

# **Detailed Syllabus**

## **Semester-I**

### **CC-1: Cognitive Psychology**

### **Course Code:MPSYCCT101**

**Course Objectives:** To provide theoretical as well as applied knowledge of cognitive aspects in Psychology.

**Course Outcomes:** After completing the course the students will

1. Know about the functions of cognition.
2. Have an in-depth understanding of the process and types of memory
3. Be competent in Understanding Cognitive Psychology and its relation to the phenomenon of learning.
4. Be able to understand and analyze thinking, problem-solving, and decision-making process.

#### **Course Contents:**

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

Concept of Cognition, Origin and historical connection of Cognitive psychology with other schools of Thought; Emergence of Modern Cognitive Psychology, Current Status, assumptions and methods of studying cognitive psychology, Indian approach to cognition

##### **Unit 2: Consciousness, Attention and Perception**

- I. Function and structure of Consciousness, Modern theories of consciousness, Indian views of consciousness.
- II. Information Processing approach: Attention and Perception, Theories of selective and Sustained attention, Perception: Perceptual organization, Top Down and Bottom up approaches, Subliminal perception, Pattern recognition in perception, Signal detection and Vigilance.

##### **Unit: 3: Learning and Memory**

- I. General Phenomenon of learning: Learning vs. maturation, native response Tendencies & Temporary states of the organism (e.g. Fatigue, adaptation and drugs); Classical Theories of learning: Pavlov, Skinner, & Bandura; Neuro-physiology of learning, Learning and motivation
- II. Memory Processes; Models of Memory: Atkinson-Shifrin, Craik and Lockhart and Baddley Hitch  
Types of memory - working memory, semantic, episodic, procedural, eye-witness and flashbulb memory, traumatic and false memory, everyday memory; Approaches to

memory- information processing & connectionist approach, Forgetting: Concept and Theories, Biochemical basis of memory

#### **Unit 4: Decision Making and Problem-solving**

Models & theories; Complex and uncertain decision making; Human problem-solving strategies- heuristics and algorithmic; expert and novice problem solvers; Artificial Intelligence.

#### **Unit 5: Emotion**

Emotion: Cognitive basis of emotion, Cognitive approaches in emotion: Lazarus, Arnold; Relation of emotion with attention, perception, memory, thinking; Application of cognitive approaches to intelligence and emotion in different fields, Emotional Intelligence

#### **Recommended Books:**

1. Baddley, A. (1997). Human memory: Theory and practice. New York: Psychology Press.
2. Edward E. Smith, Stephen M. Kosslyn : Cognitive Psychology, Printice Hall of India, New Delhi
3. Robert L. Solso : Cognitive Psychology, 6th edition, Person Education, Low price edition
4. Smith, E.E. &Kosslyn, (2007). Cognitive psychology: Mind and brain. Prentice Hall.
5. Tripathi, A.N. &Babu, Nandita (2008). Cognitive processes. In Misra, G. (Ed.). Psychology in India: Advances in Research, Vol. 1. New Delhi: Pearson Education.
6. Ronald T. Kellogg : Fundamentals of Cognitive Psychology.
7. Margaret W. Matlin, SunyGeneseo : Cognitive Psychology, 8th edition, International Student Version, Wiley.
8. Eysenck, M.W. (2012). Fundamentals of Cognition (2<sup>nd</sup> ed.). Psychology Press
9. Goleman, D. (1984). Emotional Intelligence. Bantam.
10. Minda, P.J. (1988). The Psychology of Thinking: Reasoning, Decision Making and Problem-Solving. Sage.
11. Parkin, A. J. (2013). Essential Cognitive Psychology. T & F India.
12. Levinthal C.F.: introduction to physiological psychology (3rd ed) New Delhi, prentice- hill of India private limited, 1990 new York Mc Graw Hill book company
13. Carlson N. R.: foundation of physiological psychology, Boston, Allyn and Bacon inc. 1988
14. Strongman, K. T. (1987). The Psychology of Emotion. Wiley

### **Semester-I**

### **CC-2: Advanced Research Methodology-I**

## **Course Code:MPSYCCT102**

**Course Objective:** To educate students methods and designs of research used in Psychology and to equip them to take up psychological researches independently.

**Course Outcomes:** After completion of the course, the students will be able to:

1. Understand the basic features of various types of research undertaken in psychology.
2. Develop skills for conducting experimental studies.
3. To report scientific research properly.
4. Understand the ethical principles of conducting an experiment.
5. Conduct a study with objectivity in a well-planned manner using appropriate research designs.

### **Course contents:**

#### **Unit1: Introduction**

The fundamental concept of Psychological Research: Nature and purpose of Research; Types of research- Descriptive, exploratory, causal and applied research; Quantitative and Qualitative research methods

#### **Unit: 2: Essentials of Psychological Research**

- I. Psychological research process: Formulation of research problem and hypothesis; Choosing research design; Identifying variables; Control of extraneous variables; Sampling techniques and data collection; Data analysis and interpretation; Ethics and norms of scientific research
- II. Research tools for data acquisition: Observation, interview, Questionnaires, survey method, and Psychological testing

#### **Unit: 3: Essentials of psychological testing**

Construction of psychological test: Steps of test construction, Guideline for item writing, item analysis, Reliability: types, computation, factors affecting the reliability, Validity: types, computation, factors affecting the validity, Norms: types of norms: percentile rank, standard score norms

#### **Unit: 4: Research Design**

Experimental research designs - Basic principles, Randomized groups, matched groups. Factorial designs, Between and within group designs; a-priori and post-hoc comparisons

#### **Unit 5:**

Steps of writing research proposals, Reporting research for journal articles and theses (APA style- American Psychological Association, 2010).

### **Recommended Books:**

1. Singh A.K. (2006). 5th ed. Tests, Measurement and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan.
2. Breakwell, G.M., Smith, J.A., & Wright, D.B. (2012). Research methods in psychology(4thed.). Sage.
3. Bridget, S. & Cathy, L. (Eds.) (2008). Research methods in the social sciences. New Delhi: Vistaar Publication.
4. Broota, K.D. (1992). Experimental Design in Behavioural Research. ND: New Age International Pub.
5. Cohen, L., Manion, L., & Morrison, K. (2000). Research methods in education (5thed.). London: RoutledgeFalmer
6. Kothari, C.R. (1990). Research Methodology: Methods and Techniques. WishwaPrakashan Calcutta, Second edition.
7. Nestor, P.G. & Schutt, R.K. (2011). Research methods in psychology: Investigating human behavior. Sage
8. Mohsin, S.M: Research methods in Behavioural Sciences. Hyderabad: Orient Longman, 1984.
9. Kerlinger, F.N.: Foundation of behavioural research New York. Holt. Rineheart and Winston 1974.
10. Gravetter F.J. & Forzano L.B.: Research Methods for the Behavioural Sciences.
11. McGuigan, F.J. (1997). Experimental Psychology: Methods of Research (7<sup>th</sup> Ed.). Upper saddle River N.J.: Prentice Hall
12. American Psychological Association [APA] (2020). Publication Manual of the American Psychological Association, 7th Edn. Washington, DC: American Psychological Association.

## **Semester-I**

### **CC-3: Application of Statistics (Parametric) in Behavioral Sciences -I**

#### **Course Code: MPSYCCT103**

**Course Objectives:** To impart the theoretical knowledge of statistical methods and their application in psychological research .

**Course Outcomes:** After completion of the course, the student shall be able to understand to:

1. Articulate basic principles and utility of various statistical methods.
2. Identify the importance of parametric assumptions and consequences of estimating statistical parameters.
3. Apply parametric statistical methods for testing research hypotheses.

### **Course Contents**

## **Unit: 1**

Introduction: Inferential statistics - Parametric and nonparametric.; univariate, bivariate and multivariate statistics; Data screening and perpetration for statistical analysis

## **Unit: 2**

Normal Probability Curve and Deviation (Skewness and Kuetosis), Statistical hypothesis testing, Type of errors in hypothesis testing, Level of significance.

## **Unit: 3**

Inferential statistics: t, test- concept, assumptions, calculation; Analysis of variance- concept, assumptions, calculation and uses of one-way and two ways ANOVA. Post-hoc comparisons; Multivariate Analysis of Variance;

## **Unit : 4**

Correlation statistics- Product Moment, Rank order, Biserial ,point-biserial, partial and multiple Correlation.

## **Unit: 5**

Exploring relationship: Multiple regression analyses -Simultaneous, hierarchical and Statistical strategies; Interpretation and tabular presentation of results.

## **Recommended Books:**

1. Seigal, S.: Non-Parametric Statistics for Behavioural Science. New York: McGraw Hill. 1956.
2. Garrett, H.E.: Statistics in Psychology and Education. New York Longman, 1950.
3. Broota, K.D.: Experimental Design in Correlational Research. New Delhi: Wiley Eastern 1989.
4. Mangal, S.K. (2012). Statistics in Psychology and Education (2nd Ed.). NewDelhi: PHI Learning Pvt. Ltd.
5. Walker, H.M.: Statistical Inference. New York: Hdt. Rinehart and Winstone, 1953.
6. Thorndike, M.: Correlational Procedures for Research. New York : Gardner Press. 1978.
8. Chadha, N. K. (1998). Statistical methods in behavioural and Social Sciences. ND: Relaince Pub. House.
9. Meyers, L. S., Gamst, G. &Guarino, A.J. (2008). Applied multivariate Research: Design and Interpretation.
10. Das, D. & Das, A. (2008). Statistics in Biology and Psychology. AcademicPublishers, Calcutta, (Latest edition)

## **Semester-I**

### **CC-4: Theories of Personality**

#### **Course Code:MPSYCCT103**

**Course Objectives:** To gain knowledge of concepts constituting the major theories of personality and how they explain human behavior.

**Course Outcomes:** After completion of the course, the student shall be able to understand to:

1. Compare and contrast personality theories on the basis of scientific criteria.
2. Critically appraise research findings in personality psychology
3. Make connections across various theoretical perspectives to see how they each can contribute to a more complete understanding of human behavior.
4. Apply course concepts to their understanding and interpretation of real-life situations.

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

Personality: Concept and nature; Basic issues related to the study of personality. Eastern and Western perspectives, Determinants of Personality, Nomothetic and Idiographic Perspective

#### **Unit 2: Psychodynamic approaches**

Freud, Adler, Jung and Erikson

#### **Unit 3: Behaviouristic and social learning approaches, Feminist theory**

Skinner, Bandura, Mischel, and Horney

#### **Unit 4: Humanistic and Cognitive approaches**

Rogers, Maslow and Kelly.

#### **Unit 5: Trait and type approach**

Allport, Cattell, Eysenck, Friedman and Rosenman, Big-five and HEXACO Model of personality, Application of personality theories in different fields.

#### **Recommended Books:**

1. Cervone, D. & Lawrence, P.A. (2013). Personality Psychology (ed.12).New York: Wiley.
2. Cloninger S.C. (2012).Theories of Personality: Understanding Persons (6th Edition).Pearson Education
3. Feist, J. &Fiest, G. J. (2009). Theories of personality. New York: McGraw Hill.

4. Friedman, H. S. & Schustack, M. W. (2003). Personality: Classic theory and modern research (2nd ed.). Singapore: Pearson Education.
5. Hall, G. C., Lindzey, G., & Campbell, J. C. (1998). Theories of personality (4th ed.). New York: Wiley.
6. Larsen, R. J., & Buss, D. M. (2013). Personality Psychology: Domains of knowledge about human nature (5th ed.). New York: McGraw Hill.
7. Mishra G, & Mohanty A. K. (2002). Perspectives on Indigenous psychology (edited). New Delhi: Concept Publishing Company.
8. Larry A. Hjelie and Daniel J. Ziegler (1992). Personality Theories: Basic Assumptions, Research and Applications. McGraw-Hill.
9. Schultz, D. P. & Schultz, S. E. (2013). Theories of Personality. Cengage.
10. Wiggins, J. S. (Ed.). (1996). The Five-Factor Model of Personality: Theoretical Perspectives. New York: Guilford Publications.

## **Semester-I**

### **CC-5: Experimentation in Psychology**

**Course Code: MPSYCCP105**

#### **Experimentation in Psychology**

1. Retroactive and Proactive Inhibition
2. Habit Interference
3. Bilateral transfer of training
4. Effect of Knowledge of result on performance
5. Zeigarnik Effect
6. Problem solving

#### **Recommended books:**

1. D' Amato, M. R.: Experimental Psychology: Methodology, (1970): Pscho-Physic & Learning, New York: McGraw Hill.
2. Woodworth, Robert S. & Schlosberg, Harold (1971); Experimental Psychology, Culcutta: Oxford & IBH Publishing Co.
3. Mohsin, S.M. (1974). Experiments in Psychology. New Delhi: Oxford publications.
4. McGuigan, F.J. (1990). Experimental Psychology: A Methodological Approach, Prentice Hall.
5. Kling, J. W.; Riggs, Lorrin A. (1972). Experimental Psychology. Published by Holt, Rinehart and Winston, Inc.
6. Baker, L.M., Weisiger, C. & Taylor, M.W. (1960). Laboratory experiments in general psychology. Oxford Univ. Press.

7. Debold, R.C. (1968). Manual of contemporary experiments in psychology. Prentice-Hall
8. Collins, M. & Drever, J. (1930). Experimental Psychology. London: Methuen & Co. Ltd
9. Jalota, S. (1962). Experiments in psychology. Asia Publishing House

## **Semester-I**

### **CC-6: Psychological testing**

#### **Course Code: MPSYCCP106**

1. Personality assessment using any projective test: TAT, RIBT
2. NEO PI-R (FFI) test
3. Cattell's 16 P.F.
4. Personality assessment from Indian perspective (triguna, anashakti etc.)
5. Intelligence test- WAIS & WISC / Malin's Intelligence Scale for Indian Children

#### **Recommended books:**

1. Anastasi, A. & Urbina S. (1996). Psychological Testing, Pearson, First Edition.
2. Singh, A.K. (1988). Tests, Measurements and Research Methods In Behavioural Sciences. Tata McGraw Hill, New Delhi.
3. Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
4. Gregory, R.J. (2005). Psychological testing: History, principles and applications. New Delhi: Pearson Education.
5. Freeman, F.S. 3rd ed. (1965). Psychological testing. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
6. Cronbach, L. J. 5th ed. (1990). Essentials of psychological testing. New York: Harper Collins Publishers:
7. Kline, P. (1983). Personality measurement and theory. Hutchinson.
8. Test manuals of respective tests.

## **SEMESTER-II**

### **CC-7: Major Psychopathology**

#### **Course Code: MPSYCCT201**



**Course Objectives:** To provide an understanding of the symptoms and etiology of major neurotic, psychotic, and substance related disorders to the learners.

**Course Outcome:**

1. Comprehensive understanding of clinical picture, etiology and prognosis of different Mental and Behavioural Disorders
2. Understanding and application of DSM-5 for the classification and diagnosis of mental disorders
3. Critically evaluate different theoretical approaches to etiology and treatment of psychopathology.

**Course Contents:**

**Unit I: Introduction to Psychopathology**

Different models of psychopathology: Psychoanalytic, Behavioural, Cognitive, Biological Models. Diagnostic Classification of mental and behavioural disorders. Stigma and mental disorders.

**Unit 2: Schizophrenia:**

Diagnostic criteria and symptoms, Etiology and treatment of Schizophrenia. Other psychotic Disorders: Schizoaffective and Delusional disorder.

**Unit 3- Obsessive Compulsive and related disorders**

Symptoms, Etiology, Theoretical perspectives of Obsessive compulsive disorder, Body dysmorphic disorder, Pathological gambling, Hypochondriasis , Tic disorders , Trichotillomania and Treatment .

**Unit 4: Mood disorder**

Symptoms, Etiology, Characteristics of affective syndromes Dysthymia, Cyclothymia, Major depression, Bipolar disorder

**Unit: 5 Substance related disorder**

Diagnosis, Types -Substance abuse & Substance dependence , Etiology of Substance related disorders: Psychological and Socio-cultural factors, Treatment.

**Recommended Books:**

1. American Psychiatric Association (2013): Diagnostic and statistical manual of mental disorder: DSM-5. American Psychiatric Pub.
2. King, A.M., Jhonson, S.L., Davison, G.C. & Neale J.M (2014) : Abnormal Psychology: An Experimental Clinical Approach. New York: John Wilay & Sons, Inc.
3. Butcher, J.N., Mineka, S., & Hooley, J.M. (2015) : Abnormal Psychology & Modern Life (15th Ed.) New Delhi: Pearson

4. Carson, R.C. & Butcher, J.N. (1992) : Abnormal Psychology & Modern Life New York: (9th Edition) Haper & Collins New York.
5. Sarason, I.G. & Sarason, B.R. (2014) : Abnormal Psychology: The problem of Maladaptive Behaviour (10th Ed.) New Delhi: Pearson Education
6. Barlow, D.H. & Durand, V.M. (2004) : Abnormal psychology: An integrative approach (4th Ed.) Pacific Grove: Brooks/Cole.
7. Davison, G.C. & Neale, J.M. Rosen, J.F.Gregory (1990) Abnormal Psychology New York: John Wilay & Sons.

## **Semester-II**

### **CC-8: Advanced Research Methodology-II**

#### **Course Code: MPSYCCT202**

**Course Objective:** To train students in non-experimental research methods and designs.

**Course Outcomes:** After completion of the course, the student shall be able to understand:

1. The nature of qualitative inquiry
2. The basic knowledge of how to carry out qualitative research with an emphasis on survey research, corelational and mixed method research.
3. How to carry out qualitative data analysis.
4. To interpret the qualitative data.
5. The important components of documentation of qualitative research report

#### **Course Contents:**

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

Application and relevance of Qualitative research designs, Merits and demerits. Distinctive features of Qualitative Data Analysis and documentation of qualitative research, Issues related to interpretation of qualitative data in writing research report.

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

Qualitative research characteristics and methods:- Ethnographic method, Case study, Phenomenological, and Narrative Approach, Grounded theory

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

Non-experimental research designs:- Correlational, Quasi experimental (types of Quasi-experimental Designs: Non-equivalent control group design, Interrupted time series design and

multiple time series design) and ex-post-facto designs, Single subject design, longitudinal and cross-sectional designs.

**Unit: 4**

Meaning and characteristics of Mixed Methods Design, Need and importance of Mixed-Designs in Education & Psychological Research, Type of Mixed Methods Designs: Parallel and Sequential.

**Unit: 5**

Multivariate Research Designs :- Factor analysis- Basic terms, overview of extraction methods, Overview of rotation methods, higher order factor analysis, Confirmatory factor analysis, Other multivariate techniques- Multiple regression, multivariate analysis of variance, discriminate functions analysis, canonical correlations, and path analysis and structural equation.

**Recommended Books:**

1. Kerlinger F.N. (1983). : Foundations of Behavioral research. Surjeet Publications: Delhi.
2. David Dooley (1995). : Social Research methods. Prentice-Hall: New Delhi.
3. Mertens, D.M. (2005) : Research and evaluation in education and Psychology. Integration diversity with quantitative, qualitative and mixed methods, New Delhi; Sage.
4. . Gravetter F.J. & Forzano L.B.: Research Methods for the Behavioural Sciences.
5. Breakwell,G.M. Hammond, S. & Fife-Schaw C. (1995) (Eds.) : Research Methods in Psychology, New Delhi: sage.
6. Edwards, A.L. (1985). Experimental designs in psychological research. Harper & Row.
7. Hair, J.F., Anderson, R. E., Tatham, R.L., & Black, W.C. (2003). Multivariate data analysis (5th ed). ND: Pearson Education, Inc.
8. Kothari, C. R. (1985). Research methodology: Methods and techniques. New Delhi: Wiley Eastern Ltd.

**Semester-II**

**CC-9: Application of Statistics(Non- Parametric) in Behavioural Sciences-II**

## **Course Code: MPSYCCT203**

**Course Objectives:** To impart the theoretical and applied knowledge of non-parametric statistical methods in psychology.

**Course Outcomes:** After completion of the course, the student shall be able to:

1. Understand basic principles of non-parametric statistical methods.
2. Differentiate between non-parametric and parametric statistical methods.
3. Develop working knowledge of calculating statistics and interpretation of results.
4. Apply non-parametric statistical methods for testing research hypothesis.
5. Choose an appropriate non-parametric statistical method based on nature of data.

### **Course Contents:**

#### **Unit: 1**

Distinctive features of Parametric and Non-parametric statistical tests, Choosing an appropriate Statistical Test: Model, efficiency and measurement.

#### **Unit: 2**

Non-parametric statistics, uses and computation: Chi-Square, Median test, Wilcoxon test, Mann-Whitney U-test, Kolmogorov-Smirnov one- and two-sample tests

#### **Unit: 3**

Kruskal-Wallis H test, Friedman two way analysis of variance, Kendall's coefficient of concordance.

#### **Unit: 4**

Phi-coefficient: Uses and computation, Tetrachoric correlation: Uses and computation, Contingency coefficient: Uses and computation, Comparison of Phi-coefficient and Tetrachoric correlations.

### **Books Recommended:**

- 1 N. M. Dowine : Basic Statistical methods, Harper and Publishes New York.
- 2 Mc Nemar Q. : Psychological Statistics, 3rd Ed. New York, John Wiley 1962.
3. Seigel, S. Non-Parametric Statistics for Behavioural Science. New York: McGraw Hill. 1956.
4. Garrett, H.E. : Statistics in Psychology and Education. New York:Longman, 1950.

5. Edward, A.E. : Experimental Design in Psychological Research (3rd ed.) New Delhi: American Publishing Co. 1971.
6. Broota, K.D. : Experimental Design in Correlational Research. New Delhi: Wiley Eastern 1989.
7. Thorndike, M. : Correlational Procedures for Research. New York : Gardner Press. 1978.
8. Gupta S.P. : Statistical Methods, Sultan Chand and Sons, New Delhi

## **Semester-II**

### **CC-10: Advanced Social Psychology**

#### **Course Code: MPSYCCT204**

**Course Objectives:** To help students understand the application of social psychology in real life setting.

**Course Outcome:** After completion of the course, the student shall be able to.

1. Understand the evolution of applied field of social psychology.
2. Apply different theories to understand the formation of attitude.
3. Understand the process of attitude change.
4. Understand the pro- social behaviour.
5. Identify and discuss issues related to inter group relations.

#### **Course Contents:**

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

Social psychology: meaning and nature. 2. Brief history of Social Psychology, Social Psychology in the New Millennium

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

Research methods and application of social psychology: Naturalistic observation – Non participant and participant observation, Archival research, Experimental method, Correlational method.

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

Social Cognition: Meaning and Approaches – attribution approach, schema approach.

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

Attitude: Meaning and Formation of attitude, Attitude – Behaviour link; Influence of attitude on behaviour; factors responsible for such influence, Attitude change: Approach to attitude change. Persuasion approach – cognitive approach to persuasion, systematic processing, heuristic processing and elaboration likelihood model, Attitude change overtime- Spontaneous attitude change, Persistence of attitude change, Attitude Resistance to change

### **Unit : 5**

Concept of Pro-social behaviour, Latency Darley’s five steps model; situational factors: Attraction, Attributions and Pro-social models, Theories of pro-social behaviour: Empathy - Altruism theory; egoistic theory; genetic selfishness.

### **Unit: 6**

Concept and meaning of interpersonal attraction: Factors affecting interpersonal attraction: Proximity, familiarity and similarity. Theories of interpersonal attraction: Reinforcement theory, complementary theory and exchange theory. Theories of inter group relations: Social identity theory, Realistic conflict theory, Equity theory.

### **Recommended Books:**

1. Baron, R.A. & Byrne, Donn : Social Psychology – Understanding Human Interaction. Fifth Edition Prentice Hall of India, Private Ltd. New Delhi. 1988.
2. Baron, R.A. & Byrne, Donn : Social Psychology – Tenth Edition, Prentice Hall of India, Private Ltd. New Delhi. 2003.
3. Berkowitz, Leonard : A survey of Social Psychology. Third Edition. CBS, Publishing Japan Ltd. 1986.
4. Jones, E.E. & Gerard, H.B. : Social Psychology: John Wiley Sons. 1967.
5. Feldman, R.S. : Social Psychology. Second Edition. Prentice Hall, Upper Saddle River, New Delhi. 1988.

## **Semester-II**

### **CC-11: Computer Application in Psychology**

**Course Code: MPSYCCT205**

**Course Objective:** To impart the theoretical and practical knowledge of statistical methods and computation of statistical test through computer and how to use software like Excel and SPSS for data analysis.

**Course Outcomes:** After completion of the course, the student shall be able to:

1. Understand basic principles of computer application in psychology.
2. Use data analysis software: Excel and SPSS.
3. Enter, Read, Screen, and transform the data.
4. Apply SPSS to analyze data.
5. Interpret data output.

**Course Contents :**

1. MS Office (MS Word, Power Point, MS Excel).
2. Overview of IBM Statistical Package for Social Science (SPSS).
3. Data entry, screening, transformation and computation of new variable, Output management.
4. Estimation of Frequency and Descriptive Statistics, Preparation of Charts/Graphs.
5. Compare Means: t-test (Independent and Correlated).
6. One way Analysis of Variance (ANOVA) with Multiple Comparison Test.
7. Correlational techniques (Pearson 'r' and Spearman 'rho').
8. Exploratory Factor Analysis: Concept, Uses and Computation.
9. Simple and Multiple regression analysis: Concept, Uses and Computation.
10. Item analysis: Meaning and purpose, difficulty and discrimination indices.
11. Reliability types, computation and factors affecting the reliability.
12. Validity types, computation and factors affecting validity.
13. Norms: Definition and nature, percentile ranks, Z, T, Stanine scores.
14. Test Manual: Preparation and publication

**Recommended Books:**

1. Bayard, P. & Grayson, A. (1976). Introducing psychological research. London: MacMillan.

2. Singh, A.K. (2002). Tests, Measurements and Research Methods in Behavioural Sciences. Patna: Bharti Bhawan
3. IBM SPSS brief guide (online)
4. Sabine, L. & Brian S. E. (2004). A Hand Book of Statistical Analyses using SPSS. Chapman & Hall/CRC Press LLC
5. Arthur Griffith (2010). SPSS for Dummies. Wiley Publishing, Inc.

## **Semester-II**

### **CC-12: Practicum –Based on Psychopathology and Social Psychology**

#### **Course Code: MPSYCCP206**

1. Diagnosis of psychological issue by MMPI-2 , Rorschach Test
2. Semi-structured interview for diagnosing psychological disorder
3. Assessment of psychiatric/ mental health problems in elderly
4. Assessment of ADHD in children
5. Measurement of attribution bias
6. Assessment of aggression
7. Measurement of Self efficacy
8. Interpersonal sensitivity

**Optional/Elective papers will be available in Semester IIIrd and IVth**



## **SEMESTER-III**

### **CC-13: Problems of Development and Pathologies across Life Span**

**Course Code: MPSYCCT301**

**Course Objective:** The *course objective* is to help students to explore the main concepts of Life Span Developmental and various pathologies which develop *across lifespan*

#### **Course Outcomes:**

After completing the course, the students will know

1. Concepts of life span development
2. Approaches of development
3. Various pathologies developed during different stages of life
4. Pathologies and associated causes and Intervention

#### **Unit 1**

**Introduction to developmental problems and pathologies:** a) Approaches to study of development: Psychoanalytical, Behavioral and Cognitive b) Factors in genesis of problems and pathologies: Heredity and neuropsychological factors, Role of family, teachers and peers, Role of demographic factors. c) Application of knowledge of developmental problems in various fields

#### **Unit 2**

**Infancy, childhood, and adolescence:** a) Identification of developmental pathologies in Infancy and Childhood: Developmental delays and mental retardation. Autism Spectrum disorders, Attention Deficit Hyperactivity disorders, Specific learning disorders: Causes, Intervention, and training

b) Adolescence: Identity crisis and its resolution, Concern with career and job choice, Conduct disorders, Identification of early signs of Personality disorders and Intervention strategies.

d) Socially disadvantaged children: Psychological characteristics and rehabilitation programs.

#### **Unit 3**

**Problems related to anger and violence:** a) Problems of anger management in childhood and adolescence b) Violence: i) Types and causes of violence against children and adolescents. ii) Impact of violence on children. iii) Child protection and rehabilitation.

#### **Unit 4**

**Problems of adulthood:** a) Work stress b) Interpersonal Communication-Marital discord c) Parenting of special children d) Single parenting

#### **Unit 5**

**Problems associated with aging:** a) Changes and problems associated with aging b) Identification and management of Dementia c) Death and dying. Problems of attaining meaning of life. Euthanasia. d) Role of spirituality and holistic approach to wellness

#### **Recommended Readings:**

1. Agochiya, D. (2010). Life Competencies for Adolescents: Training Manual for Facilitators, Teachers and Parents. Sage. New Delhi.
2. Ahuja, R. (1992). Social problems in India. Nice.
3. Ahuja, R. (2014). Social Problems in India. 3<sup>rd</sup> Edition. Rawat Publication. Syllabus- Applied Psychology, C.U., 2018 16
4. Brown, R.T. & Reynolds, C.R. (1986). Psychological Perspectives on Childhood Exceptionality: A Handbook. Wiley Interscience Publication: New York.
5. Cassidy, J. and Philip, R.S. (Eds.) (2008). Handbook of Attachment, 2nd Edition: Theory, Research and Clinical Applications. Guilford Press. New York.

6. Cornish, J. (2017). The Dementia Handbook: How to Provide Dementia Care at Home. Create Space Independent Publishing Platform.
7. Das. S.B. (2017). Death, Time and Other: Ethics at the Limit of Metaphysics. Aakar Books. Delhi.
8. Kulkarni, S.K. (2016). The Art of Ageing: Planning for a Comfortable Old Age. Indus Source Books. Delhi.
9. Levine, L.E. and Mansch, J. (2014). Child Development: An Active Learning Approach. 2<sup>nd</sup> Edition. Sage. New Delhi.
10. Messer, D. & Millar, S. (1999). Exploring Developmental Psychology. Hodder
11. Mills, R. & Duck, S. (1999). The Developmental Psychology of Personal Relationships. Wiley.
12. Moshman, D., Glover, J.A. & Bruning, R.H. (1987). Developmental Psychology. Little, Brown & Co.
13. Muir, D. & Slater, A. (2000). Infant Development: The Essential Readings. Blackwell.
14. Richard, M.D. and Furman, F. (2018). Defeating Dementia: What You Can Do to Prevent Alzheimer's and Other Forms of Dementia. Revell.
15. Rudolph, H. & Schoffer,. (2006). Key Concepts in Developmental Psychology. Sage Publication: London.
16. Smith, P.K., Cowie, H. and Blades, M. (2011). Understanding Children's Development. 5th Edition. Wiley.
17. Thakur, M.E., Blazer, D.G. and Steffens, D.C. (Eds) (2014). Clinical Manual of Geriatric Psychiatry. American Psychiatric Publishing. Inc.
18. Valsiner, J. (2000). Culture and Human Development. Sage.
19. Van Hasselt, V.B., Strain, P.S. & Hersen, M. (1988). Handbook of Developmental and Physical Disabilities. Pergamon General Psychology Press: Oxford.

### **Semester-III**

#### **Major Elective: Group A**

#### **Perspectives in Clinical Psychology**

#### **Course Code: MPSYMET302/303**

#### **Course Objective:**

To impart the theoretical and applied knowledge of Clinical Psychology.

#### **Course Outcomes:**

After completing the course, the students will

1. Demonstrate knowledge of Clinical Psychology and its sub-specialties
2. Understand historical background of psychotherapies.
3. Understand major theoretical approaches and psychotherapies based on these approaches.
4. Get an idea of the processes involved in different psychotherapies.
5. Get acquainted with various issues, challenges, and future directions in clinical Psychology.

#### **Unit 1**

**Clinical Psychology:** Definitions; Characteristics of Clinical Psychology, A Brief Historical Review, Distinction between Clinical and Abnormal Psychology Subspecialties of Clinical Psychology: Clinical Health Psychology, Forensic Psychology, Geropsychology, Clinical Neuropsychology, and Child Clinical Psychology. Contemporary Issues and Future directions in Clinical Psychology.

#### **Unit 2**

**Diagnosis:** Functions of Diagnosis, Clinical Assessment methods: Clinical Interview, mental status examination and case history; Behavioural Assessment methods: observational method and self report method, Overview of Uses of Psychological Tests for Clinical Purposes, ICD-10 and DSM-5 Classification systems

#### **Unit 3**

**Clinical problems :**

- a) **Anxiety disorders:** Separation Anxiety disorder, specific phobia, panic disorder, generalized anxiety disorder - Symptoms, causes and treatments
- b) **Trauma and stress related disorders:** PTSD, Dissociative disorders: dissociative identity disorders, derealization disorders - Symptoms, causes and treatments
- c) **Sexual Dysfunctions and Gender Dysphoria; Personality Disorders**(Psychopathic Problems and Criminal Behaviour)– Symptoms, causes and treatments,

#### **Unit 4**

**Role of Clinical Psychologists in different field:** Mental Hospital, Child Guidance Clinics, schools and industry, Professional issues in Clinical Psychology

#### **Recommended Readings:**

1. Pomerantz, A.M: Clinical Psychology-Science, Practice and Culture.DSM-5 Update, SAGE Publication, 2014
2. Plante. T.G: Contemporary Clinical Psychology. New York: John Wiley & Sons, Inc.2011
3. Hecker J.E, Thorpe G.L: Introduction to clinical psychology. Pearson Publication, 2005
4. Korchin, S.J.: Modern Clinical Psychology: Principles of Intervention in the clinic and community. New York: Basic Books.
5. Barnhill, J.W. (2013). DSM-5 (@) Clinical Cases, 1st Edition, American Psychiatric Association Publishing.
6. Berman, P. S. (1997). Case conceptualization and treatment planning. Sage.
7. Butcher, J.N., Hooley, J.M., Mineka, S. and Dwivedi, C.B. (2014). Abnormal Psychology, 16th Edition, Pearson.
8. Comer, R. J. (1998). Abnormal Psychology. WH Freeman and Company. Syllabus-Applied Psychology, C.U., 2018 20
9. Diagnostic and Statistical Manual (Fifth Edition), DSM-5 tm, (2013). American Psychiatric Association.
10. Gelder, M., Gath, D., Mayou, R. & Cowen, P (1996). Oxford Textbook of Psychiatry. Oxford Univ Press. 10. Goldberger, L., & Brezenitz, S. (1982). Handbook of Stress. Theoretical and Clinical Aspect. The Free Press. New York.
11. Kendall, P.C., & Butcher, J. N. (Eds). (1982). Handbook of research methods in clinical psychology. Wiley. New York.
12. Lazarus, R. S. & Folkman, S. (1984). Stress, Appraisal and Coping. Springer.
13. Newton, T., Finman, S. & Handy, J. (1995). Managing Stress. Sage.
14. Pestonjee, D. M. (1992). Stress and Coping. An Indian Experience. Sage.
15. Pomerantz, A.M. (2017). Clinical Psychology: Science, Practice and Culture: DSM-5 Update, 4th Edition, Sage Publications.
16. Sidis, B. (2017). The Foundation of Normal and Abnormal Psychology, Forgotten Books Publishing. Watson, R.I. (1983). The clinical methods in Psychology. John Wiley & Sons, New York.
17. Wolman, B.B. (1965). Handbook of Clinical Psychology. McGraw Hill.

**Semester-III**  
**Major Elective:Group A**  
**Neuro-development and Neuro-cognitive Disorders**  
**Course Code: MPSYMET 302/303**

**Course Objective:** To provide an understanding of the symptoms, etiology and treatment of Neuro-developmental and Neuro-cognitive disorders to the learners.

**Course Outcomes:**

After completing the course, the students will be able to

1. Understand concept of Neuro-developmental Disorders & Neuro-Cognitive Disorders
2. Recognize symptoms and risk factors associated with above mentioned disorders.
3. Understand the methods of screening and clinical assessments of various neurological disorder
4. be acquainted with diagnostic criteria for identifying mild and major neurocognitive disorders according to DSM-5

**Unit -1**

**Introduction:** Neuro-developmental Disorders, Neuro-Cognitive Disorders: Concept, Symptomatology, Epidemiology, Etiology and Psychopathology, Diagnosis and Differential Diagnosis, Treatment options and Prognosis

**Unit -2**

**Neuro-developmental Disorders:** i) Intellectual Disabilities ii) Communication Disorders iii) autism spectrum disorders iv) Attention Deficit/ Hyperactivity Disorder v) Specific Learning Disorder, vi) Motor Disorders, Tic Disorders and other Neurodevelopmental Disorders: Concept, Symptoms, Epidemiology, Etiology and Treatment

**Unit -3**

**Neuro-Cognitive Disorders:** i) Delirium - Concept, Symptoms, Epidemiology, Etiology and Treatment ii) Major Neuro-Cognitive Disorders—due to Alzheimer’s disease, Traumatic Brain Injury, Vascular Disorders, Fronto-temporal lobe degeneration, Lewy Body Dementia, Parkinson’s disease, and Huntington’s Disease: Concept, Symptoms, Epidemiology, Etiology and Treatment iii) Mild Neuro-Cognitive Disorders: Concept, Symptoms, Epidemiology, Etiology and Treatment iv) Diagnostic criteria for identifying mild and major neurocognitive disorders according to DSM-5

**Unit -4**

**Screening and Clinical Assessments:** Delirium, Mild and Major Neurocognitive disorders: Brain Scan: MRI, EEG, CT and PET scan; MMSE, MOCA, Mini-Cog, Glasgow Coma Scale, Bender Gestalt Test (BGT), PGI- Battery of Brain Dysfunction (PGI-BBD), Dementia Rating Scale

**Recommended Readings:**

1. King, A.M., Johnson, S.L., Davison, G.C. & Neale J.M (2014): Abnormal Psychology: An Experimental Clinical Approach. New York: John Wiley & Sons, Inc.
2. Butcher, J.N., Mineka, S., & Hooley, J.M. (2015): Abnormal Psychology & Modern Life (15<sup>th</sup>Ed.) New Delhi: Pearson
3. Carson, R.C. & Butcher, J.N. (1992): Abnormal Psychology & Modern Life New York: (9<sup>th</sup>Edition) Harper & Collins New York.
4. Sarason, I.G. & Sarason, B.R. (2014): Abnormal Psychology: The problem of Maladaptive Behaviour (10th Ed.) New Delhi: Pearson Education
5. Barlow, D.H. & Durand, V.M. (2004): Abnormal psychology: An integrative approach (4th Ed.) Pacific Grove: Brooks/Cole.
6. Butcher, J.N. (2014): Abnormal Psychology. New Delhi: Pearson Education

7. Kaplan, H.J., & Sadock, B.J. (2004): Synopsis of comprehensive textbook of psychiatry (10th Ed.). Baltimore: Williams & Wilkins.
8. Sarason. I.G. & Sarason, B.R. (2006): Abnormal psychology. (11th Ed.). Delhi: Prentice

**Semester-III**  
**Major Elective: Group A**  
**Rehabilitation Psychology**  
**Course Code: MPSYMET302/303**

**Course Objective:** To provide theoretical knowledge of rehabilitation and importance of rehabilitation for the persons with disabilities.

**Course Outcomes:**

After completing the course, the students will know

1. The nature and extent of problems faced by specific categories of people who badly require safe shelter and rehabilitation.
2. The Government response toward rescue, intervention and rehabilitation for people who require immediate attention.
3. The national and international efforts for Psychiatric and neuro-psychological rehabilitation
4. The Government schemes and policies and rights of the persons with disability

**Unit-1**

**Rehabilitation:** Nature and rationale; theories and models in rehabilitation psychology; functioning, and health, Ethical issues in rehabilitation.

**Unit-2**

**Psychiatric rehabilitation:** General principles and methods of psychiatric rehabilitation; organization and delivery of services; specific interventions; role of family.

**Unit-3**

**Disability:** Concepts and Models: Concept and definition of disability; Concept of impairment, disability, and handicap, DALYs; Psychosocial aspects of Developmental disabilities (Autism; Intellectual impairment; Learning disabilities; Cerebral Palsy), other physical disabilities (Visual impairment, Hearing impairment and Orthopedic and neuromuscular impairment)

**Unit-4**

**Neuropsychological and cognitive rehabilitation:** Theoretical approaches. Principles of compensation, recovery and plasticity in neurocognitive rehabilitation; Clinical and management issues in cognitive rehabilitation.

**Unit-5**

**Neurocognitive rehabilitation:** persons with deficits of memory, attention and executive functions; Rehabilitation in traumatic brain injury and stroke. Neurorehabilitation strategies for neurodegenerative conditions: Neurorehabilitation in dementia and alzheimers disease; Psychosocial and cognitive rehabilitation in the elderly.

**Unit-6**

**Acts and Policies related to Rehabilitation:** Rights of the persons with disability; Government schemes and policies; Mental Health Act; PWD Act; RCI Act; National Trust Act.

**Recommended Readings:**

1. Goldstein, L.H., & McNeil, J.E. (2004). Clinical neuropsychology. John Wiley & Sons Ltd.: Chichester, West Sussex, England.
2. Noggle, C.A., Dean, R.S., & Barisa, M.T. (Eds.) (2013). Neuropsychological rehabilitation. New York: Springer Publishing Co.
3. Pratt, C.W., Gill, K.J., Barrett, N.M., & Roberts, M.M. (2007). Psychiatric rehabilitation (2nd ed.). New York: Academic Press.
4. Stuss, D.T., Winocur, G., & Robertson, I.H. (2010). Cognitive Neurorehabilitation: Evidence and Application (2nd Ed.). Cambridge: Cambridge University Press.
5. Wilson, B.A., Gracey, F., Evas, J.J., & Bateman, A. (2009). Neuropsychological rehabilitation. Theory, Models, Therapy, and Outcome. Cambridge: Cambridge University Press.
6. Wilson, B.A., Herbert, C.M., & Shiel, A. (2003). Behavioural approaches in neuropsychological rehabilitation. New York: Psychology Press.
7. Van Hasselt, V.B., Strain P.S., and Hersen. M. (1988). Handbook of Developmental and Physical Disabilities. Pergamon Press, New York.
8. Saraswathi, T.S. (1999). Culture, Socialization and human development. Sage publications: New Delhi.
9. Frank, R. G., & Elliott, T. R. (2000). Handbook of rehabilitation psychology. American Psychological Association.

**Semester-III**  
**Major Elective: Group B**  
**Organizational Behaviour**  
**Course Code: MPSYMET302/303**

**Course Objective:**

To help students understand the human behaviour in organizational settings.

**Course Outcomes:**

After completing the course, the students will

1. Develop basic knowledge of Organizational Behaviour.
2. Be aware about historical perspective of Organizational Behaviour.
3. Be able to analyze the role and limitations of Organizational Behaviour.
4. Be competent enough to understand aspects of emerging organization and its impact.
5. Understand the principles of motivation in organizational set up.
6. Be competent in motivation application through job design.

**Unit-1**

**Introduction:** Meaning and History of Organizational Behaviour, the organizational system; structural characteristics of organizations; organizational designs; Challenges and Opportunities of OB, Approaches to Organization Behaviour: Classical and Neo-classical Approaches; Ethical issues in Organization Behaviour.

**Unit-2**

**Communication, Conflict, and Decision making:** Definition and Types of communication, Barriers to communication, Intra-individual, interpersonal, and inter-group conflicts, Conflict-resolution techniques, causes and consequences, Decision making, Johari Window, Transactional Analysis

**Unit-3**

**Leadership:** Meaning of Leadership, Leadership Styles, Theories of Leadership, Role of

Leadership in organizational development

#### **Unit-4**

**Organizational Culture and Organizational Development:** Nature of Organizational Culture, Creating, Sustaining and Changing Culture, Organizational Socialization, Multiculturalism and Diversity Management, Entrepreneurship development, Innovation, promoting ethics in organizational culture.

#### **Unit-5**

**Motivation in Workplace:** Meaning, process & characteristic. Theories of Motivation: Content theories Maslow's Hierarchy of Needs, Herzberg's Motivation- Hygiene theories of motivation, Alderfer's ERG mode, Process Theories: Vroom's Expectancy model, Adam's Equity theory of work motivation. Motivation application through job design: Job rotation, Job enlargement and Job enrichment, Job characteristics approach to task design: Hackman-Oldham Job characteristics model of work motivation.

#### **Unit-6**

Aspects of emerging organizations and their impact on organization development, The role of information Technology: The flattening and downsizing of organizations, Paperless revolution, Mimicking brains.

#### **Recommended Readings:**

1. R. M Bass, J. D. Dearth: Organization Behaviour, Sage Pub, New York, 1987
2. L.M. Prasad: Organisational Behaviour
3. Schien, Adger: Organisational Behaviour
4. Paul Hersey: Management of Organisational Behaviour (Sixth Edition) Prentice Hall of India Pvt. New Delhi.
5. Robbins, S.P.: Organizational Behaviour Concepts, Controversies, and Applications, Prentice Hall of India Pvt. Ltd.
6. Luthans, F.: Organizational Behaviour, Seventh Edition, McGraw- Hill. International Edition. George, J. M. & Jones, G. R. (2005). Understanding and managing organizational behavior (4th Ed.). Upper Saddle River, NJ: Prentice Hall.
7. Hellriegel, D., & Slown, J. W. (2004). Organizational behavior. South Western: Thompson
- Riggio, R. E. (2003). Introduction to industrial/organizational psychology (4th Ed.). Upper Saddle River, NJ: Prentice-Hall.

### **Semester-III**

#### **Major Elective: Group B**

#### **Human Resource Management Course Code: MPSYMET302/303**

#### **Course Objective:**

To make the learners familiarize with the concept of Human Resources Management and its application in the overall organizational effectiveness.

#### **Course Outcomes:**

After completing the course, the students will

1. The concept of human resource Management.
2. The challenges involved in application of human resource Management.
3. The necessity of human resource planning.
4. To deal with issues involved in human resource planning.
5. The application of performance management and the issues involved.

#### **Unit -1**

Human resource management: Meaning, Function, important Principles and policies of HRM, Personnel Management vs. HRM, HRD vs. HRM, Strategic Role, International human resource management.

### **Unit-2**

Models of HRM: Fomburn, Tichy & Devana Model, Harvard Model, Guest Model, and Warwick Model.

### **Unit-3**

Human Resource Planning: Importance, process, Forecasting Demand, Estimating Supply, Effective HRP, Human resource accounting. Job Analysis: Uses, Process, Methods, job description & job specifications.

### **Unit-4**

Recruitment: Objectives & Constraints, Sources, Methods, Selection: Process, Tests for Selection (Cognitive Ability, Motor & Physical Ability, Personality, Achievement), Interview as selection Device.

### **Unit -5**

Job Evaluation: Uses, Methods, job evaluation and Establishing pay structure. Performance Appraisal: Comparing with Performance Management, Methods, Challenges, Legal implications

### **Unit-6**

- a. Employee compensation: Incentive Plans: Individual Employee, Team/Group, organization wide. Employee Benefits: Pay for time not worked, Insurance benefits, Retirement benefit, Personal & Family friendly benefits.
- b. Health & Safety: Legal Provisions, Measures, Accidents, Safety Management. Grievance & Discipline: Features & Forms, Model Grievance Procedure, Approaches to Discipline, Disciplinary Action, Essentials for a Good Disciplinary System.

### **Recommended Books**

1. Bermardin, H.J. (2007). Human resource management. New Delhi: Tata McGraw Hill.
2. Decenzo, D.A. & Robbins, S.P., & Verhulst, S.L. (2015). Personnel and human resource management. Wiley India (11 th Edition) New Delhi
3. Rao V.S.P. (2010). Human resources management: Text and cases. New Delhi: Excel Books.
4. Dessler, G., Varrkey, B. (2017). Human resource management. New Delhi: Pearson
5. R.M. Bass, J.D. Drenth: Organisational Behaviour, Sage Pub. New York (1987).
6. N.K. Chadda: Human Recourse Management issues, case studies and experimental exercises. 4. Biswajeet- Patnayak. : Human Recourse Management.
7. Kaswathappa: Human Resources and Personnel Management
8. C.B. Gupta: Human Recourse Management. Sultan Chand & Sons Publishers.
9. T.N. Chhabra: Human Recourse Management, concepts, and issues

**Semester- III**  
**Major Elective: Group B**  
**Workplace Counseling**  
**Course Code:MPSYMET302/303**

### **Course Objective:**

To acquaint the students with relevance and models of workplace counseling

### **Course Outcomes:**



After completing the course, the students will

1. Be familiarize with models of workplace counseling
2. Understand the relevance of EAP programs
3. Comprehend the concept of workplace conflict and strategies to manage workplace conflict

### **Unit-1**

Understanding Workplace Counseling: Current Trends in Workplace Counseling, Models of Workplace Counseling, Workplace Counseling: Target Clients, Readiness for Employee Counseling, Counseling & Employees Growth, Ethical Issues in Workplace Counseling, Stress and Workplace Counseling, Work-Life Balance.

### **Unit-2**

Impact of Organizations on Workplace Counseling: Setting up counseling at workplace, Systemic approaches to organizations, Organizational culture and counseling, Employee assistance programs (EAP), Promotion counseling, Preretirement counseling. Counseling for displaced employees, lay offs

### **Unit -3**

Sexual Harassment at Workplace: Dynamics of sexual harassment: why it occurs? Types of sexual harassment, Impact of sexual harassment: emotional, physical and economic impact, Preventing sexual harassment.

### **Unit -4**

Conflict at Workplace: Nature of conflict, Causes of workplace conflict: intrapersonal and interpersonal c. Violence at workplace d. Strategies to manage workplace conflict

### **Recommended Books**

1. Arnol J., & Robertson, I. T.,& Coopen, C. L. (1995). Work Psychology- Understanding human behaviour in workplace. London: Mcmillan.
2. Carrol,M & Walton,M.(1997). Handbook of counseling in organizations. New York: Sage Publications.
3. Carroll, M. (2002).Work Place Counseling. New Delhi: Sage Publications.
4. Cartwright,S & Cooper,C.L.(1997).Managing Workplace Stress. New Delhi: Sage Publications.
5. Coles, A. (2003). Counselling in the workplace. Berkshire, England: Open University Press, McGraw Hill Education. Boland M. (2005). Sexual Harassment in the workplace (1st ed.). Naperville, IL: Sphinx Publishing, Inc..
6. Boland M.L. (2002). Sexual Harassment: your guide to Legal Action: What you should know and what you can do. Naperville, IL: Sphinx Publishing, Inc.
7. Collins, S.D.(2009).Managing conflict and workplace relationship(2nded.). Mason, OH: South Western Cengage Learning.
8. Edelmann, R. (2000). Interpersonal conflicts at work. Hyderabad: Universities Press (India) Limited.
9. Kao,H.S.R; Sinha,D & Wilpert,B (2007).Management and Cultural Values. New Delhi: Sage Publications.
10. Landy, F. J. & Conte, J.M. (2010).Work in the 21st century: an introduction to Industrial and Organizational Psychology (3rd ed.). Blackwell publishers.
11. Sonnentag, S. (2002). Psychological Management of Individual Performance. John Wiley & Sons Ltd.

## **Semester- III**

### **Group A- For Clinical Area:**

**CC14: Practicum-Psychological Assessment and Therapy**  
**Course Code:MPSYCCP304**

1. Introduction to interview, clinical examination and psychological testing and it's utility in clinical psychology, Recording of case History, mental status examination: Observation and Interview techniques, Diagnosis, differential diagnosis and case formulation of
  - i. 2 cases of major Psychiatric/Personality Disorders
  - ii. 2 case of Mental retardation/developmental disability
  - iii. 1 case of neurological disorder/substance dependence
2. Applying self-report, psychological and neuropsychological test or projective techniques as required for assessment and clinical report writing of
  - i. 2 cases of major Psychiatric/Personality Disorders
  - ii. 2 case of Mental retardation/developmental disability
  - iii. 1 case of neurological disorder/substance dependence
3. Final diagnosis and application of Psychotherapy and intervention techniques: Behaviour therapy, Cognitive Behaviour Therapy, Biofeedback and relaxation techniques (training)  
: Any 1 case of major Psychiatric disorder (Child/Adult)

**Group B- For O.B. Area:**  
**Practicum-Related to Organizational Behaviour**  
**Course Code:MPSYCCP304**

1. Measurement of Organizational Climate / Culture.
2. Measurement of Performance Appraisal
3. Measurement of Leadership Styles
4. Measurement of Job Involvement.
5. Studying Work Commitment on Motivation/Job Satisfaction
6. Study of Employees Job Burnout, Occupation Stress/Job Anxiety and application of intervention strategies of stress management.
7. Study of well being/Mental and Physical Health of various levels of employees.
8. Study the safety programme of an industry and identify the probable aspects of inadequacies

**Semester- III**  
**Open Elective: For All**  
**Stress and Stress Management**  
**Course Code: MPSYOET305**

**Course Objective:** To provide theoretical knowledge regarding stress and its effects as well as the various techniques to manage stress in daily life

**Course Outcomes:**

After completing the course, the students will

1. Comprehend the the nature of stress and psychological and physiological effects of stress
2. Grasp the concepts related to individual differences in stress reactions across lifespan
3. Assess individual risk factors as related to stress (behavioral, emotional, physical & spiritual)
4. Understand and learn how to use various techniques and determine the most appropriate method to aid in managing your reaction to stress
5. Develop the ability to tap personal strengths for preventing stress and achieving meaningful goals; and
6. Accept the responsibility of taking charge of your own levels of stress

**Unit- 1**

Scientific Foundations of Stress: Definition, Indian and Western Concept of Stress, Theoretical models of Stress

**Unit- 2**

Stress: Physiological Arousal and Behaviour Change, Sources of stress (neuro-endocrinology, personality, environment, intrapersonal and interpersonal sources of stress), Types of Stress, Consequences of stress, Stressful Behaviour and Health Status- somatic and anxiety problems

**Unit- 3**

Life Situations and Perception of Stress, Stress among children and adolescence, Stress among the elderly, Stress among trauma victims, Family and work stressors and interventions

**Unit- 4**

Stress and Coping: Concepts and theoretical perspectives of coping, Personal coping resources, Coping styles and strategies, Challenging stressful thinking, time management, psychological and spiritual relaxation method

**Unit- 5**

Assessment of Stress, Management and Counselling Techniques, Stress and coping, Behavioural techniques of management, Health promoting and health damaging lifestyles, Cognitive Behavioural techniques of management, Social Skills Training, Indigenous techniques

**Unit- 6**

Stress reduction technique: Mindfulness, Autogenic training, Biofeedback, Relaxation, Yoga and Meditation

**Recommended Readings:**

1. Chen, D. D. (2017). *Stress Management and Prevention: Applications to Daily Life*, Taylor and Francis, 3rd Edition.
2. Conrad, C.D. (2011). *The Handbook of Stress: Neuropsychological Effects on the Brain*. Wiley-Blackwell.
3. Goldberger, L. & Brezenitz, S. (1982). *Handbook of stress: Theoretical and Clinical Approaches*. NY Free Press.
4. Greenberg J. S., (2009). *Comprehensive Stress Management*, 10th Ed. Tata McGraw-Hill Publications.
5. Horn, S. & Munajo, M. (1997). *Theory Research and Intervention*. Open Univ Press.
6. Kar, C. (2013). *Exceptional Children: Their Psychology and Education*. Sterling Publishes Pvt. Ltd.
7. Kurtz, L. F (1997). *Self Help and Support Groups*. Sage.
8. Lazarus, R. S. and Folkman, S. (1984). *Stress Appraisal and Coping*. Springer. N Y.
9. Lines, D. (2006). *Brief Counselling in Schools: Working with Young People from 11 to 18*. (2nd Edition). Sage Publication. New Delhi.
10. Loyallo, W.R. (2004). *Stress and Health: Biological and Psychological Interactions (Behavioral Medicine and Health Psychology)*, 2nd Edition. Sage Publications.
11. Mishra, G. (1999). *Psychological Perspective of Stress and Health*. Concept.
12. Palmer, S. and Dryden, W. (2010). *Counselling for Stress Problems*. Sage. New Delhi.
13. Pestonjee, D. M. (1992). *Stress and Coping*. Sage.
14. Scott, M., Stradling, S.G. & Dryden, W. (1995). *Developing cognitive behavioural counselling*. Sage.