application nature, and choice given to the skills sets that are preferred by employers.

### **Unit 1**

Predictors- Psychological assessments. Assessing the quality of predictors, Reliability, Validity  
 Psychological testing in organizations: Test content: Intelligence test, Mechanical aptitude tests, Vocational aptitude tests, Sensory /motor abilities tests, Personality inventories, Integrity tests, Physical abilities testing, Multiple aptitude Tests, Computer adaptive testing, Values of testing.  
 Controversial methods of assessment: Drug testing, Polygraph or lie detection, Graphology, Tests of emotional intelligence, Letters of recommendation.

### **Unit 2**

Interviews: Types of interviews, How to conduct interviews, The role of psychologist in interviews, The Do's and Don'ts of interviews, Using interviews as an effective tool during selection, orientation, performance appraisal, assessment, and attrition process( Exit interviews).

### **Unit 3**

Training and Development

For Employees:

Life Skills Training, Ensuring Employee- Work fit in the selection process, increasing self-awareness through relaxation and meditation techniques

For managers:

Assessment Centres, Business game, work samples, In basket exercises. T-group training. Sensitivity training. Cultural diversity training, Sexual harassment training, 360 degree feedback, Mentoring- Shadowing technique, The post training environment, Evaluation criteria of training programs.

### **Unit 4**

Counselling and Consultation in the organizational Set up: Its process, principles, skills.

Types of Consultation: Triadic Behavioural Consultation, Triadic Mental Health Consultation  
 Process Consultation.

Consultation Process: Consultation Models, Consultation Skills, Blocher's seven models of consultation, Brown (1985) Five Stages in Consultation

Counselling for career planning & development, job changes, promotions, transfers, and dislocations, pre-retirement counselling. Counselling for displaced employees, lay off, employee assistance programmes.

### **Unit5**

Effectively designing counselling sections and intervention strategies for special groups in organizational counselling - Chronic absentees, Accident prone, Employees with family problems, Employees with alcoholism & drug addiction, maladjusted employees, Undisciplined employees, Social dysfunctions, Anger, Hostility, Violence, Harassment and Discrimination, Passive –Aggressive Behaviour.

## Unit 6

Stress and Work : Models of work stress, Effect of job stress on Mental and Physical Health, The unbalanced Life: Work and family conflict, Stressful occupations, Stressors, Individual differences, Stress and Safety ,Maintaining a healthy work environment, Occupational Hazards and risks, Accident process, Burnout. Interventions and techniques to reduce occupational stress.

### Reference

1. Furnham, A. (2005). *The Psychology of behaviour at work. The individual in the organization*. New York: Psychology press.
2. Arnol J., & Robertson, I .T.,&Coopen, C. L. (1995). *Work Psychology- Understanding human behaviour in workplace*. London: Mc millan.
3. Thomas, J.C., Hersen,M. (2002). *Handbook of Mental Health in the workplace*. London Sage Publications.
4. Muchinsky, P. M. (2004). *Psychology applied to work*, 6thEdn. Bangalore: Wadsworth.
5. Rao, N. (1994). *Counselling and Guidance*, 2nd edition. Bombay: Tata Mc-Graw Hill.
6. Nerry L. *Psychology at Work*. 2nd edition.Tata Mc-Graw Hill.
7. Murphy, K.R., & Davidshofer, C.O. (1998). *Psychological testing: Principles and applications*, 4th Edition. New Jersey: Prentice Hall International.
8. Kinicki, A. & Kreitner, R. (2006). *Organisational behaviour: Concept, skill, practices*, 2nd Edition. New Delhi: Tata Mc-Graw Hill.
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13. Robert L. Gibson, L. R. & Mitchell, H, M . (2003). *Introduction to Counseling and Guidance (VI Edition)*. Prentice Hall of India Private Limited

## MODEL QUESTION PAPER

### 19PPG33-B: ASSESSMENT AND INTERVENTIONS IN WORK PLACES

Time: 3 Hrs

Max. Marks: 75

#### Section A

Answer three of the following. Each question carries 10 marks.

1. Elaborate uses and application of various psychological testing in organizations.
2. Elucidate controversial methods of assessment in organizational settings.
3. Bring out nature and characteristics of different interview methods.
4. Commemorate uses and application of training and development for employees and managers.
5. Write a note on the interventions and techniques to reduce occupational stress.

(3 x 10 = 30 marks)

#### Section B

Write short essays on five of the following. Each question carries 5 marks.

6. Briefly discuss different interview techniques used by psychologist in organization settings.
7. Elaborate consultation process in the organization set up.
8. Illustrate counselling for career planning and development in organizational settings.
9. How do you design counselling and intervention strategies for special groups in an organization?
10. Write a short note on models of work stress.
11. Discuss intervention and techniques to reduce occupational stress.
12. Elucidate occupational hazards and how do you maintain work-life balance.

(5 x 5 = 25 marks)

#### Section C

Write short note on ten of the following. Each question carries 2 marks.

13. Burnout
14. Hostility
15. Consultation skills

16. Job change
17. Lay off
18. Occupational stress
19. Accident prone
20. Maladjusted employee
21. Social dysfunction
22. Violence
23. Passive aggressive behaviour
24. 360 degree feedback
25. Mentoring
26. Integrity test
27. Graphology

(10 x 2 = 20 marks)

## **19PPG34-B: HUMAN RESOURCE MANAGEMENT**

### **Course Outcome**

Understand the evolution of human resource in organizations, the multiple ways to effectively manage the human and social capital, learn ways to improve quality of work life and also develop an understanding of the Human resource scenario in India.

### **Unit 1**

Human Resource Management- Meaning, Definition, Difference between PM and HRM, Objectives, Functions, Evolution and development of HRM , HRM in Dynamic Environment – Globalisation and it's HRM implications – Reengineering work force for improved productivity

### **Unit 2**

Recruitment & Hiring

Recruitment and foundations of selection, factors affecting recruitment, sources of recruitment, recruitment process.

Selection: meaning and definition, Need for scientific selection, Selection devices (application form, employment tests, other tests, interviews, background investigation, etc). Key elements for successful predictors.

### **Unit 3**

Orienting, developing and training employees

What is placement? Induction/Orientation, Socialisation

Employees training: Concepts, need, importance, steps in training program, methods, business games, ice-breaking sessions, soft skills training, SWOT analysis.

### **Unit 4**

Performance appraisal: Meaning, purpose and approaches of performance appraisal. Various performance criteria. Methods of performance appraisals. Problems of performance appraisal. Post appraisal Interviews- Need, Types.

Counselling, Feedback sessions.

### **Unit 5**

Compensation

Significant factors affecting compensation policy, equity and compensation. Job evaluation: concepts, objectives, procedure, advantages, draw backs. Methods: simple ranking, Job grading, point systems and supplementary compensation. Fringe benefits.

### **Unit 6**

Employee Grievance: Meaning, Causes, procedure

Quality of work life and Quality circles, TQM, Six Sigma

Workplace safety & Health, Job safety programs, Maintaining healthy environment,

## Unit 7

Legal considerations in HRM. Legislative aspects of grievance procedure in India

Legal consideration and Employee rights, Equal employment opportunity, Employee rights and Ethical issues.

Major Laws & Acts relating to HR welfare in India: Maternity/Paternity policy-need, Psychological Significance

### References

1. Khanka, S. S. (2003). *Human Resource Management*. New Delhi: S Chand & Company Ltd.
2. Manzoor, M. (2012). *Introduction to Human Resource Management*. Kindle Edition
3. Mejjia, L.R., Balkin, D. B., & Cardy, R. L. *Managing HR*. 3rd edition. Prentice Hall.
4. Tripathi.(1996). *Personnel Management & Industrial Relations*.
5. Benton, D. A. *Applied HR-An organizational & skill Development approach*. 6th edition.
6. Deb, T .(2006). *Strategic Approach to Human Resources Management; concepts, Tools Application*. New Delhi: Atlantic Publishers and Distributors.

## **MODEL QUESTION PAPER 19PPG34-B: HUMAN RESOURCE MANAGEMENT**

**Time: 3 Hrs**

**Max. Marks: 75**

### **Section A**

**Answer three of the following. Each question carries 10 marks.**

1. Elaborate nature, functions, and development of human resource management.
2. Elucidate importance of training and development in an organization.
3. Bring out nature of recruitment and selection procedures used in an organizational setting.
4. Commemorate role of employee grievance and workplace safety measures for healthy work environment.
5. Write a note on the meaning, purpose and approaches of performance appraisal.

(3 x 10 = 30 marks)

### **Section B**

**Write short essays on five of the following. Each question carries 5 marks.**

6. Briefly discuss different legal consideration uses in HRM..
7. Elaborate major laws and acts relating to HR welfare in India..
8. Illustrate quality of work life and quality circles in organizational settings.
9. Define compensation and list out important methods to meet the demands of employee compensation.
10. Write a short note on methods of performance appraisals.
11. Discuss types of post appraisal interviews.
12. Elucidate placement.

(5 x 5 = 25 marks)

### **Section C**

**Write short note on ten of the following. Each question carries 2 marks.**

13. HRM
14. Hiring
15. Selection
16. Placement
17. Globalization
18. Performance appraisal
19. Compensation
20. Job evaluation
21. TQM
22. Six Sigma
23. Paternity
24. Psychological significance
25. Fringe benefits
26. Equity
27. Employee rights

(10 x 2 = 20 marks)

## 19PPG32-C: FOUNDATIONS OF SCHOOL PSYCHOLOGY

### **Course Outcome**

Develop an orientation about the field of school psychology, its origins and evolution as well as familiarization with its practice. Enable evaluation of the relevance of developmental theories in the educational context; and understand the foundational basis of assessment in schools. Understand evidence-based practice of School Consultation, and the legislative provisions relevant to the field of School Psychology. Have a know how about the ethics involved in School Psychology practice.

### **Unit I: Introduction**

History of School Psychology - Contributions of Lightner Witmer, Stanley Hall, Arnold Gessell, Stanford-Binet.

The contributions of Boulder Conference, Thayer Conference, Vail Conference, Spring Hill Symposium, Olympia Symposium, School Psychology Futures Conference.

Role and functions of School Psychologist.

Domains of School Psychology (National Association of School Psychology) and their detailed descriptions.

### **Unit II: Assessment in School Settings – Foundations**

Student Observation – formal and informal procedures

Observation of the Instructional environment

Functional Behaviour Assessment – Indirect and Direct

Criterion-referenced testing and Curriculum-based Assessment

Applied Behaviour Analysis

Formative Vs Summative Assessment

What is Authentic Assessment?

Portfolio Assessment – purposes, advantages

Assessment of Academic Skills – Purposes and Examples (with one example each)

Readiness Skills, Reading Skills, Writing Skills, Spelling Skills, Arithmetic Skills

Strength-based Assessment in Schools

Individualised Educational Plan – Purposes, Components

Ecological Assessment of Learning Environment

### **Unit III: Consultation – Theories and Models**

What is consultation? Need for Consultation, Role of the Consultant School Psychologist

History of Consultation Models – Caplan's contributions,

Response to Intervention Model

- Problem-solving Model and Standard Treatment Protocol Model
- Other Models – Mental Health, Behavioral, Cognitive Behavioral

### **Unit IV: Legal and Ethical Considerations**

UNESCO Salamanca Statement on Persons with Disability

The Individuals with Disabilities Education Act (IDEA), Principles of IDEA and other related legislation, No Child Left Behind Act

Current National and State policies, laws, acts, and bills affecting exceptional children

History of legislation in the field of special education in India – Persons With Disabilities Act

Sarva Shikshak Abhiyan

Right of Children to Free and Compulsory Education (RTE) Act, 2009; National Policy of Education (1986) / POA 1992 and Person With Disability Act 1995, KishoriSakthiYojana

Initiatives in Kerala: Integrated Education for Disabled Cell (IED cell) under DPI, Counselling Cell in DHSE

Ethical Consideration in the practice of School Psychology (Guidelines by NASP)

### **Assignment**

- Do a Functional Behaviour Assessment of a hypothetical case and submit the report. The report must include all the components in the FBA.
- Write an assignment evaluating the legal status of disabilities in our present system. Link it with the current status of assessment, identification and management of children with special needs in our system.



## **References**

1. Bray, M.A., & Kehle, T.J. (2011). *The Oxford Handbook of School Psychology*. Oxford University Press.
2. Woolfolk, A. (2004). *Educational Psychology*, 9th Edition. Delhi: Pearson Education.
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## **19PPG33-C: CHILDREN WITH SPECIAL NEEDS ASSESSMENT AND MANAGEMENT**

### **Course Outcome**

Appreciate individual differences in learning, understand the concept of exceptionality and related terms, explore the role of a School Psychologist in the assessment and management of neurodevelopmental disorders, giftedness and other emotional/behavioral disorders; equip oneself in the field of assessment and management of these disorders. Much needed skills that increase the chances of employability, like the know-how of how to carry out assessment are developed.

### **Unit I: Understanding Individual Differences**

Individual difference in learning - Multiple intelligence, Cognitive styles, Learning styles and preferences, Personality and temperament

Who are exceptional children? Related terms - Impairment, Disability, Handicap, At-risk

Mainstreaming, Segregation, Exclusion, Inclusion

Least Restrictive Environment

Individualized Educational Plan

### **Unit II: Understanding the Family**

Implications of child exceptionality on the family

Overview of parenting children with various exceptionalities

Parenting Styles

Parental Involvement

Parenting Stress

Role of the Parent in Education and Management of exceptionality

### **Unit III: Intellectual Disability (Intellectual Development Disorder)**

Definition according to DSM 5

Some Prenatal Conditions associated with Intellectual Disabilities – Down Syndrome, Fragile X Syndrome, Klinefelter Syndrome, Phenylketonuria, Prader-Willi Syndrome, William’s Syndrome

Characteristics of Children with Intellectual Disability – Implication in the school setting

Assessment of Intellectual Disability - IQ tests

Assessment of Adaptive Behavior – Vineland Adaptive Behavior Scales  
Assessment of Cognitive Functioning – Attention, Memory  
Educational Approaches – setting academic and functional curricular goals, Instructional methods,  
Educational Placement. Role of a School Psychologist

#### **Unit IV: Autism Spectrum Disorders**

Definition according to DSM 5

Characteristics of children with Autism Spectrum Disorder – Implication in the school setting

Assessment and Identification- Childhood Autism Rating Scale, other commonly used scales

Educational Approaches – Academic interventions, teaching them social skills, classroom management,  
TEACCH Approach (briefly, its components and evidence-base)

Role of a School Psychologist

#### **Unit V: Attention Deficit Hyperactivity Disorder**

Definition according to DSM 5

Characteristics of Children with ADHD – Implications in the school setting

Assessment of ADHD – Conner’s Rating Scale

Behavior Management of ADHD

Psycho educating the parent

Role of School Psychologist

#### **Unit VI: Communication Disorders**

Definition according to DSM 5

Language Disorder, Speech sound disorder, Stuttering, Social Pragmatic Communication Disorder,  
Characteristics of children with Communication Disorders, Implications in the school setting, Assessment and  
Identification, Educational Approaches, Role of the School Psychologist

#### **Unit VII: Specific Learning Disorder**

Diagnostic criteria according to DSM 5

Characteristic Features

Implications in the school setting

Assessment and Identification of SLD

Interventions – Academic, Behavioural

Role of the School Psychologist

#### **Unit VIII: Emotional or Behavioural Disorders**

Diagnostic criteria and characteristics of children with Oppositional Defiant Disorder, Conduct Disorder.

Separation Anxiety Disorder, Selective Mutism, Specific Phobias, Social Anxiety Disorder, Attachment  
Disorders, PTSD, Adjustment Disorders, Dissociative Disorders,

Substance Dependence

Screening Tests – Child Behaviour Checklist, Behavioural and Emotional rating Scale

Use of Projective tests – Children’s Apperception Test, Draw-a-person test

Functional Behavioural Assessment

Implications in the school

Interventions and the role of School Psychologist

#### **Unit IX: Sensory and Physical Impairments**

Implications of sensory and physical impairments in the school setting

Assessment approaches to visual impairment and hearing impairment – brief overview

Educational approaches to visual and hearing impairments

Role of a school psychologist in helping these children

#### **Unit X: Giftedness / Talentedness**

Gifted children

Assessment and Identification of giftedness

Educational approaches for gifted children

Role of a School Psychologist

### **Assignments Required** – (Minimum one)

- Write a report of observation of the instructional approach used with a child having a (any)
- sensory impairment.
- Write a report of the Child Behavior Checklist administered to understand a child's behaviour
- problem in a regular school.
- Interview a parent whose child has a language delay and submit a report. Focus on the
- implications the condition has over the academic/emotional/social functioning of the child.
- Psychoeducation with a Parent whose child has ADHD.

### **References**

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11. Bos, C. S., & Vaughn, S. S. (2006). *Strategies for Teaching Students with Learning and Behavior Problems*, 6/E. Allyn & Bacon.
12. Baumberger, J. P., & Harper, R. E. (2007). *Assisting Students with Disabilities - A Handbook for School Counselors*, 2/E. Corwin Press.
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## **19PPG34-C: CHILD DEVELOPMENT- IMPLICATIONS FOR SCHOOL PSYCHOLOGY**

### **Course Outcome**

Understand developmental stages and theories to make a link between the critical periods in development and to understand theories in the practice of School Psychology and evaluate their significance

### **Unit I: Childhood Development – overview**

Stages of development – Prenatal, infancy, early childhood, middle childhood and late childhood, adolescence (briefly cover all areas namely, physical, cognitive, social and emotional)

Critical Periods in development of all major milestones

Relevance of developmental stages to School Psychology – effective practices in curriculum design, implementation and evaluation

### **Unit II: Theories of Development and Implications in School Settings**

Jean Piaget

Lev Vygotsky

Erik Erikson

Urie Bronfenbrenner

Lawrence Kohlberg

Theories of Play

Play as a Context for Early Learning and Development

### **Unit III: Curriculum Designing in Schools – Including Social and Emotional Learning**

Key Psychological Issues in Curriculum Development for Young Children

Evidence-based Practices in the Development of Social-Emotional Learning Curriculum for Early childhood - Pre-school, Primary School, Middle School and High School

Social and Emotional Learning in Curricula of Elementary, Primary, Middle and High School– the CASEL guide

Curriculum in higher schools: Curricular frameworks: Bloom’s taxonomy, Stating Competencies, Learning Objectives and Learning Outcomes.

### **Unit IV: School Readiness**

Readiness in Academic Skills

Skills children should have before they start pre-school

Linking readiness and Curriculum

Guidelines for Pre-school curricula

### **Unit V: Language and Literacy Development**

Pre-literacy Development, Emergent Literacy Development, Early Literacy Development

Seven Areas of Early Literacy Learning and Development - Alphabet knowledge, print awareness, written language, reading comprehension, phonological awareness, oral language, and listening comprehension

Learning to read Vs Reading to learn

### **Assignments required- Group activity**

Students are required to observe practices in Kindergartens and compare the curricula and evaluate them on the basis of evidence based practices.

### **References**

1. Kernan, M. (2009). *Play as a context for Early Learning and Development A research paper Aistear: the Early Childhood Curriculum Framework*
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4. Starting Strong Curricula and Pedagogies in Early Childhood Education and Care five curriculum outlines. Directorate for Education, OECD 2004
5. Ackerman, D. J., & Barnett, W. S. (2005). *Prepared for Kindergarten: What Does "readiness" Mean?*. Nieer

## SEMESTER IV

### 19PPG41: PSYCHOTHERAPY AND BEHAVIOUR MODIFICATION

#### **Course Outcome**

Be familiar with the basic foundations of psychotherapy and behavior modification, understand the rationale, the goals and the techniques of various forms of psychotherapy aimed at bringing about behavior change

#### **Unit I: Psychotherapy - Introduction**

Definition of Psychotherapy

Basic Ingredients of Psychotherapy

Goals of Psychotherapy

The Process of Psychotherapy - Importance of the therapeutic relationship

Psychotherapy as 'corrective emotional experience'

Process and Outcome Research in Psychotherapy

#### **Unit II: Psychoanalytic Psychotherapy**

Psychoanalytic Psychotherapy

Contributions of Freud- Free Association, Dream Analysis, Analysis of Resistance, Analysis of transference, Working through

#### **Unit III: Behaviour Therapy and Behavior Modification**

Principles and Assumptions in Behaviour Therapy

Assessment in Behaviour therapy

Jacobson's Progressive Muscular Relaxation – technique

Systematic Desensitization – rationale, theory and technique

Contingency Management – use of reinforcement and punishment, Differential reinforcement techniques

Modeling and Behaviour Rehearsal Procedures

Aversive Techniques

Response Elimination and Extinction procedures

Self-control procedures

Assertiveness Training – theory and technique

#### **Unit IV: Cognitive-Behaviour Therapy**

Principles and Assumptions in Cognitive-Behaviour Therapy

Assessment in Cognitive-Behaviour therapy

Beck's Cognitive therapy – principles and techniques

Ellis's Rational Emotive Therapy – principles and techniques

Mindfulness-based cognitive therapy – principles and techniques

Motivational Interviewing for Behaviour Change

#### **Unit V Client-centered Therapy, Gestalt therapy and Supportive Therapy**

Principles, Assumptions, Goals and techniques in:

- Client-centered Therapy
- Gestalt therapy
- Supportive Therapy

#### **Unit V: Family Therapy and Interpersonal Psychotherapy**

Systems Theory

Family as a System – characteristics

Approaches (briefly) – Systemic, Strategic, Behavioural, Psychodynamic

Psychoeducation – Foundations, principles, goals and techniques

Interpersonal Psychotherapy – Assumptions, Concepts, Techniques

#### **Unit VI Other therapies**

Principles, Assumptions, Goals and techniques in Group therapy

Concepts, Goals and techniques in Transactional Analysis

Crisis Intervention – models, theory and techniques

Creative therapies – Music therapy, Art therapy, Dance and Movement therapy

### **Assignment**

- The student is required to write assignments evaluating process issues underlying therapeutic processes. Articles from Journals relating to Psychotherapy Research could be used for this purpose. The student has to review the article (in not more than 500 words) and submit the same.
- The student has to take up two or more therapy systems and compare and contrast them.

### **References**

1. Rimm, D. C & Masters, J. C. (1979). *Behaviour Therapy; Techniques and empirical findings*. New York: Academic Press.
2. Carson, R. C., Butcher, J. C. & Mineka, S. (2000.) *Abnormal Psychology and Modern Life*. New Delhi: Pearson Education.
3. Hofmann, S. G. (2012). *An introduction to Modern CBT*. USA: Wiley-blackwell.
4. Kaplan, H. & Sadock, B. J. (1998). *Synopsis of Psychiatry* (9<sup>th</sup> ed.). New Delhi: B.I. Waverly
5. Korchin, J. S. (2004 ). *Modern clinical psychology: Principles of intervention in the clinic and community*. CBS Publishing Co.
6. Gabbard et.al.(2005). *Oxford text book of psychotherapy*. Oxford: University press.
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10. Golan, N. *Treatment in Crisis Situations –Treatment Approaches in the Human Services*. The Free Press, Macmillan Pub Co. Inc.

## **MODEL QUESTION PAPER**

### **19PPG41: PSYCHOTHERAPY AND BEHAVIOR MODIFICATION**

**Time: 3 Hrs**

**Max. Marks: 75**

#### **Section A**

**Answer three of the following. Each question carries 10 marks.**

1. List out the basic ingredients of Psychotherapy
2. Discuss the contributions of Freud to Psychoanalytic Psychotherapy
3. Prepare a note on contingency management in behaviour therapy.
4. Discuss the principles and assumptions in Cognitive Behaviour Therapy.
5. Write a note on the principles, assumptions, goals and techniques in Client Centered Therapy.

(3 x 10 = 30 marks)

#### **Section B**

**Write short essays on five of the following. Each question carries 5 marks.**

6. Explain the importance of systems theory in family psycho-therapy.
7. Discuss the principles, assumptions, goals and techniques in group therapy.
8. Write a short note about Crisis Intervention
9. Reflect on “Psychotherapy as a corrective emotional experience”.
10. Explain the steps and the importance of JPPMR technique
11. How is assessment done in CBT
12. Distinguish how the creative therapies differ from the classical therapy forms.
13. Explain the rationale, the theory and the techniques involved in Systematic Desensitization.

(5 x 5 = 25 marks)

#### **Section C**

**Write short note on ten of the following. Each question carries 2 marks.**

14. Modelling
15. Aversion
16. Self-control procedures
17. Self-talk method
18. Mindfulness
19. Systemic therapy
20. Interpersonal psychotherapy

21. Role play
22. EFT
23. Yoga Walking
24. Motivational interviewing
25. Therapeutic interview
26. Psychoeducation
27. Assertiveness

(10 x 2 = 20 marks)

## **19PPG42-A: CLINICAL INTERVENTIONS**

### **Course Outcome**

Understand the process of clinical formulation in major psychiatric disorders, learn the approaches to management of major psychiatric disorders

### **Unit I: Clinical Interventions in Anxiety Disorders**

Behavioural and Cognitive-behavioural Formulation and therapy in:

- Panic Disorders
- Specific Phobia
- Social Anxiety
- Generalised Anxiety Disorder
- OCD

Mindfulness-based Cognitive Therapies for Anxiety Disorders (overview)

General Psychodynamic Formulation for Anxiety Disorders and Therapy (briefly)

### **Unit II: Clinical Interventions in Mood Disorders**

Behavioural and Cognitive-behavioural Formulation and therapy for Depression

Interpersonal Psychotherapy and IPSRT for Mood Disorders

Brief Psychodynamic Therapy for Depression (briefly)

### **Unit III: Clinical Interventions in Schizophrenia**

Psychoeducation

Family Interventions

Behavioral Management

Cognitive Therapy for Psychotic Symptoms

Social Skills Training

### **Unit IV: Clinical Intervention in Somatic Symptom Disorder**

Cognitive-behavioural Formulation and Therapy in Somatic Symptom Disorder

Psychodynamic Formulation and Therapy in Somatic Symptom Disorder

Reattribution Therapy and Skills Therapy for Somatic Symptoms

### **Unit V: Clinical Interventions with Dissociative Disorders, PTSD, Acute Stress**

Problem-solving Training

Coping Skills Training

EMDR (briefly)

Family Interventions

### **Unit VI: Clinical Interventions with Addictive Disorders**

Psychoeducation

Behavioural and Cognitive-Behavioural Formulation and Interventions

Motivational Interviewing

Family Interventions

Coping Skills Training

Relapse Prevention Training

## **Unit VII: Clinical Interventions with Childhood Disorders**

Psychoeducation and Parent Management Training

Behavioural Modification

Family Interventions

Play Therapy

ADHD - Behaviour charting, Contingency Management, Parent Management Training

Autism Spectrum Disorders – Psychoeducation, Parent Management Training

ODD/Conduct Disorders - Behaviour charting, Contingency Management, Family Interventions.

Other Emotional Issues – Play Therapy, Art Therapy

## **Unit VIII: Interventions in Personality Disorders**

Cognitive-behavioural Formulation of PDs

Dialectical Behaviour Therapy

Family Interventions

## **Unit IV: Couple and Family Problems**

Assessment in Family Therapy briefly- Genogram, Circular assessment, Family life cycle stages.

Psychoanalytic Family Therapy

Structural Couple and Family Therapy

Behavioral Couple and Family Therapy

Emotion Focused Couple and Family Therapy

### **Assignment Required**

The student has to formulate a case (hypothetical) based on any specified theoretical model and plan an intervention and write a report of the same.

### **Assignment Suggested**

The student can take up a real case and formulate it and do a basic psychoeducation.

### **References**

1. Bongar, B., & Beutler, E. L. (1995). *Comprehensive Textbook of Psychotherapy Theory and Practice*, Oxford University Press
2. Brammer, M. L., & Shostrom, L. E. (1960). *Therapeutic psychology Fundamentals of Actualization Counselling and Psychotherapy*. Prentice Hall.
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4. Carson, R.C, Butcher, J. and Mineka, S. (1998). *Abnormal psychology and modern life*. N.Y.: Harper Collins College publishers.
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7. Rimm, D and Masters, J.C (1979). *Behaviour therapy*. N.Y: Academic Press.

## **MODEL QUESTION PAPER 19PPG42-A: CLINICAL INTERVENTIONS**

**Time: 3 Hrs**

**Max. Marks: 75**

### **Section A**

**Answer three of the following. Each question carries 10 marks.**

1. Explain how clinical intervention is done in social anxiety
2. Discuss the applicability of IPSRT for Mood Disorders
3. Prepare a note on the Behavioural Management of schizophrenia.
4. Discuss the role played by reattribution and skills Therapy for somatic symptoms.
5. Write a note on Cognitive Behavioural Formulation of PD's.

(3 x 10 = 30 marks)

### **Section B**

**Write short essays on five of the following. Each question carries 5 marks.**

6. Explain Psychoanalytic Family Therapy.
7. Discuss how Dialectical Behaviour Therapy works.



8. Write a short note ODD/ conduct disorder management
9. How does family interventions work with addictive disorders.
10. Explain the role of problem-solving training in the management of Acute Stress
11. How is Social skill training relevant for a person with schizophrenia
12. Write a short note on Brief Psychotherapy for Depression.
13. Explain how OCD is clinically intervened with.

(5 x 5 = 25 marks)

### Section C

**Write short note on ten of the following. Each question carries 2 marks.**

14. Phobia
15. Somatic Symptoms
16. Relapse
17. Behaviour charting
18. Play Therapy
19. Coping skills
20. EMDR
21. Structural couple therapy
22. Venting
23. Catharsis
24. Addiction
25. Aversion
26. Weaning
27. Resilience

(10 x 2 = 20 marks)

## **19PPG42-B: CURRENT TRENDS AND APPLICATION OF ORGANIZATIONAL PSYCHOLOGY**

### **Course Outcome**

Understand the emerging trends in the organizational scenario, learn ways to motivate individuals to maximize their potential, as well as the essential techniques that helps employees deal with life and work stress. Understand the basic concepts of business communication in the organizational context, new techniques for assessing employee productivity, help organization deal with change, as well as understand aspects of sustainable business and social behaviour of organization.

### **Unit 1: Enhancing personal productivity through motivational strategies.**

Job Analysis and Design: Concepts, Why Job Analysis? Process, Concepts of Job Design, Factors affecting job design, Methods / Techniques. Job enlargement, Enrichment policies.

Human factor and Ergonomics- Work place designs- Need, Significance, Fundamental elements in workplace design. Working scheduling and motivation, rewarding the productive employee, Flexi time- Work from home option.

Effective strategies for dealing with gender discrimination- glass ceiling.

### **Unit 2: Business Communications:**

The Nature and Process of communication, Role, Classification, purpose, Elements, Major difficulties and barriers (Psychosocial Barriers), Conditions of Successful Communication, Seven C's of Communication, Universal Elements of communication, Communication and Electronic Media, Social Media.

How Communication is used by Managers, Communication concerns of managers

**Oral Communication**-Importance, forms, principles, guidelines & barriers.Three aspects of oral communication.

**Written Communication**-Skills required, purpose, principles of effective writing.

Types of Written Business Communication: Business Letters, Memos, Emails.

Report writing- What is a report? Purpose, Types of report, Objectives

Preparation of resume and job applications, guidelines for preparing a good CV

Preparing a Presentation: Presentation Skills, Purpose, How to design an effective presentation.

**Non verbal Communication-** characteristics, classifications, positive/negative gestures. Guidelines for developing non-verbal communications

### **Unit 3: Negotiation Skills**

Negotiation: Nature, Need, Situation requiring negotiation, Factors affecting negotiation, location, timing, subjective factors, persuasive skills, stages, strategies, Deadlocks.

### **Unit 4**

Business Etiquette: What is Business Etiquette, Introduction-self/others, handshakes and non -verbal gestures, Telephone/cell phone etiquette, Business Dining-table manners, Business manners in different countries. Inter organizational etiquette.

### **Unit 5: Employee Assessment Trends**

Competency: What is a competency? Competencies for competitive advantage, Developing competency models, Developing competency framework.

Employee Engagement –Definition, Theories, Need and Significance, Tools for assessing Employee Engagement - Q12 Survey, Organizational Citizenship Behaviour (OCB), Characteristics and Significance of OCB in today's organizations, Spiritual organizations.

### **Unit 6: Promoting relaxation through Training in Organization**

General aspects of relaxation training. Physical methods of relaxation- progressive relaxation training, passive muscular relaxation, applied relaxation.

Behavioural relaxation training, The Mitchell method, The Alexander method, differential relaxation stretching, physical exercise, Breathing.

Mental approaches to relaxation – self-awareness, Imagery, Goal-directed visualization, Autogenic training, Meditation, The relaxation response. On-the-spot techniques.

### **Unit 7: Organizational Change and Development**

Measuring change and organizational learning

Forces of change, models of planned change, Levin's model, Kotter's model measuring resistance, Organizational Development-Meaning, models, OD interventions.

### **Unit 8: Sustainable Development and Corporate Social Responsibility**

Concept of Sustainable Development,

Business and Society – business culture and ethics in India, responsible corporate citizenship-

Environment Impact Assessment (EIA) and Social Impact Assessment(SIA) – Current Practices in India, Future Trends, Triple bottom line approach- Understanding CSR, Dimensions and importance of CSR, History of CSR in India, Significance on CSR in Indian Scenario.

### **References**

1. Buckingham, M., & Coffman, C. (1999). *First break all the rules: What the World's Greatest Managers Do Differently*. Great Britain: Pocket Books.
2. Chatterji, M. (2011). *Corporate Social Responsibility*. New Delhi: Oxford University Press.
3. Guffey, M.E., & Seefer, C. M. (2010). *Essentials of Business Communication*. Cengage Learning.
4. Khanka, S. S. (2003). *Human Resource Management*. New Delhi: S Chand & Company Ltd.
5. Kinicki, A., & Kreitner, R. (2006). *Organisational behaviour: Concept, skill, practices*. 2nd edition. New Delhi: Tata Mc-Graw Hill.
6. Lesikar & Raymond V. (2005). *Basic Business Communication*. Mc Graw Hill.
7. Payne, R.A. (1995). *Relaxation Techniques. A Practical Handbook for the Health care Professional* Edinburgh. Churchill Livingstone.
8. Sanghi, S. (2007). *The Handbook of Competency Mapping: Understanding, Designing and Implementing Competency Models in Organizations*. New Delhi: Sage Publications India.
9. Torrington, D., Hall, L., Taylor, S., & Atkinson, C. (2014). *Human Resource Management*. Pearson Publications.

## MODEL QUESTION PAPER

### 19PPG42-B: CURRENT TRENDS AND APPLICATION OF ORGANIZATIONAL PSYCHOLOGY

Time: 3 Hrs

Max. Marks: 75

#### Section A

Answer three of the following. Each question carries 10 marks.

1. Elaborate nature and processes of business communications.
2. Elucidate nature and factors affecting negotiation.
3. How do you enhance personal productivity through motivational strategies in an organization.
4. Commemorate sustainable development and corporate social responsibility.
5. Write a note on the required skills, purpose and principles of effective writing.

(3 x 10 = 30 marks)

#### Section B

Write short essays on five of the following. Each question carries 5 marks.

6. Briefly discuss organizational change and development.
7. Elaborate sustainable development..
8. Illustrate mental approaches to relaxation.
9. Define competency and employee engagement..
10. Write a short note on behavioural relaxation training..
11. Discuss types of general relaxation training..
12. Elucidate business etiquette.

(5 x 5 = 25 marks)

#### Section C

Write short note on ten of the following. Each question carries 2 marks.

13. Autogenetic training
14. Meditation
15. Resistance
16. Planned change
17. Social Impact Assessment (SIA)
18. Q12 Survey
19. Cell phone etiquette
20. Deadlocks
21. Organizational Citizenship Behaviour (OCB)
22. Glass ceiling
23. Business letters
24. Memos
25. Nonverbal communication
26. Flexi time
27. Report writing

(10 x 2 = 20 marks)

### 19PPG42-C: INTERVENTIONS IN SCHOOL SETTINGS

#### Course Outcome

Understand the broad framework for the delivery of school related services, orient oneself to the major approaches to counseling that can be applied to the school setting, equip oneself in the processes underlying the planning, designing and implementation of evidence-based practices in prevention and interventions in school settings.

#### **Unit I: Framework for Delivery of School Psychology Services – an overview**

- Direct service – Psychological and Behavioral Assessment, Educational Assessment, Psychological Treatment and Counseling
- Indirect service – Consultation with parents, teachers and others
- Whole school service - Prevention, intervention and post-intervention practices targeted at the whole

school, providing support for planning, implementation and evaluation of educational and psychological strategies

- Systems service – Liaisoning with outside agencies

## **Unit II: School Counseling - Major Approaches and its Applications**

Behavioral

Cognitive-behavioral

Problem-solving Skills Training

Attachment-based approaches

Solution-focused Counseling

Psycho education and Family Counseling

Parent Training

Self-Management Interventions

## **Unit III: Evidence-based Instructional Practices**

Evidence-based Instructions for Reading, Writing and Math – Development and Implementation of Programs for these skills at core, supplemental and intervention levels

Interventions for Homework Problems

Peer-Mediated Interventions

Teaming, Collaborating, Co-teaching

## **Unit IV: Consultation in Schools**

Evidence-based Practices in Consultation in Schools

Consultation with parents

Consultation with teachers

Consultation with other support staff

## **Unit V: Prevention in Schools**

Proactive Strategies for Promotion of Learning and Emotional-social competence and Resilience

Evidence-based Practices in Prevention in the School Settings

Positive Behavior Supports – Foundations, Objectives, Strategies

Life skills Education – Foundation, Objectives and Strategies

Strategies to Promote Student-engagement

Implementation of Strengths-based Approach in Teaching

Strength-based approach to education

## **Unit VI: Specialized Interventions**

Crisis Intervention in Schools

Play Approaches – Basics, Objectives and Applications

Strategies for working with Severely Violent Behavior

Working with the Sexually Abused Child

## **Assignments**

1. Consult with a School teacher in helping a student who has an emotional/behavioural problem. Make a plan for the management of the problem. Write the steps you would go through to implement the same. (Use the Problem-solving Framework)
2. Hold a Parent Training Session with parents of children – Talk to them about the importance of Parental Involvement in the child's overall development. Write a report of the same.
3. Hold a class for teachers – Talk to them about classroom strategies to improve student engagement in their classroom. Write a report of the same.
4. Hold a class for all the staff (teaching and non-teaching) to promote positive behaviours in children studying in their school. Any theme could be chosen. Write the report of the same.

## **References**

1. Children's Mental Health Promotion and Support: Strategies for Educators, NASP
2. Dettmer, P., Thurston, L.P., & Dyck, N.J. (2005) *Consultation, collaboration, and teamwork for students with special needs*. In Contexts for Working together in Schools, Part I.

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4. Guidelines for Conducting Functional Behavioral Assessment and Developing Positive Behavior
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## **19PPG43-A/B/C: TRAINING AND PRACTICE**

### **Clinical Psychology/ Organizational Behaviour/ School Psychology**

#### **Course Outcome**

Ensure hands on experience of each student in training and in his/her area of specialization, enhance employability potential of each student undertaking the course, give opportunities for applying theoretical knowledge acquired during course work, enable students to pick up new skills and strategies followed by professionals, enable students to gain practical exposure to their chosen field, improve interaction between educational institution and the relevant professional sector.

This is a theory cum practical paper, the ESA of which is conducted as practicals at the end of the fourth semester.

#### **Components:**

#### **Component 1. Training: Theory and Practicum**

*There is no ESA for this component.*

#### **1A. Training theory**

##### **Unit 1: Essential Skills for trainers**

Interpersonal skills: decision making, problem solving, communication, leadership & assertiveness. Presentation skills. Writing, data collection, analytical, technical & evaluation skills.

##### **Unit 2: Modes of presentation and levels of learner involvement**

Warm up activities & creating a climate of learning

Presentation modes: Lecture, Demonstration. Group learning: panel debate, brain storming, role play, drama, case study, critical incident, in-basket

##### **Unit 3: Conducting, concluding and evaluating the program**

Time scheduling. Pacing, starting & stopping, dealing with hostility, disinterest and other forms of participant behaviours.

Maintaining health and avoiding burn out. Establishing norms & credibility.

Valuation: session feedback & outcome feedback

#### **Self study unit**

Psychologist as a trainer.

Concept of primary prevention. Brief analysis of Community (public health) and social action models of mental health. Caplan’s preventive psychiatry. Ecological model, general systems theory. Mental health promotion programs

#### **References**

1. Hart, L. B. (1991). *Training methods that work: A handbook for trainers*. USA: Crisp publications, Inc.
2. Korchin, S. J. (2004). *Modern Clinical Psychology: Principles of prevention in the clinic and community*. Delhi: CBS publishers.
3. Loughary, J. W. & Barrie, H. (1979). *Producing workshops, seminars and short term courses: A trainer’s Handbook*. USA: Follett Publishing Company.

## **Component 1B. Training Practicum**

Students are required to design and prepare the modules of a training program on any of the following topics:

- Life skills training
- Stress management training
- Time management training
- Parental education training
- Anger management training
- Study skills training
- Assertiveness training
- Leadership training
- Soft skills training
- Presentation skills training
- Communication training
- Team building training
- Diversity management
- Change management
- Organizational Development
- Work Life equilibrium

This module has to be presented, preferably so as to train a group of not less than 10 participants, for the purpose of Continuous Assessment. (These modules are intended to train non-clinical target groups.) During internship, the same module has to be presented at the institution where the student undergoes internship or to a similar group of participants. A report of the same has to be attached in the Practical record alongwith photographs and preferably a report in an audiovisual format.

A student is required to attend a minimum of 2 training workshops and volunteer in any one intervention programs during the course of the program. The proof of the same shall be attached in the record.

## **Component 2: Internship**

Each student from all the specializations has to undergo supervised internship in institutions or centres related to their respective areas for a minimum of two months.

### ***Objectives of the internship:***

- To gain a basic understanding of how to apply the knowledge acquired during course work.
- To gain hands-on experience to the specialized specialization of choice.
- To gain understanding of the most recent trends in the specialization of choice.
- To gain practical exposure and use this learning experience for individual development.
- To radically improve the employability skills and relevance of the learner.

## **Component 3: Record**

Report of all the works done by the student during the fourth semester are to be included in the practical record of Applied Psychology that is submitted for the ESA of Semester IV.

### **Record must include:**

1. A minimum of **2 case studies** to be taken from the setting specific to learner's chosen specialization and presented in a structured format in the record
2. A minimum of **one community work/activity** are to be done and reported by the student.
3. A report of the **active training** conducted by the student in her chosen specialization (Not included in ESA).
4. A brief report of the study tour (Not included in ESA)

### **Note:**

Besides these, any other psychologically relevant activity can be undertaken by the student under the supervision of the teacher.

A brief description of the work done may be included in the record.

**Study Tour:**

A study tour is to be conducted, in the third or fourth semester, ideally visiting the setting of student's specialization, ensuring interaction with relevant population and exposure to the live settings, the report of which is to be submitted by each student along with the case submission.

**CA:** Continuous Assessment should be based on 1. Case studies, 2. Community work, 3. Training module presentation

**ESA:**

Marks for Record at End Semester Assessment should be based on 1 and 2.

ESA should comprise of a case analysis specific to the option of the student.

**19PPG43- C: TRAINING AND PRACTICE – Organizational Behaviour (Theory cum Practicum)****Course Outcome**

Ensure hands on experience of each student in his/her area of specialization, enhance employability potential of each student undertaking the course, give opportunities for applying theoretical knowledge acquired during course work, enable students to pick up new skills and strategies followed by professionals, and gain practical exposure to their chosen field.

This is a theory cum practical paper, the ESA of which is conducted as practicals at the end of the fourth semester.

Each student from all the specializations has to undergo supervised internship in institutions or centres related to their respective areas for a minimum of two months.

**Objectives of the internship:**

**Organizational Psychology**-Students of the organizational stream are required to learn important organizational screening and selection tools, problem solving skills, management skills and organizational counselling skills.

**Record must include:**

5. A minimum of **3 case histories** are to be taken and presented in a record that will be evaluated during the ESA.

Case histories options may include –

- Details of performance appraisal followed by the organization
  - Report of counselling undertaken for an individual employee
  - Experience of mentor-mentee during guidance process
  - Competency model followed by the organization
  - Subjective report of job satisfaction level of an employee with reasons
  - Subjective report on employee engagement level of the employees
  - Incidents of Organizational Citizenship Behaviour
  - CSR initiatives undertaken by the organization
  - Case studies of dealing with employee dispute
6. A minimum of **one community work/activity** is to be done by the student.

Options include workshops or training programs on any one of the area

- Leadership in an organization.
- Effective communication/ organizational efficiency.
- Negotiation Skills
- Business Etiquette
- Life skill training
- Emotional intelligence and its strategies
- Competency mapping
- Relaxation training
- Work life balance

**Note:**

Besides these, any other psychologically relevant activity can be undertaken by the student under the supervision of the teacher. Examples:

Reports in the areas of systematic observation assignments on

- Organizational structure
- Organizational culture
- Compensation Structure of the organization
- Report on company employee policy
- Maternity and other fringe benefit procedure followed by the organization with employee opinion
- Organizational Ergonomics followed to aid productivity
- Employee Assistance programme
- CSR policy of the organization

A brief description of the work done may be included in the record.

### **End Semester Assessment:**

- Report of all the works done by the student during the fourth semester are to be included in the practical record that is submitted for the ESA of Semester IV.
- ESA should comprise a case analysis specific to the option of the student.

An organizational scenario is presented and student has to suggest best possible solution for the problem presented.

- Designing an ideal CV for a candidate after being presented with a job profile for an organization.
- Enumerating the Business Etiquette to be followed for interaction with employees from a different culture (American, Indian, UK).
- Design behavioural event interview for assessing competencies or leadership skills for a particular job role presented.
- Designing a training module for specific set of employees(Fresh graduates who just joined the organization or Senior employees)
- Designing a particular life skill training module after being presented with the organization's specific needs.
- Designing a leadership competency model after being given the organizational profile and need requirement.
- Suggesting the best leadership style after being given an organization's profile.
- Suggesting the personality profile of an employee after being given job description.
- Analyze the psychological merits/demerits and relevance of employee policy of an organization, after being presented with description of the employee policy.
- Analyze merits and relevance of CSR policy and suggesting best method of implementation of the policy.
- Designing a business communication, after being presented with the issue.
- Suggesting the negotiation skills used for resolving a presented conflict situation.
- Designing effective strategies for dealing with (rumours) grapevine communication after being presented with such a communication circulating in the organization.
- Suggesting the best type of assessment for assessing employee competency for a particular job.
- Suggest ways for dealing with discrimination in work places after being presented with case of employee discrimination (gender, religion, caste based discrimination, glass ceiling effect)
- Maternity and paternity policy – Design a proper maternity/paternity policy rooted on organization's values and employee policy keeping in view the significance of parental presence in child's foundation years.
- Suggest effective work schedule changes for people facing work life imbalance.
- Design strategy for motivating a de-motivated employee in an organization.
- Design effective relaxation strategy for an individual employee based on the type of stress he/she face on the job, keeping in mind his/her physical conditions.
- Design a counselling session for an employee presented with a problem (absenteeism, alcoholism, aggressive behaviour, discrimination).
- Suggest the best training method for a manager based on the roles he/she is expected to perform in the organization.
- Design ways for improving employee engagement in an organization facing employee disengagement.
- Design industry specific ways to curb heavy attrition rates in an industry facing high rates of employee attrition.
- Design comprehensive exit interview for an employee about to leave an organization to work with a competing organization.



**19PPG44-A/B/C: (Practical)**  
**PSYCHOLOGICAL ASSESSMENT**

**Course Outcome**

Understand the process of assessment, and administration of tests, involving a wide variety of social situations. Be capable to write reports, and have the know how to ethically provide psychological guidance.

In this paper the student has to conduct a minimum of 10 tests.

1. Youth Problem Inventory
2. Mobile Phone Addiction Scale
3. Dimension of Rigidity Scale
4. Eight State Questionnaire
5. Family Pathology Scale
6. Leadership Behaviour Scale
7. Interpersonal Exploitation Scale
8. Medico-Psychological Questionnaire
9. Trauma Assessment Scale.
10. State Trait Anxiety Scale.
11. Sentence Completion Test
12. Social Phobia Scale
13. Emotional Abuse Scale
14. Conduct Disorder Test
15. Suicidal Ideation Scale

**DISSERTATION**

Each student is required to do a dissertation work which will be evaluated at the end of the last semester.

**Objectives**

- To familiarize the student with the methodology of psychological research
- To enable her/him to carry out a psychological work on her own, and gather knowledge on her own, and
- To sensitize the student to various psychological factors involved in the problems and needs of the society, and to explore those factors.

Students are to be encouraged to do works of contemporary social and psychological relevance.

Works with suitable and preferably simple statistical procedures or qualitative/ exploratory works should be encouraged, instead of doing mere confirmatory research with a large quantum of data and complex statistical procedures. Methodological accuracy, exploration and relevance should be stressed upon.

Before commencing the work, students are required to submit and present a research proposal of the study to be pursued, prepared in the prescribed format and defend the proposal before the supervisors in the Department. The report of the dissertation should be written following the APA format.

The following standard format is suggested for the report.

- Before the first chapter, provide a brief & comprehensive summary in a single paragraph as the abstract.
- Organization of the report should be as follows:
- Introduction (General introduction, Theoretical review, Problem, Variables, Hypotheses, Rationale of the present study)
  - Review of related work
  - Method (Design, Sample, Tools, Data analysis)
  - Results and Discussion
  - Summary and Conclusion (Summary of the work, Conclusion, Implications, Limitations, Suggestions for further research)
  - Reference

A synopsis/abstract in a single page, printed separately is also to be submitted alongwith the dissertation.

In case of a qualitative/ exploratory work, appropriate changes can be made in the format.

## ESA of Dissertation

The following guideline is to be followed in the evaluation of the dissertation.

<b>Marks break up for dissertation evaluation</b>	<b>Marks</b>
Introduction, Relevance/Originality of the problem	15
Theoretical review, Review of related work	15
Method	15
Results and Discussion	25
Summary and Conclusion	5
Reference	5
Viva voce	20
<b>Total</b>	<b>100</b>