



**PROF. RAJENDRA SINGH (RAJJU BHAIYA) UNIVERSITY, PRAYAGRAJ**

**Structure of Syllabus for the  
Program: M.A./M.Sc. Subject: Psychology**

<b>Structure of Syllabus Developed by</b>			
<b>Name of BoS Convener/ BoS Member</b>	<b>Designation</b>	<b>Department</b>	<b>College/ University</b>
Prof. Raj Kumar Gupta- Convener	Professor & Dean		Faculty of Arts, PRSU, Prayagraj
Dr. Pramthesh Pandey- Member	Assistant Professor	Psychology	M.D.P.G. College, Pratapgarh
Miss Akanksha Chaurasiya- Member	Assistant Professor	Psychology	K.B. Singh Gandhi Government Girls Degree College, Pratapgarh
Mr. Vishal Kumar Gupta- Member	Assistant Professor	Psychology	Government Degree College, Bahua Dehat, Fatehpur
Prof. Jagdish Singh Dixit- Expert- member	Professor (Retired)	Psychology	T.D.P.G. College, Jaunpur
Prof. Komila Thapa- Expert- member	Professor	Psychology	Allahabad University, Prayagraj
Prof. Namita Pandey- Expert- member	Professor	Psychology	Allahabad University, Prayagraj

<b>Course Code</b>		<b>Course Title</b>	<b>Credits</b>	<b>T/P</b>	<b>Evaluation</b>	
A	B	C	D	E	CIE	ETE
F	G					
<b>SEMESTER I (YEAR I)</b>						

A090701T	CORE	Advances in Cognitive Psychology-I	5	T	25	75
A090702T	CORE	Motivation and Emotions	5	T	25	75
A090703T	CORE	Advance Social Psychology	5	T	25	75
A090704T	FIRST ELECTIVE (Select any one)	Educational Psychology	5	T	25	75
A090705T		Health Psychology				
A090706P	SECOND ELECTIVE (Select any one)	Practical	4	P	50	50
A090707P		Field Visit				
<b>SEMESTER II (YEAR I)</b>						
A090801T	CORE	Advances in Cognitive Psychology-II	5	T	25	75
A090802T	CORE	Research Methods	5	T	25	75
A090803T	CORE	Personality Psychology	5	T	25	75
A090804T	THIRD ELECTIVE (Select any one)	Developmental Psychology	5	T	25	75
A090805T		Positive Psychology				
A090806P	FOURTH ELECTIVE (Select any one)	Practical	4	P	50	50
A090807P		Industrial Training				
<b>SEMESTER III (YEAR II)</b>						
A090901T	CORE	Physiological foundation of Psychological processes	5	T	25	75
A090902T	CORE	Quantitative Analysis in Psychological Research	5	T	25	75
A090903T	CORE	Stress Management and Coping	5	T	25	75
A090904T	FIFTH ELECTIVE (Select any one)	Clinical Psychology	5	T	25	75
A090905T		Organisational Behaviour				
A090906P	SIXTH ELECTIVE (Select any one)	Practical	4	P	50	50
A090907P		Project presentation				
<b>SEMESTER IV (YEAR II)</b>						
A091001T	CORE	Psychological Testing	5	T	25	75
A091002T	CORE	Guidance and Counseling	5	T	25	75
A091003T	SEVENTH ELECTIVE (Select any one)	Psychological Interventions	4	T	25	75
A091004T		Human Resource Management				
A091005R	RESEARCH PROJECT/ DISSERTATION	Dissertation	10	R	50	50

**NOTE:**

1. **Do not mark any Code/Information in Column-A, it will be indorsed by the University.**
2. **T/P** in Column-E stands for **Theory/Practical**.
3. **CIE** in Column-F stands for '**Continuous Internal Evaluation**' and depicts the maximum internal marks. Respective examination will be conducted by subject teacher.
4. **ETE** in Column-G stands for '**External Evaluation**' and depicts the maximum external marks. Respective Examination will be conducted by the University.
5. Column-B defines the nature of course/paper. The word **CORE** herein stands for **Compulsory Subject Paper**.
6. Column-D depicts the credits assigned for the corresponding course/paper.
7. **First Elective:** It will be a Subject Elective. Students may select one of the two subject papers under this category.
8. **Second Elective:** It will designate a Practical Paper or equivalently a Field Visit or Project Presentation. In case of Field Visit, student is required to submit a detailed report of the visit for the purpose of evaluation. The report should include the observational features and benefits of the visit. In case of Project Presentation, the student may be assigned to go for a survey/practical or theoretical project/assignment or seminar with presentation.
9. **Third Elective:** It will be a Subject Elective. Students may select one of the two subject papers under this category.
10. **Fourth Elective:** It will accommodate a practical paper or Industrial Training or Project Presentation. In case of Industrial Training, student may be allowed for the summer training and is required to submit a detailed training report including training certificate for the evaluation.
11. **Fifth Elective:** It will be a Subject Elective. Students may select one of the two subject papers under this category.
12. **Sixth Elective:** It will be a Practical Paper or equivalently a Project Presentation based on Survey/ Seminar/ Assignment. In case of Project Presentation, student has to submit an exhaustive report on respective topic and to face an open presentation for the evaluation.
13. **Seventh Elective:** It will be a Generic Elective. The student may study or receive training of the any subject of his interest (depends on the availability in his institution of enrollment).
14. **Master Research Project:** It will be a Major Research Project or equivalently a research-oriented Dissertation on the allotted topic. The student will have to complete his/her research project under any supervisor. The supervisor and the topic for research project shall be allotted in second semester. The student straight away will be awarded 05 credits if he publishes a research paper on the topic of Research Project or Dissertation

## A090701T : Advances in Cognitive Psychology -I

**Course objectives:** The purpose of this course is to present to the students an overview of traditional theories of those cognitive processes that are central to acquisition and organization of knowledge and then introduce recent theoretical formulations. The processes, which would be emphasized in this course are – attention perception, learning and memory. Since memory is considered a core of many cognitive operations, it would be given a greater space.

1. Cognitive approach to psychology: Nature, Origin and current status of cognitive psychology, Cognitive neuroscience.
2. Attention: Concept and mechanism; Types and theories.
3. Perception: Nature, Determinants, Gestalt Law of Perceptual Organisation, Figure and Ground perception, Perceptual Constancy: Size, Shape, and Color; Perception of Form, Depth and Movement, Illusions.
4. Learning Process: Fundamental theories: Thorndike, Guthrie, Hull, Classical Conditioning, Instrumental learning; Reinforcement: Basic variables and schedules; Latent learning, observational learning. Verbal learning
5. Memory & Forgetting: Memory Processes: Encoding, Storage, Retrieval Stages of memory: Sensory memory, Short-term memory (Working memory), Long-term Memory (Declarative – Episodic and Semantic; Procedural). Approaches to memory- information processing & connectionist. Memory processes: Theories of Forgetting: Interference, Retrieval Failure, Decay, Motivated forgetting

### Suggested Readings:

1. Matlin M. (2014) Cognitive Psychology. 8<sup>th</sup> edition. John Wiley and Sons.
2. Galotti M. (2004) Cognitive Psychology in and out of Laboratory. 3<sup>rd</sup> edition. Wadsworth.
3. Kellogg, R.T.(2012). Fundamentals of Cognitive Psychology, 2<sup>nd</sup> edition. Sage Publications.
4. Baddley, A. (1997). *Human memory: Theory and practice*. New York: Psychology Press.
5. Smith, E.E. & Kosslyn, (2007). *Cognitive psychology: Mind and brain*. Prentice Hall.
6. Baddley, A., Eysenck, M. W., & Anderson, M. C. (2009). *Memory*. New York: Psychology Press.

## A090702T Motivation and Emotions

**Course Objectives** The main objective of the course is to familiarize the student with different approaches that have been used in the study of motivation and emotions. The course will also cover theories of motivation and emotions and issues related to them. Current perspectives in the area will also be addressed.

1. Motivation: Nature and properties; Basic motivational concepts: Instincts, Needs, Drives, Arousal, Incentives, Motivational Cycle.
2. Theoretical framework: Approaches to the study of motivation: Psychoanalytical, Ethological, S-R Cognitive, Humanistic-Murray and Maslow, intrinsic and extrinsic framework.
3. Emotion: Nature, Theories of emotions: James-Lange, Canon-Bard, Schachter and Singer, Lazarus, Lindsley
4. Correlates of emotions: Cross-cultural differences in emotional expression and experiences, biological correlates of Emotions
5. Emotional intelligence: Concept, dimension and assessment.

### **Books:**

1. Reeve, J. (2009) Understanding Motivation and Emotion (5<sup>th</sup> Ed.) John Wiley & Sons, Inc., United States of America
2. Spence Janet. T. Izard Carol, E. (1985) Motivation Emotion and Personality. North Holland: New York.
3. Weiner, B. (1983) Theories of Motivation Holt, Rinhart and Winston: New York, USA.
4. Franken. Robert E. (1990) Human Motivation 2<sup>nd</sup> ed. Brooks/Cole Publishing Company. Pacific Grove. California, USA.
5. Weiner Bernard (1992) Human Motivation: Metaphors. Theories and Research. Sage Publications. Newbury Park. California, USA.
6. Strongman, K.T. (1987) 3<sup>rd</sup> Ed. The Psychology of Emotion. John Wiley and Sons. New York, USA.
7. Barret, L. F., Niedenthal, P.M., & Winkielman (2005). *Emotion and consciousness*. New York: The Guilford Press.
8. Cofer, C. N., & Appley, M. H. (1964). Motivation: Theory and Practice. New York: Wiley
9. Ekman, P. (2003). *Emotions revealed*. London: Weidenfield& Nicolson.
10. Lewis, M., Haviland-Johns, J. M., & Barrett, L. F. (2008). Handbook of Emotions. New York: The Guilford Press.
11. Kitayama, S. & Markus, H.R. (1994). *Emotion and culture empirical studies of mutual influence*. Washington, DC: American Psychological Association.
12. Mandal, M.K. (2004). Emotion. New Delhi: East-West Press.

## **A090703T: Advance Social Psychology**

**Course Objectives:** The aim of this course is to let the students appreciate some basic issues in social psychology over and above the undergraduate level basic course in social psychology. The course will highlight major advances and researches in the area of Social cognition, social categorization, social influence and intergroup relations dynamics.

1. Introduction: Nature, scope and history of social psychology, Current trends in social psychology, approaches to the study of social behavior,
2. Social Cognition: Heuristics and other short-cut strategies; effects of framing and anchoring; counterfactual thinking and mental simulation, affect and social cognition.
3. Social Categorization and Groups: Social identity and social comparison models, categorical differentiation and groups, group cohesiveness, group decision making. Leadership: emergence of leader, theoretical approaches to leadership, leader characteristics and effectiveness. Critical analysis of Leadership characteristics in Subhash Chandra Bose.
4. Social Influence Processes: Social norms, conformity to social norms, factors influencing conformity; compliance and its consequences; types and conditions of obedience, ethical issues.
5. Intergroup Relations: Relative deprivation, realistic conflict and social identity approaches, dynamics of intergroup behavior, structure and type of social conflicts, conflict resolution strategies.

### **Reference Books:**

1. Aronson, E., Wilson, T.D., & Akert, R.M. (2010). *Social psychology* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
2. Baron, R. A., Branscombe, N. R. & Byrne, D. (2009). *Social psychology* (12<sup>th</sup> ed.). New York: Pearson Education.
3. Hogg, M. A. & Vaughan, G. M. (2005). **Social Psychology** (4<sup>th</sup> edition).Edinburgh Gate: Pearson Education/ Prentice Hall Pvt. Ltd.
4. Stephen, C. W. & Stephen, W. G. (1985). **The Two Social Psychologies** (2<sup>nd</sup> edition). Illinois: The Dorsey Press
5. Myers, D. G. (2006). **Social Psychology**. New Delhi: Tata McGraw-Hill Publishing
6. Hayes, N. (2015). *Principles of social psychology*. New York: Psychology Press.
7. Kassin, S., Fein, S., & Markus, H.R.(2013). *Social psychology*. Canada: Cengage Learning.
8. Sanderson, C.A., & Safdar, S. F. (2012). *Social psychology*. Ontario, Canada: John Wiley.
9. Taylor, S.E., Peplau, L.A., & Sears, D.O. (2006). *Social psychology* (12<sup>th</sup> ed.). New Jersey: Pearson Education.

## **A090704T Educational Psychology**

**Course Objective:** The objective of this course is to make students aware of basic concepts of educational Psychology. This course will help them to understand different theoretical perspectives involved in modern and effective teaching methods.

**Unit I:** Nature of Educational Psychology - Meaning, nature and scope of Educational Psychology, Psychological aspect in educational philosophy of Madan Mohan Malviya and S. Radhakrishnan. Methods of Educational Psychology: Observation, Interview, Sociometry and Case study.

**Unit II:** Understanding the learner - Concept of growth and development and their principles, salient features of Physical Cognitive, Emotional, Social and Moral aspects of growth and development of the adolescents and role of teacher, Meaning and areas of individual difference, Factors causing individual difference, educational implications of individual difference.

**Unit III:** Classroom as a Social Group: - Characteristics and dynamics of classroom groups, interaction between teacher and learner group. Effective classroom groups. Group morale, Leadership dynamics. Teacher as leader of group and facilitator of learning. Nature and characteristics of intelligence and its development, Theories of intelligence, Measuring Intelligence: Verbal, Non-Verbal and Performance Tests (One representative of group test and individual test), Creativity and Intelligence, Fostering creativity in classrooms.

**Unit IV:** Exceptionality and Special Education. Categories of exceptionality; Physically challenged students. Students with cognitive Disabilities or brain dysfunction and communication, Mental Retardation, Gifted child

**Unit V:** Educational Assessment: - Measurement and Evaluation (Norm-referenced and Criterion-referenced tests); Classroom Assessment and grading; Diversity/ Cultural Differences and Assessment. Measurement of Achievement, Aptitude, Ability and interest.

### **References**

1. Aggarwal J. C., (2001) Basic Ideas in Educational Psychology, Shipra Publishers, Delhi.
2. Aggarwal J. C., (2004) Psychology of Learning & Development, Shipra Publishers, Delhi.
3. Bhatia & Bhatia (1981) Textbook of Educational Psychology, Doaba House, Delhi.
4. Bhatia H. R. (1997) A Textbook of Educational Psychology, MacMillan, New Delhi.
5. Chatterjee S. K. (2000) Advanced Educational Psychology Books & Allied Pvt. Ltd. Delhi.
6. Chauhan S. S. (1990) Advanced Educational Psychology, Vikas Publication House, Delhi.
7. Dandekar W. N. (1995) Fundamentals of Educational Psychology, M. Prakashan, Poona.
8. Lahey R.B. Graham J. E., & others (2000) An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers, New Delhi.
9. Mangal, S.K. (2004) Educational Psychology, Tandon Publishers, Ludhiana.
10. Santrock John W. (2010) Educational Psychology, Inwin Professional Publishers, Delhi.
11. Sharma R.N. & Sharma R.K. (2003) Advanced Educational Psychology, Atlantic Publishers and Distributors, New Delhi.

## **A090705T: Health psychology (4004)**

### **Course Objectives:**

The course aims to understand the field of health and is an exploration of the role of psychological factor in the prevention and maintenance of good health, the treatment of already existing illness, and recovery from or adaption to on-going illness. An attempt is made to impart a body of knowledge, together with theory and to the application of knowledge in everyday life. Whenever possible, Indian researches would be discussed.

1. Health and wellbeing: Concept and indicators, Goals of health psychology,
2. Approaches to health: bio-medical, psychological, cultural, Biopsychosocial
3. Health behavior: Behavioural factors in health, Approaches to health behaviour change: cognitive, behavioral and social engineering.
4. Health problems and their cognitive representation: General and chronic health problems; causal factors and explanations; health belief systems; Illness Cognitions; HIV/AIDS.
5. Management of health problems: Preventive, promotive and curative aspects of health; choice of medicinal systems; patient-doctor relationship, treatment adherence, alternative medicines.

### **Recommended Books:**

1. Di Matteo, R.M. & Martin, R. Lesbe (2002) *Health Psychology*: Boston: Allyn & Bacon.
2. Sarafino, E. (1998). *Health Psychology*. New York: John Wiley & Sons Inc
3. Ogden, Jane (2004). *Health Psychology*. Berkshire: Open University Press.
4. Baum, A., Revenson, T. A., & Singer, J. E. (2001). *Handbook of health psychology*. Mahwah, NJ: Lawrence Erlbaum.
5. Marks, F. D., Murray, M., Evans, B., & Willig, C. (2000). *Health psychology: Theory, research and practice*. New Delhi: Sage.
6. Marks, F. D., Murray, M., Evans, B., & Estacio, V. E. (2015). *Health psychology: Theory, research and practice (4<sup>th</sup> Ed.)* New Delhi: Sage.
7. Sarafino, E. P. & Smith, T.W. (2013). *Health Psychology: Biopsychosocial Interventions*. New York: Wiley Global Education.
8. Taylor, S.E. (2015). *Health Psychology (9<sup>th</sup> Ed.)*. New York: McGraw Hill Education.



## **A090706P- Practical**

Total *Four practical selecting one from each of the four papers student have read:*

### **Advances in Cognitive Psychology -I**

1. Semantic memory
2. Episodic memory
3. Perceptual Organisation
4. Verbal Learning
5. Sustained attention: Temporal and spatial uncertainty
6. Selective attention

### **Motivation and Emotions**

1. Extrinsic motivation and performance
2. Intrinsic motivation and performance
3. Feedback and performance
4. Assessment of emotional intelligence
5. Individual differences in perception of facial expression of emotion
6. Individual differences in expression of facial emotion

### **Advance Social Psychology**

1. Social perception
2. Social conformity
3. Social conflict
4. Group cohesiveness/ Group decision making
5. Leadership

### **Health Psychology**

1. Health belief
2. Gender and health
3. Psychological correlates of health
4. Pathogenic health habits

### **Educational Psychology**

1. Sociometry
2. Interest Inventories
3. Assessment of aptitude
4. Achievement test
5. Intelligence test

## **Field Visit**

**Course Objectives:** This course is designed to expose students with experiences of real settings via field visits. Students will be able to understand the basic facts about field visit and how to report experiences of the field visit. The course will involve a Field Visit and Report writing based on the visit to an organisation/clinical setting of importance to the discipline of Psychology.

- Field Visit to any Community Center/Social Service Center/ School/ Industrial setting/ clinical setting, Conduct a survey on any psychological issues and submit the report.

## **A090801T : Advances in cognitive Psychology -II**

**Course objectives:** This course will focus on cognitive processes like language comprehension and production, problem solving and decision making. A core course on advances in cognitive psychology will be a pre-requisite for this course, because this course would emphasize on how information that is acquired and organized is used and manipulated to perform cognitive tasks such as language comprehension and production, problem solving, decisions making, Thinking, Reasoning and creativity. In dealing with problem solving, strategies of problem solving will also be discussed.

1. Cognitive Psychology methods: Neuropsychological testing, Clinical methods; Electrophysiological methods: EEG, ERP, Neuroimaging techniques: CAT, MRI, PET
2. Language processes: Acquisition, Comprehension and Production; Language and thought.
3. Decision Making and problem solving: Models & theories; Human problem-solving strategies- heuristics and algorithmic; expert and novice problem solvers, Factors affecting problem solving and decision making
4. Thinking & Reasoning: Theoretical perspectives on thought processes-Associationism, Gestalt, Information processing, Feature integration model, Concept formation: Rules, Types, and Strategies; Role of concepts in thinking, Types of Reasoning
5. Creativity: Concept and nature, Torrance, Getzels & Jackson, Guilford, Wallach & Kogan, Relationship between Intelligence and Creativity.

### **Reference Books**

1. Mattlin, M (2014) Cognitive Psychology 8<sup>th</sup> edition John Wiley & Sons.
2. Galotti, K.M. (2004) Cognitive Psychology in and out of the Laboratory, 3<sup>rd</sup> edition. Wadsworth.
3. Kellogg, R.T. (2012) Fundamentals of Cognitive Psychology, 2<sup>nd</sup> edition. Sage Publications.
4. Sternberg, R.J. (2007) Cognitive Psychology, 4<sup>th</sup> edition. Wadsworth.
5. Harley, Treror, A. (2002). *The psychology of language: From data to theory*. Taylor & Francis.
6. Smith, E.E. & Kosslyn, (2007). *Cognitive psychology: Mind and brain*. Prentice Hall.

## **A090802T : Research Methods**

**Course Objectives:** This course is designed to familiarize students with basic concepts, methods of research and their applications. Both experimental and field methods of research will be discussed in detail. Also included in this course are some unobtrusive and qualitative methods of research. The students will be required to work out field applications of these methods to develop practical understanding.

1. Psychological Research: Nature and purpose; Quantitative and Qualitative research methods; Ethical issues.
2. Psychological research process: Formulation of research problem and hypothesis; Choosing research design; Identifying variables; Control of extraneous variables; Sampling design and data collection; Data analysis and interpretation; Reporting research (APA style).
3. Research tools for data acquisition. Observation, interview, Questionnaires and tests.
4. Experimental research designs - Randomized groups, matched groups. Factorial designs- between and within group designs; a-priory and post-hoc comparisons
5. Non-experimental research designs: correlational, quasi experimental and ex-post-facto designs. Single subject design; longitudinal and cross-sectional designs

### **Recommended Books:**

Breakwell, G.M., Smith, J.A., & Wright, D.B. (2012). *Research methods in psychology* (4th ed.). Sage.

Bridget, S. & Cathy, L. (Eds.) (2008). *Research methods in the social sciences*. New Delhi: Vistaar Publication.

Broota, K.D. (1992). *Experimental Design in Behavioural Research*. ND: New Age International Pub.

Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education* (5th ed.). London: RoutledgeFalmer

Dawson, C. (2002). *The practical research methods: A user-friendly guide to mastering research techniques and projects*. UK: How to Books Ltd.

Elmes, D., Kantowitz, B., & Roediger, H. (2011). *Research methods in psychology* (9th ed). Cengage Learning.

Nestor, P.G. & Schutt, R.K. (2011). *Research methods in psychology: Investigating human behavior*. Sage

Winer, B.J., Brown, D.R. & Michels, K.M. (1991). *Statistical principles in experimental design*. NY: Mc Graw Hill.

Kerlinger, Fred, Lee and Howard (2000). Foundations of Behavioural Research. Surjeet Publications, Delhi.

Leary, M. R. Introduction to Behavioral Research Methods. Allyn and Bacon.

Breakwell, Hammond, Schaw and Smith (2007). Research Methods in Psychology. Sage, New Delhi.

Elmes, D.G., Kantowitz, B.H., Roediger, H. L.(2012) Research Methods in Psychology. Woodsworth Cengage Learning, USA.

Cook and Campbell (1979). Quasi-experiments. Rand McNally College Publishing Company, USA.

Blackstone, Amy (2012). Principles of Sociological Inquiry: Qualitative and Quantitative Methods (Black and White Print Textbook)

## **A090803T : Personality Psychology**

**Course objectives:** The course is concerned with basic classical theories of personality and modern perspectives. The classical western theories include basic age-old issues of human nature. The students of personality would gain the understanding of human life and its meaning. The course also has a foundation in conceptual and empirical scientific advances in the modern era. The students shall be given exercises to develop skills to understand the depth of human nature. The personality has been highlighted from the western perspective.

1. Personality: Concept and nature; Basic issues related to study of personality. Eastern perspective
2. Trait and Type approaches: Allport, Cattell, Eysenck, and Big-five model.
3. Psychodynamic and Psychosocial approaches: Freud and Erikson
4. Behaviouristic and Social Learning approaches: Skinner, Bandura and Mischel.
5. Humanistic and Phenomenological approaches: Rogers and Kelly.

### **Reference Books:**

1. Liebert, R.M. & Spiegler, M.D.(1997) Personality: Strategies and Issues. 6<sup>th</sup> ed. Brooks/Cole Publishing Co., Pacific Grove, California.
2. Hall, C., Lindzey,G.,Campbell John,B (1998) Theories of Personality. 4<sup>th</sup> ed. J. Wiley and Sons, New York.
3. Friedman, H.S., Schustack M.W.(2004) Personality: Classic Theories and Modern Research. New Delhi. Pearson Education Pvt. Ltd.
4. Mischel, W., Yuichi, S.R., Smith, P.E. (2004) Introduction to Personality: Toward an Integration. New York: John Wiley and Sons.
5. Seligman, M.E.P. (2002) Authentic happiness: using the new Positive Psychology to realize your potential for lasting fulfilment. New York: Free Press. 'A Guide to develop positive emotions, positive character and personal satisfaction'.
6. Frager,R. And Fadiman, J. (2007) Personality and personal Growth. New Delhi: Pearson Education. Pvt. Ltd.
7. Engler, B. (2006) Personality Theories: An Introduction. New York: Houghton Mifflin Company.
8. Schultz, D.P. and Schultz, S.E. (2007) 'Theories of Personality' (India Edition).

## A090804T : Developmental Psychology

**Course Objective:** The course has been designed with an objective to provide a good knowledge in the area of developmental psychology. It aims to cover the conceptual issues, theories current and changing perspective on human development. Further, the focus is on certain selected themes which have drawn the attention of development psychologists over and on their research contribution which have enriched the understanding of human development.

1. Introduction to human development and its determinants: Concepts of growth and maturation. Developmental stages.
2. Basic Developmental Theories: Piaget, Kohlberg, Vygotski, Erikson
3. Infancy & Childhood: Sensory and perceptual development in Infancy; language, emotional and social development in infancy. Developmental tasks of childhood. Cognitive, social, emotional and moral development in Childhood.
4. Adolescence: Developmental tasks; physical and psychological changes; development of identity.
5. Adulthood and old age: Developmental tasks; adjustment problems and specific issues

### **Books Recommended**

1. Berk L.E.(1999) Child Development. IIIrd ed. New Delhi: Prentice Hall.
2. Berry J.W. Poortinga, Y.H., Segall, M.H., & Dasen, P.R. (2002). Cross Cultural Psychology. Cambridge University Press.
3. Berry j.W., Dasen, P.R. & Saraswati, T.S., (1997). *Handbook of Cross Cultural Psychology: Basic Processes and human development*: Vol.2. Bostan Allyn Bacon.
4. Kakar, S. (1979). Indian Chilhood: Cultural Ideals and Social Reality. Delhi: Oxford University Press.
5. Pawlik, K. & rosenweig, M.R. (200). The International handbook of Psychology,pp. 235-260
6. Saraswati, T.S. (2003). Cross-Cultural Perspectives in human Development : Theory research and applications. New delhi: sage.
7. William, Crain(2005) theories of development: Concepts and application . New Jersey: Pearson Education

## **A090805T : Positive Psychology**

### **Course Objectives:**

This course examines an emerging paradigm shift in psychology away from an emphasis on pathology to greater consideration of positive aspects of human experience. Positive psychology emphasizes using science to explore optimal human functioning, strengths and virtues, positive coping, well-being and fulfillment in the lives of healthy people. The student will learn about the core assumptions, principles and empirical evidence of this growing effort.

1. Introduction of Positive psychology: Objectives and theoretical perspectives, Origin and historical development.
2. Subjective well-being: Concept, indicators and determinants, life satisfaction and happiness, determinants of happiness. Positive Emotions and well being: Hope & Optimism, Love
3. Happiness: Introduction to Psychology of happiness; Types of happiness- Eudaimonic and Hedonic; Strategies to enhance happiness- Enhancing pleasure, engagement and meaning-making; self-related processes.
4. Character strengths and virtues: Classification, assessment and nurturance; barriers in developing strengths and virtues. Resilience in the phase of challenge & Loss; Empathy and Altruism
5. Resilience and Mindfulness: Meaning, Nature and Approaches; Theories of Resilience; Promoting Resilience, Mindfulness and Positive Thinking; Mindfulness and mental health; Mindfulness-Based Interventions

### **Recommended Books:**

1. Carr, A. (2008). Positive Psychology: The Science of Happiness and Human Strengths. New Delhi: Routledge.
2. Haidt, J. (2006). The Happiness Hypothesis; Finding Modern Truth in Ancient Wisdom. New York: Basic Books.
3. Huppert, F., F.A., Baylis, N. & Keverne, B. (2005). The science of well-being. Oxford; Oxford University press.
4. Lyubomirsky, S. (2007). The how of happiness: A scientific approach to getting the life you want. New York; Penguin.
5. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University press. Seligman, M.E.P. (2002). Authentic happiness. New York: Free Press.
6. Snyder, C. R. & Lopez, S. J. (2008) Positive Psychology, Sage Publications India Pvt. Ltd. New Delhi.
7. Argyle, M. 1987. The psychology of happiness. London: Methuen.



## **A090806P : Practical**

Total *Four practical selecting one from each of the four papers student have read:*

### **Advances in Cognitive Psychology -II**

7. Neuropsychological test
8. Problem Solving
9. Decision making
10. Reasoning test
11. Creativity
- 12.

### **Research Methods**

1. Construction of interview schedule
2. Administer a questionnaire, analyse the data and report it
3. Planning a correlational study
4. Planning experimental study: Based on one way ANOVA design
5. Planning a quasi-experimental study
6. Planning a cross-sectional study

### **Personality Psychology**

1. Personality assessment using any projective test
2. Assessment of Self & Ideal Self using Semantic differential
3. NEO PI-R (FFI) test
4. Cattell's 16 P.F.
5. Eyesenk's Personality Inventory
6. Personality assessment from Indian perspective (triguna, anashakti etc.)

### **Developmental Psychology**

5. Moral development
6. Adjustment
7. Assessment of self-efficacy
8. Assessment of parent-adolescent relationship
9. Assessment of cognitive functioning among elderly
10. Psychological well-being/Quality of life among elderly

### **Positive Psychology**

6. Assessment of subjective well-being
7. Assessment of Psychological well-being
8. Assessment of happiness
9. Assessment of life satisfaction
10. Assessment of character strength/virtues

## **A090807P : Industrial Training**

**Course Objectives:** This course is designed to give student in-hand training of real industrial / clinical/ service settings. The course will involve a Field Visit and Report writing based on the visit to an organisation/clinical setting of importance to the discipline of Psychology.

- Each candidate will be required to undergo an internship training of a total period of 4 weeks. He/she will be attached to a hospital/counselling facility Centre/ Industrial setting/ community center/Social service Center for learning and practicing the psychological knowledge and skills. Each student shall be required to submit a Report of their Training on or before a specified date fixed for the purpose.

## **A090901T: Physiological Foundation of Psychological Processes**

### **Course objectives:**

The main objective of this course is to familiarize students with the basic structure, functions and anatomy of the physiological systems involved in different psychological processes, such as learning, memory and emotions. The course will provide basic understanding of neural functioning and the role of different brain areas in cognitive and affective processes. The role of biological factors in psychopathology will also be addressed.

1. Biological foundation of psychology: Organization and functions of the brain and spinal cord; Genetic bases of behavior –chromosomes and genes, Endocrine glands and hormone products: Functions of different hormones. Hormonal imbalance and behaviour.
2. Neurophysiology: Generation and conduction of action potential; synaptic transmission and neuromuscular transmission.
3. Sleep and circadian rhythm: Biological rhythms, states of sleep and disorders of sleep.
4. Drug and behaviour: Determinants of drug effects; drug abuse and addiction,
5. **Neurophysiological basis of learning, memory and emotional behaviour**

### **References**

1. Beatty, J. (2001). *The human brain: Essentials of behavioral neuroscience*. Thousand Oaks: Sage Publications.
2. Gazzaniga, M.S., Ivry, R.B., & Mangun, G.R. (2002). *Cognitive neuroscience: The biology of the mind*. New York: W.W. Norton & Company.
3. Barrett, K.E., Barman, S.M., Boitano, S., & Brooks, H.L.(2012). *Ganong's review of medical physiology*. Tata McGrawHill.
4. Carlson, N. (2013). *Physiology of behavior*. NJ: Pearson Education Inc.
5. Hall, J.E. (2011). *Guyton & Hall Textbook of medical physiology*. Elsevier.
6. Kalat, J.W. (2012). *Biological psychology*. CA: Wardsworth/Thomson Learning.
7. Kolb, B. & Whinshaw, I.Q. (2013). *An introduction to brain and behavior*. New York: Worth Publishers.
8. Pinel, J.P.J. (2013). *Biopsychology*. NJ: Pearson Education Inc.
9. Toates, F. (2011). *Biological psychology*. NJ: Pearson Education Inc.
10. Wickens, A. (2009). *Introduction to biopsychology*. New Jersey : Prentice Hall.

## A090902T: Quantitative Analysis in Psychological Research

**Course Objectives:** The aim of this course is to let the students understand and learn to apply various statistical analyses to test the hypotheses and interpret the results in relation to research problems over and above undergraduate level statistics. The student will also be taught to use computer for quantitative analyses with the use of SPSS.

**Unit-I Introduction:** Inferential statistics - Parametric and nonparametric.; univariate, bivariate and multivariate statistics; Data screening and preparation for statistical analysis, **SPSS Statistics Software:** Introduction; Working with SPSS Statistics; Familiarization and Basic computation with graphs.

**Unit-II Correlation and Regression (Simple and Multiple):** Concept, Assumptions, Computations, Interpretation and tabular presentation of results.

**Unit-III Analysis of Variance:** One way and factorial with two or more variables and Repeated measures : Concept, Assumptions, Computations, Interpretation and tabular presentation of results. **Post-hoc tests:** Concept, Assumptions, Computations, Interpretation and tabular presentation of results.

**Unit-IV Analysis of covariance:** Concept, Assumptions, Computations, Interpretation and tabular presentation of results. **Multivariate analysis of variance:** Concept, Assumptions, Computations, Interpretation and tabular presentation of results, **Factor analysis:** Concept, Assumptions, Computations, Interpretation and tabular presentation of results. Discriminant function analysis: Concept, Assumptions, Computations, Interpretation and tabular presentation of results.

**Unit- V Non-parametric statistics:** Chi-Square, Median test, Wilcoxon test, Mann-Whitney U-test, Kolmogorov-Smirnov one- and two-sample tests, Kruskal-Wallis H test, Friedman two-way analysis of variance, Kendall's coefficient of concordance: Concept, Assumptions, Computations, Interpretation and tabular presentation of results.

### **Recommended Books:**

1. Broota, K.D. (1992). *Experimental design in behavioural research*. ND: New Age International Pub.
2. Chadha, N. K. (1998). *Statistical methods in behavioural and Social Sciences*. ND: Relaince Pub. House.
3. Field, A. (2005). *Discovering statistics using SPSS*. London: Sage Publications
4. Meyers, L. S., Gamst, G. & Guarino, A.J. (2008). *Applied multivariate Research: Design and Interpretation*.
5. Siegel, S. (1986). *Non parametric statistics*. NY: McGraw Hill.
6. Tabachnick B.G., Fidell, L.S. (2007). *Using multivariate statistics* (5th Ed.). Prentice Hall.
7. Winer, B.J., Brown, D.R. & Michels, K.M. (1991). *Statistical principles in experimental design*. NY: Mc Graw Hill.
8. Robert Ho, (2006). *Handbook of Univariate and multivariate data analysis and interpretation with SPSS*. NY: Chapman and Hall/CRC (Taylor and Francis Group).
9. Tabachnick B.G., Fidell, L.S. (2007). *Using Multivariate Statistics* (5th Ed.). Prentice Hall.

## **A090903T : Stress and Coping**

**Course objectives:** The main objective of this course is to familiarize students with the concept of stress, different models of stress, sources and consequences of stress and the different ways of coping. An additional objective is to discuss the different stress management techniques. By the end of the course students would have a better understanding of stress, how it affects life and how they can cope with it.

**Unit-I Stress:** Concept, Meaning, Definition, History and Models, Stimulus, Response, Transaction, **Physiology of Stress-** Endocrinal Response Sequence, ANS response, General adaptation syndrome (GAS)

**Unit-II Sources of Stress:** Personal—psychological characteristics, behavioural patterns, social (critical life events, roles), psychological (conflicts), occupational and environmental.; Stressors at work, home and college

**Unit-III Impact of Stress:** Physical, Emotional, Cognitive, Behavioral, Stress & Eustress

**Unit-IV Stress Management** Symptoms/ Alarms; Management techniques, Physical Level, hypno-suggestive, Cognitive and behavioural skills/ techniques, Coping strategies, Mindfulness

**Unit-V Coping with Stress:** Complexity of Coping; Coping-concept, Process of coping, Coping and adaptation, Coping strategy and style, types of coping styles: Proactive and Explanatory, Factors affecting coping.

### **Reading List:**

1. D M Pestonjee (1992). *Stress and Coping; the Indian Experiences*, SAGE Publication
2. Jeremy Stranks (2005). *Stress at Work Management and Prevention*, Elsevier
3. Hariharan M & Rath R (2008). *Coping with stress; The Indian Experience*, sage Publication
4. Rita Agarawal (2001). *Stress in Life and at Work* New Delhi: Response Books
5. Schafer, W. (2000). *Stress management* (4th Ed.). New Delhi: Cengage.
6. Weiten, W., Dunn, D. S., & Hammer, E. Y. (2012). *Psychology applied to modern life: Adjustment in 21<sup>st</sup> century* (10<sup>th</sup> ed.). Belmont, CA: Wadsworth, Cengage Learning.
7. Lazarus, R.S. (1980). *Patterns of adjustment*, New Delhi: McGraw-Hill.
8. Martin, L.G.; Osborne, G. (1989). *Psychology: Adjustment and everyday living*. N.J.: Prentice-Hall, Englewood Cliffs.
9. Lazarus, R. S. & Folkman, S. (1984). *Stress, appraisal and coping*. New York, NY: Springer Publishing.
10. Aldwin, C. M. & Werner, E. E. (2004). *Stress, coping and development: An integrative perspective*. New York: Guilford.
11. Srivastava, A.K. (1999). *Management of occupational stress: Theories and practices*. Gyan Publishing House, New Delhi.

## A090904T: Clinical Psychology

### Course objectives:

This introductory course aims to introduce students to the field of clinical psychology and its practice in India. Different models regarding the causation of mental illness and dysfunctional behaviours will be presented and the contribution of these approaches to the pathogenesis of a wide range of mental and behavioural disorders will be presented. An additional objective is to discuss the different classification schemes and the multiple assessment procedures used. Frontier areas in clinical psychology will also be discussed. Students will be required to practice some of the basic procedures taught in clinical settings.

1. Clinical Psychology: Historical development, nature and scope. Diagnosis: Meaning and nature, differential diagnosis.
2. Diagnostic assessment and clinical tools: Interview, case study, behavioural assessment and psychological tests. Clinical utility of psychological tests: Tests of intelligence- Stanford Binet, WAIS, personality tests - MMPI - 2, NEO - FFI, TAT and Rorschach.
3. Nature of specific therapeutic variables—the client and the therapist, client- therapist relationship; Stages of therapy: initial contact, assessment, goals of treatment, implementing treatment, termination, evaluation, and follow-up. Issues in psychotherapy.
4. Freudian psychoanalytic therapy, Person centered therapy, and group therapy
5. Nature, rationale and use of systematic desensitization, aversion, modeling, rational emotive therapies.

### **Reference Books:-**

1. Gelder, M., Mayou, R., & Cowen, P. (2001). **Shorter Oxford textbook of psychiatry**. New Delhi: Oxford University Press.
2. Hecker, J.E., & Thorpe, G.L. (2005). **Introduction to clinical psychology: Science, practice, and ethics**. Delhi: Pearson Education.
3. Kendall, P.C., & Norton-Ford, J.D. (1982). **Clinical psychology: Scientific and professional dimensions**. Chicester: John Wiley.
4. Nietzel, M.T., Bernstein, D.A., & Milich, R. (1998). **Introduction to clinical psychology** . (Fifth Edition). New Jersey: Prentice-Hall.
4. Page, A.C. & Stritzke, W.G.K. (2006). *Clinical Psychology for trainees: Foundations of science informed practice*. New York: Cambridge University Press.
5. Planate, T.J. (2005). *Contemporary clinical psychology*. New Jersey: John Wiley & Sons.

## **A090905T: ORGANIZATIONAL BEHAVIOUR**

**Course Objectives** The main aim of this course is to introduce the salient features of the field of Organizational Behaviour. This would include, both, the behaviour of the individuals in organized settings as well as the behaviour of Organizations in their environment. Here, the emphasis is on developing the conceptual apparatus to understand the functioning of organizations and the application of these basic concepts to the understanding of Indian organizations.

1. Introduction: Historical developments in OB, the organizational system; structural characteristics of organizations; organizational designs; challenges and opportunities for organizational behaviour
2. Leadership: Trait, behavioural, contingency, and contemporary theories; leadership styles and skills, contemporary issues in leadership
3. Power and politics in organizations: Bases of power and power tactics. Politics: Power in action, factors related with political behavior.
4. Conflict and negotiation: Intra-individual, interpersonal, and inter-group conflicts; conflict process; Negotiation strategies and process.
5. Organizational culture: Nature and types; developing and maintaining organizational culture and customer responsive culture; promoting ethics in organizational culture.

### **Reference Books:**

1. Luthans, F. (2002). Organisational Behaviour. (9<sup>th</sup> ed). NY: McGraw- Hill International edition.
2. Robbins, S. P. (2013). Organisational Behaviour. (15<sup>th</sup> ed). New Delhi: Prentice Hall of India Private Ltd.
3. Morehead , G. & Griffin, R. W. (1997). Organisational Behaviour. (3<sup>rd</sup> ed) Delhi: Jaico Publishing House.
4. Katz, D. & Kahn, R. L. (1978). The Social Psychology of Organisations. New York: John Wiley & Sons.
5. Hellriegel, D., Slocum, J. W. & Woodman, R. W. (1998). Organisational Behaviour. (8<sup>th</sup> ed). Ohio: South-Western College Publishing.

## **A090906P Practical**

Total *Four practical selecting one from each of the four papers student have read:*

### **Advances in Cognitive Psychology -I**

6. Sleep disorders
7. Disturbance of circadian rhythm
8. Behavioral impact of hormonal imbalance
9. Behavioural/health impact of substance abuse/ drug addiction

### **Motivation and Emotions**

Practical based on this theory paper involves computation and tabular presentation and interpretation of results of statistical analysis. Thus, for each practical the concerned teacher may provide data and/or output of statistical analysis or the data obtained by students for any other practical (during this semester) may be pooled and provided for statistical analysis.

1. Two-way ANOVA
2. Post-hoc comparison (any two methods)
3. MANOVA\*
4. Discriminant function analysis \*
5. Factor analysis\*
6. Non-parametric statistics (any one from the syllabus)

\* These practical may involve computation with help of statistical software followed by tabulation and interpretation of results OR concerned teacher may provide output of statistical analysis and ask for tabulation and interpretation of results.

### **Stress and Coping**

1. Assessment of stress
2. Assessment of coping strategies
3. Stress resistant cognitive/ behavioural patterns scale
4. Assessment of stress and coping behaviour in Community setting
5. Mindfulness

### **Clinical Psychology**

11. Rorschach
12. TAT
13. Assessment of cognitive distortion/ negative self-thought
14. Preparing hierarchy for systematic desensitization
15. Relaxation techniques (Preparing relaxation script/inducing relaxation)

### **Organizational Behaviour**

1. Conflict resolution/ job attitudes
2. Job involvement
3. Leadership/ supervision
4. Functional social support



## **A090907P- Project Presentation**

**Course Objectives:** After completing this practicum, the student will have a comprehensive understanding about carrying out research project, how to frame research objectives and questions, plan, decide and execute appropriate methods of research, and intended data analysis.

- Visit to any community of the surrounding and identification of problems, issues, good practices, skills, community services etc .Based on the field visit observations and experiences, each student will write a research proposal in this semester. Each student will write a research project proposal in this semester. The research proposal is an important process in providing a clear statement of the problem, a review of literature, how the literature relates to the proposed study, formal research questions and hypotheses, a full methods section, and the data analysis you intend to conduct. Each student will be evaluated on diligence in writing the project and presentation.

## **A091001T: Psychological Testing**

**Objectives:** This course aims to instruct students in the administration, scoring and interpretation of major psychological tests, such as intelligence and personality tests. These tests include both objective and projective tests such as the Myers-Briggs Type Indicator (MBTI), the Wechsler Adult intelligence Scale-Third Edition (WAIS-III), the Thematic Apperception Test (TAT) and the Rorschach Inkblot Test. Students will also learn related skills such as, gathering bio-data information, behavioural observation and report writing.

1. Psychological Testing: Nature and purpose; Assessment, evaluation and testing; Principle of assessment; ethical considerations.
2. Construction of Test/Scale: Creating test items; Rational, empirical, factor analytic, and item analytic approaches to test construction.
3. Psychometric evaluation and standardization of test: Reliability, validity, and development of norms; issues and challenges
4. Applications of psychological tests: Testing and assessment in various settings-education, counselling and guidance, clinical, organizational and developmental.
5. Issues in testing and measurement: Response bias and response set; Cross-cultural issues –test equivalence and measurement bias; Test adaptation- translation – back translation method and statistical methods.

### **Recommended Books:**

1. Aiken, L. R., & Groth-Marnet, G. (2009). *Psychological testing and assessment* (12th Ed.) New Delhi: Pearson Education.
2. Gregory, R. J. (2011). *Psychological testing: History, principles, and applications* (6th edition). New Delhi: Pearson Education.
3. Chadha, N. K. (2009). *Applied psychometry*. New Delhi: Sage.
4. Jackson, C. (2003). *Understanding Psychological Testing*. Mumbai: Jaico Pub. House
5. Kaplan, R. M., & Saccuzzo, D. P. (2012). *Psychological testing: Principles, applications and issues* (8th ed.). New Delhi: Cengage.
6. Kline, T. J. B. (2005). *Psychological Testing*. New Delhi: Vistaar Publication
7. Matsumoto, D. & van de Vijver, F J. R. (2011). *Cross-cultural research methods in psychology*. Cambridge: Cambridge University Press.
8. Murphy, K.R. & Davidsofer, C. O. (2005). *Psychological testing: Principles and applications* (6th Ed.). NJ: Pearson Education.

## A091002T: Guidance and Counselling

### Course objectives:

Main objective of this course is to make students aware of different counselling techniques. Course also aims to provide students basic counselling skills based on different psychological theories.

**Unit I:** Guidance and counseling: Meaning and definition, aims and objectives, basic principles of guidance and counseling, steps involved in guidance.

**Unit II** Role of counselor: Counselor and counselee characteristics facilitating counseling; Expectations from counselor; External conditions influencing counseling; Counselor-client relationship.

**Unit III** Areas of Guidance and counseling: Personal, educational, vocational and in medical set up. Areas of counselling: Educational, career, marital, and gerontological; Stress management oriented counselling; Counselling for terminal disease patients: cancer and CHRONIC DISEASE, Counselling for special population: Drug addicts, marital and family counselling.

**Unit IV:** Approaches to counselling: Psychoanalytic, person centric and existential, cognitive , behaviour and rational emotive .

**Unit V:** Counselling in Indian context: Need and availability of services in India. Indian techniques of counselling – Yoga, Meditation.

### **References:**

1. Felthman, C. & Morton, (2000). *Handbook of counselling and Psychotherapy*. Sage publication , New Delhi
2. Wolfs, R. & Dryden, W. (1998). *Handbook of counselling Psychology*. Sage publications, London.
3. Rao, S.N., & Sahajpal, P. (2013). *Counselling and Guidance*. Tata McgGraw Hill.
4. Athanasou, J. A; Esbroeck, R .V (Eds. ) (2009) *International handbook of career guidance*: Springer.
5. 2. Corey, G (2009) *Theory and practice of counseling and psychotherapy (8<sup>th</sup> ed.)* Brooks /Cole.
6. 3. Miller, D.F. (2010) *Positive child guidance*. Wadsworth.
7. 4. Robinson, E (2008) *Vocational education and guidance of youth: An outline for study*: Macnutt Press.
8. 5. Sharma, V.K. (2006) *Encyclopedia of educational and vocational guidance (4 volsl. set)*: Commonwealth Publishers.

## A091003T: Psychological Interventions

### Course objectives:

Building upon the introductory course on Clinical Psychology, this paper focuses on the contribution of different models to the area of clinical interventions. The major psychotherapeutic traditions are discussed and critically evaluated and their applicability to different types of problems is presented. Group, family and community-level interventions are also discussed. Students will be required to practice some of the basic procedures taught in clinical settings.

1. Psychological intervention; stages of psychological interventions and psychotherapy, Nature of specific therapeutic variables—the client and the therapist, client- therapist relationship; Stages: initial contact, assessment, goals of treatment, implementing treatment, termination, evaluation, and follow-up. Issues in psychotherapy.
2. Psychoanalytic therapy (Freudian): Goals and assumptions; Therapeutic techniques - Free association, analysis of dreams, analysis of resistance, transference, confrontation and clarification, interpretation and working through; Role of maintaining analytic framework.
3. Behavioural and cognitive perspective: Origins; Techniques - systematic desensitization, exposure therapy, Modeling, behavioural rehearsal, contingency management, aversion therapy. Cognitive behaviour therapy- Eliss' and Beck's approach.
4. Phenomenological and Humanistic existential psychotherapy: Client-centered therapy; origins, theoretical propositions, therapeutic process, and applications; Gestalt therapy; Existential therapy.
5. Other intervention techniques: Psychopharmacological therapy, **Group therapy, Family therapy and Play therapy, Biofeedback.**

### **Recommended Books:**

1. Corey, G. (2001). Theory and practice of counseling and psychotherapy (6th Ed.) Belmont, C.A Brooks / Cole.
2. Culari, S. (1998) (Ed.) Foundations of clinical psychology (2nd Ed.) New York: Allyn & Bacon.
3. Goldberg, H. (1983) (Ed.) Contemporary clinical psychology (2nd ed.) New York: Brooks/Cole
4. Hersen, M & Sledge, E. (2002) (Ed.) Encyclopedia of Psychotherapy. (2 Vols) New York: Academic.
5. Neitzel, M.T; Bernstein, D.A. & Millich, R. (1998) Introduction to clinical psychology (5<sup>th</sup> ed.) Upper saddle River, New Jersey: Prentice Hall.
6. Kaplan, H.I., Freedman, A.M., & Sadock, B.J. (Eds., 1980). Comprehensive textbook of psychiatry III (Vols.2 & 3). Baltimore: Williams & Wilkins.
7. Kendall, P.C., & Norton-Ford, J.D. (1982). Clinical psychology: Scientific and professional dimensions. Chichester: John Wiley.
8. Prochaska, J.O. & Norcross, J.C. (2003). Systems of psychotherapy: A transtheoretical analysis. Pacific Grove: Brooks/Cole. .
9. Sahakian, N.S. (Ed., 1976). Psychotherapy and counselling: Technique in interventions. Chicago: Rand McNally.
10. Page, A.C. & Stritzke, W.G.K. (2006). *Clinical Psychology for trainees: Foundations of science informed practice*. New York: Cambridge University Press.
11. Planate, T.J. (2005). *Contemporary clinical psychology*. New Jersey: John Wiley & Sons.

## **A091004T: Human Resource Management**

**Course Objectives:** The aim of this course is to initiate the students interested in pursuing careers in the corporate world into some basic functions of human resource management/ personnel management. It will deal with topics such as functions of HR/ Personnel managers, man power planning, job analysis, recruitment, selection and placement, remunerations and rewards.

1. Fundamentals of HRM: Foundation, nature, functions. HRM in changing environment – strategic and international human resource management; ethical issues
2. Acquisition of human resource: Planning, assessment of demand, job analysis, selection process.
3. Career management: Socialization of employees, determining training needs, methods/techniques of training and management development, evaluation of training programs; stages of career development, effective career development.
4. Performance management: Performance appraisal, system, process and methods of appraisal, distortion in appraisal, creating effective appraisal systems, biases in performance appraisal; post-appraisal interview.
5. Reward management: Motivational perspectives, job characteristics model, rewarding productive employees; compensation administration; benefits and services; empowerment.

### **Reference Books:**

1. Beardwell. I. & Holden. (1996). Human Resource Management- A contemporary perspective. Delhi: MACMILLAN India LTD.
2. Dwivedi, R. S. (1997). Managing Human Resources – Personnel Management in Indian enterprises. New Delhi: Galgotia Publishing Company.
3. DeCenzo, D. A. & Robbins, S. P. (1997). Personnel/ Human Resource Management. New Delhi: Prentice Hall of India Private Limited.
4. Schultz & Schultz (2006). Psychology & Work Today, Pearson Education
5. Glimer, B.V.H. (1991). Industrial and organizational psychology, Tokyo: McGraw Hill. Kogakushra.
6. Wexley, K.N., & Yukl, G.A. (1987). Organizational behaviour and personal psychology. Illinois: Richard Irvin.
7. Decenzo, D.A. , & Robbins, S.P. (2003). Foundations of Human Resource Management.
8. Beardwell, I. & Hadden, L. (1996). Human Resource Management : A contemporary perspective, New Delhi: Macmillan India Ltd.

## **A091005R : Dissertation**

### **Course objectives:**

It will help the learner to critically reflect on, review the scientific basis for, data collection, analysing and reporting a research work, thus, develop a research orientation. Overall, it will give a clear understanding of conducting and reporting research.

The student will have to complete his/her research project under any supervisor. The supervisor and the topic for research project shall be allotted in second semester. The preliminary work for dissertation (e.g., planning the research, selecting tools, etc.) should be started during the third semester in Project proposal. The data collection will be done in accordance with presented project proposal in third semester. Data analysis and writing of the dissertation should be completed during the fourth semester. A detailed report should be submitted before the commencement of theory examination of the fourth semester. The dissertation work may involve laboratory research, field work, survey research, case study or any other type of psychological research. Further, it may include one large study/experiment or several studies/experiments depending on the objectives of the research. The writing of dissertation must be in accordance with the Publication Manual of the American Psychological Association and should be within 60 to 80 pages including references and appendices. The student straight away will be awarded 05 credits if he publishes a research paper on the topic of Research Project or Dissertation