

**Department of Psychology**  
Jamia Millia Islamia  
New Delhi-110025

Semester-wise Revised Scheme

**MA Applied Psychology**

<b>Semester-I</b>			
<b>Paper No.</b>	<b>Paper Name</b>	<b>Marks</b>	<b>Credits</b>
PS 01	Cognitive Psychology	100	4
PS 02	Psychometrics	100	4
PS 03	Social Psychology	100	4
PS 04	Peace Psychology	50	2
PS 05	Psychological Experiments	100	4
TOTAL		450	18

<b>Semester-II</b>			
<b>Paper No.</b>	<b>Paper Name</b>	<b>Marks</b>	<b>Credits</b>
PS 06	Psychopathology	100	4
PS 07	Statistics	100	4
PS 08	Research Methods	100	4
PS 09	Positive Psychology	50	2
PS 10	Psychological Testing	100	4
TOTAL		450	18

<b>Semester-III</b>			
<b>Paper No.</b>	<b>Paper Name</b>	<b>Marks</b>	<b>Credits</b>
PS 11	Psychology of Personality	100	4
PS 12	Counseling Psychology	100	4
PS 13	Psychology at Work	100	4
PS 14	Forensic and Criminal Psychology	100	4
PS 15	Fieldwork/Internship	50	2
TOTAL		450	18

<b>Semester-IV</b>			
<b>Paper No.</b>	<b>Paper Name</b>	<b>Marks</b>	<b>Credits</b>
PS 16	Special Paper-I (from Health/OB/Clinical)	100	4
PS 17	Special Paper II (from Health/OB/Clinical)	100	4
PS 18	Practical from Special Paper	100	4
PS 19	Research Project/Dissertation	100	4
PS 20	Rehabilitation Psychology	50	2
TOTAL		450	18

**Department of Psychology**  
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New Delhi-110025

**CBCS Papers offered for External Postgraduate Students**

**Semester-wise Revised Scheme**

PSX1: General Psychology	-	M.A. Semester I
PSX2: Social Psychology	-	M.A. Semester II
PSX3: Health Psychology	-	M.A. Semester III
PSX4: Counseling Psychology	-	M.A. Semester IV

**Department of Psychology**  
Jamia Millia Islamia, New Delhi

**MA (Applied Psychology)**

**Semester-I**

**PS01: Cognitive Psychology**

Max. Marks: 100 (4 Credits)

**Course Objectives:** To help students in understanding the recent trends and development in the field of cognitive psychology, and to enable them to apply theories and findings to real world situations.

**Unit-I: Introduction to Cognitive Psychology**

- a) Meaning and nature of cognition
- b) Information processing approach, connectionist approach
- c) The evolutionary approach, ecological approach
- d) Cognition in cross cultural perspective

**Unit-II: Perception and Attention**

- a) Nature of perception; direct perception
- b) Bottom-Up and Top-down process
- c) Selective and divided attention
- d) Neural underpinnings of attention

**Unit-III: Problem-Solving and Creativity**

- a) Types and techniques of problem solving: The problem solving cycle
- b) Obstacles and aids to problem-solving
- c) Creative thinking: meaning, process; everyday mechanisms
- d) Characteristics of creative people; Neuroscience and creativity

**Unit-IV: Working Memory and Retrieving Memories from Long Term Storage**

- a) Traditional approaches to the study of memory
- b) Subdivision of long term memory; the levels of processing view
- c) Autobiographical memory; flashbulb memories
- d) Eyewitness memory; the recovered/false memory debate.

### **Recommended Readings:**

1. Anderson, J.R. (2015). *Cognitive Psychology and its Implications* (8<sup>th</sup> Ed.). New York: Worth Publishers.
2. Eysenck, M.W. & Keane, M.T. (2015). *Cognitive Psychology: A student's handbook* (7<sup>th</sup> Ed.). New York: Psychology Press.
3. Galloti, K.M. (2014). *Cognitive Psychology: In and Out of the Laboratory* (5<sup>th</sup> Ed.). Delhi: Sage Texts.
4. Groome, D., Eysenck, M.M.; Baker, K.; Bull, R.; Edgar, G. Et al. (2016). *An Introduction to Applied Cognitive Psychology* (2<sup>nd</sup> Ed.). New York: Routledge.
5. McBride, D.M. & Cutting, J.C. (2019). *Cognitive Psychology: Theory, Process and Methodology* (2<sup>nd</sup> Ed.). London: Sage Publications.
6. Solso, R.L.; Maclin, O.H. & MacLin, M.K. (2014). *Cognitive Psychology* (8<sup>th</sup> Ed.). Delhi: Pearson.
7. Sternberg, R.J. & Sternberg, K. (2012). *Cognitive Psychology* (6<sup>th</sup> Ed.). Belmont: Wadsworth.

## **PS02: Psychometrics**

Max. Marks: 100 (4 Credits)

**Course Objectives:** To acquaint the students with the concept, techniques and psychometric properties of psychological measurement. To develop insight in understanding the intricacies and subtleties of psychological measurement and to train them to develop psychological tools of measurement independently.

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

- a) Meaning and definition of measurement, sources of error in measurement
- b) Scales or levels of measurement
- c) Nature and origin of psychometrics, history of intelligence testing, ethics of IQ testing.
- d) Trait and function model of psychometrics, theory of true scores, statistical true score

### **Unit-II: Test Development**

- a) Conceptualization of test and development of test items
- b) Knowledge based vs. person based tests, norm reference vs. Criterion reference test
- c) Objective vs. opened ended test, pilot study
- d) Item facility index, item discriminating index, item validity index

### **Unit-III: Test Standardization**

- a) Estimation of reliability, forms of reliability and forms of error
- b) Estimation of validity, forms of validity, factors affecting criterion related validity
- c) Guessing, biasness and fairness in items analysis
- d) Preparation of final draft

### **Unit-IV: Normalization**

- a) Concept and types of norms
- b) Development of norms
- c) Standardization to Z score and T score
- d) Sampling for norms

### **Recommended Readings:**

1. Anastasi, A. & Urbana, S. (2000). *Psychological Testing (7<sup>th</sup> Ed.)*. New Delhi: Pearson Education Asia.
2. Chadha, N.K. (2009). *Applied Psychometry*. New Delhi: Sage.
3. Guildford, J.P. (1954). *Psychometric Methods*. New York: McGraw Hill
4. Kaplan, R.M. & Saccuzo, D.P. (2005). *Psychological Testing: Principles, Applications and Issues*, Kundli (Haryana): Thompson, Wardsworth.
5. Kline, T.J.B. (2005). *Psychological Testing*, New Delhi: Vistaar.
6. Murphy, R.K. & Danishofer, C.D. (1994). *Psychological Testing: Principles and Applications*. New Jersey: Prentice Hall.
7. Nunnally, J.C. (1967). *Psychometric theory*, New York: McGraw-Hill.
8. Puhan, B.N. (1980). *Issues in Psychological Testing*. Agra: National Psychological Corporation.

## **PS03: Social Psychology**

Max. Marks: 100 (4 Credits)

**Course Objectives:** To acquaint the students with important social psychological processes and factors crucial to social behaviour. To enable students to understand major approaches to social behaviour and also train them to understand social psychological problems with a view to address the same.

### **Unit-I: Introduction and Approaches**

- a) Nature and brief history of social psychology
- b) Sociological and psychological social psychology
- c) Symbolic interactionism and social representation
- d) Ethno-methodology and social construction

### **Unit-II: Social Perception and Social Influence**

- a) The Social Self: Culture and self concept and self esteem
- b) Self awareness, self presentation and self monitoring
- c) Conformity: Asch's and Sherif's classical studies and why do people conform?
- d) Compliance: Six bases of social power and techniques

### **Unit-III: Assessment**

- a) Nature of Social Cognition: Social schemas and heuristics
- b) Attitude: Concept and formation of attitudes
- c) Theories of attitude change (Heider's and Festinger's theories)
- d) Persuasion and attitude change

### **Unit-IV: Group Processes, Intergroup Relations, Aggression and Prejudice**

- a) Nature of groups, groups decision-making and group think
- b) Intergroup relations: Social identity, relative deprivation and realistic conflict theories
- c) Aggression: Nature, factors and techniques of reducing aggression
- d) Prejudice: Cognitive bases and reduction of prejudice

### **Recommended Readings:**

1. Taylor, S.E.; Peplau, L.A. & Sears, D.O. (2006). *Social Psychology* (12<sup>th</sup> Ed.). New Jersey: Pearson Education.
2. Meyer, D.G. (2012). *Social Psychology* (11<sup>th</sup> Ed.). New York: McGraw-Hill.
3. Baron, R.A. & Byrne, D. (1997, 2001) (8<sup>th</sup> & 9<sup>th</sup> Eds.). *Social Psychology*, London: Allyn and Bacon.
4. Gilovich, Thomas, Keltner, Dacher and Nisbett, Richard, E. (2006). *Social Psychology*, (2<sup>nd</sup> Ed.). W.W. Norton & Company, Inc., 500 Fifth Avenue, New York, NY.
5. Brewer, M.B. & Miuller, N. (1996). *Intergroup Relations*. Buckingham: Open University Press.
6. Coats, E.J. & Feldman, R.S. (1996). *Classic and contemporary readings in social psychology*. New Jersey: Prentice Hall.
7. Feldman, R.S. (1995). *Social Psychology*: Englewood Cliffs: Prentice Hall.
8. Rosenberg, M. & Turner, R.H. (1981). *Social Psychology: Sociological Perspective*. New York: Basic Books, Inc. Publication.
9. Tajfel, H. (1981). *Human groups and social categories*. *Studies in social Psychology*. London: Cambridge University Press.
10. Kassin, S., Fein, Steven & Markus, H.R. (2011). *Social Psychology* (8<sup>th</sup> Ed.). Wardsworth, Cengage Learning, USA, [www.cengage.com/global](http://www.cengage.com/global).



## **PS04: Peace Psychology**

Max. Marks: 50 (2 Credits)

**Course Objectives:** The objective of this course is to provide students with an orientation and introduction to peace psychology. To enable them to understand psychological aspects of direct and indirect conflict and violence thereby aiding students to understand ways of addressing such conflicts and achieving peace.

### **Unit-I: Peace and Violence**

- a) Peace Psychology: Concept and historical origins
- b) Philosophy and metapsychology of peace
- c) Types of violence: Direct and structural

### **Unit-II: Issues in Peace Psychology**

- a) Human rights and peace
- b) Gender and peace
- c) Developmental issues: Children and adolescents

### **Unit-III: Conflict Resolution and Peace Building**

- a) Psychologists' building cultures of peace
- b) Conflict resolution: Theoretical and practical issues
- c) Toward a psychology of structural peace building

### **Recommended Readings:**

1. De Rivera, J. (Ed.) 2009). Handbook on Building Cultures of Peace. New York: Springer.
2. Montiel, C.J. & Noor, N.M. (Eds.) 2009). Peace Psychology in Asia. New York: Springer.
3. Webel, C. & Galtung, J. (Eds.) (2007). Handbook of peace and conflict studies. New York: Routledge.
4. Blumberg, H.H., Hare, A.P. & Costin, A. (2006). Peace Psychology. A comprehensive introduction. Cambridge: Cambridge University Press.
5. Christic, D.J., Wagner, R.V., & Winter, D.A. (Eds.) (2001). Peace, conflict and violence: Peace Psychology for the 21<sup>st</sup> Century. Englewood Cliffs, New Jersey: Prentice-Hall.

## **PS05: Psychological Experiments**

Max. Marks: 100 (4 Credits)

**Course Objectives:** To enable the students to understand the processes and steps involved in concluding the psychological experiments and to train them to design and undertake experiments independently.

### **Unit-I:**

- a) Time Perception
- b) Perception of filled and unfilled time
- c) Role of Set in thinking
- d) Concept formation

### **Unit-II:**

- a)  $R_1$  as a function of similarity of original and interpolated task
- b)  $R_1$  as a function of temporal location of interpolated task
- c) Fluctuation of attention
- d) Division of attention

### **Unit-III:**

- a) Level of aspiration
- b) Effect of anxiety on performance
- c) Zeifornik phenomenon
- d) Effect of affective state of emotion

### **Unit-IV:**

- a) Effect of fatigue on mental work
- b) Effect of rest pause on physical work
- c) Comparative study of simple and complex reaction time
- d) Effect of mental set on reaction time

### **Recommended Readings:**

1. Hussain, A. (2014). Experiments in Psychology. PHI Learning, Delhi.
2. McGuigan, F.J. (1997). Experimental Psychology Methods of Research. New York: Prentice Hall.
3. Mohsin, S.M. (1982). Experiments in Psychology. Delhi: Motilal Banarsidas.
4. Postman, L. & Eagan, J.P. (1985). Experimental Psychology. New Delhi: Kalyani.
5. Robert, L.S. (2003). Experimental Psychology: A Case Approach. New Delhi: Pearson Education.
6. Woodworth, R.S. & Schlosberg, H. (1971). Experimental Psychology. Oxford & IBH.

## **PSX1: General Psychology**

**(CBCS)**

Max. Marks: 100 (4 Credits)

**Course Objectives:** To acquaint the students with the processes involved in cognition and to also enrich their understanding of major concepts, theoretical perspectives, and research findings in cognitive psychology. To enable students to develop on insight into their own and other's behaviour and underlying mental processes.

### **Unit-I: Introduction and Approaches to Cognitive Psychology**

- a) Meaning and nature of cognition
- b) Information processing approach
- c) Connectionism
- d) Ecological approach

### **Unit-II: Perception and Attention**

- a) Meaning and nature of perception
- b) Bottom-up and Top-down processing of perception
- c) Concept of attention: Attention model of attention
- d) Late selection theory of attention

### **Unit-III: Thinking and Problem-Solving**

- a) Nature of insight and insight problems
- b) Problem-solving cycle
- c) Blocks to problem-solving
- d) Techniques of problem-solving

### **Unit-IV: Memory**

- a) Schema theories of memory
- b) Scripts in memory
- c) Levels of processing approach to memory
- d) Tulving and memory systems

### **Recommended Readings:**

1. Benjafield, J.G. (1992). *Cognition* (2<sup>nd</sup> Ed.). New Jersey: Prentice Hall.
2. Best, J.B., (1999). *Cognitive Psychology* (5<sup>th</sup> Ed.). Belmont, CA: Brooks/Cole.
3. Gallon, K.M. (2004). *Cognitive Psychology: In and Out of the Laboratory* (3<sup>rd</sup> Ed.). Delhi: Wadsworth, Cengage Learning.
4. Kellogg, R.T. (2007). *Fundaments of Cognitive Psychology*. New Delhi: Sage Publications.
5. Mattlin, M.W. (1995). *Cognition* (3<sup>rd</sup> Ed.). Bangalore: Prism Books.
6. Solso, R.L. (2004). *Cognitive Psychology* (6<sup>th</sup> Ed.). Delhi: Pearson Education.
7. Sternberg, R.J. (2007). *Cognitive Psychology* (4<sup>th</sup> Ed.). Delhi: Thomson Wordsworth.
8. Robinson-Riegler, B., Robinson-Riegler, G.L. (2008). *Cognitive Psychology. Applying the Science of the Mind* (2<sup>nd</sup> Ed.). New Delhi: Pearson Education.

**Department of Psychology**  
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**MA Applied Psychology**

**Semester-II**

**PS06: Psychopathology**

Max. Marks: 100 (4 Credits)

**Course Objectives:** To acquaint the students with different Models about abnormal behavior and familiarize them with the symptoms, aetiology, and treatment of different types of psychopathology.

**Unit1: Models of Psychopathology**

- a) Biological
- b) Psychodynamic
- c) Cognitive-Behavioral
- d) Humanistic-Existential

**Unit 2: Mental disorders-I (Symptoms, aetiology and treatment)**

- a) Schizophrenia
- b) Bipolar-I disorder
- c) Delusional Disorders
- d) Dysthymia

**Unit 3: Mental disorders-II (Symptoms, aetiology and treatment)**

- a) Hoarding Disorder
- b) Functional Neurological Disorder
- c) Dissociative Identity Disorder
- d) Disinhibited Social Engagement Disorder

**Unit 4: Neurodevelopment Disorders (Symptoms, etiology and treatment)**

- a) Specific Learning Disorder
- b) Attention Deficit Hyperactivity Disorder (ADHD)
- c) Autism Spectrum Disorder
- d) Neuro-cognitive Disorder

## Recommended Readings

1. Comer, R., & Comer, J. (2017). *Abnormal psychology* (10th ed.). New York: Worth Publishers.
2. Hooley, J., Butcher, J., Nock, M., & Mineka, S. (2016). *Abnormal psychology* (17th ed.). Pearson.
3. Kring, A., Johnson, S., & Davison, G. (2013). *Abnormal psychology* (12th ed.). Hoboken, N.J.: Wiley.
4. Nevid, J., Rathus, S., & Greene, B. (2017). *Abnormal psychology in a changing world* (10th ed.). Pearson.
5. Whitbourne, S. (2019). *Abnormal Psychology: Clinical Perspectives on Psychological Disorders* (9<sup>th</sup> ed.). New York, NY: McGraw-Hill.

## **PS07: Statistics**

M. Marks: 100 (4 Credits)

**Course Objective:** To enable the students to understand the nature and importance of Statistics in Psychological research. The paper aims to develop a sound statistical reasoning among the students enabling them to use statistics in a meaningful manner.

### **Unit-I: Hypothesis testing**

- a) Introduction and Logic hypothesis testing, Hypothesis testing process (One Tailed and Two Tailed Process), Level of Significance, Type 1 & Type 2 Error.
- b) Null hypothesis testing: Use, Misuse and Controversy.
- c) Effect Size: Concept, importance, Effect size and Statistical Power, Confidence Intervals.
- d) Statistical Bias: Assumptions, Outliers, Additivity & Linearity, Normality, Homogeneity of Variance, Independence.

### **Unit-II: Relationship and Prediction**

- a) Correlations and Higher Level Correlations: Pearson r, Biserial, Point Biserial.
- b) Tetrachoric and Phi Correlations
- c) Partial and Multiple Correlations
- d) Prediction: Predictor & Criteria, Linear Prediction Rule, The Regression Line, Finding the Best Linear Prediction Rule, Issues in Prediction, Multiple regression (Introduction only)

### **Unit –III: Study of Differences**

- a) Two Group Differences: t-tests (Independent & Dependent),
- b) More than Two Groups: One Way ANOVA & Factorial ANOVA
- c) Multiple Comparison of Means: Newman-Keul and Duncan methods
- d) ANCOVA (One way)

### **Unit-IV: Non-Parametric Statistics**

- a) Parametric & Non-parametric Statistics
- b) Chi-square (Goodness of Fit & Independence hypotheses)
- c) Sign test, Sign Rank test, Median Test, Mann Whitney U test
- d) Kruskal-Wallis One Way ANOVA, Friedman Two Way ANOVA

**Recommended Books:**

1. Garrett, H. E. (2005). *Statistics in Psychology and Education*. Paragon International Publishers.
2. Broota, K.D. (2006). *Experimental Design in Behavioural Research*. New Age International Publication.
3. King, B.M. & Minium, E.W. (2011). *Statistical Reasoning in Behavioral Science*, Wiley Publication.
4. Field, A. (2019). *Discovering Statistics Using IBM SPSS Statistics*. Sage Publications.
5. Aron, A., Coups, E.J. & Aron, E. N. (2008). *Statistics for Psychology*. Pearson Publication.
6. Siegel, S. (1956). *Non-parametric Statistics for Behavioural Sciences*. McGraw Hill Publication.



## **PS08: Research Methods**

M. Marks: 100 (4 Credits)

**Course Objective:** To acquaint students with psychological research. To train them in the research methods and designs in psychology and to equip them to take up psychological researches independently.

### **Unit I: Introduction to Psychological Research**

- a) Nature and aims of psychological research
- b) Basic versus applied research
- c) Laboratory versus field research
- d) Designs in research: Quantitative, Qualitative and Mixed-method approaches

### **Unit II: Quantitative Methods**

- a) Experimental research
- b) Survey research
- c) Field studies
- d) Cross-sectional and longitudinal studies

### **Unit III: Qualitative Methods**

- a) Ethnographic research
- b) Narrative research
- c) Discourse analysis
- d) Thematic analysis

### **Unit IV: Reporting Research and Ethical Issues**

- a) Importance of introduction and purpose statement
- b) Review of literature
- c) Reporting data, discussion and references
- d) Ethical issues in psychological research

### **Recommended Readings:**

1. Goodwin, J.C. (2010). Research in Psychology. Methods and Design (6<sup>th</sup> ed.). New Jersey: Wiley Publications.
2. Creswell, J.W. (2009). Research design: Qualitative, quantitative and mixed methods approaches. Los Angeles: Sage Publications.
3. Howitt, D., Cramer, D. (2008). Introduction to research methods in psychology (2<sup>nd</sup> ed.). London: Prentice Hall.
4. Bordens, K.S. & Abbott, B.B. (2014). Research design and methods: A process approach (9<sup>th</sup> ed.), New York: McGraw Hill Education.
5. Crewell, J.W. (2007). Qualitative inquiry and research design. Choosing among five approaches. London: Sage Publications.

## **PS09: Positive Psychology**

Max. Marks: 50 (2 Credits)

**Objective:** The main objectives of this course are to introduce the basic concepts of positive psychology; to understand the processes behind concepts of positive psychology; and to understand positive cognitive states and processes.

### **Unit I: Introduction**

- a) Positive Psychology, Assumptions and Goals
- b) Perspectives on Positive Psychology: Western and Eastern
- c) Character Strengths and virtues

### **Unit II: Positive Emotional States and Processes**

- a) Happiness and Well being- Meaning and Determinants of happiness, Hedonic and Eudemonic Approaches
- b) Resilience, Trauma and Subjective well being
- c) Emotional Intelligence: Models & theories

### **Unit III: Positive Cognitive States and Processes**

- a) Positive Emotions Broaden-and-Build Theory; Cultivating Positive Emotions
- b) Positive Cognitive States: Optimism; Mindfulness; Flow; Courage.
- c) Self – regulation and self –control.

### **Recommended Readings:**

1. Baumgardner, S.R. Crothers M.K. (2010). Positive Psychology. Upper Saddle River, N.J.: Prentice Hall.
2. Carr, A. (2004). Positive Psychology: The Science of Happiness and Human Strength. UK: Routledge.
3. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.
4. Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfilment. New York: Free Press/Simon and Schuster.
5. Snyder, C.R., & Lopez, S.J.(2007). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. Thousand Oaks, CA: Sage. Snyder, C. R., & Lopez, S. (Eds.) (2002).

### **Suggested Supplementary Readings:**

1. Baltes, P. B., & Smith, J. (2003). New Frontiers in the Future of Aging: From Successful Aging of The Young Old to the Dilemmas of the Fourth Age. *Gerontology*, 49(2), 123-135.
2. Kumar, U., Archana & Prakash, V. (2015) *Positive Psychology: Applications in Work, Health and Well-Being*. New Delhi: Pearson Bierhoff, H. W. (2002).
3. Prosocial Behaviour. Psychology Press. Goldstein, T., Russell, V., & Daley, A. (2007). Safe, Positive and Queering Moments in Teaching Education and Schooling: A Conceptual Framework. *Teaching Education*, 18(3), 183-199.
4. Argyle, M. (1999). Causes and Correlates of Happiness. In D. Kahneman, E. Diener & N. Schwarz (Eds.), *Well-Being: The Foundations of Hedonic Psychology* (Pp. 353-373). New York: Russell Sage Foundation.
5. Argyle, M., & Martin, M. (1990). The Psychological Causes of Happiness. In F. Strack, M. Argyle & N. Schwarz (Eds.), *Subjective Well-Being: An Interdisciplinary Perspective* (Pp. 77-100). Oxford: Pergamon Press.
6. Kahneman, D. (1999). Objective Happiness. In D. Kahneman, E. Diener & N. Schwarz (Eds.), *Well-Being: The Foundations of Hedonic Psychology* (Pp. 3-25). New York: Russell Sage Foundation.
7. D. Kahneman, E. Diener & N. Schwarz (Eds.), *Well-Being: The Foundations of Hedonic Psychology* (Pp. 374-391). New York: Russell Sage Foundation.
8. *Handbook of Positive Psychology* (2002) Snyder & Lopez (Eds.): Oxford Peterson, C. (2006). *A Primer in Positive Psychology*. New York, Oxford University Press.

## PS10: Psychological Testing

M. Marks: 100 (4 Credits)

**Course Objective:** To acquaint students with concept of psychological assessment and to develop the ability to administer, score and interpret the various psychological tests used for intelligence, ability and personality assessment. Four tests to be administered by the students.

### Unit I: Introduction

- a) What is a test? History of psychological testing
- b) Test administration. Applications and issues in psychological testing
- c) Anxiety scale, Mental health Checklist & Happiness
- d) Resilience, Wellbeing & Life satisfaction

### Unit II: Intelligence and Ability Testing

- a) The Wechsler Intelligence Scales. WAIS R, WISC-IV and WPPSI-R
- b) Non-verbal group ability tests: Kaufman Brief Intelligence Test (K BIT) and Goodenough – Harris Drawing Test
- c) Multi Dimensional Aptitude Battery (MAB), Differential Aptitude Test (DAT)
- d) OASIS (Occupational Aptitude Survey and Internet Schedule)

### Unit III: Personality Testing

- a) Projective personality tests: TAT and Rorschach Ink Blot Test
- b) Sentence Completion Test and Word Association Test
- c) BGT and Draw-a-man test
- d) MMPI, NEO-PIR and 16 PF

### Unit IV: General Scales

- a) Locus of Control Scales
- b) Emotional Intelligence Inventory
- c) Organization Stress Index
- d) Friedman Wellbeing Scale

### Recommended Readings:

1. Anastasi, A. & Urbina, S. (1977). Psychological testing. N.J. Practice Hall.
2. Gegory, J.R. (2004). Psychological testing; history, principles and applications, Allyn & Bacon.
3. Kaplan, R.M. & Saccuzzo, D.P. (2005). Psychological testing: Principles, applications and issues (6<sup>th</sup> edition), US: Thomson-Wadsworth, Cengage Learning India Pvt. Ltd.
4. Kline, T.J.B. (2005). Psychological testing: A practical approach to design and evaluation. Sage Publication Inc.
5. Silva, F. (2005). Psychometric foundation and behavioural assessment. Sage Publications Inc.

## **PSX2: Social Psychology**

**(CBCS)**

M. Marks: 100 (4Credits)

**Course Objectives:** To acquaint students with important social psychological processes, major approaches to social behaviour and factors crucial to human behaviour in social context. To provide opportunities to acquire certain skills which are useful not only in the context of investigating, understanding, and influencing human behavior but are generalizable to other aspects of life.

### **Unit I: Introduction, Perspectives and Ethical Issues**

- a) Nature and brief history of social psychology
- b) Major Perspectives in Social Psychology:
- c) Current trends in social psychology
- d) Ethical Issues in Social Psychology

### **Unit II: Social Relation, Self and Social Influence**

- a) Self Representation and Self Regulation
- b) Conformity: Conformity Attraction, Intimacy and Pro social Behavior
- c) Self concept to Social Norms, factors influencing Conformity
- d) Compliance: Six bases of social power and techniques

### **Unit III: Social Cognition and Attitude**

- a) Social Cognition: Schemas and Heuristics
- b) Impression formation and Management
- c) Attitude: Concept and formation of attitudes
- d) Persuasion and attitude change.

### **IV: Group Processes, Intergroup Relations, Aggression and Prejudice**

- a) Nature of groups, group decision-making and groupthink
- b) Intergroup relations: Social identity and realistic conflict theories
- c) Aggression: Nature, factors and techniques of reducing aggression
- d) Prejudice: Cognitive bases and reduction of prejudice.

### **Recommended Books:**

1. Finkel, E.J. and Baumeister R.F. (2019). *Advanced Social Psychology The State of the Science* (2<sup>nd</sup> Edition), Oxford Press.
2. Meyer, D.G. (2012). *Social Psychology* (11th ed.), New York: McGraw Hill.
3. Taylor, S.E., Peplau, L.A., & Sears, D.O. (2006). *Social Psychology* (12<sup>th</sup> ed.). New Jersey: Pearson Education.
4. Baron, R.A. & Byrne, D. (1997, 2001) (8<sup>th</sup> & 9<sup>th</sup> eds.). *Social Psychology*, London.
5. Allyn, Bacon. Gilovich, Thomas, Keltner, Dacher and Nisbett, Richard, E. (2006). *Social Psychology* (2nd ed.). W.W. Norton & Company, Inc., 500 Fifth Avenue, New York, NY.
6. Brewer, M.B. & Miuller, N. (1996). *Intergroup relations*. Buckingham: Open University Press.
7. Coats, E.J. & Feldman, R.S. (1996). *Classic and contemporary readings in social psychology*. New Jersey: Prentice Hall.
8. Feldman, R.S. (1995). *Social Psychology*: Englewood Cliffs: Prentice Hall.
9. Rosenberg, M. & Turner, R.H. (1981). *Social Psychology: Sociological perspective*. New York: Basic Books, Inc. Pub.
10. Tajfel, H. (1981). *Human groups and social categories: Studies in Social Psychology*. London: Cambridge University Press.
11. Kassin, S., Fein, Steven & Markus, H.R. (2011). *Social Psychology* (8th ed.), Wadsworth, Cengage Learning, USA, [www.cengage.com/global](http://www.cengage.com/global) Introduction:

## Semester-III

### PS11: Psychology of Personality

Max. Marks: 100 (4 Credits)

**Course Objectives:** The main objective of this course is to introduce students about major theories of personality. The course shall examine how people are similar and how they differ in their thinking, feeling and behaviour and demonstrate how theory and research of personality can be applied in everyday settings.

#### Unit-I:

- a) Multiple traditions of personality psychology
- b) Personality theories, characteristics
- c) Kelly's theory of personal constructs and its critical evaluation
- d) Bandura's social cognitive theory and its critical evaluation

#### Unit-II:

- a) Allport's trait theory – concept and principles
- b) Critical evaluation of Allport's trait theory
- c) Catell's theory – Concept and principles
- d) Critical evaluation of Catell's theory

#### Unit-III:

- a) Freud's Psychoanalytic theory – principles,
- b) Dynamics and structure of personality
- c) Contribution of Neo Freudians
- d) Erikson's theory – dynamics, personality development and critical evaluation

#### Unit-IV:

- a) Maslow's self actualization theory – concept and principles
- b) Personality development and critical evaluation of Maslow's theory
- c) Roger's theory – Concept and dynamics
- d) Structure of personality and critical evaluation of Roger's theory

#### Recommended Readings:

1. Allport, W. (1956). *Personality: A Psychological Interpretation*. London: Constable.
2. Barone, D.F., Hersen, M. & Hasselt, V.B. Van (eds) (1998). *Advanced Personality*. New York: Plenum.
3. Ryckman, R.M. (1992). *Theories of Personality*. California: Brooks.
4. Friedman, H., Schustack, M.W. (2003). *Personality: Classic Theories and Modern Research*, Delhi: Pearson.
5. Kline, P. (1983). *Personality Measurement and Theory*. Hutchinson.

## **PS12: Counseling Psychology**

Max. Marks: 100 (4 Credits)

**Course Objectives:** On completion of this course the student would be able to get an idea of counseling psychology as a discipline and major themes and contexts in which counseling psychologists are engaged.

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

- a) Concept, history and recent trends in counseling
- b) Guidance, counseling and psychotherapy
- c) Personal and professional aspects of counseling
- d) Ethical and legal aspects of counseling

### **Unit-II: Counseling with Diverse Populations**

- a) Counseling children and adolescents
- b) Counseling the aged
- c) Gender based counseling
- d) Counseling specific cultural groups

### **Unit-III: Areas of Counseling I**

- a) Marital counseling
- b) Family counseling
- c) Career counseling
- d) School counseling

### **Unit-IV: Areas of Counseling II**

- a) Substance abuse counseling
- b) Crisis and trauma counseling
- c) Counseling the disabled
- d) Rehabilitation counseling

### **Recommended Readings:**

1. Feltham, C. & Horton, I. (2000). Handbook of Counseling and Psychotherapy.
2. Kohler, J.A. & Shepard, D.S. (2008). Counseling: Theories and Practice. US: Brooks/Cole-Cengage Learning.
3. McLeod, J. (2003). An Introduction to Counseling.
4. Patterson, J.V. & Nisenholz, B. (1999). Orientation to Counseling (4<sup>th</sup> edition). USA: Allyn and Bacon.
5. Welfel, E.R. & Patterson, L.E. (2005). The Counseling Process: A Multi-theoretical integrative approach. New Delhi: Cengage Learning India Pvt. Ltd. (6<sup>th</sup> edition).
6. Wolfe, R. And Dryden, W. (1998). Handbook of Counseling Psychology.



## **PS13: Psychology at Work**

Max. Marks: 100 (4 Credits)

**Course Objectives:** To acquaint the students with the psychological processes in understanding the organizational change and development. To develop insight in organizational problems, their diagnoses and evolving appropriate intervention programs.

### **Unit-I: Organizational Structure**

- a) Meaning and issues in organizational structure; work specialization, departmentalization
- b) Chain of command, span of control, centralization vs. Decentralization, formalization
- c) Traditional organizational structure: The team structure, the virtual organization, the boundary less organization
- d) Why do structures differ strategy, organizational size, technology, environment

### **Unit-II: Organizational Diagnosis and Intervention**

- a) Meaning, need for organizational diagnosis
- b) Models of diagnosis: Individual and group; Weisboard six box model
- c) Meaning and classification of organizational intervention
- d) Types of organizational intervention: T-groups, process-consultation, team building, survey feedback, grid training, and management by objectives.

### **Unit-III: Organizational Change**

- a) Nature and perspectives of change: Contingency, resource dependence, institutional perspective, role of environment.
- b) Levels of change, structure, technology, leadership
- c) Types of change: Organizational change as growth, transformation and as turn around
- d) Values, selflessness, compassion, tolerance and respect

### **Unit-IV: Organizational Development**

- a) Nature, importance and historical evolution
- b) Role, values and ethics of OD practitioners
- c) Approaches to OD; Techno-structural, human processed and intervention
- d) OD and national culture

### **Recommended Readings:**

1. French, W.L., Bell, C.H. & Zawacki, R.A. (1992). *Organizational development*. New Delhi: University Book Stall.
2. Monappa, A. & Saiyadain, M.S. (1993). *Personnel Management*. New Delhi: Tata McGraw Hill Publishing Company Ltd.
3. Nilkant, S. & Ramnarayan (2000). *Organizational Change*. New Delhi: Sage Publications.
4. Shukla, M. (2002). *Understanding Organizations: Organization Theory and Practice in India*. New Delhi: Prentice Hall.
5. Robbins, S.P. (1996). *Organizational behaviour*. New Delhi: Prentice Hall.
6. Cummings, T.G. & Worley, C.G. (1997). *Organizational Development and Change*. South Western College Publishing.

## **PS14: Forensic and Criminal Psychology**

Max. Marks: 100 (4 Credits)

**Course Objectives:** The main objective of this course is to introduce students about major concept and theory of forensic and criminal psychology.

### **Unit-I: Introduction to crime**

- a) Concept of crime, nature of crime, definition of crime – social, psychological and legal approaches, crime in ancient, medieval and modern society, crime in modern society, casual factors of crime.
- b) Definition of criminology, nature and scope of criminology, relation with other social sciences, relevance of criminology to contemporary society.
- c) Schools of criminology – Pre-classical, classical, neo-classical, positive, cartographic, biological and constitutional schools.
- d) Theories of criminology – Sociological theories – differential association theory, group conflict theory, containment theory, subculture theory, labelling theory.

### **Unit-II: Introduction to Forensic Psychology**

- a) Forensic Psychology: Defining forensic psychology, scope and role of forensic psychology and forensic psychologist, differences between criminology, criminal psychology, forensic psychology and criminal psychology and ethical issues in forensic psychology.
- b) Careers in Psychology: Education and training, forensic psychology as a specialty: Educational and training, requirements in forensic psychology.
- c) Branches in Forensic Psychology: Police Psychology, Psychology of Crime and Delinquency, Victimology and Victim services, Legal Psychology, Correctional Psychology.
- d) Mac Naughten rule, Insanity in Indian penal code (IPC 84) – Legal insanity and medical insanity.

### **Unit-III: Criminal Offenses and Violence**

- a) The Juvenile Offender-Definition of Juvenile Delinquency, the nature and extent of juvenile offending.
- b) Theoretical Perspectives on Violence: Neuro-biological factors, psychological factors and social factors.
- c) The Criminal Psychopath: General behavioural characteristics of psychopaths – difference between psychopathy, sociopathy and antisocial personality disorder
- d) Criminal Homicide: Multiple murder, serial killers, mass murders.

#### **Unit-IV: Forensic Psychological Techniques**

- a) Criminal Profiling: Inductive and deductive approaches, criminal profiling methods, stages of FBI criminal profiling.
- b) Psychological profiling: Assessment of personality, case history and mental status examination. Narco – Analysis: History and Procedure and its forensic importance.
- c) Polygraph: Instrument and its parameters, scientific basis, techniques: Relevant-irrelevant techniques, CQT, Card test. Procedure of polygraph, scoring and analysis of polygraph.
- d) BEOS: Introduction to BEOS instrument, procedure – Experimental knowledge, emotional response, negative response, encoding and primary processing.

#### **Recommended Readings:**

1. Bartol, C.R. & Bartol, A.M. (2008). Introduction to Forensic Psychology: Research and Application. USA: SAGE Publications.
2. Huss, M.T. (2008). Forensic Psychology: Research, clinical practice, and applications (2<sup>nd</sup> edition). USA: John Wiley & Sons.
3. Nagle, Y.K. Srivastava, K. & Gupta (2014). A Handbook of Forensic Psychology. India: Author House.
4. Petherick, W. (2009). Serial Crime: Theoretical and Practical Issues in Behavioral Profiling. USA: Elsevier Academic Press.
5. Veeraraghavan (2009). Handbook of Forensic Psychology. Amity University.
6. Wrightsman, Lawrence S. & Fulero, S. (2008). Forensic Psychology. California: Wadsworth/Thomson Learning.

## PS15: Fieldwork/Internship

Max. Marks: 100 (4 Credits)

### **PSX3: Health Psychology (CBCS)**

Max. Marks: 100 (4 Credits)

**Course Objectives:** To acquaint students with the importance of psychological processes and their interaction with medical treatment in the practice of health and illness.

#### **Unit-I: Introduction to Health Psychology**

- a) Meaning and emergence of health psychology
- b) Bio-medical and bio-psycho-social models
- c) Placebo in research and treatment

#### **Unit-II: Stress and Coping**

- a) Definition and perspectives of stress: Stimulus-based and transactional perspectives.
- b) Sources of Stress: Cataclysmic events, life events and daily hassles; potential stressors
- c) Coping with Stress: Personal resources, coping style and coping strategies.

#### **Unit-III: Pain and its Management**

- a) Nature of pain and clinical issues in pain management
- b) Psychological pain control techniques
- c) Pain management programs

#### **Unit-IV: Theories and Precursors of Health Behaviour**

- a) The trans-theoretical model of behavioural change
- b) The health belief model
- c) Optimism and self-efficacy as precursors of health behavior

#### **Recommended Readings:**

1. Brannon, L. & Feist, J. (2007). Introduction to Health Psychology. New Delhi: Thomson, Wadsworth.
2. Dimatteo, M.R. & Martin, L.R. (2002). Health Psychology. New Delhi: Allyn & Bacon.
3. Ogden, J. (2000). Health Psychology: A textbook. Philadelphia: Open University Press.
4. Taylor, S.E. (2006). Health Psychology, New Delhi: Tata McGraw-Hill.
5. Christensen, A.J., Martin, R. & Smith, J.M. (2004). Encyclopedia of Health Psychology. New York: Kluwer Academic/Plenum Publishers.

## **Semester IV**

### **PS16(A): Health Psychology**

Max. Marks: 100 (4 Credits)

**Course Objectives:** This paper is designed to introduce the basic concept and emergence of health psychology. Students will be introduced to different models/theories and precursors of health behaviour. Also would be able to understand health psychology as a discipline and major themes and contexts in which health psychologists are engaged.

#### **Unit-I: Introduction to Health Psychology**

- a) Concept and emergence of health psychology
- b) Biomedical model, bio psycho social model
- c) Placebo in research and treatment
- d) The modern concept of health and illness

#### **Unit-II: Stress, Trauma and Coping Strategies**

- a) Definition and health models of stress: GAS Model, transactional model
- b) Sources of Stress: Cataclysmic events, daily hassles
- c) Stress and trauma
- d) Coping with Stress: Types of coping strategies

#### **Unit-III: Theories and Precursors of Health Behaviour**

- a) Health belief model
- b) The trans-theoretical model of behaviour change
- c) Self regularity model
- d) Optimism and self efficacy as precursor of health behaviour

#### **Unit-IV: Pain and Its Management**

- a) Definition, types and experience of pain
- b) Pain syndromes: Headache pain, low back pain, arthritis pain and cancer pain
- c) Psychological pain management techniques
- d) Pain management programmes

### **Recommended Readings:**

1. Brannon, L., Feist, J. And Updegraff, J.A. (2014). Health Psychology: An Introduction to Behaviour and Health (8<sup>th</sup> Ed.). Worsworth, Cengage Learning.
2. Ogden, J. (2012). Health Psychology. McGraw Hill Foundation.
3. Brannon, L. Feist, J. (2010). Health Psychology: An Introduction to Behaviour and Health (7<sup>th</sup> Ed.).
4. Morrison, V. & Bennett, P. (2009). Introduction to Health Psychology (2<sup>nd</sup> Ed.). Pearson Education Limited, New York.
5. Taylor, S.E. (2009). Health Psychology (9<sup>th</sup> Ed.). New Delhi: Tata McGraw Hill Publishing Company Ltd.
6. Ayers, S., Baum, A., McManus, C., Newman, S., Wallston, K., Weinman, J. & West, R. (2007). Cambridge Handbook of Psychology, Health and Medicine (2<sup>nd</sup> Ed.). Cambridge University Press Brannon.
7. L. McNeese, J.F., Updegraff, J.A. (2014). Health Psychology an Introduction to Behavior and Health (8<sup>th</sup> Ed.). Delhi: Cengage Learning.
8. Lyons, A.C. & Chamberlain, K. (2006). Health Psychology: A Critical Introduction. Cambridge University Press.
9. Straub, R.O. (2014). Health Psychology: A Bio Psychological Approach (4<sup>th</sup> Ed.). Worth Publishers: A MacMillan Higher Education Company.



## **PS16(B): Human Resource Management**

Max. Marks: 100 (4 Credits)

**Course Objectives:** To acquaint students with the Human Resource Management issues in Organizations. To develop sensitivity in students to understand the importance and relevance of various HRM practices in organizations.

### **Unit-I: HRM: An Overview**

- a) Foundations of HRM; Personnel management and HRM, HRM in India
- b) Models of HRM: Fomburn, Harvard, Guest and Warwick
- c) HR functions: Managing HR function, its contribution and evaluation
- d) International HRM: Characteristics and challenges

### **Unit-II: Employee Resourcing**

- a) Job analysis: Process and methods, job description and job specifications
- b) HR Planning: Meaning, aims, demand and supply forecasting
- c) Recruitment and selection process
- d) Tools of employees' selection

### **Unit-III: Training and Development**

- a) Training philosophy: Training and learning; Inputs in training and development; Ethical and legal issues in training
- b) Training Process: Training needs analysis-Identifying training needs, methods and steps in training, evaluation of training.
- c) Development vs. Training: Forms of training ; approaches to training and development
- d) Management development and successive planning

### **Unit-IV: Performance Appraisal and Reward Management**

- a) Performance appraisal: Concept, objectives, process, characteristics of an effective appraisal system
- b) Method of Performance Appraisal: Past oriented and future oriented; challenges of performance appraisal, and performance management
- c) Employee Compensation: Job evaluation – Concept and methods, recent developments in compensation management
- d) Wages and Pay Structure: Determinants, Incentives: Schemes, forms and types

**Recommended Readings:**

1. Armstrong, M. (2000). Human Resource Management Practice. London: Kogan Page.
2. Cascio, W.F. (2006). Managing Human Resources: Productivity, Quality of Work Life, Profits. New Delhi: TMGH.
3. Chadha, N.K. (2012). Human Resource Management: Issues, Case Studies and Experimental Exercises, 3<sup>rd</sup> Revised Edition. New Delhi: SS Printographers.
4. Dressler, G. (2008). Human Resource Management. Upper Saddle River, NJ: Pearson Education.

## **PS16(C): Psychotherapy**

Max. Marks: 100 (4 Credits)

**Course Objectives:** On completion of this course, the students will learn about psychotherapy as a mode of treating different mental disorders. The students will gain through understanding of the various techniques and skills of psychotherapy and other therapies. The students will also be able to apply their theoretical knowledge to different setting requiring therapeutic interventions.

### **Unit-I: Psychodynamic Approach**

- a) Freud's Psychoanalytic Therapy: View of human nature
- b) Freud's Psychoanalytic Therapy: Process and techniques in therapy
- c) Adler's Psychotherapy: View of human nature
- d) Adler's Psychotherapy: Process and techniques in therapy

### **Unit-II: Behavior-Cognitive Approach**

- a) Functional analysis assessment in behavioural therapy
- b) Systematic desensitization
- c) Beck's Cognitive Therapy: View of human nature and techniques in therapy
- d) Rational Emotive Therapy: A-B-C framework and techniques in therapy

### **Unit-III: Humanistic Existential Approach**

- a) Person-centered Therapy: View of human nature
- b) Person-centered Therapy: Core conditions and techniques in therapy
- c) Gestalt Therapy: View of human nature and therapeutic techniques
- d) Logo Therapy: Basic premises and strategies in therapy

### **Unit-IV: Indigenous Healing Systems**

- a) Mindfulness: Key concepts and the therapeutic process
- b) Mindful Therapy techniques
- c) Yoga and meditation
- d) Islamic perspective

## Recommended Readings:

1. Jones-Smith, E. (2012). *Theories of Counseling and Psychotherapy. An Integrative Approach*. Los Angeles: Sage Publications, Inc.
2. Corey, G. (2009). *Counseling and Psychotherapy: Theory and Practice*. New Delhi: Cengage Learning India Pvt. Ltd.
3. Ivey, A.E., D'Andrea, M.J. & Ivey, M.B. (2012). *Theories of Counseling and Psychotherapy. A Multicultural Perspective*. Los Angeles: Sage Publication, Ind.
4. Brannon, L.; Feist, J. And Updegraff, J.A. (2014). *Health Psychology: An Introduction to Behaviour and Health (8<sup>th</sup> Ed.)*. Wadsworth, Cengage Learning.
5. Ogden, J. (2012). *Health Psychology*. McGraw Hill Foundation.
6. Branon, L. & Feist, J. (2010). *Health Psychology: An Introduction to Behaviour and Health (7<sup>th</sup> Ed.)*.
7. Morrison, V. & Bennett, P. (2009). *Introduction to Health Psychology (2<sup>nd</sup> Ed.)*. Pearson Education Limited, New York.
8. Taylor, S.E. (2009). *Health Psychology (9<sup>th</sup> Ed.)*. New Delhi: Tata McGraw Hill Publishing Company Ltd.
9. Ayers, S., Baum, A., McManus, C., Newman, S., Wallston, K., Weinman, J. & West, R. (2007). *Cambridge Handbook of Psychology: Health and Medicine (2<sup>nd</sup> Ed.)*. Cambridge University Press Brannon.
10. McNeese, J.F. & Updegraff, J.A. (2014). *Health Psychology: An Introduction to Behaviour and Health (8<sup>th</sup> Ed.)*. Delhi: Cengage Learning.
11. Lyons, A.C. & Chamberlain, K. (2006). *Health Psychology: A Critical Introduction*. Cambridge University Press.
12. Straub, R.O. (2014). *Health Psychology: A BioPsychosocial Approach (4<sup>th</sup> Ed.)*. Worth Publishers A MacMillan Higher Education Company.

## **PS17(A): Psychological Interventions and Preventions**

Max. Marks: 100 (4 Credits)

**Course Objectives:** This course is designed to study the medical disorders and diseases and the implications for the psychological health and its impact on psychological functioning. Students would be able to get an idea of physical limitations and adaptations. Master students will understand the applicability of foundations of health psychology to designing health care work environment and growth of health psychology.

### **Unit-I: Chronic Illness and Psychological interventions and Prevention**

- a) Application of health psychology with reference to chronic illness
- b) Coronary heart disease (CHD), cancer pain
- c) Diabetes Mellitus and Asthma
- d) Psychological interventions and coping with illness. Issues in adherence: Concept of adherence, adherence measures

### **Unit-II: Alcohol and Other Drugs and their Management**

- a) Models of alcohol use and misuse
- b) Characteristics of psychoactive drug
- c) Treatment, prevention and control of drug use and misuse
- d) Treatments oriented toward abstinence

### **Unit-III: Health Promotion and Illness Prevention**

- a) Health and Behaviour: Characteristics of health behaviour and barriers to health behaviour
- b) Health enhancing and health compromising behaviours
- c) Happiness, life satisfaction, resilience, optimism and hope
- d) Changing health habits

### **Unit-IV: Future Challenges for Health Care**

- a) Health Care System: Indian context, attitude of health professionals, burnout in health professionals
- b) Designing health care work environment
- c) Challenges for healthier people
- d) Growth of health psychology

## **PS17(B): Current Paradigms in OB**

Max. Marks: 100 (4 Credits)

**Course Objectives:** The main objective of this course is to introduce students about major theories of personality. The course shall examine how people are similar and how they differ in their thinking, feeling and behaviour and demonstrate how theory and research of personality can be applied in everyday settings. The paper intends to acquaint the students with the recent developments in the context of work. In the highly competitive opportunities to grow, prosper and expand their boundaries. The paper aims to develop sensitivities and required competencies to face these challenges and help the organization to channelize these challenges as the real opportunities.

### **Unit-I: International OB/HRM**

- a) Work behaviour across culture
- b) Decision making, negotiation and leadership in the global context
- c) Recruitment, hiring, and training in multinational organizations

### **Unit-II: Managing Diversity and Work-family Interface**

- a) Generational diversity (Baby Boomers, Gen X and Gen Y/Gen Me)
- b) Gender at work
- c) Work family interface, work family segmentation and integration

### **Unit-III: Counseling at Work**

- a) Counseling skills and the process of counseling
- b) Counseling in organization (Stress, burnout, personal-social-organizational integration)
- c) Employee Assistance Programme

### **Recommended Readings:**

1. Adler, N.J. (2007). International OB. New Delhi: Cengage Learning.
2. Attridge, M. (2009). Employee Assistance Programme: A research based primer. In Cooper, Quick & Schbarack (Eds.). International Handbook of Work and Health Psychology, 383-407.

## **PS17(C): Psychodiagnostics**

Max. Marks: 100 (4 Credits)

**Course Objectives:** After completion of this course the students will be able to understand how behaviour is analyzed and assessed. They will be acquainted with the classification and diagnoses of psychological disorders, differential diagnostics and the employment of various psychological tests for assessment of adults and children.

### **Unit-I: General Issues in Psychological Assessment**

- a) Planning the assessment and data collection
- b) Processing assessment data and communicating assessment findings
- c) DSM-IV-TR and ICD-10: Similarities and differences in diagnosis

### **Unit-II: Behavioural Assessment**

- a) Traditional approaches and current views
- b) Behavioral assessment methods
- c) Clinical and diagnostic interviewing

### **Unit-III: Assessment**

- a) Clinical assessment and uses of intelligence tests
- b) Projective and objective methods of personality assessment
- d) Neuropsychological assessment: Major approaches and test batteries

### **Recommended Readings:**

- 8. Hecker, J.E. & Thorpe, G.L. (2005). Introduction to Clinical Psychology. Science, Practice, and Ethics. New Delhi: Pearson Education.
- 9. Kaplan, H.I. & Saddock, B.J. ( ). A comprehensive Textbook of Psychiatry (6<sup>th</sup> Edition). Vol. 1 & 2, Baltimore: Williams and Wikins.
- 10. Phares, J.E. & Trull, T.J. (1997). Clinical Psychology: Concepts, Methods and Profession (5<sup>th</sup> Edition). California: Brooks/Cole Publishing Co.

## **PS18(A) - Practicum: Health Psychology**

Max. Marks: 100 (4 Credits)

**Course Objectives:** The students will be acquainted with the analysis, assessment and diagnosis of behaviour. They will be exposed to the usage of various psychological tests used for assessment of adults and children, and hence will be able to bridge the gap between theoretical knowledge and practical assessment of behaviour. Students are required to administer five tests, selecting at least one from each unit.

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

- a) Assessment of physical health
- b) Assessment of mental health
- c) Health behaviour practices

### **Unit-II:**

- a) Tools for assessment of psychological wellbeing
- b) Health behaviour checklist, PGI health questionnaire
- c) Life Satisfaction Scale

### **Unit-III:**

- a) Assessment of stress and burnout
- b) Stress coping tool
- c) Pain assessment tool

### **Recommended Readings:**

1. Anastasi, A. & Urbina, S. (1977). Psychological Testing. NJ: Prentice Hall.
2. Freeman, F.S. (1962). Theory and practice of psychological testing. New York: Kinchart & Winston.
3. Kaplan, R.M. & Saccuzzo, D.P. (2005). Psychological Testing: Principles.
4. Pestonjee, D.M. ( ). Handbook of Psychological and Social Instruments.



## **PS18(B) - Practicum: Organizational Psychology**

Max. Marks: 100 (4 Credits)

**Course Objectives:** Psychological assessment is an integral part of contemporary organizations. The course / practicum intends to make the students familiar and develop their competencies in psychological assessment as how to administer, score interpretation and make profile based on some important psychometric tools. Students are required to administer five tests, selecting at least one from each unit.

### **Unit-I: Personal and Role Orientation**

- a) Personality measures: 16 PF, Neo-PIR
- b) Personal efficacy: Who am I?
- c) Role efficacy and role satisfaction

### **Unit-II: Inter-personal Orientation, Intelligences at work and Leadership**

- a) FIRO-B
- b) Emotional labour, emotional intelligence, cultural and spiritual intelligence
- c) Leadership: LPC, MLQ and nurturing-task leadership

### **Unit-III: Employees Health, Organizational Culture and POB**

- a) Stress, burnout, coping and happiness at work
- b) Organizational Culture: Culture profile, OCTAPACE, Sinha's measure of Culture, organizational/emotional climate
- c) Psychological Capital, vigor, employee engagement and happiness at work other POB tools

### **Recommended Readings:**

1. Pareek, U. (2002). Training Instruments for HRD and OD. New Delhi: TMGH.
2. Nelson, D.L. & Cooper, C.L. (2007). Positive Organizational Behaviour. Sage Publications.
3. Spiritual Intelligence Self-Report Inventory (SISRI).  
<http://www.dbking.net/spiritualintelligence>.
4. Emotional Intelligence Scale: Psychological Studies (2004). Special Issue on Emotional Intelligence.
5. Ang, S. & Dyne, L.V. (2007). Cultural Intelligence: Its Measurement and Effects on Cultural Judgment and Decision Making. Cultural Adaptation, and Task Performance.

## **PS18(C) - Practicum: Clinical Psychology**

Max. Marks: 100 (4 Credits)

**Course Objectives:** The students will be acquainted with the analysis, assessment and diagnosis of behaviour. They will be exposed to the usage of various psychological tests used for assessment of adults and children, and hence will be able to bridge the gap between theoretical knowledge and practical assessment of behaviour. Students are required to administer five tests, selecting at least one from each unit.

### **Unit-I: Assessment of Intelligence**

- a) Issues and controversies in the assessment of intelligence
- b) Wechsler Adult Intelligence Scale – Revised (WAIS-R) or WAPIS
- c) MISIC, GDT

### **Unit-II: Assessment of Personality**

- a) Personality assessment in Clinical Psychology
- b) Million Clinical Multiaxial Inventory, CPI
- c) Projective tests/drawings

### **Unit-III: Neuropsychological Assessment**

- a) Clinical Neuropsychology as a speciality area
- b) Bender Visual Motor Gestalt Test, PGI- BBD
- c) NIMHANS Neuropsychological Battery, PGI Memory Scale

### **Recommended Readings:**

1. Anastasi, A. & Urbina, S. (1977). Psychological Testing. NJ: Prentice Hall.
2. Gegory, J.R. (2004). Psychological Testing: History, principles and applications. Allyn & Bacon.
3. Kaplan, R.M. & Saccuzzo, D.P. (2005). Psychological Testing: Principles, applications and Issues (6<sup>th</sup> Edition). US: Thomson-Wadsworth, Cengage Learning India Pvt. Ltd.

## **PS19: Dissertation**

**Max. Marks: 100 (4 Credits)**

**Based on Specialization in Health, OB and Clinical Psychology**

## **PS20: Rehabilitation Psychology**

Max. Marks: 50 (2 Credits)

**Course Objectives:** Objective of this course is to learn profession of rehabilitation psychology, psychological assessment of persons with disabilities, psychological interventions and dealing with families and NGO & Community.

### **Unit-I: Introduction to Rehabilitation Psychology**

- a) Nature and history scope of rehabilitation psychology
- b) Concepts of ability and disability, types of disability
- c) Rehabilitation techniques: Basic principles and types of intervention

### **Unit-II: Psychological Assessment and Community Based Rehabilitation**

- a) Assessment of persons with disability
- b) Goals of Community Based Rehabilitation
- c) Role of NGO and role of community

### **Unit-III: Rehabilitation – Policies and Services**

- a) Policies and ethics of rehabilitation
- b) Programs and schemes of assistance
- c) Placement and rehabilitation services

### **Recommended Readings:**

1. Anu Teotia (2018). Rehabilitation Psychology. Chennai, Notion Press.
2. Chan, F., Berven, N.L., Thomas, K.R. (2004). Counseling theories and techniques for rehabilitation health professionals. New York, NY: Springer Publishing Company.
3. Manual on Community Based Rehabilitation. New Delhi, District Rehabilitation Centre Scheme, Ministry of Welfare, India.
4. Kennedy, P. (2012). The Oxford Handbook of Rehabilitation Psychology (Eds.). New York, NY: Oxford University Press.
5. Marini, I. & Stebnicki, N. (2012). The Psychological and Social Impact of Illness and Disability (Eds.), New York, NY: Springer Publishing Company.
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