

SNDT Women's University

1, Nathibai Thackersey Road, Mumbai- 400020

M. A. Psychology - 2020 – 22

Faculty Name:	Humanities
Name of the Programme:	Masters program in Psychology
Total Credits:	80

Eligibility:

A student is considered eligible for admission to M.A. in Psychology as per the eligibility norms prescribed by the university, ie. 32 credits in Psychology with 4 credits practicals, or highest available credits in Psychology for Bachelor's program in their University.

Programme Specific Outcomes (PSOs)

1. The program will focus on strengthening core subject knowledge in Psychological Theory, throughout Semester I and II, with a focus on Core courses which include understanding of Cognitive Psychology Psychometry, and Psychological Research, as well as Personality theory. Ethics needs to be understood by students of Psychology and that too is a Program objective in all Semesters.
2. Understanding of Neurocognition, Applications of Statistics, Applied Social Psychology and Positive Psychology, is important for mastery over Psychology.
3. The applications of the knowledge of Psychology are reflected in strongly emerging cutting edge areas in interdisciplinary research, and increase employability in the job market. They also offer scope for consultancy to trained Psychologists.
4. Through Semesters III and IV, the PSOs will focus entirely on mastery over applied aspects of Psychology, both in the Field, as well as in Research. The PSOs for these two semesters will thus be skill based learning, and expertise in research.

General Instructions:

- The Duration of M. A. programme is of four semesters and of 80 credits. There are five courses per semester. Each course will be of 4 credits. Each semester is of 20 credits. (5 x 4 = 20 Credits)
- For the M. A., courses are classified into Core (compulsory) Courses, and Elective (optional) courses / CBCS (Choice Based Credit System) courses.
- In Semester I, and Semester II, students have to study total five courses in each semester.

- In Semester III and IV, students have to choose one specialization out of Clinical psychology (aided program) with a maximum intake of 25 students, Industrial psychology (aided program) with a maximum intake of 25 students, and Counseling psychology (unaided program) with a maximum intake of 30 students. Each specialization has to study a total five courses in each semester, with two of them compulsorily being Field based Practicum and Research Dissertation, and one component in Semester IV being Internship.
- Students from any disciplines can opt for CBCS courses.
- In semester I, II, III and IV, students have an option to choose CBCS course each of 4 credits.

Evaluation:

- For Psychology, being a practice oriented discipline, each course will have 50% Internal Evaluation (i.e. assignments, projects, seminar-papers, presentations, reports on field visits etc.) and 50% External Evaluation, ie. Semester end examinations.
- Minimum 40% marks are required in Internal and External assessment separately for passing in each Course.
- Student needs to clear internal assessment to be eligible to appear for semester end (external) examination.

Syllabus Format

Scheme: Semester I(aided: 50 intake, unaided 30 intake) Total=80

Sr. No	Course code	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
Core Courses										
1		Cognitive Processes	4	4	--	2.0	50	50	--	100
2		Research Methodology	4	4	--	2.0	50	50	--	100
3		Psychological Testing	4	4	--	2.0	50	50	--	100
4		Psychological Testing Practical	4	4	--	--	--	50	50	100
Elective Course:										
5		Theories of Personality	4	4	--	2.0	50	50	--	100
Elective Course/CBCS										
5		Theories of Personality	4	4	--	2.0	50	50	--	100

		Total	20	20	--		250	250	--	500
--	--	-------	----	----	----	--	-----	-----	----	-----

Scheme: Semester II(aided: 50 intake, unaided 30 intake) Total=80

Sr. No	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
Core Courses										
1		Neurocognition	4	4	--	2.0	50	50	--	100
2		Application of Statistics in Psychology	4	4	--	2.0	50	50	--	100
3		Applied Social Psychology	4	4	--	2.0	50	50	--	100
4		Psychological practical-Experiments	4	4	--	--	--	50	50	100
Elective Course:										
5		Positive psychology	4	4	--	2.0	50	50	--	100
Elective Course/CBCS										
5		Positive psychology	4	4	--	2.0	50	50	--	100
		Total	20	20	--		250	250	--	500

Scheme: Semester III

Clinical psychology specialization(aided , 25 intake)

Sr. No	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
Core Courses:										
1		Psycho Pathology Adult and Geriatric	4	4	--	2.0	50	50	--	100
2		Psycho Diagnostics Cognitive functions	4	4	--	2.0	50	50	--	100
3		Psycho Diagnostics Personality and	4	4	--	2.0	50	50	--	100

		emotions								
4		Orientation to Practicum in Clinical Psychology	4	4	--	--	--	50	50	50
5		Research proposal	4	4	--	--	--	50	50	100
Elective Course:										
5		Psychology of Adjustment	4	4		2.0	50	50	--	100
Elective Course/CBCS										
5		Psychology of Adjustment	4	4		2.0	50	50	--	100
		Total	20	20	--			100		500

Scheme: Semester IV

Clinical Psychology specialization(aided , 25 intake)

Sr. No	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
Core Courses:										
1		Psychopathology Child and Adolescent	4	4	--	2.0	50	50	--	100
2		Psychotherapy and Counselling	4	4	--	2.0	50	50	--	100
3		Field based practicum	4	4	--	--	--	50	50	100
4		Internship	4	4	--	--	--	50	50	100
5		Research Dissertation	4	4	--	--	--	50	50	100
Elective Course:										
5		Employee and Workplace Counselling	4	4	--	2.0	50	50	--	100
Elective Course/CBCS										
5		Employee and Workplace Counselling	4	4	--	2.0	50	50	--	100
		Total	20	20	--		100	250	150	500

Scheme: Semester III

Industrial psychology specialization(aided , 25 intake)

Sr. No.	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
Core Courses:										
1		Organizational Behavior and Consumer Behavior	4	4	--	2.0	50	50	--	100
2		Human Resource Processes and Industrial Relations	4	4	--	2.0	50	50	--	100
3		Talent Management and Competency Mapping	4	4	--	2.0	50	50	--	100
4		Orientation to Practicum in Industrial Psychology	4	4	--	--	--	50	50	100
5		Research proposal	4	4	--	--	--	50	50	100
Elective Course:										
5		Psychology of Adjustment	4	4		2.0	50	50	--	100
Elective Course/CBCS										
5		Psychology of Adjustment	4	4		2.0	50	50	--	100
		Total	20	20	--			100		500

Scheme: Semester IV

Industrial Psychology specialization(aided, 25 intake)

Sr. No.	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
Core Courses:										
1		Organizational Development and Change Management	4	4	--	2.0	50	50	--	100

2		Employee and Workplace Counselling (elective)	4	4	--	2.0	50	50	--	100
3		Field based practicum	4	4		--	--	50	50	100
4		Internship	4	4	--	--	--	50	50	100
5		Research Dissertation	4	4		--	--	50	50	100
Elective Course:										
4		Employee and Workplace Counselling	4	4	--	2.0	50	50	--	100
Elective Course/CBCS										
5		Employee and Workplace Counselling	4	4	--	2.0	50	50	--	100
		Total	20	20	--		100	250	150	500

Scheme: Semester III

Counselling psychology specialization(unaided,30 intake)

Sr. No.	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
Core Courses:										
1		Psychology of Adjustment	4	4	--	2.0	50	50	--	100
2		Assessment in Counseling Psychology	4	4	--	2.0	50	50	--	100
3		Intervention Strategies	4	4	--	2.0	50	50	--	100
4		Orientation to Practicum in Counselling Psychology	4	4	--	--	--	50	50	50
5		Research proposal	4	4	--	--	--	50	50	50
Elective Course:										
5		Psychology of Adjustment	4	4		2.0	50	50	--	100
Elective Course/CBCS										
5		Psychology of	4	4		2.0	50	50	--	100

		Adjustment								
		Total	20	20	--		150	250	100	500

Scheme: Semester IV

Counselling Psychology specialization (unaided, 30 intake)

Sr. No	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
Core Courses:										
1		Orientation to Special Areas in Counseling	4	4	--	2.0	50	50	--	100
2		Counseling approaches	4	4	--	2.0	50	50	--	100
3		Field based practicum	4	4		--		50	50	100
4		Internship	4	4	--	--	--	50	50	100
5		Research Dissertation	4	4		--	--	50	50	100
Elective Course:										
4		Employee and Workplace Counselling	4	4	--	2.0	50	50	--	100
Elective Course/CBCS										
5		Employee and Workplace Counselling	4	4	--	2.0	50	50	--	100
		Total	20	20	--		100	250	150	500

L = No. of Lectures / week, Cr. = Credits, P/T = Practical / Tutorial in hrs., D = Duration of Theory paper for Examination in hrs., TP (E) = Theory paper for Examination marks, Internal = Internal Assessment in marks, P / V = Practical / Viva Voce – marks, T = Total.

Detailed syllabus outline

Semester I

Sr. No	Course code	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
Core Courses										
1		Cognitive Processes	4	4	--	2.0	50	50	--	100
2		Research Methodology	4	4	--	2.0	50	50	--	100
3		Psychological Testing	4	4	--	2.0	50	50	--	100
4		Psychological Testing Practical	4	4	--	--	--	50	50	100
Elective Course:										
5		Theories of Personality	4	4	--	2.0	50	50	--	100
Elective Course/CBCS										
5		Theories of Personality	4	4	--	2.0	50	50	--	100
		Total	20	20	--		250	250	--	500

SNDT WOMENS UNIVERSITY

M.A.Psychology 2020-22.

PSYCHOLOGY MA Semester I

Course I- Cognitive Psychology

Course code: 110001

No. of Credits-4Marks 100 (50 internal, 50 external)

Course Objectives:

- 1) The student will become familiar with the various domains in Cognitive Psychology
- 2) Student will understand various models and theories of Cognitive Psychology.
- 3) Understand where cognitive psychology belongs in the larger domain of psychology.
- 4) Students will learn to appreciate to the interface between neuroscience and behaviour.
- 5) Knowledge of Cognitive Psychology is a USP of Psychology Majors and gives an edge in the job market.

Unit I:Introduction to Cognitive Psychology and Cognitive Neuroscience:

Objectives:

1. To develop understanding of historical roots of cognitive psychology
2. Students will learn to critically evaluate models/approaches of cognitive psychology
3. Students will gain understanding of various research methods in the study of cognitive psychology and their applications
5. Students will appreciate scope for application of knowledge of theories and principals of cognitive psychology
6. Students will understand structure, functions of the brain and methods of cognitive neuroscience.

1.1 Definition & History, Domains & Approaches to cognitive psychology

1.2 Research Methods in cognitive psychology, Study Methods in Cognitive Neuroscience.

1.3 Applications of cognitive psychology to assessment and intervention.

1.4 Cognitive Neuroscience. Organization of Nervous System. Brain: Structure and Functions.

Unit II: Thinking: Problem Solving & Creativity

Objectives:

1. Students will critically evaluate stages of thinking and theories of thought processes.
2. Students will understand various types of problems in thinking processes.
3. They will critically evaluate approaches to problem solving.
4. They will understand obstacles to problem solving and the problem solving cycle.
5. They will understand creativity, its measurement, stages, theories and blocks to creativity.

2.1 Stages of Thinking. Theories of thought processes

2.2 Problem Solving: Types of Problems. Approaches to Problem Solving. Obstacles to

Problem Solving and the Problem Solving Cycle.

2.3 Creativity- Approaches/sources to Creativity, Measurement of Creativity and its stages,

Blocks to Creativity.

2.4 Simonton's Chance- Configuration theory. Relationship between Creativity & Problem

Solving.

Unit III: Reasoning & Decision Making.

Objectives:

1. Students will gain understanding of reasoning, inductive as well as deductive thinking and differentiate between the two types of reasoning.
2. They will critically evaluate heuristics of decision making as well as stages of decision making, differentiate between individual and group decision making and their research base.
3. Students will understand judgement and decision making and risk performance.

- 3.1 Inductive Reasoning
- 3.2 Deductive Reasoning
- 3.3 Decision Making: Heuristics, Stages, Individual and group Decision Making
- 3.4 Judgment & Decision making, and Risk Performance

Unit IV: Human Intelligence & Artificial Intelligence

Objectives:

1. Students will gain understanding of historical roots of human intelligence.
 2. They will critically evaluate theories of human intelligence.
 3. They will understand the measurement of human intelligence.
 4. Students will comprehend the physiological and cultural approaches to human intelligence.
 5. Students will understand the concept, history and applications of artificial intelligence.
- 4.1 Concept of Human Intelligence : Historical Background
- 4.2 Theories of Human Intelligence, Measurement of Human Intelligence
- 4.3, Process of Intelligence, David Marr's analysis, Physiological and Cultural Approach
- 4.4 Artificial intelligence: History, Applications

References:

1. Kellogg R.T 'Cognitive Psychology'(2003), 2nd Edition. Sage Publications New Delhi.
2. Janhnke J.C, Nowaczyk R.H ' Cognition',(1998), Prentice-Hall Inc. New Jersey.
3. Matlin M ' Cognition' 7th Ed, (2009), John Wiley & Sons Inc.
4. Michael W. Eysenck and Mark T. Keane,(2005), Cognitive Psychology: A Student Handbook,. Hove, Eng., Lawrence Erlbaum Associates,
5. Solso, Robert L. ' Cognitive Psychology'(2009), 6nd Edition , Allyn & Bacon Inc.
6. Sternberg R.J 'Cognitive Psychology'(2009), 5th Edition, Harcourt Brace College Publishers.

Internal Assessment

- Review of literature on past studies.
- Propose new experiments based on studies.
- Book –Reviews.
- Critical Evaluation
- Essays on Current Trends/ Scope in field of Cognitive Psychology.

Learning outcomes:

Students would be confident about the role of Cognition in behavior, and will be able to explain various cognitive processes and underpinnings.

SNDT WOMENS UNIVERSITY

M.A.Psychology 2020-22.

PSYCHOLOGY MA Semester I

Course II-Research Methods

Course code: 110002 No. of Credits-4Marks 100 (50 internal, 50 external)

Course Objectives:

1. Students will understand the basics of research methods.
2. Will learn advantages and disadvantages of different methods of research.
3. Will develop research initiating skills
4. Will be enabled to work on research projects and report the same.
5. Students will be able to conduct research independently.
6. Knowledge of Research Methodology, both Qualitative and Quantitative, is a major strength of Psychology Majors in the Social Sciences domain. It gives an edge where research is a major job requirement. It also encourages independent consultancies.

UNIT-I Introduction

Objectives:

1. After learning this module, students will be able to:
Know the basics of the fundamental scientific research.
Define variables, select the problem and formulate hypotheses properly.
Understand the various steps involved in conducting research.
Understand the ethical issues in psychological research.
- 1.1 Scientific research – Meaning, aims, objectives and characteristics.
- 1.2 Basic concepts – Variables, Problems and Hypotheses.
 - 1.2.1 Variable: Meaning, types and control
 - 1.2.2 Problem: Meaning and characteristics of good problem.
 - 1.2.3 Hypothesis: Meaning, objectives, types and characteristics.
- 1.3 Basic steps of research: Problem, review, hypotheses, sample, data collection, analysis, interpretation and report.
- 1.4 Ethical issues in psychological research (APA).

UNIT-II Sampling and Data Collection Methods

Objectives: After learning this module, students will be able to:

- Follow the scientific methods of sampling.
- Apply the appropriate method of data collection.
- 2.1 Sampling and data collection : a) Probability Sampling b) Non-probability sampling
- 2.2 Experimental methods
- 2.3 Non - experimental and quasi experimental methods
- 2.4 Qualitative research – Principles, types and comparison with quantitative research.

UNIT-III Research Design

Objectives: After learning this module, students will be able to:

- Understand the different research designs.
- Implement appropriate basic research design.

- 3.1 Between group design
- 3.2 Within group design
- 3.3 Factorial design
- 3.4 Quasi – experimental design

UNIT-IV Reporting Research

Objectives: After learning this module, students will be able to:

- Write a research report in a standard format.
- Adhere to the APA format of writing a research report.
- Conduct and report their own research.

- 4.1 Purpose and types of reporting research.
- 4.2 APA style of preparing research report and article for journals.
- 4.3 Collecting and reporting references in APA format from various sources.
- 4.4 Writing own research proposal on any topic. (10 marks)

References:

1. American Psychological Association. Publication Manual of the American Psychological Association, Latest Edition. APA.
2. Denzin, N. K. & Lincoln, Y. S. (2000). The handbook of qualitative research, 2nd edition, Sage publication. California.
3. Elmes, D. G. (2011). Research Methods in Psychology. Wadsworth Publishing; 9 ed.
4. Forrester, M. A. (2010). Doing Qualitative Research in Psychology: A Practical Guide e. Sage.
5. Goodwin, J. (2009). Research in Psychology: Methods in Design. Wiley (6th edition).
6. Gursuch R.L. (1983). Factor analysis (2nd ed).
7. Kerlinger, F. N. (1995). Foundations of behavioural research. New Delhi: Surjeet Publication.
8. Kothari, C. R. (1985). Research methodology: Methods and techniques. New Delhi: Wiley Eastern Ltd.
9. Maanen, J. V. (1979). Qualitative methodology. Sage publication.
10. McBurney, D. H. (2009). Research methods. (8th Ed.). Wadsworth Publishing.
11. Neumen, L. W. (1997). Social research methods - Qualitative and quantitative approaches. 3rd edition. Allyn and Bacon.
12. Ritchie, J & Lewis, J. (2003). Qualitative research practice- a guide for social science students and researcher. Sage publication. New Delhi.
13. Shaughnessy, J. J., Zechmeister, E. B. & Zechmeister, J. (2012). Research methods in psychology. (Ninth Ed.). NY: McGraw Hill.
14. Singh, A.K. (2006). 5th ed. Tests, Measurement and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan.

15. Tabachnick , B.G. and Fidell, L. J. (2001). Using Multivariable statistics (4th ed).

Internal Assessment

1. Open book test.
2. Actual data Collection, scoring and section 4.4 (Sample size min. 20).

Learning outcomes:

Students will have expertise in research methodology and will utilize it in Semesters III and IV while developing research proposal and carrying out Dissertation research.

SNDT WOMENS UNIVERSITY

M.A.Psychology 2020-22.

PSYCHOLOGY MA Semester I

Course III Psychological Testing

Course code: 110003 No. of Credits-4Marks 100 (50 internal, 50 external)

Course Objectives

- 1.Students will learn the scientific approach to assessment of individual differences.
2. They will develop competence in Test construction in scientific manner and taking appropriate decisions based on test scores
3. They will understand measurement concepts, types of assessments, and purposes of various types of assessment tools
- 4 They will develop an understanding of the reliability, validity, and use of various assessment measures.
- 5.Knowledge of Psychological Testing is available solely with Psychology Majors and gives them an edge in both consultancy as well as employability.

UNIT I Introduction

Objectives:

1. Students will understand concept, characteristics and classification of psychological tests.
2. They will be understand scales of measurement.
3. Will learn various steps of test construction and test adaptation.
4. Will gain deeper understanding of ethical and cultural issues in testing.

1.1. Definition, characteristics and classification

1.2 Scales of measurement, Testing procedures

1.3 General steps in test construction and test adaptation

1.4 Ethical and cultural issues in testing

UNIT II Test standardization

Objectives:

1. Students will gain understanding of item analysis in the context of psychological testing.
2. Will learn to critically evaluate reliability and validity of psychological tests.
3. Will learn various types of norms and their interpretation.

2.1 Item analysis: purpose, theory, item difficulty, item discrimination

2.2 Reliability: definition, types and importance

2.3 Validity: definition, types and importance

2.4 Norms: types and interpretation

UNIT III Applications of psychological tests

Objectives:

1. Students will gain understanding of application of psychological tests in the field of educational testing, counselling, organizational and clinical settings.
2. They will learn to critically evaluate strengths and limitations of psychological tests

3.1 Educational and counseling, Growth and Progress

3.2 Clinical, Forensic, Diagnostic

3.3 Occupational/ Organizational settings, Consumer behavior

3.4 Strengths and limitations of psychological tests

UNIT IV- Test Construction by Students

Objectives:

1. Students will gain understanding of test development and carry out the process of psychological test construction in any one of the field such as Attitude, Interest , Vocation and educational testing.

A group of five students has to construct a short test measuring any one of the following

4.1 Attitude

4.2 Interest

4.3 Vocation

4.4 Educational setting

References:

1. Anastasi, A. & Urbina, S. (2002). Psychological testing. New Delhi: Pearson Education Asia
2. Chadha, N.K. (2009). Applied Psychometry. New Delhi: Sage Publication Pvt. Ltd.

3. Cohen, R.J., & Swerdlik, M.E. (2005). Psychological testing and assessment: An introduction to tests and measurement (6th Ed.). New York: McGraw-Hill.
4. Kaplan, R.M. and Saccuzzo, D.P. (2005). Psychological Testing: Principles, Applications and Issues. India: Wadsworth, Cengage.
5. Murphy, K.R., & Davidshofer, C.O. (2001). Psychological testing: Principles and applications (5th ed.). New Jersey: Prentice Hall.
6. Singh, A.K. (1997). Test, measurements and research methods in behavioural sciences. Patna: Bharathi Bhavan Publishers and Distributors

Internal Assessment

1. Test construction, with psychometric properties such as reliability, validity and norms.
2. Comprehensive information and critical evaluation of psychological tests of the area of student's choice.

Learning outcomes:

Students will have complete understanding of testing process and this knowledge of psychometric testing will give them an edge over other skilled professionals and high employability.

SNDT WOMEN'S UNIVERSITY

M.A.Psychology 2020-22.

PSYCHOLOGY MA Semester I

Course IV-Theories of Personality- (Elective/CBCS)

Course code: 110201 No. of Credits-4Marks 100 (50 internal, 50 external)

Course Objectives

1. Students will understand the different theories of personality
2. Will critically evaluate the different theories.
3. Will be oriented to applications of this knowledge.
4. This course will be offered in CBCS and many other disciplines too may be drawn to it.

UNIT I Introduction and Psychoanalytic perspective

Objectives:

1. Students will understand concept of personality.
 2. Will critically evaluate Psychoanalytic theory.
-
- 1.1 What is personality: Definition and concepts
 - 1.2 How personality is studied ~~and assessed~~ :Theoretical standpoints
 - 1.3 Personality assessment: different approaches
 - 1.4 Psychoanalytic perspective : concepts, evaluation

UNIT-II Neo Analytic Perspective

Objectives:

1. Students will understand individual neo analytic theories.
 2. Will critically evaluate the neo analytic theories
-
- 2.1 Alfred Adler, Carl Jung, Karen Horney,
 - 2.2 Eric Fromm, Harry Stack Sullivan, Erik Erickson
 - 2.3 Behaviouristic perspective: Hull, Miller Dollard, Skinner
 - 2.4 Social Cognitive perspective: Bandura

UNIT III Humanistic Perspective:

Objectives:

1. Students will gain understanding of humanistic, existential and positive aspects of personality.
 2. They will critically evaluate the humanistic theories.
-
- 3.1 Abraham Maslow

- 3.2 Carl Rogers
- 3.3 Existential theorists : Rollo May, Victor Frankl
- 3.4 Positive aspects of personality

UNIT IV Trait perspective:

Objectives:

1. Students will understand individual trait theories.
2. Will critically evaluate the trait theories.

- 4.1 Gordon Allport
- 4.2 R.B. Cattell
- 4.3 Hans Eysenck
- 4.4 Five factor model of personality concepts, evaluation

References

1. Hall C. S., Lindzey. G & Campbell J. B. Theory of Personality, 4thEdn., John Wiley & Sons.,
2. Friedman H, Schustack M: Personality Classic Theories and Modern Research, 5thEdn, Pearson Education Pvt. Ltd. India, 2011.
3. Susan Cloninger: Theories of Personality, 5thEdn., Pearson Education Pvt. Ltd. India, 2008.
4. Olson M, Hergenhah B. R. Introduction to Theories of Personality, 8thEdn., Pearson Education Pvt. Ltd. India, 2010.
5. Baron R. A. Psychology, 5thEdn, Pearson Education, 2002.

Internal Assessment:

1. Practical applications of personality theories.
2. MCQ tests.
3. Survey using personality questionnaires.
4. Essay type assessment.
5. Book review of original work of the personality theorists.

Learning outcomes

This course can be offered as CBCS to other disciplines as well and give a good perspective on theories of personality, which is a core knowledge area for psychologists as well.

SNDT WOMENS UNIVERSITY

M.A.Psychology 2020-22.

PSYCHOLOGY MA Semester I

COURSE V- Psychological Testing Practicals

Course code: 110201

No. of Credits-4Marks 100 (50 internal, 50 external)

Course Objectives

1. Students will understand the need for Psychological assessment.
2. They will become familiar with the different areas of psychological assessment.
3. They will understand administration, scoring and interpretation of psychological tests.
4. They will develop skills for using different psychological tests.
5. Practicals training is a must in Psychology and this will strengthen the students' theoretical knowledge of Testing acquired in the Testing course.

UNIT I Intelligence Tests

- 1.1 Cattell' s culture fair intelligence scale Indian adaptation
- 1.2 Indian adaptation of WAIS:WAPIS (Ramalingaswamy) or MISIC (Malin)
- 1.3 Bhatias battery of performance intelligence tests
- 1.4 Binet Kamath Verbal test of intelligence

UNIT II Aptitude Tests &Interest Inventory

- 2.1 Differential Aptitude Test Battery
- 2.2 General Aptitude Test Battery,
- 2.3 DBDA
- 2.4 Strong's Vocational Interest Blank

UNIT III Personality Assessment

- 3.1 Cattells 16 PF
- 3.2 Cattells High School Personality Questionnaire (HSPQ)
- 3.3 Multi Dimensional Assessment of Personality (MAP)
- 3.4 NEO -PI

UNIT IV Other Tests

4.1 Emotional intelligence tests

4.2 Locus of control scale

4.3 Bem's/ any other sex/gender role inventory

4.4 Tests of creativity

References: Manuals for various tests. A total of TEN tests to be conducted.

Internal assessment

1. Assignments
2. Practical journal and viva

Learning outcomes:

Students would have a mastery over conducting psychological tests which is a core area of expertise for psychologists

Semester II

Scheme: Semester II (aided: 50 intake, unaided 30 intake) Total=80

Sr. No	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
Core Courses										
1		Neurocognition	4	4	--	2.0	50	50	--	100
2		Application of Statistics in Psychology	4	4	--	2.0	50	50	--	100
3		Applied Social Psychology	4	4	--	2.0	50	50	--	100
4		Psychological practical-Experiments	4	4	--	--	--	50	50	100
Elective Course:										
5		Positive psychology	4	4	--	2.0	50	50	--	100
Elective Course/CBCS										
5		Positive psychology	4	4	--	2.0	50	50	--	100
		Total	20	20	--		250	250	--	500

SNDT WOMENS UNIVERSITY 2020-2022

M.A. PSYCHOLOGY Semester II

Course I :Neurocognition

Course code: 210004 Credits: 4 Marks: 100 (50 internal, 50 external)

Course Objectives:

1. To develop a better understanding of the overlapping field of cognitive neuroscience, neuropsychology and cognitive psychology, and understand how the subject matter of cognitive psychology connects to the "real world".
2. Develop a good understanding of fundamental relationship between brain and behavior.

3. Neuropsychology and Neurocognition are the new cutting edge areas of the science of behaviour; studying this course will give all Masters students an edge in the job market.
4. After choosing specializations, they can individually apply this knowledge to their area of expertise, eg. Neuromarketing , Forensic Psychology, Neuropsychology, etc.

UNIT I: Introduction to Cognitive neuropsychology

Objectives

1. Students will understand historical perspective and current status of cognitive neuropsychology.
2. Students will understand the anatomy of brain as well as the function of neurons and neurotransmitters.
 - 1.1 Brief history of Cognitive neuropsychology
 - 1.2 Introduction to nervous system: Neurons
 - 1.3 Synaptic transmission: neurotransmitters
 - 1.4 Brain anatomy

UNIT II: Attention and Memory

Objectives:

1. Students will understand the neurophysiology and neuropsychology of attention.
2. Will comprehend the relationship between brain structure and function, and memory.
3. Students will be able do understand critically about everyday memory errors
 - 2.1 Neurophysiology of human attention.
 - 2.2 Neuropsychology of human attention, attention as information processing; Selective attention.
 - 2.3 Attention, Memory and brain, neuropsychology of memory
 - 2.4 Neuroimaging the human brain : attention and memory.

UNIT III: Cerebral Lateralization and Specialization

Objectives:

1. Students will understand the principles of cerebral organization.
 2. Will comprehend how cerebral communication and specialization takes place.
 3. Students will critically understand the relationship between language and cognition
-
- 3.1 Principles of cerebral organization, how the two hemispheres communicate
 - 3.2 Hemispheric specialization
 - 3.3 Structure and functions of lobes and sub-cortical structure
 - 3.4 Language and cognition, brain correlates.

UNIT IV: Executive Functions and Frontal Lobe

Objectives:

1. Students will know the subdivisions of frontal lobe
 2. Will comprehend the role of frontal lobe in executive function.
-
- 4.1 Subdivisions of frontal lobe
 - 4.2 Frontal lobe and working memory
 - 4.3 Frontal lobe and goal oriented behavior
 - 4.4 Frontal lobe and other executive functions.

References:

1. Betty, J. (1995) Principals of behavioural neuroscience. Chicago: Brown & Benchmark.
2. Ellis, A.W. (1988) Human cognitive neuropsychology. Hove, UK: Ellbaum
3. Ellis, A.W., Young,A.W.(1996) Human cognitive neuropsychology. Hove, UK: Erlbaum
4. Gazzaniga, M.S., Ivry, R.B. & Mangun, G.R. (2008) Cognitive neuroscience: The biology of mind. New York: Norton.

5. Kilb, B. & Whishaw, I.Q. (1990). Fundamentals of human neuropsychology. New York: W.H. Freeman.
6. Mangun, G.R. (2012) Neuroscience of attention: Attentional control and selection. Oxford University Press
7. Parkin, A.J. (2001) Explorations in cognitive neuroscience. Psychology Press Ltd.
8. Rapp, B. (Ed.) (2001) Handbook of Cognitive Neuropsychology, New York: Psychology Press

Internal assessment

1. Term paper on current status of research in the topics included in the syllabus.
2. Review of existing neuropsychological assessment tools.
3. Objective Test
4. Designing an experiment.

Learning objectives:

Students would once again pick up confidence explaining brain behavior relationships, since that learning would have been left behind with high school biology. Understanding the brain and how it functions is essential for psychologists.

SNDT WOMENS UNIVERSITY 2020-2022

M.A. PSYCHOLOGY Semester II

Course II : Application of Statistics in Psychology

Course code: 210005

Credits: 4

Marks: 100 (50 internal, 50 external)

Course objectives:

1. Understanding the application of quantitative methods is important from research viewpoint that is an integral part of the M. A. Psychology program.
2. This will enhance their understanding and skill of carrying out independent research.
3. Immediate increase in employability is a proven outcome, since quantitative strengths are a must in the world of work today.

UNIT I: Introduction to Descriptive Statistics

Objectives:

1. Students will develop conceptual understanding of statistical methods and their utility for empirical research.
2. They will understand the use of software package for social sciences
3. Will learn to use suitable statistical techniques for interpreting research findings

1.1 Definition and use of statistics, Scales of measurement

1.2 Descriptive Statistics : Measures of central tendency & Measures of Variability

1.3 Concept of normality & normal distribution

1.4 Concept of standard scores, levels of significance, Power and effect size

UNIT II: Measures of Association, Prediction and Other Methods:

Objectives:

1. Students will comprehend how to establish relationships between data sets
2. They will be able to compute nonparametric data

2.1 Correlation: product moment, partial correlation, Special correlations.

2.2 Nonparametric correlations: Kendall's tau, Spearman's rho, other measures.

2.3 Linear Regression (OLS). Multiple Regression; Logistic Regression

2.4 Chi Square

UNIT III: Inferential Statistics- Univariate

Objectives:

1. Students will draw inferences about location on the data scatter
2. They will learn to draw significance from results obtained.

3.1 Two group Differences: t test- Independent and dependent samples,

3.2 Multi-group Differences: One-way ANOVA: Independent and dependent samples;

3.3 Two-way ANOVA: Independent samples

3.4 Wilcoxon Sign-Rank test; Median test; U test; Kruskal-Wallis test .

Unit IV: Inferential Statistics – Multivariate

Objectives:

1. Students will draw inferences about location on the data scatter
2. They will learn to draw significance from results obtained.

4.1 MANOVA, Discriminant Function Analysis, Factor Analysis

4.2 Soft Ware Package in Social Sciences (SPSS) or JASP (Open source)

4.3 Familiarity with Open source packages

4.4 Packages for qualitative analysis

References

1. Aron & Aron (2008). Statistics for Psychology 5/e. Pearson: New Delhi. – Singapore: John-Wiley.
2. Gouch, R. L. (1983). Factor Analysis. NJ: Lorrence Erlbaum.
3. Gravetter, F. J. & Wallnau, L. B. (2012). Statistics for the Behavioral Sciences. Wadsworth Publishing; 9 edition.
4. Guilford, J. P., & Fructore, B. (1978). Fundamental statistics for psychology and education. N.Y.: McGraw-Hill.

5. Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Multivariate data analysis*. (5thEd.). N.J.: Prentice-Hall Inc.
- Howell, D. (2009) *Statistical Methods for Psychology*, 7th Edition, Wadsworth.
6. Loehlin, J. (1998). *Latent Variable Models: an introduction to factor, path, and structural analysis*. Hillsdale, N.J.: LEA.
7. Marcoulides, A. G. &Schumacker, E. R. (2001). *New developments and techniques in structural equation modeling*. Hillsdale, New Jersey: Lawrence Erlbaum.
8. Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical reasoning in psychology and education*. Singapore: John-Wiley.
9. R Development Core Team. (2011). *R: A Language and Environment for Statistical Computing*. R Foundation for Statistical Computing: Vienna, Austria. (<http://www.Rproject.org>)
10. Sheskin, D. (2011). *Handbook of Parametric and Nonparametric Statistical Procedures*, FifthEdition. Chapman and Hall/CRC.
11. Tabachnick, B. G. &Fidell, L. S. (2001). *Using multivariate statistics* (4th Edi.). Boston: Allynand Bacon.
12. Wilcox, R. R. (1996). *Statistics for social sciences*. San Diego: Academic Press.
13. Wilcox, R. R. (2011). *Modern Statistics for the Social and Behavioral Sciences: A Practical*

Internal assessment

1. Analysis and interpretation of actual data collected as part of small research study.
2. Class test
3. Report of training in soft ware package in social science

NOTE: Unit IV only theoretical questions to be asked in Internal and Semester end examination.

Learning outcomes:

A thorough understanding of quantitative methods is essential for any postgraduate program.

Students would be able to apply this learning in various settings both during and after the program.

SNDT WOMENS UNIVERSITY 2020-2022

M.A. PSYCHOLOGY Semester II

Course III Applied Social Psychology

Course Code: 210103 4 credits 100 marks (50 internal and 50 external)

Course objectives:

1. To develop a better understanding of the field of social psychology as applied to problems of daily life.
2. Understanding the application of social psychology is important in the context of working in social and developmental sector, and leads to job placements.

UNIT I: Defining the field of Applied Social Psychology

Objectives:

1. To acquaint the students with recent development in Applied Social Psychology
2. To acquaint the students with the concepts, theories of Social Psychology and their applications.

1.1 Social Psychology – Defining Social Psychology, Social Psychology as a Science

1.2 Applied Social Psychology as a Science, the role of Personal Values

1.3 Historical Context of Applied Psychology, Social Influence on Behaviour

1.4 Levels of Analysis, Various Roles of Applied Social Psychologists.

UNIT II

Objectives:

1. To acquaint the students with applications of Social Psychology in Media
2. To acquaint the students with importance of Social Psychology to understand addictions, political change, etc.

2.1 Applying Social Psychology to the Media - The consequences of viewing Media Violence, Imitation of Violence, Media violence and Aggressive Thoughts,

Media Violence and Fear.

2.2 Effects of Long- Term Exposure to Nonviolent Pornography, Effects of Exposure to Sexual Violence, Reducing the harmful effects of Exposure to violent pornography.

2.3 Political news coverage, How the Media Influence our Thoughts, Effect of Negative Media Coverage of the Government.

2.4 Applying social psychology to Health - Definition of health psychology. Biopsychosocial model, social variables and health . Promoting health and preventing illness- Persuasion and Social Influences in Media Health coverage, Family, Peer and School Influences. Changing Health Behaviour - Health Belief Model, Theory of Planned Behaviour, Trans theoretical Model. Stress, Coping and Social Support- Stress and Coping, Social Support.

Unit III Social Psychology in Organizations

Objectives:

1. To acquaint the students with applications of Social Psychology in Industry and corporate world.
2. To acquaint the students with importance of Social Psychology to understand job satisfaction, criminal justice, etc.

3.1 Applying Social Psychology to Organizations- The Individual in an Organizational Context,
Making Sense of Others in the Work Environment.

3.2 Job Satisfaction: Antecedents and Consequences , Interpersonal Processes in Organizations

-Communication, Group Decision Making

3.3 Applying Social Psychology to the Criminal Justice System ; Social Psychology of Crime.

3.4 Social Psychology in Courtroom and Prison settings.

Unit IV Applications to Environment and Diversity

4.1 Applying Social Psychology to the Environment. Resource Dilemmas

- 4.2 Social Design : Six Goals of Social Design, Outdoor Spaces . Defensible Space- Convenience Stores and Banks, Residences, Communities.
- 4.3 Applying Social Psychology to Diversity, Culture Diversity – Hofstede’s Cultural Taxonomy, Schwartz’s Values Framework, Demographics: Personal Diversity, Gender, Ethnic Background, Social Class.
- 4.4 Diversity and Creation of Opportunities, Creativity and Innovation, Problem Solving. Diversity: Challenges, Prejudice and Discrimination.

References

1. Baron & Byrne ‘Social Psychology: Understanding Human Interaction’ 5th Edition, Allyn & Bacon Inc.
2. Dalton E.S (2001) Community Psychology’ Wadsworth Thomson learning
- Feldman Roberts ‘Social Psychology – Theories, Research, and Applications’ International student edition
3. Frank. W. Schneider, J. Gruman, Larry Carrots ‘Applied Social Psychology: Understanding & Addressing Social & Practical Problem’ Sage Publication
4. Hastie R. & Stasser G. (2000) In Reis H.T. & Judd C.H. ‘Handbook of Research Methods in Social and Personality Psychology. Cambridge University Press.
5. Higgins T. & Kruglanski A. W (1996) ‘Social Psychology: Handbook of Basic Principles’ Guilford Press, New York, London
6. Hollander & Raymond Hunt ‘Current Perspective in Social Psychology’ Oxford University Press
7. Leonard Berkowitz ‘A Survey of Social Psychology Illinois’ The Dryden Press, Hightstown
8. Lindesmith A.R, Strauss ‘Social Psychology’ Prentice Hall Publications, New Jersey
9. Misra L (1992) ‘Women’s Issues: An Indian Perspective’ Northern Book Centre, New Delhi.
10. Muttagi P.K (1997) Drug Abuse among College Students in Bombay’ Somaiya Publication Pvt. Ltd., Bombay.
11. Pennington D.C Gillen K & Hill P ‘Social Psychology’ Oxford University Press .N.Y
12. Phillip W.S.K (1994) ‘Street Children in India’ Rawat Publications, Jaipur
13. Reis H.T & Judd C.H (2000) Handbook of Research Methods in Social and Personality Psychology’ The Cambridge Press
14. Rickel P. (1999) ‘Social and Psychological Problems Prevention & Intervention’ Hemisphere Publishing Cooperation, New York.
15. Second & Backman ‘Social Psychology’ International Students Education
16. Semin G.R & Fiedler K (1996) ‘Applied Social Psychology’ Sage Publications, New Delhi

17.Seras D.O, Freedman J.L & Peplau L.A ‘Social Psychology’ Prentice Hall Inc.

Internal assessment

1. Small survey on social psychological factors of current social events.
2. Creating blog on issues included in the syllabus such as media, environment and so on.
3. Objective tests
4. Critical evaluations of simulated social psychological scenarios.

Learning outcomes:

Social psychological processes are a core area of learning in any specialization of Psychology and bringing this learning during the first year of the MA program will strengthen job prospects and employability later on.

SNDT WOMENS UNIVERSITY 2020-2022

M.A. PSYCHOLOGY Semester II

Course IV : Positive Psychology (Elective/CBCS)

Course code: 210104

Credits 4

Marks 100 (50 internal, 50 external)

Course objectives:

1. Understanding the application of Positive Psychology is important in current times
2. This is a new emerging field with multiple applications.
3. This will be offered as a CBCS course and will have many takers from other disciplines.

UNIT I: Introduction to Positive psychology

Objectives:

- 1.Student will gain better understanding of assumptions, goals and themes of positive psychology.
2. Will have better insight into the historical antecedents of Positive psychology.
3. Will enable the student to distinguish between eastern and western perspectives on positive psychology

1.1 Definition, assumptions, goals and themes of positive psychology

1.2 Historical antecedents of positive psychology

1.3 Differentiating between eastern and western perspectives on positive psychology

1.4 Classification and measure of strengths.

UNIT II: Positive emotions

Objectives:

1. Student will gain better understanding of the role of positive emotions
2. Will value concepts like subjective well being, resilience, and flow in the context of positive psychology.

2.1 Subjective well being

2.2 Resilience

2.3 Flow

2.4 Emotional intelligence and emotional creativity

UNIT III: Cognitive and interpersonal focus

Objectives:

1. Student will gain better understanding of the role of optimism, hope, self-efficacy in the context of positive psychology.

3.1 Optimism

3.2 Hope

3.3 Self-efficacy

3.4 Gratitude, empathy and altruism

UNIT IV: Applied positive psychology

Objectives:

1. Student will gain better understanding of the role of positive psychology as applied to various domains of traditional psychology

4.1 Positive psychotherapy

4.2 Positive organizational behavior

4.3 Building better communities

4.4 Assessment in positive psychology

References:

1. Baumgartner, S.R., & Crothers, M.K. (2012). *Positive Psychology*. New Delhi: Pearson.
2. Brown, K.W. & Ryan, R.M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology*, 84, 822-848.
3. Compton, W.C., & Hoffman, E. (2012). *Positive Psychology: The Science of Happiness and Flourishing*. Wadsworth Publishing Company.
4. Linley, P. A., & Joseph, S. (Eds.). *Positive psychology in practice*. Hoboken, NJ: John Wiley & Sons.
5. Pareek, U. (2007). *Understanding Organizational Behavior*. New Delhi: Oxford University Press.
6. Snyder, C. R., Harris, C., Anderson, J. R., Holleran, S. A., Irving, L. M., Sigmon, S. T., et al. (1991). The will and the ways: Development and validation of an individual-differences measure of hope. *Journal of Personality and Social Psychology*, 60, 570-585.
7. Snyder, C. R., & Lopez, S. J. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. Sage Publications/ Sage South Asia.
8. The WHOQOL Group. (1998). Development of the World Health Organization WHOQOL-BREF quality of life assessment. *Psychological Medicine*, 28, 551-558.
9. Thompson, L.Y., Snyder, C.R., Hoffman, L., Michael, S.T. Rasmussen, H., N., Billings, L.S., Heinze, L., Neufeld, J. E., Shorey, H. S., Roberts, J. C. & Roberts, D.E. (2005). Dispositional forgiveness of self, others, and situations. *Journal of Personality*, 73, 313-359.

Internal assessment

1. Literature search on the existing work that differentiate between eastern and western perspectives on positive psychology.
2. Critical review of research studies published on any one of the areas of positive psychology mentioned in the syllabus.
3. Comparative analysis of positive and traditional approach to psychotherapy, organizational behavior, community psychology and assessment.

Learning objectives:

Positive psychology is a relatively new and rapidly developing branch and knowledge of the same is essential for psychologists.

Offering it as CBCS course will render it popular among other disciplines as well.

SNDT WOMENS UNIVERSITY 2020-2022

M.A. PSYCHOLOGY Semester II

Course V: Psychology Practicals: Experiments

Paper code: 210202

Credits 4

Marks 100 (50 internal, 50 external)

Course Objectives :

1. Designing, conduction and interpretation of results of psychology experiments is a core skill for a Psychology student.
2. It will also help in developing the skills of developing computer program for the conduction of psychological experiments.
3. Job placements as well as teaching opportunities are likely to increase with this skill set.

UNIT I :Learning and memory

1. Sensory memory.
2. Short term memory
3. Recognition memory [Signal Detection Method]
3. Persistence of auditory information in memory
4. Autobiographical memory
5. Flashbulb memory
6. Prospective memory

7. Paired Associate Learning
8. Serial position curve
9. Effect of visual and auditory background on learning process
10. Categorization as an aid in memory
11. Episodic and semantic memory
12. Priming and conditioning

UNIT II Attention/Perception

1. Semantic Priming
2. Visual & Acoustic confusion
3. Dual task performance
4. Effect of size and variable distance on apparent motion
5. Emotional stroop effect
6. Pattern recognition
7. Feature Integration
8. Intentional Blindness, Change Detection.
9. Imagery and perception

UNIT III: Thinking/Reasoning

1. Syllogistic Reasoning
2. Conditional Reasoning
3. Concept Identification.
4. Concept attainment
5. Problem solving
6. Creative thinking

UNIT III: Miscellaneous

1. Framing Effect
2. Anchoring Effect
3. Effect of active strategies on reading comprehension
4. Word Recognition
5. The influence of incentives on performance

6. Achievement Motivation

Note:

1. In all 10 experiments to be conducted
2. Conduct two experiments from each unit.
3. The remaining two can be selected from any unit/module of the syllabus.

References:

1. Manuals of laboratory experiments in psychology.
2. Kellogg R.T 'Cognitive Psychology' (2003), 2nd Edition. Sage Publications New Delhi.
3. Janhnke J.C, Nowaczyk R.H 'Cognition', (1998), Prentice-Hall Inc. New Jersey.
4. Matlin M 'Cognition' 7th Ed, (2009), John Wiley & Sons Inc.
5. Michael W. Eysenck and Mark T. Keane, (2005), Cognitive Psychology: A Student Handbook, Hove, Eng., Lawrence Erlbaum Associates,
6. Solso, Robert L. 'Cognitive Psychology'(2009), 6th Edition , Allyn & Bacon Inc.
7. Sternberg R.J 'Cognitive Psychology' (2009), 5th Edition, Harcourt Brace College Publishers.
8. A.F Healy& R.W Proctor.(Ed)(2003) Handbook of psychology-Experimental Psychology (vol.4), John Wiley & Son.Inc

Internal assessment

1. Report writing of the experiments conducted as per APA format.
2. Designing and writing computer program for any two psychological experiments.

Learning objectives

Planning and execution, conduction of experiments is an essential skill for psychologists.

This would also strengthen their research grounding.

Scheme: Semester III**Clinical psychology specialization** (aided , 25 intake)

Sr. No.	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
Core Courses:										
1		Psycho Pathology Adult and Geriatric	4	4	--	2.0	50	50	--	100
2		Psycho Diagnostics Cognitive functions	4	4	--	2.0	50	50	--	100
3		Psycho Diagnostics Personality and emotions	4	4	--	2.0	50	50	--	100
4		Orientation to Practicum in Clinical Psychology	4	4	--	--	--	50	50	50
5		Research proposal	4	4	--	--	--	50	50	100
Elective Course:										
5		Psychology of Adjustment	4	4		2.0	50	50	--	100
Elective Course/CBCS										
5		Psychology of Adjustment	4	4		2.0	50	50	--	100
		Total	20	20	--			100		500

SNDT WOMENS UNIVERSITY 2020-2022**MA PSYCHOLOGY Semester III****Specialization in Clinical Psychology****Program objectives:**

1. The entire Semester III program of the Masters in Clinical Psychology focuses on strengthening specialization areas in Applied Psychology.
2. Core courses required for this goal include understanding of Psychopathology, and Psychodiagnostics.
3. The applications of this knowledge to field based Practicum in Clinical Psychology is essential to offer employability.

4. Knowledge of designing and executing research studies in this field is essential.
5. Both of the latter also offer scope for consultancy to trained Psychologists.

Course I Psychopathology: Adult and Geriatric

Course code: 310112

Credits: 4

Marks: 100 (50 internal, 50 external)

Course objectives

1. To develop a better understanding of the field of adult and geriatric psychopathology.
2. Students will develop a basic understanding of current trends and changing issues in adult and geriatric psychopathology.
3. With a rapidly greying population this offers high flexibility and employability.

UNIT I : Legislations and Classification

Objectives:

1. Students will be updated regarding important mental health legislations in India.
2. Classification of mental illness and health for clinical and research purposes will be comprehended and learned.

1.1 Understanding psychopathology, Classification of psychiatric conditions; DSM and ICD

1.2 Research measures in Mental Health and Psychopathology : SCID, SAPS, SANS, PANSS, RDC.

1.3 Mental Healthcare Act, 2017

1.4 Legislations in mental health care: POSH, POCSO, Issues in Mental Health Insurance

UNIT II : Major mental illness

Objectives:

1. Students will learn about schizophrenia spectrum disorders and mood disorders.
2. They will understand the process of Differential Diagnosis and Prognosis

2.1 Schizophrenia spectrum disorders: Historical overview, classification, etiology and current view.

2.2 Delusional disorder: Identification, and etiology

2.3 Bipolar Disorders: Classification, and etiology.

2.4 Depressive Disorders, Suicide: etiology, and risk factors-

UNIT III : Axis II disorders (as labelled in earlier DSM) and Anxiety spectrum disorders

Objectives

1. Students will comprehend conditions with which people often live and work.
2. They will comprehend how these may interfere with daily adjustment.

- 3.1 Personality disorders: classification and, etiology
- 3.2 Sexual disorders, Sleep Disorders: Classification, and etiology
- 3.3 Anxiety disorders, Trauma and Stress related disorders, Obsessive Compulsive and related disorders
- 3.4 Somatic symptom and related disorders, Dissociative Disorders: Identification, and etiology.

Unit IV : Disorders of Neurocognition, and Gender related disorders

Objectives:

- 1. Students will learn how brain changes impact behaviour
- 2. They will learn how aging and brain conditions or deterioration manifest in behavior
- 4.1 Neurocognitive Disorders, Dementias, Disorders of functioning in various neurocognitive domains.
- 4.2 Other neurocognitive conditions in need of psychosocial care and support, eg. Epilepsy, MCI, Normal aging.
- 4.3 Substance related and addictive disorders
- 4.4 Gender dysphoria, and associated issues.

References:

- Ahuja N. (2006) - A Short Textbook of Psychiatry
- Barlow, D.H. & Durand, M.V. (2012). *Abnormal Psychology: An Integrative Approach*. Wadsworth Cengage Learning
- Beidel, D.C., Bulik, C.M., & Stanley, M.A. (2012). *Abnormal Psychology*. New York: Prentice Hall/ Pearson Education.
- Casey, P. & Kelly, B. - *Fish's Clinical Psychopathology*
- Kaplan & Sadock's (2003) *Synopsis of Psychiatry*
- Nolen-Hoeksema, S. (2011). *Abnormal Psychology*. New York: McGraw Hill
- Oltmanns, T. F., & Emery, R. E. (2012). Abnormal Psychology (7 th ed.) Upper Saddle River, NJ: Pearson Education*
- DSM-IV-TR (Diagnostic and Statistical Manual of Mental Disorders)
- ICD-10 (International Classification of Diseases)
- Neale and Davison 12th Ed *Abnormal Psychology*
- Short Oxford Textbook of Psychiatry by Michael Gelder.

Internal assessment

1. Simulated case presentation.
2. Class tests
3. Field visits and links with practicum
4. Review of literature

Learning objectives:

Understanding psychopathology is essential for a Masters student of Clinical psychology and would boost job prospects tremendously.

SNDT WOMENS UNIVERSITY

MA PSYCHOLOGY 2020-2022

Semester III

Specialization in Clinical Psychology

Course II Psychodiagnostics : Assessment of Cognitive Functions

Course code: 310113 Credits: 4 Marks: 100 (50 internal, 50 external)

Course Objectives:

1. Students will acquaint themselves with the theoretical constructs behind Psychodiagnostic testing of Cognition.
2. Learning the process of Cognitive assessment in theory and practice will greatly improve employability, and scope for consultancy for Psychologists.
3. Neuro-rehabilitation is a rapidly growing field with a greying population and high accident and injury rates among the youth.

UNIT I : Intelligence assessment, Learning abilities

Objectives:

1. Students will learn to administer and interpret psychological tests of Intelligence
 2. They will understand the theoretical differences between various cognitive measures
- 1.1 Stanford Binet's Scales of intelligence
 - 1.2 Wechsler Intelligence scales, all editions
 - 1.3 Other tools in measurement of intelligence
 - 1.4 Key Issues in intelligence and ability assessment

UNIT II: Assessment of Learning Disability

Objectives:

1. Students will learn to administer and interpret psychological tests of Intelligence
2. They will understand the various score patterns that emerge with different tools

- 2.1 Assessment of learning disability: Reading, writing, arithmetic, spelling
- 2.2 WRAT, Woodcock Johnson, Aston Index, DAS-I and other tools for LD assessment
- 2.3 Factors in Wechsler Scales that point to LD
- 2.4 Neuropsychological underpinnings of LD

UNIT III : Neuropsychological assessment

Objectives:

1. Students will learn to administer and interpret Neuropsychological tests and tools
 2. They will understand the various score patterns that emerge with different tools
- 4.1 Overview of Neuropsychological assessment
 - 4.2 Neuropsychological batteries, and unitary tests eg. Bender Gestalt, MMSE
 - 4.3 Use of computers in psychological assessment
 - 4.4 Neuropsychological assessment for rehabilitation and remediation

UNIT IV : Memory and other assessments

Objectives:

1. Students will learn to administer and interpret Memory assessments
 2. They will understand the various score patterns that emerge with different tools
- 4.1 Assessment of Memory
 - 4.2 Assessment of Attention and Perceptual difficulties
 - 4.3 Assessment of Executive Functions
 - 4.4 Emotional Intelligence and Multiple Intelligences

References

1. Gary Groth-Marnat (2009) HANDBOOK OF PSYCHOLOGICAL ASSESSMENT FIFTH EDITION, John Wiley & Sons, Inc.,
2. John R. Graham, Jack A. Naglieri , Volume Editors (2003) HANDBOOK of PSYCHOLOGY (VOLUME 10) ASSESSMENT PSYCHOLOGY, John Wiley & Sons, Inc., (Irving B. Weiner, Editor-in-Chief)
4. Randy W. Kamphaus , Jonathan M. Campbell (2006) Psychodiagnostic Assessment of Children, John Wiley & Sons, Inc
5. Aurelio Prifitera , Donald H. Saklofske , Lawrence G. Weiss (2008) WISC-IV Clinical assessment and Intervention SECOND EDITION, Elsevier Inc.

6. Henry Kellerman, Anthony Burry (2007) Handbook of Psychodiagnostic Testing, Fourth Edition - , Springer ScienceBusiness Media, LLC.
7. James C. Kaufman (2009) Intelligent Testing Integrating Psychological Theory and Clinical Practice , Cambridge University Press
8. Kate Anthony; Deeanna Merz Nagel; Stephen Goss. (2010). the Use of Technology in Mental Health: Applications, Ethics and Practice Charles C. Thomas Pub. Ltd.
9. Weiner B. (1983): Clinical Methods in Psychology, John Willey & Sons, New York,
10. Kulshrestha, S. P. And Rhimal D. N. (Ed.) Recent advances in Educational and Psychological testing, Jugal Kishore & Co., 1984.
11. Sharma V, Malhotra S Edi (2011) Clinical Neuropsychology, Harprasad Institute of Behavioural Studies, Agra India
12. Anastasi A, Urbine S (2002) Psychological Testing, 7thEdn.. Pearson Edu. Inc.

Internal assessment:

1. Recent development in tests of cognitive functions.
2. Term paper on clinical use of cognitive function tests.
3. Class assessment.

Learning outcomes

Diagnostic testing in clinical psychology is a skill which is in high demand in the mental health field, thereby improving job prospects and consultancy opportunities.

SNDT WOMENS UNIVERSITY 2020-2022

MA PSYCHOLOGY Semester III

Specialization in Clinical Psychology

Course III Psychodiagnostics-Assessment of Personality & Emotions

Course code: 310114 Credits: 4 Marks: 100 (50 internal, 50 external)

Course Objectives

1. To make the students acquainted with the theoretical constructs behind Psycho-diagnostic testing of Personality.
2. Students will learn fine points of latest assessments of personality and how to deconstruct the score patterns.
3. Tremendous employability is generated with this skill, and students can go for higher studies, or be involved in consultancy work.

UNIT I : Clinical Interview, MSE and Ethics

Objectives:

1. Students will be familiarized with the fine points of Clinical interviewing
 2. They will learn to develop Differential diagnostic thinking.
- 1.1 Characteristics of Clinical Interview
 - 1.2 Roles and tactics in Interview, Mental Status Examination
 - 1.3 Nonverbal communication during clinical interview, arriving at Differential Diagnoses
 - 1.4 Ethics in Clinical Psychology

UNIT II : Empirical assessments

- 2.1 Importance of Empirical Assessment of Personality in medico legal settings
- 2.2 MMPI and recent editions
- 2.3 MCMI and recent editions
- 2.4 Other Millon scales, earlier and latest editions.

UNIT III Projective tests

- 2.1 Projective testing of Personality : Advantages and disadvantages
- 2.2 Unstructured projective tests : Rorschach Ink Blot test
- 2.3 Projective drawing, Projective play
- 2.4 Semi structured projective tests: SCT, TAT / CAT

UNIT IV Rating scales and behavioral assessment

- 3.1 Assessment of emotions using rating scales: depression, anxiety, anger
- 3.2 Behavioural assessment
- 3.3 Personality assessment using structured interviews
- 3.4 Assessment of Personality Disorders

References

1. Irving B. Weiner, Roger L. Greene (2008) HANDBOOK OF PERSONALITY ASSESSMENT, John Wiley & Sons, Inc.
2. Gary Groth-Marnat (2009) HANDBOOK OF PSYCHOLOGICAL ASSESSMENT FIFTH EDITION, John Wiley & Sons, Inc.,
3. John R. Graham, Jack A. Naglieri , Volume Editors (2003) HANDBOOK of PSYCHOLOGY (VOLUME 10) ASSESSMENT PSYCHOLOGY, John Wiley & Sons, Inc., (Irving B. Weiner, Editor-in-Chief)
4. Randy W. Kamphaus , Jonathan M. Campbell (2006) Psychodiagnostic Assessment of Children, John Wiley & Sons, Inc
5. Henry Kellerman, Anthony Burry (2007) Handbook of Psychodiagnostic Testing, Fourth Edition - , Springer ScienceBusiness Media, LLC.
6. Kate Anthony; Deeanna Merz Nagel; Stephen Goss. (2010). the Use of Technology in Mental Health: Applications, Ethics and Practice Charles C. Thomas Pub. Ltd.
7. Weiner B. (1983): Clinical Methods in Psychology, John Willey & Sons, New York,
8. Kulshrestha, S. P. And Rhimal D. N. (Ed.) Recent advances in Educational and Psychological testing, Jugal Kishore & Co., 1984.
9. Anastasi A, Urbine S (2002) Psychological Testing, 7thEdn.. Pearson Edu. Inc.

Internal assessment

Critical evaluation of a test

Class tests

Recent developments in any measure of personality.

Simulated test profiles

Learning outcomes:

Diagnostic testing in clinical psychology is a skill which is in high demand in the mental health field, thereby improving job prospects and consultancy opportunities.

SNDT WOMENS UNIVERSITY 2020-2022

MA PSYCHOLOGY Semester III

Specialization in Clinical Psychology

Course IV Orientation to Practicum in Clinical Psychology

Subject Code – 310211 Credits: 4

Marks: 100 (50 internal, 50 external)

Course Objectives

1. To expose the students in different Clinical setting as well as to give them experiential knowledge in Clinical Psychology.
2. To facilitate independent testing, analyzing, diagnosing as well as report writing.
3. This skill set is unique and in high demand, and the detailed and intensive practicum exposure ensures job placement.

UNIT I History and MSE

- 1.1 Case history taking
- 1.2 Mental Status Examination.
- 1.3 Diagnostic formulation and Differential Diagnosis
- 1.4 Five clinical cases to be worked out by students placed in hospitals with reports of Psychological assessment.

UNIT II - Assessment of Cognitive Functions

- 3.1 BKT, Bhatia's Test
- 3.2 WAPIS, WISC
- 3.3 SFB, VSMS
- 3.4 WMS.

UNIT III - Assessment of Personality

- 3.1 Objective Measures of Personality: – MMPI, HARS, HDRS, BDI
- 3.2 Semi structured projective tests – SCT, TAT / CAT
- 3.3 Projective Drawings DAP, HTP, KFD, BG
- 3.4 Rorschach Ink Blot Test

UNIT IV

- 4.1 Community Mental Health Outreach programme to be conducted and reported
- 4.2 Institutional visit to be reported

References

1. Kaplan H. I, Sadock BJ (2001) Synopsis of Psychiatry, 8thEdn., Gopsons, Papers Ltd., Noida
2. Manuals of the above mentioned tests.

Internal assessment

Case file for the term work

Viva

Simulated cases

Learning outcomes

The practicum course in fact embodies the combination of all theoretical material learned over the semester and ensures a highly skill based program.

SNDT WOMENS UNIVERSITY 2020-2022

MA PSYCHOLOGY Semester III

Specialization in Clinical Psychology

Research proposal

Course code: 310888
external)

Credits: 4

Marks: 100 (50 internal, 50

Course objectives:

1. Choosing a topic of interest within the clinical domain requires exhaustive reading
2. Formulation of an appropriate research design translates learning from MA I to practice in MA II.
3. Ethical guidelines have to be adhered to, and will be examined by ethics committee of Department while screening and evaluating proposal.

Guidelines for Research Proposal

- 1) Select a topic from clinical area and discuss with the guide assigned to you
- 2) Presentation of the Proposal
- 3) Submit a hard copy of research proposal including
 - Title
 - Introduction
 - Brief literature review
 - Hypotheses
 - Aims & objectives,
 - Research design
 - Proposed sample
 - Proposed tools
 - Proposed statistical analysis

Scheme: Semester IV**Clinical Psychology specialization** (aided , 25 intake)

Sr. No	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
Core Courses:										
1		Psychopathology Child and Adolescent	4	4	--	2.0	50	50	--	100
2		Psychotherapy and Counselling	4	4	--	2.0	50	50	--	100
3		Field based practicum	4	4	--	--	--	50	50	100
4		Internship	4	4	--	--	--	50	50	100
5		Research Dissertation	4	4	--	--	--	50	50	100
Elective Course:										
5		Employee and Workplace Counselling	4	4	--	2.0	50	50	--	100
Elective Course/CBCS										
5		Employee and Workplace Counselling	4	4	--	2.0	50	50	--	100
		Total	20	20	--		100	250	150	500

SNDT WOMEN'S UNIVERSITY 2020-2022**PSYCHOLOGY Semester IV****Specialization in Clinical Psychology****Course I Psychopathology: Child and Adolescent****Course code: 410111****Credits: 4****Marks: 100 (50 internal, 50 external)****Course objectives :**

1. To develop a better understanding of the of field of child and adolescent psychopathology.
2. To bring about basic understanding of current trends and changing issues in child and adolescent psychopathology.

UNIT I Introduction**Objectives:**

1. To understand the possibilities of developing pathology in childhood
2. To identify the different manifestations of the same.

- 1.1 Development and Psychopathology
- 1.2 History of Child and adolescent psychopathology
- 1.3 Disruptive disorders: Attention deficit/hyperactive disorder
- 1.4 Other disruptive, impulse control and conduct disorders

UNIT II : Internalizing Disorders

Objectives:

1. To be able to identify anxiety and affective disorders
 2. To diagnose differentially between them and identify prognosis
-
- 2.1 Anxiety disorders in childhood: Identification, and etiology.
 - 2.2 Obsessive-compulsive disorder: Identification, and etiology
 - 2.3 Post-traumatic stress disorder: Identification, and etiology
 - 2.4 Affective disorder in children and adolescents- depression and suicide

UNIT III : Pervasive Disorders

Objectives

1. To be able to help in early identification
 2. To psychoeducate families and spread awareness and acceptance
-
- 1.1 Autism spectrum disorder and pervasive developmental disorder: Identification, and etiology
 - 3.2 Mental Retardation: Identification, and etiology.
 - 3.3 Learning disability: Identification, etiology and remediation
 - 3.4 Speech and language disorder/communication disorder: Identification, and etiology

UNIT IV : Substance abuse, Feeding, Sleep and Somatoform disorders

Objectives:

1. To learn to identify these increasingly frequent manifestations in young age
 2. To let parents understand the seriousness of these conditions and intervene early
-
- 1.1 Substance abuse and other addictions in children and adolescents: Identification, and etiology
 - 4.2 Feeding and Eating disorders, Elimination disorders : Identification, and etiology
 - 4.3 Sleep disorders: Identification, and etiology
 - 4.4 Somatoform disorders, Gender identity and gender dysphoria. LGBTQIA+ and their inclusion

References:

1. Beauchaine T. P., Hinshaw S. P. (2008) Child and Adolescent Psychopathology, John Wiley & Sons.
2. Wilmshurst L. (2011) Child and Adolescent Psychopathology, SAGE Publication
3. Sarason A, Sarason B. A. (2006) Abnormal Psychology, Pearson Education Publishing Co.
4. Gelder (2009) New Oxford Text Book, Vol. I & Vol. II, Wiley Blackwell
5. Kaplan & Sadok (2011) Comprehensive Textbook of Psychiatry 9th Edn.
6. Lishman W. A. (2008) Organic Psychiatry 3rd Edn. Wiley Blackwell
7. De Sousa A, De Sousa D, De Sousa A (2004) Child Psychiatry, The National Book Depot, Mumbai

8. Davison G. C., Neal J. M., Kring A. M. (2004) *Abnormal Psychology* 9th Edn., New York Wiley.

Internal assessment

1. Term paper on any given topic
2. Review of literature and critical analysis/Book review
3. Case discussion
4. Class test

Learning outcomes

A clear understanding of child and adolescent psychopathology will increase employability markedly.

SNDT WOMEN'S UNIVERSITY 2020-2022

PSYCHOLOGY Semester IV

Specialization in Clinical Psychology

Course II Psychotherapy & Counselling Psychology

Course Code No. 410115 Credits: 4 Marks: 100 (50 Internal & 50 External)

Course Objectives

1. To enable the students to learn about different therapeutic approaches.
2. To comprehend the role and skills of counsellor and ethical issues in counselling.
3. To develop skills to help clients of different age groups.
4. To develop understanding of Indian and multicultural approaches to counselling.

UNIT I. Counseling skills and self work

Objectives:

1. Student should be able to understand own strengths and weaknesses
2. Should understand use of technology where possible

- 1.1 Stages and skills of counselling
- 1.2 Qualities of a good counsellor, Self work of counsellor. Self awareness
- 1.3 Ethics in counselling
- 1.4 Use of technology in psychotherapy

UNIT II : Person centered and Behavioural, Cognitive approaches

Objectives:

1. Student should understand underpinnings and be able to choose appropriate approach
2. Should know concepts and techniques of each

- 2.1. Concepts, techniques and application of person centered therapy
- 2.2 Behaviour therapy: concepts, process, application
- 2.3 Basic concepts, process and application of Beck's cognitive therapy
- 2.4 Concepts, techniques and application of rational emotive therapy

UNIT III Child, Family and Gestalt approaches

Objectives:

1. Student should understand underpinnings and be able to choose appropriate approach
2. Should know concepts and techniques of each
 - 3.1 Therapies with children : play therapy, art therapy (dance, music, painting), remedial intervention. Therapies with adolescents: issues related to sexuality, peer relations
 - 3.2 Family therapy: process, techniques and application.
 - 3.3 Gestalt psychotherapy, techniques and application.
 - 3.4. Group psychotherapy, techniques and application.

UNIT IV Other therapeutic approaches

Objectives:

1. Students should be aware of alternative approaches to choose from
2. Must be familiar with Indian approaches
 - 4.1. Indian approaches to psychotherapy
 - 4.2. Multicultural Counselling
 - 4.3 Transactional Analysis: Concepts, application, Reality therapy
 4. 4. EMDR – Concepts, process and application

References

1. Buchaller Susan I (2004) A Practical Art Therapy London: Jessica Kingsley Press
2. Burnard Philip (2005) Counselling Skills for Health Professional (4th Ed.) Nelson – Thornes
3. Cook N. M. & Waldon K (2006) Counselling kids with emotional and behavioural problems in schools. Denver, Love Publishing.
4. Culleys& Bond T (2004) Integrative Counselling skills in action 2ndedn., London, Thousand Oaks, New Delhi Sage.
5. Hogan S (2001) Healing Arts: The History of Art Therapy. London: Jessica Kingsley Press ISBNI 853027995
6. Kapur M (2001) Psychological therapies with children and adolescents. First edition. NIMHANS
7. Vernon A & Clemente R (2005) Assessment and intervention with children and adolescents 2nd ed. VA: American Counselling Association.
8. Wong D. K. (2006) Clinical Case Management for people with Mental Illness, New York: The Haworth Press.

Internal assessment

1. Term paper on any given topic
2. Review of literature and critical analysis/Book review
3. Class test

Learning outcomes

Hands on practical training in therapy will help combine all theoretical material that is learned and ensure high skilling.

SNDT WOMEN'S UNIVERSITY 2020-2022

PSYCHOLOGY Semester IV

Specialization in Clinical Psychology

Course III Clinical Psychology Field based practicum (100 marks)

Paper Code No. 410999a Credits: 4 - Marks: 100 50 Internal;50 External

Objectives

1. To expose the students to different clinical settings.
 2. To enable them to undertaken independent testing & report writing
 3. To sensitize students to different therapeutic methods.
-
1. Case history taking and mental status examination.
 2. Diagnostic formulation: 7 clinical cases to be worked out by students placed in hospitals with reports of psychological assessment – assessment of cognitive functions & personality.
 3. Conduction of minimum six sessions of psychotherapy, live or planned for 5 cases.
 4. Conduction of minimum 3 sessions of group therapy.

Internal assessment

Case file

Viva

Simulated cases

Learning outcomes

Hands on practical training will help combine all theoretical material that is learned and ensure high skilling.

Specialization in Clinical Psychology

Course IV Clinical Psychology : Internship(100 marks)

Paper Code No. 410999b Credits: 4 - Marks: 100 50 Internal ;50 External

Objectives

4. To expose the students to different work settings.
5. To enable them to undertaken independent work in the “real world”
6. To sensitize students to different therapeutic methods.

Internal assessment

Internship record

Viva

Simulated cases

Learning outcomes

Hands on practical training will help combine all theoretical material that is learned and ensure high skilling.

SNDT WOMEN'S UNIVERSITY

PSYCHOLOGY Semester IV

Specialization in Clinical Psychology

Course V Research project / Dissertation

Course Code – 410888

Credits: 4 Marks – 100

Course Objectives:

1. To facilitate students to conduct research independently

Introduction & review of literature

Method

Results & discussion

Conclusion

Limitations

Recommendations.

References

Appendix

Scheme: Semester III**Industrial psychology specialization** (aided , 25 intake)

Sr. No.	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
Core Courses:										
1		Organizational Behavior and Consumer Behavior	4	4	--	2.0	50	50	--	100
2		Human Resource Processes and Industrial Relations	4	4	--	2.0	50	50	--	100
3		Talent Management and Competency Mapping	4	4	--	2.0	50	50	--	100
4		Orientation to Practicum in Industrial Psychology	4	4	--	--	--	50	50	100
5		Research proposal	4	4	--	--	--	50	50	100
Elective Course:										
5		Psychology of Adjustment	4	4		2.0	50	50	--	100
Elective Course/CBCS										
5		Psychology of Adjustment	4	4		2.0	50	50	--	100
		Total	20	20	--		150	250	100	500

SNDT Women's University 2020-2022**MA PSYCHOLOGY Semester III****Specialization in Industrial Psychology*****Program Objectives:***

- The Master's in Industrial and organizational psychology student is able to critically apply scholarly insights and methods in the evaluation and the development of organizational and human resource knowledge. The development of core skills such as independent analysis, synthesis, judging and communicating is as important as the direct preparation for a professional career. The student gets the opportunity to apply their new insights and ideas to the world of real-life HRM practice, this is achieved by classroom teaching and interaction and also by direct on the job field training and

internship in the organization and they will learn the application of concepts of Industrial-Organizational Psychology under direct supervision and mentorship of Organizational HR Professionals

- Working on the live projects in an integral part of this I/O Psychology programme. These projects give students the opportunity to apply many of the skills and knowledge they have acquired during the program, to a real-life business situation. They work in teams and are intensively guided and coached by the permanent-full time-experienced faculty of the Department of Psychology.
- The student designs and executes research studies in this field under the supervision of the department faculty. All this leads to scope for consultancy to trained Industrial Psychologists. Moreover, these projects, research dissertation and filed work and internship usually make a perfect bridge between studying and working, most of the students get employment opportunity after completion of their Master Studies.

Course I ORGANIZATIONAL BEHAVIOUR AND CONSUMER BEHAVIOR

Course code:310121
50External)

Credits: 4

Marks: 100 (50 Internal,

Course Objectives:

- This course aims to help the students develop a better understanding of the basic elements of organizational behaviour and its application in the industry.
- To make students understand & appreciate the concepts of consumer behaviour, advertising, branding and marketing.
- It is also designed to give students an understanding of good leadership roles and gain insight into their patterns, beliefs and attitudes.
- It includes the theory of communication and interpersonal transaction with its implications.

Unit I: Introduction to OB and Individual in Organization

Objectives

1. To explain and illustrate the history and concept of organizational behaviour
2. To understand the concept and theories of work motivation and learn the strategies and factors influencing work motivation
3. To understand the concept and theories of emotional intelligence and learn the strategies and factors influencing emotional intelligence

1.1 History; Organizational structure and design; Management theories of OB; Trends, challenges and opportunities.

1.2 Foundations of Individual behaviour. Attitudes and Job Satisfaction. Personality and values. Perception and individual decision making.

1.3 Motivation concepts and applications: Job characteristic model, Employee involvement, and Use of reward for motivation

1.4. Emotional Intelligence: The role of emotion, emotional processing, types of emotions, emotional categories and continuum, the role of intelligence, Goleman's dimension of emotional intelligence and Mayer and Salovey's model of emotional intelligence

Unit II: The Group in Organization

Objectives

1. To understand and develop the spirit of teamwork as a member of the organization
2. To understand the concept and types of communication and learn the strategies and factors to improve communication by using the latest technology
3. To examine leadership theories and compare and contrast the leadership model and its implementation in real-world work
4. To understand the concept and theories of power and politics in the organization

2.1 Foundations of Group behaviour. Understanding work teams. Nature and types of groups, Concept of group dynamics, Models of group formation: Stage model, Punctuated equilibrium model, work teams, Team building, Team management.

2.2 Communication: Communication: Process of communication, Types of communication, barriers to communication, Business communication, Johari Window, Email etiquettes, Effective use of Presentations (PowerPoint) in Organizational Communication

2.3 Basic approaches to leadership and contemporary issues. Nature of Leadership, Theories (Traditional and modern theories of leadership) and Approaches to Leadership.

2.4 Power and politics. Power: The meaning of power, the distinction between power, authority and influence, classification and approaches to power.

Politics: Political perspective of power in organizations, Strategies for power acquisition. Case studies and exercises

Unit – III - The Organization System and Team Processes

Objectives

1. To understand the concept of organizational structure and design and its application for improving working conditions at the workplace.
2. To examine elements and dimensions of organizational culture and compare and contrast the culture of different organizations

3. To understand the concept and the strategies and factors of conflict resolutions and negotiation techniques
4. To examine leadership theories and compare and contrast the application of leadership theories in the organization

3.1. Organizational structure and design - Basics dimensions. Departmentalization, organizational designs. Inter-organizational designs, Job Enrichment, Job Loading, Job Design

3.2 Organizational Culture: Elements and dimensions of organizational culture, Importance of organizational culture in shaping the behaviour of people.

3.3 Conflict Management: Nature and types of conflict, conflict process, Individual differences and strategies to resolve conflict.

3.4 Leadership: Process and Content Theories of Leadership, Contemporary approaches to leadership—Spiritual leadership, Authentic transformational leadership, Resonant leadership

Unit IV: Consumer Behaviour and Advertising

Objectives

1. To understand the concept of consumer behaviour and segmentation of the consumer market
2. To examine the impact of consumers' attitude on buying decision of products and its implementation in real-world work
3. To understand the consumer decision-making process and to critically examine various models of consumer decision making
4. To examine the role and functions of advertising and evaluate the impact of social media on advertisement campaign.

4.1 Consumer Behaviour: Concept and Importance, Bases for segmenting consumer market
Consumer Perception

4.2. Consumer Attitudes: Consumers' Attitude Formation, Structural Models of Attitude; Attitude Measurement; Attitude Change.

4.3 Consumer Decision Making Processes, Individual Determinants and Environmental Influences; Models of consumer decision making: Nicosia Model. Howard-Sheth Model. Engel-Kollat-Blackwell Model. Sheth Family Decision Making Model.

4.4 Advertising: Roles and Functions; Key Players; Medium of advertisement; Types of advertising; effective advertisement, Use of Electronics, Internet & Social Media (Flipcart, Alibaba, Amazon, FB, Instagram etc)

Only for classroom Discussion

Negotiation: Nature and dimensions of Negotiation, Negotiation Process, Ethics in Negotiation, Strategy and Planning.

Evaluation Criteria in *Internal Assessment* (50 marks)

- Objective Assessment (Multiple Choice Questions)
- Analysis of OB Case Studies in Small groups and Presentation
- Creating an advertising campaign for a product
- Writing a White Paper on Benchmarking and Best Practices
- Practical skills demonstrated through the use of role-playing and video
- Evaluate any two electronics or internet or social media advertisement and its psychological impact on consumers
- Interview an advertisement professional to understand the linkages between advertisement and consumer buying decision

Learning outcomes:

1. Demonstrate the applicability of the concept of organizational behaviour to understand the behaviour of people in the organization.
2. Demonstrate the applicability of analysing the complexities associated with the management of individual behaviour in the organization.
3. Analyse the complexities associated with the management of the group behaviour in the organization.
4. Demonstrate how organizational behaviour can integrate into understanding the motivation of people in the organization.
5. Ability to evaluate the major theories, models relevant to the study of leadership
6. Discovers the importance of consumer behaviour and advertising in decision making of the consumer.

Reference Books

1. Assael, Henry (2001). Consumer Behaviour, 6/e, Thomson, New Delhi,
2. Black Well, Roger D. et al, (2002) Consumer Behaviour, 9/e Thomson, New Delhi
3. Blackwell, R.D., Miniard, P.W & Engel, J.F. (2010). Consumer behavior. India: Cengage Learning India Pvt. Ltd.
4. Farley, J. U., Howard, J. A. and Ring, L. W., Consumer Behavior: Theory and Application, Allyn and Bacon, Inc, Inc., Boston, 1974.

5. Hoyer W.D. and MacInnis, D.J. (2004), Consumer Behavior, 3rd edition, Houghton Mifflin Company.
6. Hawkins, D. L & Best Roger (2008), Consumer Behavior- Building Marketing Strategy, 9th edition, Mcgraw-Hill, Indian edition, New Delhi,
7. Kassirjian H. H. and Robertson, T. H., Perspectives in Consumer Behavior. Scott, Foreman and Company, Glenview III, 1973.
8. Kazmi, S.H.H & Batra, S. K. (2008). Advertising and Sales Promotion. New Delhi: Excel books.
9. Kreitner, R and Kinicki, A. (2008) Organizational Behavior, Tenth Edition, Tata McGraw Hill Publishing Company Limited, New Delhi, India
10. Kotler, P., Keller, K.L., Koshy, & JHA, M. (2007). Marketing Management (12th ed.). India: Dorling Kindersley, India Pvt. Ltd.
11. Luthans, F. (2013). *Organizational behaviour: An evidence based approach*. New York. McGraw- Hill/Irwin.
12. Mukherjee, S. (2012). Consumer Behaviour. India: Cengage Learning India Pvt. Ltd.
13. Newstrom, J. W. (2017). *Organizational behavior: Human behavior at work*. Ohio. McGraw-Hill Education.
14. Nelson, D.L. & Cooper, C.L. (2007). Positive Organizational Behavior. Sage Publications New Delhi.
15. Pareek, U (2009). Understanding Organizational Behavior. Second Edition. Oxford University Press, New Delhi
16. Rout, E.L., Omika, N. (2007). *Corporate conflict management: Concepts and skills*. Delhi. PHI learning Pvt. Ltd.
17. Robbins, S.P., Judge, T.A. (2000). *Organizational Behaviour*. New Delhi. prentice-Hall
18. Rogers, E. W. and Shoemaker, F. F., Communication of Innovations, 2nd Edition. The Free Press, New York, 1971.
19. Sakeran, U. (2004). *Organizational behaviour: Text & Cases Paperback*. Ohio. McGraw- Hill Education
20. Schiffman, L. G., & Kanuk, L.L. (2007). Consumer Behaviour (10th ed.). India: PHI Learning Private Limited.
21. Solomon, Michael R. (2003) Consumer Behaviour, 5/e, PHI, New Delhi
22. Stanon, William J., (1984). Fundamentals of Marketing, 7th Ed., McGraw-Hill Book Company.
23. Wells, M. B. (2009). Advertising Principles and Practice (7th ed.) India: Dorling Kindersley (India) Pvt. Ltd. Licensees of Pearson Education in South Asia.

SNDT Women's University 2020-2022

MA PSYCHOLOGY Semester III

Specialization in Industrial Psychology

Course II HUMAN RESOURCE PROCESSES AND INDUSTRIAL RELATIONS

Course code: 310122
50External)

Credits: 4

Marks: 100(50 Internal,

Objectives:

- The goal of this course is to help the students develop a better understanding of the human resource processes in the workplace.
- The objective is to equip the students with the knowledge of different HR strategies and to increase the understanding of HR analytics.
- The aim of this course is to acquaint students to the variety of HR software used in the daily working of the organization.
- The aim of this course is to help students understand industrial relations and labour laws.

Unit I: Introduction to human resource management

Objectives:

1. The students will be able to explain theories of HRM
2. The learners will be able to differentiate PM, HRD & HRM
3. The students will understand the entire process of employee relations management – from organizational entry to the exit
4. The learners will be able to discuss emerging trends in HRM

1.1 Assumptions and theories or models of human resource management

1.2 Characteristics of human resource management and the Difference between Personnel management, human resource development and human resource management.

1.3 Employee relations management: Concept, Importance, Organizational Entry, employee Status, Flexible Work arrangement, Employee Surveys, Handbooks, Termination, Resignation, downsizing, layoff, Retirement, Organizational Exit.

1.4 Emerging trends in HRM: Application of Artificial Intelligence (AI) in HR functions, Chat bots, Machine Learning, Intelligent Learning Platforms, Emergence of new vendors in the recruitment market, Outsourced Recruitment, Advanced people analytics, Learning management systems, Augmented reality, Digitized rewards and recognition.

Unit II: HRM Strategies, Performance management, Organizational Health & Safety

Objectives:

1. The students will be able to explain HR Strategies and the strategic role of management
2. The learners will be able to discuss Performance appraisal and reward management system
3. The students will understand the importance of organisational health and safety
4. The learners will be able to develop BBS Programmes

- 2.1** HR Strategies and strategic role of management, Formulating HR strategies and types of HR strategies., SHRM model-Integrated Systems model, Matching model.
- 2.2** Performance appraisal: Performance appraisal system, process and methods of appraisal, distortion in the appraisal, creating effective appraisal systems.
- 2.3** Reward management: Theoretical perspectives, establishing pay structure, incentives and compensation plans.
- 2.4.** Organizational health and safety: History of organizational safety and health, OSHA compliance, safety and health training, Establishing a PPE Programme, Behaviour Based Safety (BBS) Programmes

Unit-III: Human Resource (HR) Analytics

Objectives:

1. The students will be able to understand HRM analytics, Types and uses of HR Analytics
2. The learners will be able to discuss Design, Implementation and Measurement of HR strategy
3. The students will explain the concept and methodology of HR Audit and balance scorecard
4. The learners will be able to understand various Human Resources Information System and its application in organisations.

3.1 Introduction to HR Analytics – definition, aim, types of HR Analytics. Uses of HR Analytics and challenges of HR Analytics.

3.2 Design, Implementation and Measurement of HR strategy

3.3 HR Audit: Concept and Methodology, Balance Score Card: Concept and Implementation

3.4 Human Resources Information System (HRIS), Application of HRIS Softwares in HRM, APS Payroll and HR, Workforce Management Cloud Solutions (Ex. KRONOS etc), Human Capital Management (Ex. SAP-HR, Peoplesoft etc), Use of Spreadsheet (Advance Excel) in HRM

Unit IV Industrial Relations and Labour laws

Objectives:

1. The student will be able to explain the importance of industrial relations
2. The students can discuss the collective bargaining and grievance handling procedure in Indian organizations
3. The students will be able to understand and explain various labour legislation applicable to organizations

4.1 Introduction of IR, Importance and approaches of Industrial Relation

4.2 Collective bargaining, settlement of disputes, joint consultation and grievance handling procedures

4.3 Role of Trade Union, Union management relations, Indian trade union Act, 1926;

4.4 Labour legislation: Factory Act, 1948; Industrial Disputes Act, 1947; Data protection Act 2018; The Maternity Benefit Act 1961.

Learning Outcomes

1. To have an understanding of the basic concepts, functions and processes of human resource management
2. To be aware of the role, functions and functioning of human resource department of the organizations.
3. To Design and formulate HRM processes such as Performance appraisals and Reward Systems

4. Develop ways in which human resources management might diagnose a business strategy and then facilitate the internal change necessary to accomplish the strategy
5. Evaluate the developing role of human resources in the global arena.
6. Explain the purpose of the Human Resources Information System and how it facilitates HR Program
7. Explain the feasibility and the nature of the link between business strategy and HR strategy
8. Explain the application of labour legislation in the organisation

Evaluation Criteria in *Internal Assessment*

- Design, Implementation & Measurement of HR Strategies
- Case study or Moot Court on different Labour Laws
- Interview an HR professional about HR practices in their organization.
- Project: Review the human resources information systems used in any two organizations
- Role Play on different HR strategies used by Indian companies
- Quiz, Role Play, Project, Case study, Moot Court

Reference Books

1. Anderson, N. Ones, D. S., Sinangil, H.K&Viswesvaran, C. (Eds.)(2005).Handbook of Industrial and Organizational Psychology: Personnel Psychology(Vol. 1). New Delhi: Sage Publications, New Delhi.
2. Armstrong, M. (2005).A Handbook of Human Resource Management Practice (9th ed.). New Delhi : Kogan Page India,
3. Aswathappa, K. (2010). Human Resource Management: Text and Cases (8th ed.). New Delhi: Tata McGraw- Hill Education Private Limited.
4. Belyh, A. (2016, July 27). Beginners Guide to HR Analytics. Retrieved from <https://www.cleverism.com/beginners-guide-hr-analytics/>
5. Bhattacharyya, D. K., & Bhattacharyya, D. K. (n.d.). HR Analytics. Retrieved from https://study.sagepub.in/bhattacharyya_hra
6. Bhatia, S. K. HRM in global scenarios
7. Bohlander, G. &Snell, S (2004).Managing Human Resources. India: Thomson Asi Private Limited.
8. Bratton, J. & Gold, J. (2009).Human Resource Management Theory and Practice (4th ed.), New York, NY: Palgrave Macmillan.
9. Cascio, W.F&Aguinis, H. (2005).Applied Psychology in Human Resource Management (6th ed.). New Jersey, NJ: Prentice Hall Inc.
10. Deb, T. (2006).Strategic Approach to Human Resource Management: Concepts, Tools, & Application. New Delhi: Atlantic Publishers.
11. Dessler, G. Human Resources Management, (13th Ed).Prentice Hall
12. Dessler, G. (2011).A Framework for Human Resource Management (6th ed.). New Delhi: Pearson Education Inc.
13. Dessler, G. &Varkkey, B. (2011).Human Resource Management (12th ed.). New Delhi:Pearson Education Inc.
14. Dowling,Peter&Welch, Denice. International HRM –

15. Gomez-Mejia, L. R, Balkin, D.B. & Cardy, R.L. (2010). *Managing Human Resources* (6th ed.). New Delhi: PHI Learning.
16. Greer, C.R. (2009). *Strategic Human Resource Management* (2nd ed.) New Delhi: Pearson Education Inc.
17. Ivancevich, J.M. (2004). *Human Resource Management* (9th ed.). New Delhi: Tata McGraw Hill Edition.
18. Kandula, S.R (2004). *Human Resource Management in Practice* (2nd reprint). New Delhi: Prentice Hall of India.
19. Landy, F.J., & Conte, J.M. (2004). *Work in the 21st Century* (International ed.), New York, NY: McGraw-Hill.
20. Luthans, F. (2008). *Organizational Behavior* (11th ed.). New York, NY: McGraw Hill International Edition, New York, USA.
21. Mamoria, C.B. *Personnel management*, 25th edition (2009) Himalaya Publishing House.
22. Mamoria, C.B. & Gankar, S.V. (2001). *Personnel Management* (21st revised ed.). Mumbai: Himalaya Publishing House.
23. Mello, Jeffrey. *Strategic human resource management*
24. Pareek, U. & Rao, T.V. (2003). *Designing and Managing Human Resource System* (3rd ed.). New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
25. Pattanayak, B. (2009). *Human Resource Management* (3rd ed.). New Delhi: PHI Learning Private Limited.
26. Railkar, J.S. *Labour welfare & Practice – Vipul Prakashan.*
27. Reese, C. D. *Occupational Health and Safety Management—A Practical Approach*, (2nd Ed). CRS press
28. Rothwell, W. (2012). *The Encyclopedia of Human Resource Management* (Vol. 1, 2, 3). San Francisco, CA: John Wiley and Sons Inc.
29. Sharma, A. & Khandekar, A. (2006). *Strategic Human Resource Management. An Indian*
30. *Perspective.* New Delhi: Response Books, A Division of Sage Publications.
31. Subba, R. P. (2009). *Personnel and Human Resource Management: Text & Cases.* Mumbai: Himalaya Publishing House.
32. South, R. (2017, September 5). *Analytics in HR: 9 Steps on How to Apply Analytics into Your HR Processes - CakeHR Blog.* Retrieved from <https://blog.cake.hr/analytics-hr-8-steps-apply-analytics-hr-processes/>

SNDT Women's University 2020-2022

MA PSYCHOLOGY Semester III

Specialization in Industrial Psychology

Course III TALENT MANAGEMENT AND COMPETENCY MAPPING

Course code: 310124 Credits : 4 Marks: 100 (50 internal, 50 external)

Course Objectives

The student will be able to:

1. Define talent management and discuss the process of linking talent management to organizational strategy and other HR practices.
2. Examine the process for identifying high potential talent and developing a pipeline of talent to serve organizational present and future needs.
3. Examine the processes for talent development and succession planning.
4. To acquaint the students with the concept of competence and competency at work
5. To learn the various steps, methods and application of competency
6. To develop the understanding of the assessment centre approach

Unit I: Introduction to Talent Management

Objectives –

- *To explain & illustrate concepts related to Talent management & its processes.*
- *To explore ways of engaging employees effectively*

- 1.1 Introduction, Meaning & Objectives, Role of Talent Management in building the sustainable competitive advantage of a firm, Key Processes of Talent Management TM system – Components benefits of Talent Management System; creating TMS, challenges of TMS
- 1.2 Talent vs. knowledge people, Source of Talent, Consequences of Failure in Managing Talent, Some suggestive tools for Managing Talent, Talent Management Strategy – Succession Planning (Building the talent pipeline);
- 1.3 The elements of Talent Management (Attraction and retention policies and programs, Talent Councils, Role Development, Talent relationship management, Performance management, Total reward, Learning and development)
- 1.4 Employee engagement – Meaning, Purpose, Strategies.

Unit II: Talent Acquisition and Talent Movement

Objectives –

- *To understand concepts of Talent Acquisition, Assessment & development*
- *To learn the HR Planning and processes involved*

- 2.1 Developing the HR planning process (using MS- Excel and quantitative tools Recruitment Process), E-recruitment (using various job portals such as Naukri, Monster, LinkedIn)
- 2.2 Preparing a recruitment budget, Formulating a recruitment strategy
- 2.3 Talent Acquisition- Meaning, Purpose, Importance, Strategies and Methods, External Recruitment and Selection, Internal staffing process-recruitment-selection for promotions, transfer and placement
- 2.4 Issues of Equal Job Opportunities and Diversity Management in the Selection Process, Branding (Personal Branding and Company Branding)

Unit III- Talent Development

Objectives –

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

- 3.1 Introduction, Need of Training/Development, Types of training, Need Analysis, Criteria, Assessment, Barriers in Training
- 3.2 Process of imparting Training - Steps, Designing, Identification of Job competencies, E-learning. Evaluation of training: Kirkpatrick and CIRO models
- 3.3 Coaching and Mentoring, Leadership Development/ Executive Coaching
- 3.4 Management Development – What is management development, Managerial competencies – various competency models, Planning and administering the management development program. Development through work experience.

Unit IV Competency mapping, Assessment and Development

Objectives –

- *To examine current competency mapping models & compare how they are put into practice personally, locally & globally.*
- *To acquaint the students with the concept of competence and competency at work*
- *To learn the various steps, methods and application of competency*
- *To understand the uses of psychological testing and other methods in the assessment and development of employees*
- *To develop the understanding of the assessment centre approach*

4.1 Concepts and definition of competency; Types of competencies, Competency-based HR systems, competency and performance, Competency-based Talent Acquisition/ HR Planning

4.2 Developing a competency framework, Competency Profiling, Five level competency model, Developing various competency models, Competency mapping tools,

4.3 Use of psychological testing in competency mapping, competency-based interviewing, assessment of competencies through 360-degree feedback, BEI, CIT, validation of competencies.

4.4 Assessment and Development Centre: concepts, importance and uses of assessment centre in selecting employees, difference between assessment and development centre, assessment centre approach to competence building, the profile of the assessors, steps in the assessment centre, designing the assessment centre.

Evaluation Method*Internal assessment*

1. MCQ's
2. Roleplay
3. Book/Article reviews
4. Presentations
5. Games & Simulations
6. Projects & Assignments
7. Mock Talent Councils
8. Career Conversations
9. Designing a Training Program
10. Sourcing for a vacant position
11. Devise a competency framework

Learning Outcomes

A practical approach will be developed in students, by the talent management in India with the examples of different companies. They will understand and communicate appropriate actions to employees based on their strengths and weaknesses in Talent management and Competency mapping. The students will be acquainted competency-based application in HR Planning, Recruitment and Selection, Employee Training, Performance management, development, career-pathing and compensation. They can compare and contrast various talent management and competency management programs and best practices and define attributes of effective performance management systems.

References

1. Ballantyne, Iain, Povah, Nigel (2017). *Assessment & Development centres*, 2nd Edn., Routledge
2. Berger, L. A., Berger, D. R., & Education, M. H. (Eds.). (2018). *The talent management handbook*. McGraw-Hill.
3. Bibb S.. (2016). "Strengths-Based Recruitment and Development: A Practical Guide to Transforming Talent Management Strategy for Business Results". 1st edition. Kogan Page Publications.
4. Blanchard, P.N. & Thacker, J.W. (2007) *Effective Training: Systems, Strategies, and Practices* (2nd ed.). New Delhi: Pearson Education, Inc.
5. Boyatzis, R.E (1982). *The Competent Manager. A Model for Effective Performance*. New York, NY: John Wiley & Sons.
6. Cheese, P., Craig, E., & Thomas, R. J. (2007). *The talent powered organization: Strategies for globalization, talent management and high performance*. Kogan Page Publishers.
7. Davis, T., Cutt, M., & Flynn, N. (2007). *Talent assessment: A new strategy for talent management*. Gower Publishing, Ltd.
8. Dessler, G. (2006). *A framework for human resource management*. Pearson Education India.
9. Dubois, D.D and Rothwell, W.J, King D.J and Kemp, L.K (2004) *Competency Based Human Resource Management*. Davies-Black Publishing, California.
10. Gay M. & Sims D.. (2007). "Building Tomorrow's Talent: A Practitioner's Guide to Talent Management and Succession Planning". 1st Edition. AuthorHouse Publications.
11. Goldsmith M. & Carter L. (2009). "Best Practices in Talent Management: How the World's Leading Corporations Manage, Develop, and Retain Top Talent". 1st Edition. Pfeiffer, The Best Practice Institute Publications.

12. Goldstein, I.L.&Ford, J.K (2002).Training in Organization (4th ed.). USA: Thomson Wadsworth.
13. Kirkpatrick, D.L and Kirkpatrick, J.D (2009) Evaluating Training Programs: The Four Levels. 3rd Edition Tata McGraw-Hill Publishing Company Limited, New-Delhi.
14. Kram, Kathy E., and Madeline C. Bragar, "Development Through Mentoring: A Strategic Approach," in David H. Montross and Christopher J. Shinkman (eds.), Career Development: Theory and Practice (Springfield, IL: Charles C. Thomas, 1992)
15. Lawler, E.E. III., Nadler, D.A. &Cammann, C. (1980).Organizational Assessment. New York ,NY:John Wiley & Sons
16. Noe, R.A (2016) Employee Training and Development.7th Edition. Tata McGraw Hill Publishing Company Limited. New Delhi
17. Noe, R.A &Kodwani, A.D (2012) Employee Training and Development.Fifth Edition. Tata McGraw Hill Education Pvt. Ltd. New Delhi.
18. Sanghi, S. (2004).The Handbook of Competency Mapping. New Delhi:Response Books, Sage Publications.
19. Sanghi, S. (2009).The Handbook of Competency Mapping: Understanding Designing and Implementing Competency Models in Organizations. New Delhi: Response Business Books, Sage Publications.
20. Sawardekar, N. (2002).AssessmentCentres: Identifying Potential and Developing Competency. New Delhi: Response Books, Sage Publications.
21. Shermon, G. (2004).Competencybased HRM. New Delhi:Tata-McGraw Hill.
22. Spencer, Jr. L.M. & Spencer, S.M. (1993).Competence at Work. New York, NY: Wiley & Sons Inc.
23. Taylor, S. (2018). Resourcing and talent management. Kogan Page Publishers.
24. Thorton, III, G.C. &Rupp, D.E. (2006).Assessment Centers in Human Resource Management: Strategies for Prediction, Diagnosis and Development.London: Lawrence Erlbaum Associates Publishers.
25. Vaiman, V., & Vance, C. (Eds.). (2010). Smart talent management: building knowledge assets for competitive advantage. Edward Elgar Publishing.

SNDT Women's University 2020-2022

MA PSYCHOLOGY Semester III

Specialization in Industrial Psychology

Course IV Practicum in Industrial Psychology

Subject Code – 310221

Credits: 4 Marks: 100 (50 internal, 50 external)

Course Objectives

4. To expose the students in a different industrial setting as well as to give them experiential knowledge in Industrial and Organizational Psychology.
5. To facilitate independent testing, analysing, diagnosing as well as report writing.
6. This skill set is unique and in high demand, and the detailed and intensive practicum exposure ensures job placement.

Module I: Motivation

- i) ASUFA: Internal vs External Locus of Control with Wiener's additional factors.
- ii) Mettl Motivation Inventory- Mettl Motivation Inventory is a comprehensive test of motivation, which gives an understanding of what drives and motivates a person to effectively perform and excel at work.

Module II: Personality

- i) Type Approach: MBTI
- ii) DiSC[®] - The DISC assessment, is a non-judgmental tool used for discussion of people's behavioural differences. It measures Dominance, Influence, Steadiness and Conscientiousness. This test measures unique personality traits. This will lead to a fresh approach than the usual, common BIG 5 personality tests.

Module III: Talent Mapping / Talent Management

- i) Learning Style Inventory: Kolb
- ii) Learning Style Questionnaire: Mumford & Horney
- iii) Caliper-The Caliper Assessment measures Leadership/Persuasiveness, Interpersonal Skills, Problem Solving/Decision Making, Personal Organisation in Management. It is an employee assessment which predicts Performance and Drive Talent Management.

Module IV: Ability/ Career Planning

- i) Work Values Inventory
- ii) Intelligence: Advanced Progressive Matrices: Part I & II
- iii) Hogan Assessment- Motives, Values, Preferences Inventory
- iv) FIRO B

Note: Any 5 tests to be conducted

At least 1 test to be conducted from each module

Internal assessment

Submission of Journal for the term work

Analysis of complete Profile of an Employee

Viva

Learning outcomes

The practicum course in fact embodies the combination of all theoretical material learned over the semester and ensures a highly skill based program.

SNDT Women's University 2020-2022

MA PSYCHOLOGY Semester III

Specialization in Industrial Psychology

Research proposal

Course code: 310888

Credits: 4

Marks: 100 (50 internal, 50 external)

Course objectives:

4. Choosing a topic of interest within the industrial domain requires exhaustive reading
5. Formulation of an appropriate research design translates learning from MA I to practice in MA II.
6. Ethical guidelines have to be adhered to and will be examined by the ethics committee of Department while screening and evaluating a proposal.

Guidelines for Research Proposal

1) Select a topic from the Industrial and Organizational Psychology area and discuss with the research guide assigned to you

2) Presentation of the Proposal

3) Submit a hard copy of the research proposal including

- Title
- Introduction
- Brief literature review
- Hypotheses
- Aims & objectives
- Method
 - i) Proposed Participants detail
 - ii) Proposed Research design
 - iii) Proposed Variables
 - iv) Proposed Tools
 - v) Proposed Statistical Analysis
- References as per APA style

Scheme: Semester IV

Industrial Psychology specialization(aided, 25 intake)

Sr. No	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
Core Courses:										
1		Organizational Development and Change Management	4	4	--	2.0	50	50	--	100
2		Employee and Workplace Counselling (elective)	4	4	--	2.0	50	50	--	100
3		Field based practicum	4	4		--	--	50	50	100
4		Internship	4	4	--	--	--	50	50	100
5		Research Dissertation	4	4		--	--	50	50	100
Elective Course:										
4		Employee and Workplace Counselling	4	4	--	2.0	50	50	--	100
Elective Course/CBCS										
5		Employee and Workplace Counselling	4	4	--	2.0	50	50	--	100
		Total	20	20	--		100	250	150	500

SNDT WOMEN'S UNIVERSITY 2020-2022

PSYCHOLOGY Semester IV

Specialization in Industrial Psychology

Course I ORGANIZATIONAL DEVELOPMENT AND CHANGE MANAGEMENT

Course code:410123

Credits: 4

Marks: 100(50 Internal,

50External)

Course objectives

1. To acquaint the student with the nature, foundations and the overview of Organizational Development
2. To understand the Values, ethics and assumptions of Organizational Development
3. To enable the students to understand and manage change in organizations

4. To help students understand the process and the interventions of Organizational Development

Unit I: Introduction to Organizational Development

Objectives:

1. The student will be able to understand the definition and scope of OD
2. The student will be able to explain first and the second generation approaches OD.
3. The student will be able to learn the core values and assumptions of OD
4. The student will be able to describe the role of the OD practitioner in planned change
5. The student will be able to understand the roles that consultants, internal or external, can play in the OD process
6. The student will be able to understand and discuss OD system theory and models of OD

1.1 Definition and scope of OD

1.2 History of OD

First Generation OD – (Laboratory training and T Groups, Action Research and Survey Feedback, Management practices, Quality and Employee programs)

Second Generation OD – (Organizational culture, change management/ strategic change and reengineering, organizational learning, organizational effectiveness/ employee engagement)

1.3 Core Values, Ethics and Assumptions of OD, Roles, Styles and Competencies of an effective OD practitioner, Role of OD practitioner in planned change

1.4 Foundations of OD: Systems Theory of OD, Sociotechnical Theory, Six Sigma Model Kilmann's Model

Unit II: Change Management

Objectives:

1. The student will be able to understand the forces of change and reasons for resistance to change
2. The student will be able to explain and implement diagnostic models of planned change.
3. The student will develop an understanding of the challenges of leading a planned change initiative and models of planned change to increase the likelihood of success of organizational effectiveness.
4. The student will be able to describe and implement strategies for implementing change by applying phases of effective change management

2.1 Forces of Change, Change cycles, Types of change, Readiness and capability for change and conflicts, Resistance to Change and its diagnosis, Levels of Change (Hersey & Blanchard)

2.2 Diagnosis: diagnostic models, diagnosing the state of the systems, its subunits and organizational processes, red flags in diagnosis.

2.3 Theories and Models of Planned Change: Lewin's Change Model, Seven Stage Model (Lippitt, Watson & Wesley), Action Research Model, The Positive Model, Burke-Litwin Change Model, The Kubler Ross Model

2.4 Strategies for planning and implementing change, Major phases of effective change management and OD. Managerial and diagnostic limitations

Unit III– Process and Practices of Organizational Development

Objectives:

1. The student will be able to explain the process of OD
2. The student will be able to discuss and implement various practices in OD
3. The student will be able to discuss and implement various training technique in OD
4. The students will be able to recognise and compare benchmarking and best Practices used by different organizations

3.1 Process of OD

Entering and Contracting > Diagnosing Organizations > Diagnosing Groups and Jobs > Collecting and analysing diagnostic information > Feeding back diagnostic information > Designing interventions > Leading and Managing change > Evaluating and Institutionalising OD Interventions

3.2 Practices in OD – Survey feedback, Process consultation, Team building, Participation and Empowerment, Transactional analysis approach

3.3 Training Techniques for OD – Behaviour Modelling, Life and career planning, Coaching & Mentoring, Instrumented Learning, Role Analysis, Role Negotiation Technique, Organization Mirroring, Third – Party Peacemaking

3.4 Benchmarking and Best Practices in Organization Development,

Unit IV: Application of Organizational Development

Objectives:

- The student will be able to develop a working knowledge of all aspects of the OD intervention process, including entering and contracting, data collection and diagnosis, intervention methodologies, implementation, and sustaining change

4.1 Human Process Interventions – Interpersonal and Group Processes, Team Building, Organization Process

4.2 Technostructural Interventions – Restructuring organizations, Employee Involvement, Work Design

4.3 Human Resource Management Interventions – Performance Management System, Developing Talent, Managing Workforce diversity and Wellness

4.4 Strategic Change Interventions – Transformational change, Continuous change, Trans-organizational change

Evaluation Criteria in Internal Assessment (50 marks)

- Objective Assessment (Multiple Choice Questions)
- Analysis of OD Case Studies in Small groups and Presentation – Pitch your Intervention
- Writing a White Paper on Benchmarking and Best Practices

- Practical skills demonstrated through the use of role-playing and video
- Debates facilitated by a moderator
- Interview OD practitioners to evaluate the linkages in Theory and Practices

Learning Outcomes:

The students will be able to demonstrate knowledge and understanding of:

1. The practice of action research in OD;
2. Small group theory, group dynamics, teams and team building and their application in OD;
3. OD interventions at the group and organisational level.

References

1. Allcorn, S. (2006). *Organizational Dynamics and Intervention: Tools for Changing the Workplace*. New Delhi: Prentice-Hall of India Private Limited.
2. Bridges, W., & Mitchell, S. (2000). Leading transition: A new model for change. *Leader to leader*, 16(3), 30-36.
3. Brown, D.R. & Harvey, D. (2006). *An Experiential Approach to Organizational Development*. New Delhi: Pearson Prentice Hall.
4. Cummings, T. G., & Worley, C. G. (2014). *Organization development and change*. Cengage learning.
5. French, W. L., & Bell, C. H. (1995). *Organization development*. Englewood Cliffs: Prentice Hall International.
6. French, W.L. & Bell, Jr, C.H. (2006). *Organization Development*. Sixth Edition, Prentice- Hall of India Private Limited, New Delhi.
7. French, W.L., Bell, Jr, C.H. & Vohra, V. (2011). *Organization Development* (6th ed.). New Delhi: Pearson Prentice Hall.
8. Fisher, D (1999) *Communication in Organizations*. Second Edition. Jaico Publishing House, Mumbai
9. Harvard Business Review (2002) on Culture and Change. Harvard Business School Press, Boston, USA. Harvard Business Review (2006) On Leading through Change. Harvard Business School Publishing Corporation, Boston, USA.
10. Hiatt, J. (2006). *ADKAR: a model for change in business, government, and our community*. Prosci.
11. McNamara, C (2006) *Field Guide to Consulting and Organizational Development: A Collaborative and Systems Approach to Performance, Change and Learning Authenticity – Consulting*, New York, USA.
12. Palmer, I., Dunford, R., Akin, G (2007) *Managing Organizational Change: A Multiple Perspectives Approach*. Tata-McGraw Hill Edition. New Delhi
13. Ramnarayan, S. & Rao, T.V. (2011). *Organization Development: Accelerating Learning and Transformation* (2nd ed.). New Delhi: Sage Publication.
14. Rothwell, W. J., & Sullivan, R. L. (Eds.). (2005). *Practicing organization development: A guide for consultants* (Vol. 27). John Wiley & Sons.

15. Sharma, R.R (2010) Change Management: Concepts and Applications. Tata McGraw Hill, New Delhi.
16. Sharma, R. R (2012) Change management and Organizational Transformation. Second Edition. New Delhi. Tata McGraw Hill Education, New Delhi.
17. Shani, A.B, Chandler, D., Coget, J.F and Law, J.B (2009) Behavior in Organizations. An Experiential Approach. Ninth Edition. McGraw-Hill Irwin. New York, USA.

SNDT WOMEN'S UNIVERSITY 2020-2022

PSYCHOLOGY Semester IV

Specialization in Industrial Psychology

Course II: EMPLOYEE AND WORKPLACE COUNSELING (Elective)

Course code: 410125

Credits: 4

Marks: 100 (50 internal, 50 external)

Course objectives

- The goal of the course is to help students understand different counselling techniques.
- To know the difference between Counselling, Consultation, and Coaching.
- To learn therapies and apply them during counselling.

Unit I: Basic concepts in Employee Counselling and Consultation:

Objectives:

1. The student will be able to understand the concept of counselling and differentiate between the counselling, employee counselling and consultation
2. The student will be able to explain the Integrative Model of individual Employee Counselling.
3. The student will be able to learn employee counselling skills and use SOAP Note Format
4. The student will be able to describe the ethical issues of employee counselling

1.1 Concept of counselling, Definition of counselling, Employee Counselling and Consultation.

Difference between Counselling and Consultation.

1.2. An Integrative Model of individual Employee Counselling.

1.3 Skills in Employee Counselling, SOAP Note Format technique.

1.4 Ethical issues and Cultural Considerations in Employee counselling and Consultation.

Unit II: Counselling Techniques and Provisions in Organizations:

Objectives:

1. The student will be able to understand and differentiate between the basic models of helping
2. The student will be able to understand and differentiate between the basic models of workplace counselling
3. The student will be able to describe the various internal and external counselling provisions at the organization
4. The student will be able to explain the importance of transaction analysis and its application as a technique in the organizational setting

2.1 Basic models of Helping: Advising, Mentoring, Counselling and Coaching.

2.2 Models of workplace Counselling, Integrative Model of individual Employee Counselling. 2.3 Internal Counselling provisions of organizations, External Counselling provisions of organizations, Counselling Skills Training for Managers in the organization, Employee Assistance Program (EAP), Online Workplace Counselling

2.4 Transactional Analysis: Concepts, Process, Techniques and Applications

Unit III: Issues for Counsellors to resolve in Organizations:

Objectives:

1. The student will be able to understand and explain the causes of organizational stress
2. To discuss the issues of performance counselling and ways to deal with them.
3. The student will be able to describe the various types of Sexual harassment and unethical behaviour at the workplace and counselling for the victims
4. To discuss the impact of substance abuse, employee retention and employee turnover in the workplace

3.1 Organizational Stress: Causes, effect and Prevention, Types of Stress- Commutation to Office and Travel Stress, Time Stress, Transfer Stress, Situational Stress, Work and Family Stress, Burnout and Depression.

3.2 Performance Counselling, Types of Leave and its implications, Problems of absenteeism, Turnover, Work-life balance of employees.

3.3 Sexual harassment and unethical behaviour at workplace- Legal Aspects, First Aid Counselling for Victims

3.4 Substance Abuse, Employee Retention, Employee Turnover

Unit IV: Therapies and Theories for Employee Counselling:

Objectives:

1. The student will be able to choose approaches that need to be used for specific issues in the workplace
 2. To explain the uses and application of Oriental and Western Techniques in Employee Counselling
 3. To discuss the concept, the process of establishing Positive Organizational Behaviour at the workplace
- 4.1 Cognitive Behavioural Therapy (CBT): Concepts, Process, Techniques & Applications
 - 4.2 Rational Emotive Behaviour Therapy (REBT): Concepts, Process, Techniques & Applications
 - 4.3 Oriental Techniques: Pranayam, Asanas, Meditation, The Integral Yoga, Vipassana
Western Techniques: Biofeedback, relaxation training, Assertiveness training
 - 4.4 Establishing Positive Organizational Behaviour: PsyCap, Subjective Wellbeing, Workplace
Mindfulness, Non-Clinical Scales.

Learning Outcomes-

At the end of this course module, the students should be able to:

- Students will be able to understand basic concepts of counselling and consultation
- Students will also be able to evaluate the barriers in counselling in organizations.
- Discover knowledge of provisions in organizational settings by having an insight into different organizational practices
- Students will be able to understand and use different techniques useful for Employee counselling

Evaluation Criteria in Internal Assessment-

Role Play, Case Study, Comparative Analysis, Demonstrations of techniques

Project: Find Companies who have EAP and find out how they conduct the program, what is their process and which company has the best practice according to you and give the reason for the same. Similarly, it can be done with Online counselling and Coaching.

Reference Books

1. Albert Ellis, Catharine Maclaren, (2016). Rational Emotive Behavior Therapy: A therapist guide (the practical therapist) U.S impact publisher.
2. Berridge, J. Cooper, C.L., & Highly Marchington, C., (1997) Employee Assistance Programmes and Workplace Counselling
3. Berne, Eric (1961) transactional analysis in psychotherapy
4. Carroll, M. and Walyon, M. (eds.) (2003) Handbook of Counselling in Organizations. London: Sage Publications
5. Carroll M. (1996). Workplace Counselling. London: Sage
6. Carroll, Michael & Walton, Michael. Handbook of Counselling in Organizations:
7. Coles A. Counselling in the workplace. Milton Keynes: Open University Press; 2003
8. Corsini .RJ: Current Psychotherapies, Peacock publishers, 1984
9. Cooper, Grey. Marshall Judi: Understanding Executive Stress, McMillan Press, 1978.
10. Foreman, Elaine & Pollard, Clair (2011) introducing CBT (Cognitive behavioral therapy): A practical guide, Icons books
11. Gupta, G.P.:(2009) Management by consciousness, A Spirituo-technical Approach. SriAurbindo Institute of research in Social –Sciences, Pondicherry, .India.
12. Hough, Margaret (2014). Counselling Skills & Theory: 4th Ed., Hodder Education-
13. Katz, Neil & McNulty, Kevin (1994) Conflict Resolution
14. Keeran, Daniel (2012). Counselling in a Book: Help for Common Life Problems: College of Mental Health Counselling
15. Mcleod, John(2008). Counseling in the workplace: A comprehensive review of research evidence- 2nd ed.
16. Sanders, Dana & Wills, Frank (2003) Counselling for Anxiety Problems: 2nd Ed., Sage Publications

Internal Assessment-

Role Play, Case Study, Comparative Analysis

Project: Find Companies who have EAP and find out how they conduct the program, what is their process and which company has the best practice according to you and give the reason for the same. Similarly, it can be done with Online counselling and Coaching.

Learning Outcomes-

At the end of this course module, the students should be able to:

- Students will be able to understand basic concepts of counselling and consultation
- Students will also be able to evaluate the barriers in counselling in organizations.
- Discover knowledge of provisions in organizational settings by having an insight into different organizational practices

SNDT WOMEN'S UNIVERSITY 2020-2022

PSYCHOLOGY Semester IV

Specialization in Industrial Psychology

Course III Industrial Psychology Field-based Practicum

Paper Code No. 410999a Credits: 4 - Marks: 100 50Internal ; 50 External

Course Objectives

1. To expose the students in a different industrial setting as well as to give them experiential knowledge in Industrial and Organizational Psychology.
2. To facilitate independent testing, analysing, diagnosing as well as Internship report writing.
3. This skill set is unique and in high demand, and the detailed and intensive practicum exposure ensures job placement.

Module I: Organizational Culture/Climate

- iii) OCTAPACE Profile
- iv) Organizational Culture Profile (OCP)

Module II: Leadership and Team Building

- iii) Belbin Team Role Inventory (BTRI)
- iv) LEAD- Leader Effectiveness Adaptability Description
- v) SPIRO - M

Module III: Critical Analysis and Judgement for Managers

- iv) Watson Glaser Test
- v) Situational Judgement Test

Module IV: Employee and Workplace Counselling

- v) Ego state questionnaire revised-ESQ-R
- vi) Occupational Interests Inventory (OII)- OII-Pro
- vii) ORS- Organizational Role Stress

Note: Any 5 tests to be conducted; At least 1 test to be conducted from each module

Internal assessment

Testing Journal for the term work, Viva
 Analysis of complete Profile of an Employee
 Submission of Internship Report
 Presentation of Internship Report

Learning outcomes

The practicum course, in fact, embodies the combination of all theoretical material learned over the semester and ensures its applicability in the organizational setting.

Specialization in Industrial Psychology

Course IV Industrial Psychology : Internship(100 marks)

Paper Code No. 410999b Credits: 4 - Marks: 100 50 Internal ;50 External

Objectives

4. To expose the students to different work settings.
5. To enable them to undertaken independent work in the “real world”
6. To sensitize students to different therapeutic methods.

Internal assessment

Internship record

Viva

Simulated cases

Learning outcomes

Hands on practical training will help combine all theoretical material that is learned and ensure high skilling.

SNDT WOMEN’S UNIVERSITY

PSYCHOLOGY M.A. II / SEM. IV

Industrial Psychology

Course IV Research project / Dissertation

Paper Code – 410888

Credits: 4

Marks: 100 (50 internal, 50 external)

Objectives:

The student will be able to plan, conduct and defend research independently

Introduction & review of literature

Method

Results & discussion

Conclusion

Limitations

Recommendations.

References

Appendix

Guideline for Research Dissertation

- 1) Executing the Research Proposal finalized in the Semester III, for which research guide is already assigned in Semester III and the proposal presented before the Departmental committee which serves as a Departmental ethics committee.
- 2) Psychological tests used should be standardized and as far as possible recent.
- 3) References should be given in APA style.
- 4) One hardbound and one soft copy of the report (minimum 100 pages) should be submitted to the department before the final examination.
- 5) The student will face a viva-voce and during which she will present the key findings of her work and be questioned on the same. Marks will be assigned separately for the writing of the dissertation as well as the oral presentation and defense.

Scheme: Semester III

Counselling psychology specialization(unaided,30 intake)

Sr. No.	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
Core Courses:										
1		Psychology of Adjustment	4	4	--	2.0	50	50	--	100
2		Assessment in Counseling Psychology	4	4	--	2.0	50	50	--	100
3		Intervention Strategies	4	4	--	2.0	50	50	--	100
4		Orientation to Practicum in Counselling Psychology	4	4	--	--	--	50	50	50
5		Research proposal	4	4	--	--	--	50	50	50
Elective Course:										
5		Psychology of Adjustment	4	4		2.0	50	50	--	100
Elective Course/CBCS										
5		Psychology of Adjustment	4	4		2.0	50	50	--	100
		Total	20	20	--		150	250	100	500

SNDT Women's University 2020-2022

MA PSYCHOLOGY Semester III

Specialization in Counselling Psychology

Course I Psychology of Adjustment

Course code: 310132 Credits: 4

Marks: 100 (50 internal, 50 external)

Course Objectives:

- To understand the concept of mental health
- To explain various maladaptive behaviours across life span.
- To understand various causes and effects of specific problems
- To develop out-reach programmes for the community
- The course is extremely applied and hands on, and will ensure employment.

UNIT I Psychosocial Adjustment:

Objectives:

After the completion of this Unit the Student will be able to:

1. Describe various approaches to mental health
2. Explain diagnostic criteria and intervention techniques

1.1 Concept of Mental Health and Models of Mental Health, and Concept of Abnormality

1.2 Broad Diagnostic Criteria –DSM IV-TR and DSM 5

1.3 Health Intervention and Community Mental Health, Mental Health Act

1.4 Positive perspectives in mental health, resilience, role of activity, recreation and sport.

UNIT II Childhood and Adolescence Related Issues

Objectives:

1. Student will be able to describe various cognitive, developmental and childhood disorders.
2. They will be able to detect their symptoms and plan treatment

2.1 Intellectual Difficulties, Learning Disabilities

2.2 Developmental Conditions-Pervasive Developmental Disorders, Autism, Asperger's Syndrome

2.3 Behaviour and Conduct Related conditions-Conduct disorder, Oppositional Defiant Disorder,

ADHD

2.4 Other Childhood issues- Stuttering, Enuresis, Encopresis

UNIT III Stress , Suicide and Coping

Objectives:

1. Student will be able to define concepts of stress and coping
2. Will understand the phenomenon of suicide and the theoretical approaches to the same

3.1 Stress-concept, theories

3.2 Coping-Types of Coping

3.3. Suicide-Factors effecting suicide

3.4 Suicide ;Theory and Research

UNIT IV : Maladaptive Behaviour Patterns

Objectives:

1. Student can describe maladaptive behaviors like Addiction and Impulse Control disorders.
2. Can explain affective and anxiety disorders, their symptoms and treatment.

4.1 Addiction: Research and Theories

4.2 Impulse Control Related issues-Gambling, Anger management

4.3 Mood Disturbances - Pediatric and adolescent Depression

4.4. Anxiety patterns – Examination stress, stress arising out of relationships

References

1. Dunn, D.S., Hammer, E.Y, & Weiten, W. (2011). Psychology applied to modern life: Adjustment in the 21st century. Wadsworth publication.
2. Elizabeth B. Hurlock (1997 – reprint 2010) “Child Development” 6th edition. Tata McGraw Hill.
3. Khokar, C.P. (2012). A text book of stress, coping and health. Jagdamba publishing house
4. Sarason A, Sarason B. A. (2009) Abnormal Psychology: The problem of Maladaptive Behavior, Pearson Education Publishing Co.

Books for reading

1. American Psychiatric Association (APA). (2000). *Diagnostic and Statistical Manual of Mental Disorders* (4th ed., Text Revision). Washington, DC: American Psychiatric Press.
2. Beauchaine, T. P., & Hinshaw, S. P. (2012). *Child and Adolescent Psychopathology* (2nd ed.). New Jersey: John Wiley & Sons.
3. Mash, E. J., & Barkley, R. A. (Eds.) (2003). *Child Psychopathology* (2nd ed.). New York, NY: The Guilford Press.
4. Pomerantz, P. M. (2014). *Clinical Psychology: Science, Practice and Culture* (3rd ed.). Thousand Oaks, CA: Sage Publications.
5. Rutter, M., Bishop, D. V. M., Pine, D. S., Scott, S., Stevenson, J., Taylor, M., & Thapar, A. (2008). *Rutter’s Child and Adolescent Psychiatry* (5th ed.). Massachusetts: Blackwell Publishing.
6. Sadock, B. J., & Sadock, V. A. (2007). *Kaplan and Sadock’s Synopsis of Psychiatry* (10th ed.). Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins.
7. Manuals for RAGAP project: SNTD WU-Rotary Global Grant project for Substance and Non Substance Addiction Prevention. (2018-2020)

Internal assessment:

Class discussions and debates about suicide and suicide prevention

Assignment on Adolescent problems of addiction and sexuality

Training in SNTD-Global Grant project modules for Life Skills Based Prevention of Substance and Non Substance addiction

Literature search on DSM editions and Mental Health Act

Learning outcomes

Understanding the various issues faced while adjusting to the difficulties encountered in life will ensure job success for a Counseling Psychologist.

SNTD Women's University 2020-2022

MA PSYCHOLOGY Semester III

Specialization in Counselling Psychology

Course II Assessment in Counseling Psychology

Course code:310133

Credits: 4

Marks: 100 (50 internal, 50

external)

Course objectives :

2. The student will be able to select assessment prior to counseling
3. carry out basic behavioral assessment
4. discuss assessment for various populations- infant , child and adolescent, adult and geriatric , differently abled groups
5. conduct personality, creativity , interest, aptitude and learning disability assessment

UNIT I: Overview of Assessment & Behavioral Assessment

Objectives :

1. Student will be able to define basic principles of assessment in counseling
2. Describe basic principles, goals and methods in behavioral assessment

1.1 Basic Assessment Principles and Using Assessment in Counseling

1.2 Technological applications & uses in assessment

1.3 Goals & Applications of Behavioural assessment

1.4 Methods of Behavioural assessment

UNIT II: Assessment across Life Span

Objectives :

1. The student will be able to describe tests applied to various populations
2. Will be able to choose the appropriate test to be administered

2.1 Infant Assessment: VSMS, Nancy Bayley, Gessell

2.2 Child and Adolescent assessment : Wechsler Scales and Bender Gestalt Test

2.3 Adult assessment: Family Environment Scale, Marital Adjustment Scales, Wechsler Adult

Intelligence Scale, General Health Questionnaire

2.4 Geriatric assessment : Old Age Adjustment Inventory, Geriatric Depression Scale, Memory scales

Unit III: Assessment of Personality and Creativity

Objectives :

1. The student will be able to describe tests applied to domains of personality and creativity
2. choose the appropriate test

3.1 Objective Measures: 16 PF, HSPQ, CPQ , EPQ, NEO-PI

3.2 Projective Tests: CAT, DAP, HTP, KFD, Sentence Completion Test (Sacks/Rotters)

1.3 Tests of Creativity: Torrance &Passi Tests of Creativity, others.

3.4 Self report inventories.

UNIT IV: Vocational Assessment and Assessment of Special Populations

Objectives :

1. The student will be able to describe tests used to measure aptitude, interest , and learning disability

4.1 Aptitude Tests: DAT,GATB, DBDA, SAT

4.2 Interest Tests: SVBII, Kuder, Mascarenhas, Chatterjee, Vocational Interest Record, Educational Interest Record

4.3 Learning Disability Assessment: DTLTD, WRAT 4

4.4 Tests for Differently abled populations

References:

2. Anastasi A, Urbine S (2002) Psychological Testing, 7thEdn.. Pearson Edu. Inc.
3. Cohen, R. J., &Swerdlik, M. (2009). *Psychological Testing and Assessment: An Introduction to Tests and Measurement* (7th ed.). New York: McGraw Hill.

4. Coaley, K. (2010). An introduction to psychological assessment and psychometrics. Sage Publication.
5. Gregory, R. J. (2000). *Psychological testing, history, principles and applications*. 3rd edition. Boston: Allyn & Bacon.
6. Kaplan, R. M., & Saccuzzo, D. P. (2005) *Psychological testing, principles, applications and issues*. 6th edition. Wadsworth Cengage Learning. USA.
7. Marnat, G. G. (2009). Handbook of Psychological Assessment. 5th edition. John Wiley & Sons.
8. Whiston, S. C. (2009). *Principles and applications of assessment in counseling*, 3rd Edition, Brooks/Cole Cengage Learning. USA.

For reading: All test manuals

Internal assessment

Review of test of choice

Analysis of simulated test profiles

Learning outcomes

Application of knowledge of assessments in Counseling is a high demand and highly skilled area and will markedly increase employability.

SNDT Women's University 2020-2022

MA PSYCHOLOGY Semester III

Specialization in Counselling Psychology

Course III Intervention Strategies

Course code: 310134
external)

Credits: 4

Marks: 100 (50 internal, 50

Course Objectives

1. The student will be able to explain concept of counselling and applications
2. Choose basic counseling skills and strategies
3. Discuss the of process, techniques and application of Behavioral and Cognitive therapies

UNIT I: Fundamentals of Counselling and microskills

Objectives :

2. The student will be able to describe the historical background of counseling
3. Apply basic counseling skills
4. Ensure application of ethical issues in counseling

- 1.1 Define Counselling and Aims of Counselling and Historical Background
- 1.2 Personal Characteristics of Counsellor, Counselling Skills: Communication skill, Diagnostic Skill, Motivational Skill & Management Skill
- 1.3 Intake & Client History, Interview Assessment, Conceptualizing Client Problem,
- 1.4 Ethical Issues in Counselling

Unit II: Counseling Process and relationship building

Objectives:

1. The student will be able to describe the process of counseling,
2. To explain the concept of an effective helping relationship

- 2.1 Opening Techniques and Physical Arrangement
- 2.2 Ingredients of an effective helping relationship
- 2.3 Structuring Techniques and Circular Questioning
- 2.4 Facilitating and Evaluating Change, Terminating Skills

Unit III: Behavioristic Approaches in Counseling

Objectives:

1. The student will be able to apply the process, techniques and applications of behaviour therapy

- 3.1 Basic Concepts and assumptions of Behavioristic approach
- 3.2 Theories of Behavioristic approach
- 3.3 Therapeutic Process and Techniques
- 3.4 Applications & Evaluation

Unit IV: Cognitive Approaches in Counseling

Objectives:

1. The student will be able to describe basic assumptions of cognitive approach in counselling
2. To explain concepts and applications of various cognitive therapies

- 4.1 Basic Concepts and assumptions

4.2 Cognitive Behavior Therapy: Concepts, Process, Techniques, Applications and Evaluation

4.3 REBT: Concepts, Process, Techniques , Applications and Evaluation

4.4 Acceptance and Commitment Therapy and Reality Therapy : Concepts, Process, Techniques,

Applications and Evaluation

References:

2. Cormier, S., & Hackney, H. (1999). *Counseling strategies and interventions*. (5thed.) Needham Heights, M
3. Corey, G. (2009). *Theory and Practice of Counseling and Psychotherapy*. Eighth edition.
4. Thomson and associates.
5. Gelso, C. J., and Fretz, B. R. (2014). *Counseling psychology* (2nd ed.). Fort Worth, TX: Harcourt.

6. Sharf, R.S.(2012). *Theories of psychotherapy and counselling: Concepts and cases* (4th ed.).Belmont CA Brooks/Cole.

7. Seligman, L., & Reichenberg, L. W. (2010). *Theories of Counseling and Psychotherapy* (3rd ed.). Upper Saddle River, NJ: Pearson.
8. Nelson-Jones, Richard(2008). *Basic Counseling Skills: A Helper's Manual*. New Delhi: Sage Publications

Internal assessment

Mock cases of REBT and CBT

Designing behavior modification protocols

Open Book tests

Learning outcomes

Application of therapeutic knowledge and skills marks a good Counseling Psychologist.

Expertise in this area will boost employability and increase opportunities for consultancy.

SNDT Women's University 2020-2022

MA PSYCHOLOGY Semester III

Specialization in Counselling Psychology

Course IV Orientation to Practicum in Counselling Psychology

Course code: 310231 **Credits:** 4 **Marks:** 100 (50 internal, 50 external)

Course Objectives

1. To integrate theory into practice through the process of action, reflection and praxis
2. To provide for practicing competencies developed throughout the postgraduate program.
3. To explain the role of professional counsellor pertaining to various issues and various settings.
4. To underline importance and formats of history taking and mental status examination.
5. To describe the counselling process in the field.
6. To develop counselling interventions.

Method of Teaching: Discussions and presentation, experiential exercises

Course Contents:

- In this course students are expected to present 3 cases having diversity in terms of problem areas, domain areas, method of assessment and intervention.
- Students are expected to document and report cases in a prescribed format following supervision of the faculty. It should be subsequently compiled in the journal. Each case must have following framework of presentation
 - ***Presenting problem or concern (Detail case history)***
 - ***Mental status examination***
 - ***Psychological Assessment***
 - ***Main points or main issues discussed***
 - ***Relevant information on interventions***
 - ***Long-term/short-term goals Evaluation***

Thus the orientation of practicum includes

- I. Case history taking
- II. Mental status examination
- III. Assessment using at least three psychological tests
- IV. Field visits
- V. Case presentations and discussions
- VI. Diagnostic formulation

References

1. Bogo, M., Vayda, E. Practice of field instruction in social work. Toronto: Toronto Univ. Press
2. Ivey, A. E., & Ivey, M. B. (2002). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (5th ed.). Pacific Grove, CA: Brooks/Cole.

3. Nelson-Jones, Richard (2008). *Basic Counseling Skills: A Helper's Manual*. New Delhi: Sage Publications.
4. Pipes, R. B., & Davanport, D. S. (1999). *Introduction to psychotherapy: Common clinical wisdom* (2nd ed.). Boston, MA: Allyn & Bacon.
5. Reid William An Intervention Resource for Human services. NY: Columbia Univ. Press
6. Singh, S. and S.P. Srivastava Teaching and practice of Social Work in India New Royal Book Company.
7. Webb, N. Helping Families and children cope. Guilford Publishing.

Internal assessment

Students can be evaluated on the basis of analysis of simulated case, test protocol and corresponding viva examination and on the journal writing .

Learning outcomes

Hands on practical training will help combine all theoretical material that is learned and ensure high skilling.

SNDT Women's University 2020-2022

MA PSYCHOLOGY Semester III

Specialization in Counselling Psychology

COURSE V : Research Proposal

**Course code: 310888
external)**

Credits: 4

Marks: 100 (50 internal, 50

Course objectives:

2. Choosing a topic of interest within the clinical domain requires exhaustive reading
3. Formulation of an appropriate research design translates learning from MA I to practice in MA II.
4. Ethical guidelines have to be adhered to, and will be examined by ethics committee of Department while screening and evaluating proposal.

Guidelines for Research Proposal

1) Select a topic from Counseling area and discuss with the guide assigned to you

2) Presentation of the Proposal

3) Submit a hard copy of research proposal including

- Title
- Introduction
- Brief literature review
- Hypotheses
- Aims & objectives,
- Research design
- Proposed sample
- Proposed tools
- Proposed statistical analysis

Scheme: Semester IV

Counselling Psychology specialization(unaided, 30 intake)

Sr. No	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
Core Courses:										
1		Orientation to Special Areas in Counseling	4	4	--	2.0	50	50	--	100
2		Counseling approaches	4	4	--	2.0	50	50	--	100
3		Field based practicum	4	4		--		50	50	100
4		Internship	4	4	--	--	--	50	50	100
5		Research Dissertation	4	4		--	--	50	50	100
Elective Course:										
4		Employee and Workplace Counselling	4	4	--	2.0	50	50	--	100
Elective Course/CBCS										
5		Employee and Workplace Counselling	4	4	--	2.0	50	50	--	100
		Total	20	20	--		100	250	150	500

SNDT WOMEN'S UNIVERSITY 2020-2022

PSYCHOLOGY M.A. II / SEMESTER IV

Specialization in Counseling Psychology

Course I Orientation to Special Areas in Counseling

Course code: 410131

Credits: 4

Marks: 100 (50 internal, 50 external)

Objectives:

1. The student will be able to explain the application of psychology in modern everyday life
2. To discuss various issues faced by special population, including children, women and the LGBT community
3. To work with workplace issues and career development
4. To explain the concept of trauma and bereavement

UNIT I Child and Adolescent Related Areas

Objectives:

1. The student will be able to describe the various types abuse faced by children.
2. To detect the issues related to bullying and ragging
3. To identify issues pertaining to family and safety.

1.1. Childhood Abuse – Physical, sexual, emotional.

1.2. Family Issues – Divorce/separation of parents, custody battles, death of parent

1.3. Adjustment in school- Bullying and peer pressure, addictions

1.4. Sexual safety, personal safety, child mental health and parent counseling

UNIT II Gender Related Issues

Objectives:

1. The student will be able to describe the various types of abuse faced by women
2. To outline the issues and threats faced by the LGBT community
3. To deal with various types of families, and issues in marital relationships

2.1 Sexual Abuse and violence

2.2. Domestic Abuse and violence

2.3 Development and expression of alternate sexualities and sexual preferences

2.4 Marriage and Intimate Relationships, IVF counseling

UNIT III Work and Career Related Issues

Objectives:

1. The student will be able to describe the theories of career development
2. To decode changing nature of workplace trends
3. To identify various workplace related issues

3.1 Models of Career choice and development

3.2 Changing World of Work-workplace trends, changing workforce

3.3 Coping with Occupational Hazards-Job Stress, Sexual Harassment, Un/Underemployment

3.4 Balancing Work and Other Spheres-Workaholism, Work and Family Roles, Work-life balance

UNIT IV Trauma and Grief Counseling

Objectives:

- The student will be able to deal with and understand the process of Bereavement and Grief

- 4.1 Trauma Related Conditions - Acute stress and Post traumatic stress
- 4.2. Bereavement –The Mourning Process, Abnormal Grief Reactions
- 4.3 Grieving Special Type of losses-Sudden death, miscarriage, suicide.
- 4.4 Preparing for long term illness eg. HIV, Cancer, Palliative counseling.

References

- 1.Dunn, D.S., Hammer, E.Y, &Weiten, w. (2011).Psychology applied to modern life: Adjustment in the 21st century. Wadsworth publication.
2. Hurlock Elizabeth B. (1997 – reprint 2010) “Child Development” 6th edition. Tata McGraw Hill.
3. Khokar, C.P. (2012).A text book of stress, coping and health. Jagdamba publishing house.
4. Sarason A, Sarason B. A. (2009) Abnormal Psychology: The problem of Maladaptive Behavior, Pearson Education Publishing Co.
5. Worden, W. J. (2009). *Grief Counseling and Grief Therapy* (4th ed.). New York, NY: Springer Publishing Company.

Internal assessment:

Assignment on trauma counseling/Grief counseling/IVF counseling

Debate on Prevention of Sexual Harassment at Workplace Act

Film viewing followed by discussion and written assignment

Learning outcomes

Special areas in Counseling covers knowledge of new and emerging areas in this field which will greatly boost employability and scope for consultancy.

SNDT WOMEN'S UNIVERSITY 2020-2022
PSYCHOLOGY M.A. II / SEMESTER IV

Specialization in Counseling Psychology

Course II Counseling Approaches

Course code: 410135
external)

Credits: 4

Marks: 100 (50 internal, 50

Objectives:

1. The student will be able to critically evaluate various therapeutic approaches
2. To explain the process, techniques and application of various therapeutic approaches

UNIT I Classical Approaches to Counseling:

Objectives :

1. The student will be able to explain psychodynamic, eclectic approaches to counseling, Transactional Analysis as a therapy.
2. To apply the techniques and applications of these classical approaches

1.1 Psychodynamic Therapy : Concepts, Process, Techniques , Applications & Evaluation

1.2 Transactional Analysis : Concepts, Process, Techniques , Applications & Evaluation

1.3 Eclectic approaches and combinations of techniques

1.4 Integrated Approach : Concepts, Process, Techniques , Applications & Evaluation

Unit II: Humanistic & Experiential Approaches:

Objectives :

1. Student will be able to identify the techniques, processes and applications of Person Centered, Gestalt and Existential approaches and apply them

2.1 Person Centered Therapy: Concepts, Process, Techniques , Applications & Evaluation

2.2 Gestalt Therapy : Concepts, Process, Techniques , Applications & Evaluation

2.3 Existential Therapy: Concepts, Process, Techniques , Applications & Evaluation

2.4 Psychodrama: Concepts, Process, Applications & Evaluation

Unit III: Family, Couple & Group Therapy

Objectives :

1. The student will be able to discuss the applications of therapies and apply in real setting
- 3.1. Family Therapy: Concepts, Approaches, Techniques & Applications
- 3.2 Couple Therapy : Approaches, Techniques & Applications
- 3.3 Group Psychotherapy: Techniques & Application
- 3.4 Specific group therapy applications: large and small groups.

UNIT IV: Interventions Across Life Span

Objectives:

1. The student will be able to choose approaches that need to be used for specific issues and populations
 2. To use Expressive therapies, EMDR
 3. To explain uses of Indian approaches to Psychotherapy viz. Yoga and Vipasana
 4. To discuss the concept, process and use of Life Skills Training and Vocational Guidance Counseling
- 4.1 Expressive therapies - Play , Art Therapy, Life Skills training
 - 4.2 EMDR, Yoga, Vipasanna, Mindfulness based approaches
 - 4.3 Vocational and Career Counselling
 - 4.4 Geriatric Counseling, Rehabilitation Counseling

References

1. Corey, G. (2009). *Theory and Practice of Counseling and Psychotherapy*. Eighth edition. Thomson and Associates
2. Cormier, S., & Hackney, H. (1999). *Counseling strategies and interventions*. (5thed.) Needham Heights
3. Gelso, C. J., and Fretz, B. R. (2014). *Counseling psychology* (2nd ed.). Fort Worth, TX: Harcourt.
4. Nelson-Jones, Richard(2008). *Basic Counseling Skills: A Helper's Manual*. New Delhi: Sage Publications
5. Sharf, R.S.(2012). *Theories of psychotherapy and counselling: Concepts and cases* (4thed.).Belmont CA Brooks/Cole.
6. Seligman, L., & Reichenberg, L. W. (2010). *Theories of Counseling and Psychotherapy* (3rd ed.). Upper Saddle River, NJ: Pearson.

Internal assessment:

1. Reportage on workshops conducted
2. Self analysis and sharing in the form of a written assignment

Learning outcomes:

Hands on practical training in therapy will help combine all theoretical material that is learned and ensure high skilling.

SNDT WOMEN'S UNIVERSITY 2020-2022

PSYCHOLOGY M.A. II / SEMESTER IV

Specialization in Counseling Psychology

Course III Counseling Field based practicum

Course Code No.410999a Credits: 84- Marks: 100 50 Internal; 50 External

1. Student has to report to centers and work on a total of 10 cases from history taking to intervention sessions.
2. Cases should be discussed with the supervisor in group or individually.
3. Certificate of attendance and completion of the internship institute should be attached
4. Student can use any one or combination of following therapeutic technique for every case. Relevant therapeutic approaches are to be selected from
 - a. Person Centered Therapy
 - b. Cognitive Behavior Modification (REBT, Meichenbaum and Beck)
 - c. Multimodal Psychotherapy
 - d. Reality Therapy
 - e. Transactional Analysis
 - f. Behaviour Therapy
 - g. Family Therapy
 - h. Eclectic Approach
5. Minimum five session of counseling plan should be given
6. Write detailed report on 8 cases selected out of total 10 cases worked on.
7. Group counselling may constitute educational or vocational group testing sessions and educational and / or vocational guidance may be provided on the basis of findings.

Learning outcomes

Hands on training in the field and an opportunity to combine all learned material and skills would greatly boost employment opportunities and consultancy outcomes

SNDT WOMEN'S UNIVERSITY 2020-2022

PSYCHOLOGY M.A. II / SEMESTER IV

Specialization in Counselling Psychology

Course IV Internship(100 marks)

Paper Code No. 410999b Credits: 4 - Marks: 100 50 Internal ; 50 External

Objectives

7. To expose the students to different work settings.
8. To enable them to undertake independent work in the "real world"
9. To sensitize students to different therapeutic methods.

Internal assessment

Internship record

Viva

Simulated cases

Learning outcomes

Hands on practical training will help combine all theoretical material that is learned and ensure high skilling.

SNDT WOMEN'S UNIVERSITY 2020-2022

PSYCHOLOGY M.A. II / SEMESTER IV

Course IV Counselling Research project / Dissertation

Course code: 410888 Credits: 4 Marks: 100 (50 internal, 50 external)

Objectives:

The student will be able to plan, conduct and defend research independently

Guideline for Research Dissertation

- 1) Executing the Research Proposal finalized in the Semester III, for which research guide is already assigned in Semester III and proposal presented before Departmental committee which serves as Departmental ethics committee.
- 2) Psychological tests used should be standardized and as far as possible recent.
- 3) References should be given in APA style.
- 4) One hard bound and one soft copy of the report (minimum 100 pages) should be submitted in the department before final examination.
- 5) Student will face a viva voce and during which she will present the key findings of her work and be questioned on the same. Marks will be assigned separately for the writing of the dissertation as well as the oral presentation and defense.

SNDT WOMEN'S UNIVERSITY 2020-2022

PSYCHOLOGY M. A.

Futuristic courses (RUSA)/ Value added courses (NAAC)

Semester I and III :

1. Cyber security: Basic
2. Life skills :resilience and coping

Semester II and IV:

1. Cyber security : Advanced
2. Life skills: communication and interpersonal skills

Additional options (any semester):

5. Life skills: decision-making and problem-solving
6. Life skills: self-awareness and empathy

7. **Introduction to Industrial/Organizational Psychology***(Compulsory for all students who opt for I/O Psychology in Semesters III and IV, since it is an Industry requirement)*

All of the above are 2 credit courses. 30 hours each.

16 hours contact time, and rest covered by reading, assignments and other online/offline tasks.

These could be covered in 4 half day workshops of 4 hours each per semester, and can be taken by non psychology students as well.

They will be self financed and fees will cover guest faculty if any.
