



CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY, KANPUR

STRUCTURE OF SYLLABUS FOR THE

PROGRAM: M.A. , SUBJECT: PSYCHOLOGY

Syllabus Developed by		
Name of BoS Convenor / BoS Member	Designation	College/University
DR. SARITA MISHRA	Convenor	D.A.V. COLLEGE, CIVIL LINES, KANPUR

SEMESTER / YEAR	COURSE CODE	TYPE	COURSE TITLE	CREDITS	CIA	ESE	MAX. MARKS
I ST YEAR / I ST SEM	A090701T	CORE	HIGHER MENTAL PROCESSES	4	25	75	100
	A090702T	CORE	ADV. SOCIAL PSYCHOLOGY	4	25	75	100
	A090703T	CORE	QUANTITATIVE RESEARCH METHODS	4	25	75	100
	A090704T	CORE	PHILOSOPHICAL PERSPECTIVE AND CONTEMPORARY TRENDS	4	25	75	100
	A090705P	PRACTICAL	PRACTICAL	4	25	75	100
I ST YEAR / II ND SEM	A090801T	CORE	QUALITATIVE RESEARCH METHODS	4	25	75	100
	A090802T	CORE	THEORIES OF PERSONALITY	4	25	75	100
	A090803T	CORE	PSYCHOLOGICAL ASSESSMENT	4	25	75	100
	A090804T	CORE	NEUROPHYSIOLOGICAL BASIS OF BEHAVIOUR	4	25	75	100
	A090805P	PRACTICAL	PRACTICAL	4	25	75	100
	A090806R	PROJECT	DISSERTATION/INTERNSHIP/ PROJECT	8	25	75	100
		MINOR ELECTIVE	FROM OTHER FACULTY (IN 1 ST YEAR)	4/5/6	25	75	100
II ND YEAR / III RD SEM	A090901T	CORE	PSYCHOPATHOLOGY	4	25	75	100
	A090902T	CORE	POSITIVE PSYCHOLOGY	4	25	75	100
	A090903T	ANY 2 ELECTIVES TO BE CHOSEN	ORGANIZATIONAL BEHAVIOUR	4	25	75	100
	A090904T		ENVIRONMENTAL PSYCHOLOGY				
	A090905T		SCHOOL PSYCHOLOGY				
	A090906T		COUNSELLING PSYCHOLOGY				
	A090907T		PSYCHOLOGY OF YOGA HEALTH AND WELL BEING				
	A090908T		DEVELOPMENTAL PSYCHOLOGY				
	A090909T		SPORTS PSYCHOLOGY				
	A090910P	PRACTICAL	PRACTICAL	4	25	75	100
II ND YEAR / IV TH SEM	A091001T	CORE	PSYCHOTHERAPEUTIC INTERVENTIONS	4	25	75	100
	A091002T	CORE	HEALTH PSYCHOLOGY	4	25	75	100
	A091003T	ANY 2 ELECTIVES TO BE CHOSEN	INDIGENOUS PSYCHOLOGY	4	25	75	100
	A091004T		PSYCHOLOGY OF REHABILITATION				
	A091005T		FORENSIC PSYCHOLOGY				
	A091006T		POST-DISASTER PSYCHO-SOCIAL REHABILITATION				
	A091007T		PSYCHOLOGY OF AGING AND PALLIATIVE CARE				



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STRUCTURE OF SYLLABUS FOR THE

PROGRAM: M.A. , SUBJECT: PSYCHOLOGY

	A091008T		PSYCHOLOGY OF STRESS AND COPING STRATEGY				
	A091009T		HUMAN RESOURCE AND MANAGEMENT				
	A091010P	PRACTICAL	PRACTICAL	4	25	75	100
	A091011R	PROJECT	DISSERTATION/INTERNSHIP/ PROJECT	8	25	75	100

NOTE:

1. *A MINOR ELECTIVE FROM OTHER FACULTY SHALL BE CHOSEN IN 1ST YEAR (EITHER 1st / IInd SEMESTER) AS PER AVAILABILITY.
2. In both years of PG program, there will be a Research Project or equivalently a research-oriented Dissertation as per guidelines issued earlier and will be of 4 credit (4 hr/week), in each semester. The student shall submit a report/dissertation for evaluation at the end of the year, which will be therefore of 8 credits and 100 marks
3. Research project can be done in form of Internship/Survey/Field work/Research project/ Industrial training, and a report/dissertation shall be submitted that shall be evaluated via seminar/presentation and viva voce.
4. The student straight away will be awarded 25 marks if he publishes a research paper on the topic of Research Project or Dissertation.

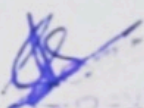
Dr. Sarita Mishra
Convener of Psychology,
CSJM University Kanpur

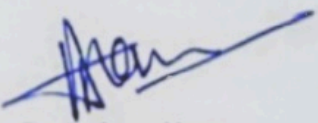
MINUTES OF THE MEETING OF BOARD OF STUDIES OF PSYCHOLOGY

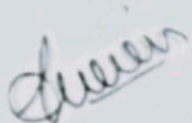
An online meeting of the Board of Studies in Psychology was organized on 12th May 2022 at 6:00 pm which lasted till 7:30 pm, it was convened by Dr. Sarita Mishra, the convenor. The meeting was attended by each and every member on the Board including members nominated as subject experts. The quorum was completed.

The agenda of the meeting was to discuss and finalise the syllabus of P.G. course in semester system, classes in the light of National Education Policy - 2020. Considering the convenience, a draft of the syllabus was posted to the members concerned; prior to the meeting that was to be held during the course of the meeting. Every aspect was thoroughly discussed and opinions to improve the syllabus were forwarded. A number of valuable, constructive suggestions that came out were made to improve an update the syllabus which are as follows:

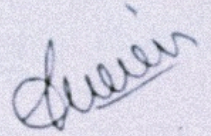
- A "master dissertation" should be pre-planned and topic allotted to the students be research oriented. The work will be divided: Semester VII: Preparing Review of Literature, Semester VIII: preparing synopsis & allotment of supervisor, Semester IX: Field work for dissertation, Semester X: presentation of the research done till date/Viva-voce.
- In internship programmes the students have to select a topic and choose a guide in VIIth semester so he/she can start their field work in VIIIth and IXth semester. In Xth semester, they will compile their work and present.
- Paper's name and content were discussed. Detailed syllabus for VIIth to Xth semester were presented and discussed.
- Practicals were reframed in correlation to the papers studied in the semester.


1. Dr. Sushma Sharma
Assistant Professor,
Dept. of Psychology,
D. G. College, Kanpur.

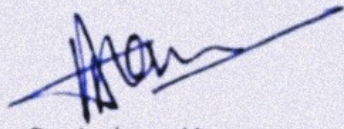

1. Dr. Archana Varma
Head of Department,
Dept. of Psychology,
D. G. College, Kanpur.


Dr. Sarita Mishra
Convener of Psychology
CSJM University Kanpur

The deliberations of the meeting were taken into consideration with regards to the general welfare of the students. The suggestions and input obtained during the course of discussion were given equal weightage. The necessary changes were then duly put into action.



Dr. Sarita Mishra
Convener of Psychology
CSJM University Kanpur



1. Dr. Archana Varma
Head of Department,
Dept. of Psychology,
D. G. College, Kanpur



1. Dr. Sushma Sharma
Assistant Professor,
Dept. of Psychology,
D. G. College, Kanpur

Semester VII

Paper I

Course Title: Higher Mental Processes (Code: A090701T) Credit = 4

Objective: Students will develop awareness and understanding about the higher cognitive processes such as language comprehension, speech perception, reading and transformational grammar. They will be able to evaluate the cognitive functions of persons and will apply this knowledge to diagnose various groups about their normal functioning of higher cognitive processing.

Unit 1: Language Comprehension, Spoken Language: Speech Perception, Constituent Structure, Transformational Grammar, Reading: Perceptual Processes and Theories of Word Recognition; Discovering meaning. Interface in Reading.

Unit 2: Language Production; Speaking in Context; Speech Error; Gestures and Context; Writing: Comparison between Speaking and Writing; Cognitive Tasks involved in Writing; Bilingualism: Advantages and disadvantages.

Unit 3: Problem Solving: Understanding Problem Solving Approaches and Factors Influencing Problem Solving.

Unit 4: Creativity: Nature and Measurement; Factors affecting Creativity.

Unit 5: Logical Reasoning Conditioning and Syllogism, Decision Making: Representativeness and Availability Heuristics, Anchoring and Adjustment; The Framing Effect and Overconfidence in Decisions.

Recommended Books

1. Galotti, K.M. (1999). Cognitive Psychology in and out laboratory, Mumbai: Thomson Asia.
2. Matlin M.W. (1995). Cognition (IIIed.) Prism Books Pvt. Ltd., Bull Temple Road, Basvasigudi, Bangalore.
3. Reed, Stephen K. (1988). Cognition theory and Application (IIIed.) Pacific Grove, California Brooks/ Cole Publishing Company.
4. Hewes, Mary B. (1990). The Psychology of Human Cognition, New York: Pergamon Press.
5. Snodgrass, Jone. Gray et al. (1985). Human experimental psychology, New York: Oxford University Press.
6. Srivastava, R. (Eds.) (2015). *Sangyanatamak Manovigyan*. New Delhi Motilal BanarsiDas Publication.



Handwritten signatures of seven individuals, likely faculty members, arranged in two rows. The top row contains three signatures in black ink, and the bottom row contains four signatures in blue, black, and red ink.

Paper III

Course Title: Quantitative Research Methods Credit = 4 (Code: A090703T)

Objectives: This course will help the students to understand research design and compatible statistical analysis with interpretation, to execute the various types of sampling techniques and how to apply the overall process of designing a research study from its inception to multivariate statistics for data analysis.

Unit 1: Introduction to Psychological Statistics Method: Descriptive and Inferential Statistics; Normal Probability Curve, Parametric and Non-parametric Test, t-Test and DMRT.

Unit 2: Research designs: Purpose and Criteria: Types of Research Design: Factorial, Correlation and Observational. Classification of Variables; Hypothesis: Criteria and types; Sampling Techniques.

Unit 3: Introduction to Correlational Methods: Defining correlation, Product Moment, Rank Order, Biserial, Point biserial, phi coefficient.

Unit 4: Foundation of Analysis of Variance (ANOVA); Multivariate Analysis of Variance (MANOVA) Assumptions, Applications and Limitations.

Unit 5: Advanced Correlation Methods: - Measures of association; Multiple regression (Linear, Stepwise), Factor Analysis (nature and implication).

Recommended Books

1. Guilford, J.P. (4th Edition). *Fundamental statistics in Psychology and Education*. New York: Tata McGraw Hill.
2. Ferguson, G.A. (5th edition). *Statistical Analysis in Psychology and Education*. New York: Tata McGraw Hill.
3. Garrett, H.E. (6th Edition). *Statistics in Psychology and Education*. Bombay: Vakils Fetter and Simons Publications.
4. Broota, K.D. (1992). *Experimental Designs and Behavioral Research*. New Delhi: Wiley Eastern Ltd.
5. Tabachnick, B.G. & Fidells, L.S. (1996). *Using Multivariate Statistics*. New Delhi: Harper Collins College Publishers.



Handwritten signatures of the authors of the recommended books: D. Guilford, G.A. Ferguson, H.E. Garrett, K.D. Broota, B.G. Tabachnick, L.S. Fidells, and B.G. Tabachnick.

Paper IV

Course Title: Philosophical Perspective and Contemporary Trends

(Code: A090704T)

Credit = 4

Objective: To familiarize students with the paradigmatic issues involved in the development of psychology as a discipline, and to help students to develop a critical appreciation of basic issues and scientific enterprises.

Unit 1: Historical Origins of Psychology as a Science; Paths of scientific psychology- Human science tradition- Psychology of adaptation, Psychoanalysis, Physiological Psychology.

Unit 2: Issues in Psychology; Crisis in Psychology Due to Strict adherence to experimental Paradigm. Brief Introduction to; Bhagavad Gita, Vedant, Buddhism and Sufism.

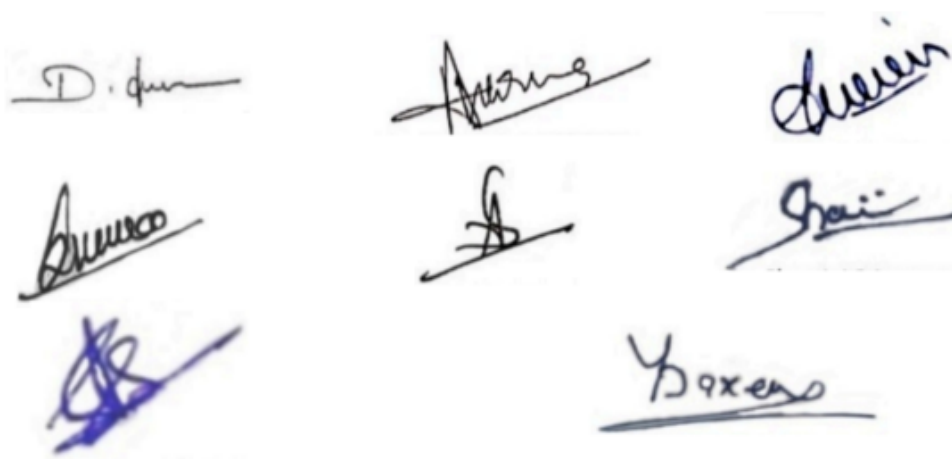
Unit 3: Western Perspective; Greek heritage, Structuralism, Functionalism, Gestalt, Psychoanalysis, Behaviorism, Humanistic Existential, Cognitive revolution.

Unit 4: Aspects of Knowledge Paradigm; Existential Phenomenology, Self-Knowledge and Well-being in India Psychology.

Unit 5: Current trends in Psychology; Positivism, Social Constructionism.

Recommended Books

1. Gergen, K.J. (1991). *Toward Transformation in Social Knowledge*, London Sage Pub.
2. Leahey, T.H. (1991). *A History of Modern Psychology*, NJ: Prentice Hall.
3. Motilal, B.K. (1986). *Perception: an essay on classical Indian Theories of Knowledge*, Oxford: Clarendon Press.
4. Mishra, G.& Gorgen, K.J. (1993). *On the Place of Culture in Psychological Science*, International Journal of Psychology, 28, 255-253.
5. Ojha, R.K. & Bhargav, M. (1989,90). *Physiological psychology*, Archana Prisenters, Agra.
6. Robinson, D.N.C. (1985). *Philosophy of Psychology*. MY: Columbia.
7. Sharma, C.B. (1952). *Dialectics in Buddhism and Vedanta*, Banaras: Nand Kishore.
8. Sinha, J.N. (1969). *Indian Psychology*, Calcutta: Mukhopadhyaya.



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Course Title: Practical (Code: A090705P)

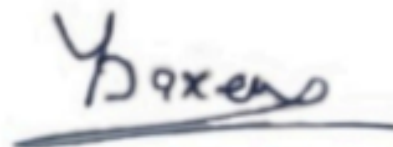
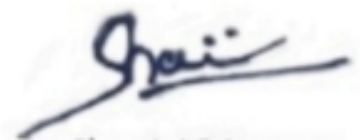
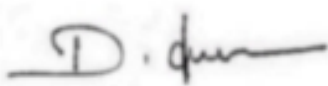
Credit: 4

There will be four practical's based on each of the four theory papers taught during semester I. The student has to conduct lab experiment, analyze the data, and interpret the findings and report.

Any Four:

1. Interpersonal Relationship
2. Self-Concept
3. Memory (STM or LTM)
4. Raven's Progressive Matrices
5. Social Cognition
6. Data Collection and Data Interpretation
7. Correlational Study
8. Attraction and Interpersonal Relationship

- **Core Paper: Dissertation/ Internship/ Project**
- **Elective Paper: Multidisciplinary Course**



Semester VIII

Paper I

Course Title: Qualitative Research Methods (Code: A090801T) Credit = 4

Objective: The course deals with research strategy that addresses a study objective appropriately and ethically within a consistent conceptual framework, encompassing a coherent and acceptable set of methodologies for design, data collection, and data analysis. And to present qualitative research findings in a professional academic manner.

Unit 1: Qualitative Research: Historical considerations: Themes of Qualitative Inquiry: Theoretical orientations; social construction and constructivism, hermeneutics.

Unit 2: Qualitative Research Design: Triangulation and Mixed method, General principle: research question: choosing the right method.

Unit 3: Methods of Qualitative Research: Interpretative phenomenological analysis and Grounded Theory: Concept, Assumptions and process.

Unit 4: Methods of Qualitative Research: Discourse Analysis, Narrative Analysis and Focus Group: Concept, Assumptions and process.

Unit 5: Ethics and Qualitative Psychological Research; Principle Issues, Guidelines and questions; Reporting Qualitative Research.

Recommended Books

1. Lyons, E. & Coyle, A. (Eds.) (2007). *Analysing qualitative data in psychology*. Sage Publications Ltd.
2. Patton, M. Q. (1998). *Qualitative evaluation and research methods*. (2nd ed.).SAGE Publications, inc.
3. Seale, C., Gobo, G., Gubrium, J. F., & Silverman, D. (Eds.). (2003). *Qualitative research practice*. Sage.
4. Smith, J.A. (2008). *Qualitative Psychology: A Practical Guide to Research Methods* (3rd edition): Sage.

Willig, C. (2001). *Introducing Qualitative Research in Psychology*



D. Jones Allison Chasen
Quinn
Yaxano

Paper II

Course Title: Theories of Personality (Code: A090802T) Credit = 4

Objective: This course helps the students to understand the basic classical theories of personality and think critically about and apply theoretical and empirical reasons for human behavior in order to successfully navigate the daily obstacles of life.

Unit 1: The Nature of Personality Theory: Components and Criteria for Evaluating Personality Theories; Basic Assumptions Concerning Human Nature.

Unit 2: Psychodynamic Theories: Freud; Carl Jung; Adler.

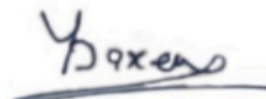
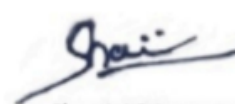
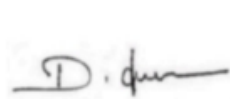
Unit 3: Dispositional Theories: Gordon Allport; Raymond Cattell; Hans Eysenck.

Unit 4: Humanistic and Cognitive Theories: Abraham Maslow, Carl Rogers; George Kelly.

Unit 5: Social Learning and Eastern Theories: Albert Bandura; Triguna and Other Indian Perspective- Buddhism.

Recommended Books

1. Boeree, G.C. (2006). *Personality Theories*. Original E-Text-Site: <http://www.ship.edu/%7Ecgboree/perscontents.html>
2. Carver, C. S., & Scheier, M. F. (2017). *Perspectives on Personality* (8th ed.). New York: Pearson Education.
3. Friedman, H. S., & Schustack, M. W. (2015). *Personality: Classic Theories and Modern Research* (6th ed.). Boston, MA: Pearson Education.
4. Hall, C.S., Lindzey, G. & Campbell, J.B. (1998). *Theories of Personality*. Wiley & Sons.
5. Schultz, D. P., & Schultz, S. E. (2017). *Theories of Personality* (11th ed.). Boston, MA: Cengage Learning.



Paper III

Course Title: Psychological Assessment (Code: A090803T) Credit = 4

Objective: This course will help the students to learn how to administer, score and interpret various test available in psychology to measure different abilities and psychological characteristics. How to apply this knowledge in various clinical, organizational, health and counseling settings.

Unit 1: Psychological Assessment: Nature and Scope, Psychological measurement and Tests: Nature and Types.

Unit 2: Projective Techniques: Concepts and Types, Rorschach and TAT.

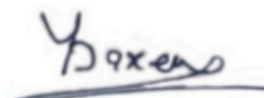
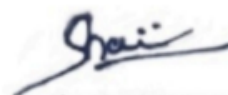
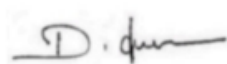
Unit 3: Psychological Assessment of General and Specific Abilities.

Unit 4: Assessment of Personality: Psychometric Tests and Self Report Inventories, Interview.

Unit 5: Neuropsychological Tests: Assessment of Attention, Learning, Memory and Language functions, Neuropsychological Batteries; LNNB.

Recommended Books

1. Robert J. Gregory (2004). Psychological Testing: History, Principles and Applications, (New Delhi): Pearson Education.
2. Kevin, R. Murphy, Charles O. Davidshofer, (1988), Psychological Testing, Principles and Applications. New Jersey: Prentice Hall.
3. Theresa J.B. Kline (2005). Essentials of Psychological Testing: A Practical Approach to Designs and Evaluation, London: Sage Publication.
4. Lee, J. Cronback (1990) . Essentials of Psychological Testing (Vth Edition). New York: Harper Collins.



Paper IV

Course Title: Neurophysiological Basis Of Behaviour Credit = 4

(Code: A090804T)

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1. **Objective:** After the completion of the course, the student shall be able to understand the basics of the structure and function of nervous system, the organization of brain, to acquaint with methods and techniques to study brain functioning and the brain behavior relationship. Students will be able to characterize the location and signs of abnormalities of the higher mental functions and to synthesize scientific information regarding neuropsychology cognitions, neuropsychological syndromes, and the localization of higher mental functions.

Unit 1: Basic Functional unit and methods; Neuron, Nerve Impulse transmission and synapse, methods of study and techniques.

Unit 2: Organization of Nervous system: Peripheral and Central Nervous System, Hemisphericity.

Unit 3: Neurophysiology of Emotions, Sleep and Sex.

Unit 4: Neurophysiological Basis of Attention, Memory and spatial behavior.

Unit 5: Neuropsychology of Cognitive Impairment; Dementia, Amnesia, and Aphasia, Stroke and Focal brain Damage.

Recommended Books

1. Gazzaniga, M., Ivry, R.B. & Mangun, G.R. (2012). Cognitive Neuroscience – The Biology of the Mind. W.W. Norton & Company.
2. Kalat, J.W. (2007). *Biological Psychology*. (9th ed.).UK: Thompson & Wadsworth.
3. Kolb, B. & Whishaw, Z. Q. (2003). *Fundamentals of Human Neuropsychology* (6th Edition). New York: Worth Publishers.

D. Khan

Arjun

Arjun

Arjun

S

Prati

Arjun

Yoxens

Paper V

Course Title: Practical (Code: A090805P)

There will be four practical's based on each of the four theory papers taught during semester I. The student has to conduct lab experiment, analyze the data, and interpret the findings and report.

Any Four:

1. Case Study
2. Biography or Interview Method
3. Projective Test
4. Differential Aptitude Test
5. Problem Solving
6. Creativity Test
7. Any Neuropsychological Test; administration and interpretation
8. Any Intelligence Test; data collection and interpretation

- **Core Paper: Dissertation/ Internship/ Project** (Code: A090806R)
- **Elective Paper: Multidisciplinary Course**

D. Kumar

Anand

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Semester IX

Paper I (Core)

Course Title: Psychopathology (Code: A090901T) Credit = 4

OBJECTIVES: To acquaint students with various manifestations of psychopathology, and gain knowledge and skills required for diagnosis of psychological conditions. The course will introduce students to the different perspectives and models regarding the causation of mental illness and dysfunctional behaviour and to highlight the contribution of these approaches to the pathogenesis of a wide range of mental and behavioural disorders.

Unit 1: Classification systems in psychopathology: ICD 10, DSM–IV-TR and recent revisions; Approaches to psychopathology: Biological, psychodynamic, behavioral, cognitive, and socio-cultural.

Unit 2: Anxiety disorders: Symptoms and etiology of generalized anxiety disorder, panic disorder, phobia, obsessive-compulsive disorder and post-traumatic stress disorder.

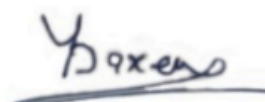
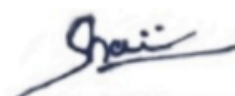
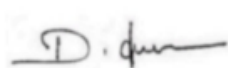
Unit 3: Somatoform and dissociative disorders: Symptoms and etiology of somatization, hypochondriasis, pain disorder and conversion disorder. Dissociative disorders: Multiple personality and fugue.

Unit 4: Psychotic disorders: Symptoms and etiology of schizophrenia and delusional disorders; mood disorders.

Unit 5: Cognitive impairments: Approaches and etiology of delirium, dementia and amnesic syndromes, dementia of the Alzheimer's type, pre-senile dementia, Pick's disease, Huntington's chorea.

Recommended Books

1. Barlow, D. H. & Durand, V. M. (1999). *Abnormal psychology: An integrative approach* (2nd Ed). Pacific Grove: Brooks/Cole.
2. Buss, A. H. (1999). *Psychopathology*. New York: John Wiley.
3. Carson, R. C., Butcher, J. N., & Mineka, S. (2001). *Abnormal psychology and modern life* (11th Ed.). New York. Allyn and Bacon
4. Kaplan, H. J., & Sadock, B. J. (2004). *Synopsis of comprehensive textbook of psychiatry* (10th Ed.). Baltimore: Williams & Wilkins.
5. Sarason. I. G. & Sarason, B. R. (2006). *Abnormal psychology*. (11thEd). Delhi: Prentice Hall India.



Paper II (Core)

Course Title: Positive Psychology (Code: A090902T) Credit = 4

Objectives: After the completion of the course, the student shall be able to identify the fundamental views of Positive Psychology and examine the field's critics and to determine the many methods for defining and measuring happiness, as well as variables that are connected to or unrelated to happiness and well-being. They will be able to use Positive Psychology methods to improve your personal happiness.

Unit 1: Positive psychology: Historical roots, assumptions and goals, Eastern and western perspectives on positive psychology.

Unit 2: Happiness: Facts of life, culture and personal goals, Principles of pleasure.

Unit 3: Positive cognitive states and processes: Self- Regulation and self- control, Resilience, Self-efficacy, Optimism, Hope.

Unit 4: Virtues and Strengths of character: Mindfulness, Flow, Spirituality, Altruism, Gratitude, Forgiveness.

Unit 5: Psychology of Well-being: Meaning of well-being, The well-being models, Factors affecting well-being, Promoting well-being among people.

Recommended Books

1. Snyder, C.R. & Lopez, S.J.(2007). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. Sage Publications.
2. Carr, A. (2004). Positive Psychology: The science of happiness and human strengths. Brunner- Routledge, New York.
3. Hefferon, K. & Boniwell, I. (2011). Positive Psychology: Theory, Research and Appilcations. Mc Graw Hill, Open University Press, New York.
4. Snyder, C.R. & Lopez, S.J. (2001). Handbook of Positive Psychology. Oxford University Press
5. Baumgardener, S.R. & Crothers, M.K. (2009). Positive Psychology. Pearson Education.

D. J. ...

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Paper III (Elective)

Course Title: Organizational Behaviour (Code: A090903T) Credit = 4

Objectives: This course will enable students to investigate important organizational behaviour topics and to assist them in developing an OB framework. To prepare the students for the use of a variety of intervention tactics for the success and development of both static and dynamic organizations.

Unit 1: Organizational Behaviour: Nature and Scope of Organizational Behaviour, Historical Background; Foundation of Organizational Behaviour, Modern Organizational Theories, and Research Methods.

Unit 2: Motivation and Emotion: Concept, McClelland's Need Theory, Two Factor Theory and Overview of Contemporary Theories of Motivation, Job Satisfaction; Emotion; Concept, Emotional Intelligence and Emotional Toil.

Unit 3: Leadership, Power and Politics: The Nature of Organizational Leadership, Contemporary Models of Leadership, Power; Types and Bases, Organizational Politics; Causes and Consequences of Political Behaviour.

Unit 4: Communication and Decision Making: Communication Process, Direction, Barriers in Communication Effectiveness, Decision Making; Rationality, Factors Affecting Decision Making.

Unit 5: Organizational Conflict, Change and Stress Management: Conflict Process, Managing Conflict; Organizational Change and its Management, Managing Work Stress.

Recommended Books

1. Hunt, J.G., Osborn, R.N. & Blen, M.U. (2010). *Organizational Behavior*, John Wiley & Sons, Inc. (11thedition).
2. Luthans, F. (1998). *Organizational Behavior*. New York; Mcgraw- Hill.
3. McShane, Steven L. & Glinow, Mary Ann Von, (2010). *Organizational Behaviour: Mcgraw-Hill* (5thedition)
4. Robbins, S.P. Judge, T.A. & Saughi, S. (2013). *Organizational Behavior*, New Delhi: Pearson, Education (15thedition).
5. Schultz, D. & Shultz, S.E. (2004). *Psychology and Work Today* (8th edition) Delhi: Pearson Education.

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Paper IV (Elective)

Course Title: Environmental Psychology (Code: A090904T) Credit = 4

Objectives: Students will understand fundamental ideas in environmental psychology and the major ideas governing human-environment connections. To examine environmental concerns using relevant psychological concepts and theories and will be able to take part in conversations about human-environment relationships.

Unit 1: Environmental Psychology: Nature and salient features, Historical Development, Environment- Behavior Theories.

Unit 2: Environmental Cognition: Theories of Environmental Cognition, Substantive areas of Environmental Cognition, Cognitive Mapping

Unit 3: Contemporary values: The role of Humans in Nature, Environmental Attitude indices of environmental qualities.

Unit 4: Environmental Stress: Nature and characteristics, Natural Disasters, Technological Catastrophe, Noise and Air Pollution: Impact on Health, Performance and social behaviour.

Unit 5: Changing Behavior to Save the Environment: Environmental Education; Prompt and Reinforcement; Specific Environmental Problem.

Recommended Books

1. Bell, P.A., Greene, T.C., Fisher, J.D., & Baum, A. (2003). *Environmental Psychology*. UK: Thomson & Wedsworth.
2. Steg, L. (Editor) (2012). *Environmental Psychology: An Introduction*. Wiley-Blackwell.
3. Gifford, R. (2014). *Research Methods for Environmental Psychology*. Wiley-Blackwell.
4. Stockols, D. & Altman, I. (1987). *Handbook of Environmental Psychology* (Vol. I & II). New York: John Wiley & Sons.
5. Altman, I. & Chemers, M.M. (1980). *Culture & Environment*. UK: Oxford University Press.

Paper V (Elective)

Course Title: School Psychology (Code: A090905T)

Credit = 4

Objectives: This course is designed to help students and professional workers understand the theoretical and applied aspects of school psychology. Furthermore, to equip the students professionally with assessment and guidance to know how to work in a school setting as a school psychologist.

Unit-1: Definitions of school psychology; Role of school psychologist as professional. Development and adjustment in early childhood; General theories of intelligence. Identifying different abilities among children; Individual differences in aptitude, talents and personality.

Unit 2: Theory of emotional intelligence; Role of recognizing the student abilities and nurturing with emotional bond. Stress management; Role of teacher's positive personality and positive parenting in students.

Unit 3: Definition and scope of guidance and counselling; Coping styles and adjustment among children and adolescence; Need for guidance at pre-primary, primary, and higher secondary school level; The impact of school climate on student's personality, training of teachers and parents as stakeholders in school set up.

Unit 4: Guidance and counselling for learning difficulties, autism, ADHD, intellectually and physically challenged, gifted children; Child abuse prevention and management; Approach to school counselling: Behaviouristic, cognitive behaviour therapy.

Unit 5: Role of school family partnership; Promotion of positive personality traits in students like happiness, resilience, optimism, forgiveness, gratitude etc.; Role of teacher's observation and shaping according to student's internal asset.

Recommended Books

1. Berk, L.E. (2001). Child Development. New Delhi: Prentice Hall of India.
2. Gardener, Howard. (1993). Multiple intelligences. New York: Basic Books.
3. Guilford J.P. (1977). The Way Beyond IQ. Buffalo: Creative Education Foundation.
4. Hurlock, E.B (1978). Child Development (Int. Ed.). Singapore: McGraw-Hill.
5. Phillips, B.N. (1990). School Psychology at a Turning Point. San Francisco: Jossey-Bass Publishers.
6. Ramalingam, Panch (2021). Bhartiya Sandharbh Me School Manovigyan. Anuvadak Dr. Reena Singh & Dr. Rajendra Singh. Puducherry: Indian School Psychology Association
7. Stroufe, A., Cooper R.G., & Dehart G.B. (1992). Child Development and It's nature and course, New Delhi: McGraw-Hill Inc.



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Paper VI (Elective)

Course Title: Counselling Psychology (Code: A090906T)

Credit = 4

Objective: Students will learn the nature of counselling and will be able to differentiate between counselling and psychotherapy and be aware with the goals and professional issues of counselling, and to manifest a capacity to provide counselling help to specific groups such as children, women and elderly.

Unit 1: Counselling: The Art and Science of Helping; Difference between counselling and psychotherapy; History and Present status of counselling in India; Goals of counselling; Characteristics of counsellor and counselee; Professional issues.

Unit 2: Process of Counselling: Counselling Relationship techniques: Rapport building, Reflection of feeling, Acceptance, Silence, Reassurance, Listening, Empathy. Special Relationship problems: Transference, Counter transference, Resistance; Stages of Counselling.

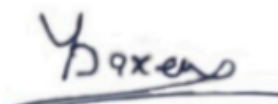

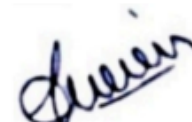
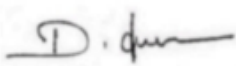
Unit 3: Approaches to Counselling: Phenomenal; Existential; Cognitive-Behavioural; Elective; Individual vs. Group Methods of Counselling.

Unit 4: Counselling for Special Groups: Counselling children with learning and behaviour problems; Counselling adolescents for better adjustment; Counselling Women and Elderly.

Unit 5: Counselling Application: Marital Counselling; School counselling; Counselling patients with chronic medial illness (HIV & Cancer).

Recommended Books

1. Feltham, C. & Horton, I. (Eds. 2006). *The Sage Handbook of Counselling and Psychotherapy*. New Delhi: Sage Publications.
2. Nelson-Jones, R. (2005). *Practical counselling and helping skills* (5th Ed.). New Delhi: Sage Publications.
3. Woolfe, R. & Dryden, W. (1996). *Handbook of Counselling Psychology*. New Delhi: SAGE Publications.
4. Locke, D. C., Myers, J. E. & Herr, E.L. (Eds.) (2001). *Handbook of Counselling*. New York: Sage Publications.
5. Rao, S. N. & Sahajpal, P. (2013) (third Edition). *Counselling and Guidance*. New Delhi: Tata McGraw-Hill.



Paper VII (Elective)

Course Title: Psychology of Yoga, Health and Well Being **Credit = 4**
(Code: A090907T)

Objective: Students will learn the concept of health in Indian context, and using the mass media for health promotion. They will learn to apply yoga principles in improving lifestyle, and to society concerns.

Unit1: Introduction to Health Psychology: Emergence and development of the field, Concept of 'health' and Cross-cultural definitions of health (including Indian), Biomedical and Biopsychosocial models.

Unit 2: Cultural approaches to medicines (especially with respect to Traditional Indian medicine: Ayurveda).

Unit 3: Stress and Coping: Theories of Stress (Cannon's fight-or-flight theory, Taylor et al.'s Tend-and Befriend Theory, Selye's General Adaptation Syndrome, Lazarus' Cognitive Appraisal Model), Physiology of stress. Types of psychological stressors. Coping with stress and stress management (including biofeedback).

Unit 4: Promoting Healthy Behaviours: Determinants of health behaviours. Theories of health behaviours: Health Belief Model, Theory of Planned Behavior, Self-Determination Theory, Cognitive-Behavioural Approaches, Transtheoretical Model of Behavior Change, and other Current Trends. Using the mass media for health promotion.

4. Health promotion through Yoga: Yoga intervention for lifestyle disorders. Research evidence on the impact of yoga intervention on lifestyle disorders.

Recommended Books

1. Taylor, S.E., (2009). Health Psychology (9th Ed). New Delhi, Tata McGraw-Hill
2. Ogden, J. (2012). Health Psychology. New York, McGraw-Hill. Morrison, V., & Bennett, P. (2009). Introduction to Health Psychology (2nd Ed) Pearson Education Limited, New York.
3. Gurung, R. A. R. (2014). Health Psychology: A Cultural Approach, USA, Wadsworth: Cengage learning
4. Dalal, A. K., & Misra, G. (Eds.). (2012). New Directions in Health Psychology. New Delhi: Sage Publications
5. Agarwala, S., Das, I., Kumar, K., and Kumar, S. (2009). Health Psychology. New Delhi, Allied publishers. (Chapter 23)
6. Babu, R. K. (2011). Asana sutras. Vizianagaram, India: Home of Yoga Publications.
7. Desikachar, T. K. V. (2003). Reflections on Yoga Sutras of Patanjali. Krishnamacharya Yoga Mandiaram.

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Paper VIII (Elective)

Course Title: Developmental Psychology (Code: A090908T) Credit = 4

Objectives: The student shall be able to demonstrate an understanding of developmental theories and the influence of biological, psychological, social, and cultural dynamics on developmental processes. To apply the knowledge of commonly used research methods in human development scholarship, as well as how to design, conduct, and present an original research project.

Unit 1: Human Development: Life Span Perspective, Foundation of Development; Nature-Nurture; Theoretical Perspectives of Life Span Development; Research Methods.

Unit 2: Conception to End of Infancy: Prenatal Development, Child Birth and The Neonates. Infancy: Physical, Cognitive, Emotional, Social and Personality Development.

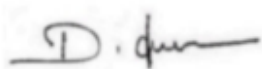
Unit 3: Childhood: Physical and Cognitive Development, Emotional, Social and Personality Development in Early and Late Childhood; Moral Development.

Unit 4: Adolescence: Physical, Cognitive, Emotional and Social Development; Personality Development; Formation of Identity; Change or Crisis, Marcia's Approach to Identity Development, Updating Erikson.

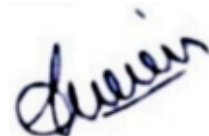
Unit 5: Adulthood to End of Life: Cognitive, Social and personality Development in Early and Middle Adulthood. Aging: Physical and Cognitive Changes, Social and Personality Changes; Death, Dying and Bereavement.

Recommended Books

1. Berk, L.E. (2007). Development through the Life Span (3rd Edition) New Delhi: Pearson Publication Co.
2. Craig, G.J. (1979). Child Development, N. Jersey Prentice Hall.
3. Feldman, R.S. (2015). Development Across The Life Span (7th Edition), New Delhi: Pearson Pvt. Ltd.
4. Tripathi, L.B. & Pandey, Sushma (2009). Manav Vikas Ka Manovigyan. New Delhi: Concept Publishing Company.

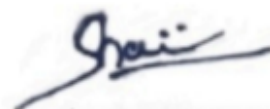




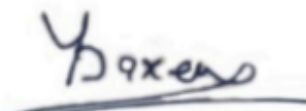












Paper IX (Elective)

Course Title: Sports Psychology (Code: A090909T)

Credit = 4

Objective: Students will learn to trace the development of sports psychology as an independent discipline with multidimensional perspectives; To identify the relationship of personality and situational factors with performance individual and team events; and to discuss the role of psychological interventions.

Unit 1: Sports psychology: Nature and scope; history and current status; role of sports psychologist.

Unit 2: Growth and development of sports persons: critical periods; stages of psychomotor development of athletes.

Unit 3: Cognitive processes in sports: Attention, perception, Learning, and decision making.

Unit 4: Motivation and emotion in sports: Motivational techniques, emotions and sports performance, stress, anxiety, arousal and aggression in sports.

Unit 5: Personality and Psychosocial dimensions of sports: Personality traits of outstanding sports persons, sports as a social experience, team cohesiveness, leadership and communication in sports team, role of spectators.

Recommended Books:

1. LeUnes, A. (2008). *Sport psychology* (4th Ed.). New York: Psychology Press.
2. Mohan, J. & Sehgal, M. (2004). *Sport psychology: Current perspectives*. New Delhi: Friends Publishers
3. Murphy, E. (1995). *Advances in sports psychology*. Illinois: Human Kinetics.
4. Sahani, S. P. (2001). *Handbook of sports psychology*. New Delhi
5. Sandhu, G. S. (1992). *Psychology in sports: A contemporary perspective*, New Delhi: Friends.

D. Kumar

Anurag

Arjun

Anurag

S

Sai

S

Yogesh

Paper II (Core)

Course Title: Health Psychology (Code: A091002T) Credit = 4

Objective: To identify and discuss the interplay of psychological, biological, behavioural, and social factors (Biopsychosocial Model) in the study of health issues, including mechanisms and pathways in disease processes such as disease initiation, promotion, and management and to evaluate and debate the fundamental and more recent contributions to the science in order to summarize the theory and research in the field of Health Psychology

Unit 1: Development of Health Psychology: Models of Health, Approaches to Health; Psychology, Role of Health Psychologists.

Unit 2: Stress, Illness and Coping: Stress-Meaning, Sources and Impact on health; Stress, Behavior and Illness; Moderators of Stress Experience- Coping Strategies and Social Support.

Unit 3: Health and Behavior: Behavioral pathogens and behavioral immunogens; Psychological theories about health behavior; Modification of health behavior; Health Promotion, Methods for promoting Health.

Unit 4: Chronic and Terminal Illnesses: Diabetes- Types, Health implications, Problems in Self-management and Intervention with diabetics; CHD –Risk factors, Prevention and Management; Cancer- Prevalence and Types, Psychosocial factors and cancer; Adjusting to cancer; Coping with cancer and intervention; AIDS – Risk factors, Effect and treatment of AIDS.

Unit 5: Treatment Setting and Management: Patient- Provider relations; Psychosocial interventions for psychological issues for people with chronic illnesses; Chronic pain management.

Recommended Books

1. Taylor, S.E. (2013). *Health Psychology*. New Delhi: Tata McGraw- Hill.
2. Sutton, S., Baum, A. & Johnson, M. (2004). *Handbook of Health Psychology*. New Delhi, Sage Publications.
3. Straub, R.O. (2007). *Health Psychology*. New York: Worth Publications.
4. Straufing, E. P. & Smith, T.W. (2011). *Health Psychology: Biopsychosocial Interactions* (7th edition). While Publications.

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Paper III (Elective)

Course Title: Indigenous Psychology (Code: A091003T)

Credit = 4

Objective: The purpose of this course is to develop a culturally sensitive perspective on psychological processes. Considering culture as a process and viewing psychological phenomena as reciprocally related to it, the course intends to initiate students into the emerging field of Indian indigenous psychology.

Unit 1: Introduction; Diverse perspectives on the discipline of psychology: Biological, Social, Cultural; The debate on 'scientific paradigm' and its implications for indigenous psychology

Unit 2: Relationship Between Culture and Psychology: Changing perspectives, Emergence of Cultural, Cross-cultural and indigenous psychologies. The non-western perspectives on psychology.

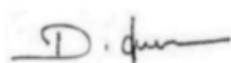
Unit 3: World Views and Perspectives on Reality: Methods of knowing in Indian tradition with reference to Sankhya, Vedant, Yoga and Buddhism.

Unit 4: The Notion of Self: The problems of self and understanding. The notions of mind, consciousness and spirituality, Health and Well-being: Yoga and Meditation: Pranayama, Mudra, Bandhas, Pratyahar, Dharma, Dhyana, Compassionate Action.

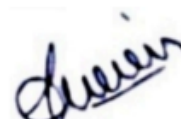
Unit 5: Indian perspectives on conceptualizing man-environment relationship, Social behaviour: The challenges of individuality and relatedness, Motivation: Intrinsic motivation, Ideas of Anasakti, Work Happiness.

Recommended Books

1. Sinha, J.N. (1969). Indian psychology. Calcutta: Mukhopadhyaya
2. Triandis, H.C. (1994). Culture and social behaviour. New York: McGraw Hill.
3. Bock, P.K. (Ed.). Handbook of psychological anthropology. Westport, CT: Greenwood.
4. Brahma, N.K. (1990). Philosophy of Hindu sadhna. Delhi: Motilal Banarasidas
5. Kanungo, R.N. & Mendonca, M. (1994). Work motivation. New Delhi: Sage
6. Kim, U. & Berry, J.W. (1993). Indigenous psychologies: Research and experience in cultural CA: Sage.

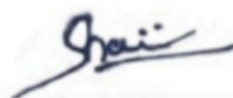




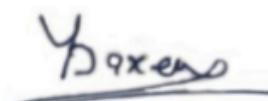












Paper IV (Elective)

Course Title: Psychology of Rehabilitation (Code: A091004T) **Credit = 4**

Objective: The course will familiarize the students with the concept of disabilities and the assessment techniques so they can use appropriate rehabilitation programme for betterment.

Unit 1. Rehabilitation: Definition, nature and rationale. Models of rehabilitation.

Unit 2: Disability: Concept of impairment, disability and handicap. Classification of disabilities; RCI and NSSO.

Unit 3: Assessment of disabilities: Purpose and goals of assessment and evaluation; Norm-referenced, criterion-referenced and functional assessment, psychological tests as assessment tools.

Unit 4: Rehabilitation techniques: Types of rehabilitative intervention-person and environment focused interventions for rehabilitation in community and work settings. Behavioural therapeutic approaches to rehabilitation

Unit 5: Rehabilitation services: Setting and perspectives; Types of rehabilitation; Ethical issue in rehabilitation.

Recommended Books:

1. Advani, S. L., Ghate, P. Goel, H. C., & Reddy, V. R. L. (2002). *Foundation course on education of children with disability*. Hyderabad: G. Guru Publications.
2. Hill, R. D., Backman, L., & Neely, A. S. (2000). *Cognitive rehabilitation in old age*. Oxford University Press.
3. Kundu, C. L. (2000). *Status of disability in India*. New Delhi: Rehabilitation Council of India.
4. Pandey, R. S. & Advani, L (1995). *Perspectives in disability and rehabilitation*. New Delhi: Vikas Publishing House.
5. Stromer, D. C., & Prout (Eds.) (1995). *Counselling and psychotherapy for persons with mental retardation and borderline intelligence*. Vermont: Clinical Psychology Publishing Co.

D. Ghate

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Neely

Kundu

Stromer

Paper V (Elective)

Course Title: Forensic Psychology (Code: A091005T) **Credit = 4**

Objective: To provide an overview of the concept, causation and current developments with respect to criminal behaviour. To emphasis on the understanding of special offenders' groups and offences.

Unit 1: Introduction to Forensic Psychology: Historical overview, Functions of Forensic Psychologists, Psychology and law.

Unit 2: Psychology of Crime: Developmental Theories and Psychobiological bases of crime, Risk Assessment & Violence Prediction, Eyewitness Testimony and Expert Testimony.

Unit 3: Psychological Investigation of Crime: Scientific Lie Detection: Polygraph, Verbal & Non-Verbal Cues, Hypnosis and Narcoanalysis, Behavioural Analysis; Understanding the criminal personality- antisocial personality, psychopath & sociopath; Personality Profiling

Unit 4: Psychology of Violence: Workplace and domestic violence, Child Abuse, Victim Psychology

Unit 5: Correctional Psychology: Recognizing the suffering: Rape Trauma Syndrome and Post traumatic Stress Disorder, Coping with criminal victimization, rehabilitation of victim and offender

Recommended Books:

1. Bartol, C. R. & Bartol, A. M. (2004). *Introduction to Forensic Psychology*. Thousand Oaks, CA: Sage Publications.
2. Brown, J. M., & Campbell, E. A. (Eds.) (2010). *The Cambridge Handbook of Forensic Psychology*. Cambridge, England: Cambridge University Press.
3. Costanzo, M. & Krauss, D. (2010). *Legal and Forensic Psychology*. New York: Worth Publishers.
4. G., Hollin, C., & Bull, R. (Eds.) (2008). *Forensic Psychology*. Chichester, England: John Wiley & Sons, Ltd.
5. Huss Matthew T. (2009). *Forensic psychology: Research, clinical practice, and applications*. West Sussex, UK: Wiley-Blackwell.
6. Joanna R. Adler, Jacqueline M Gray (Eds) (2010) *Forensic Psychology*, N.Y.: William Publishing,

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Paper VI (Elective)

Course Title: Post-Disaster Psycho-Social Rehabilitation

(Code: A091006T)

Credit = 4

Objective: To make students understand the basics of psycho-social rehabilitation in the aftermath of natural and human-made disasters. To provide an exposure for the students to the theory and practice of psychiatric treatment (including psychotherapy) as well as healing through cultural beliefs and symbols, and human relationships.

Unit 1: What is psycho-social rehabilitation? Psycho-social rehabilitation: Looking beyond PTSD and its treatment. Interventions to address social suffering as well as PTSD. Defining Psycho-social rehabilitation: The critical role of community and culture. Ways to integrate community and personal resources

Unit 2: Treatment and therapies addressing PTSD; Treatment addressing allostatic load caused by trauma, General and specific aspects of psychotherapy for PTSD. Types of psychotherapies and their effectiveness. Client's voice and cultural processes in psychotherapy.

Unit 3: Culture, community and relationship in post-disaster healing; Defining healing: The role of culture and notions of selfhood. Healing through the culturally authorized interpretations of trauma. Community solidarity and healing in ethnic and political violence. Forgiveness and resilience in post-violence healing.

Unit 4: Towards a culture-sensitive psycho-social rehabilitation; Integrating psychotherapy and cultural healing. The critical role of developing community-based resources. Cultural beliefs in sustaining long-term rehabilitation of survivors. Specific needs of violence survivors: Acknowledgement of harm caused to their social or religious identity

UNIT 5: Post traumatic Growth. Post traumatic growth: Concept & meaning. Domains of Post traumatic growth. Process of Post traumatic Growth. Post traumatic growth as revisiting and reformulating a self-narrative. Post traumatic growth and the counsellor's role.

Recommended Books:

1. Bracken, P. J., Giller, J. E., & Summerfield, D. (1995). Psychological responses to war and atrocity. *Social Science and Medicine*, 40, 1073-1082.
2. Cassell, E. J. (2004). *The nature of suffering and the goals of medicine* (2nd ed.). New York: Oxford.
3. Hudgins, M. K. (2002). *Experiential treatment for PTSD: The therapeutic spiral model*. New York: Springer.
4. Kleinman, A., Das, V., & Lock, M. (Eds.) (2000). *Social suffering*. New Delhi, India: Oxford University Press.
5. Priya, K. R. (2012). Trauma reactions, suffering and healing among riot-affected internally displaced children of Gujarat: A qualitative inquiry. *Qualitative Research in Psychology*, 9, 189-209.
6. Tedeschi, R. G. & Calhoun, L. G. (2004). Posttraumatic Growth: Conceptual Foundations and Empirical Evidence. *Psychological Inquiry* Vol. 15 (1) 1-18.



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Paper VII (Elective)

Course Title: Psychology of Aging And Palliative Care
(A091007T) **Credit = 4**

Objective: Students will learn about aging and physical and mental changes occurring due to aging. Coping with the problems of aging. Use of drugs and legal issues in palliative care. Students will gain knowledge about rehabilitation and therapies to help adulthood.

Unit 1. Concept, characteristic features and developmental tasks of adulthood and aging; Aging in India. Theoretical approaches: Biological: Genetic, cellular and physiological; Psychological: Erikson and Peck; Social: Role theory, activity vs. disengagement theory; Indian theory of Ashramas.

Unit 2. Changes and coping with changes in aging: Physical aspects, cognitive functions, personality and concept of self, social aspects, retirement and mental health, longevity and successful aging.

Unit 3. Definition, Communication and research on palliative care. Symptom Management: Pain, Gastro-intestinal symptoms, Palliation of head and neck cancer, Endocrine and metabolic complications of advanced cancer, Psychiatric symptoms.

Unit 4. Principles of drug use in palliative care: The use of drugs beyond license, Drug interactions in palliative care, Syringe drivers, Antibiotics in palliative care, Non-medical prescribing.

Unit 5. Palliative care and allied health professions: Rehabilitation and social work, Occupational therapy, Physiotherapy, Speech and language therapy, Clinical and other applied psychology in palliative care, Legal and professional standards of care.

Recommended Books:

1. Birren, J.E. (1996). Encyclopedia of gerontology (Vol I & II). California: Academic Press
2. Botwinick, J. (1973). Aging and behaviour. New York: Springer.
3. Hurlock, J.B. (1997). Developmental psychology-The life span perspective. New York: McGraw Hill.
4. Kaluger, G., & Kaluger, M.F. (1984). Human development-The span of life. St. Louis: Times Mirror.
5. Palmore, B.E. (1993). Developments and research on aging: An international handbook. Westport: Greenwood Press.
6. Rao, V.A. (1989). Psychology of old age in India. Madras: MacMillan India Press.
7. Faull, C., Caestecker, S., Nicholson, A., & Black, F. (2012). Handbook of palliative care (3rd ed.). New Jersey: Wiley-Blackwell.

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Paper VIII (Elective)

Course Title: Psychology of Stress and Coping Strategy

(Code: A091008T)

Credit = 4

Objective: Students will be able to understand about stress and its effect. They will learn different coping strategies to enhance the health and well-being, and give support to the humanity.

Unit 1: The Nature of Stress and Health: Lazarus and Folkman's transactional model; Eastern/Oriental conceptualization stress; Sources/Types of stress; Life events stress; Worksite/Organizational/Executive stress; Examination stress; Gender and stress.

Unit 2: Behavioural and physical symptoms. Burnout stress syndrome (BOSS). Anxiety, anger and depression as emotional vital signs of mental health; Their nature and management.

Unit 3: What is coping? Socio-Demographic: (e.g., socio-economics status, gender), personality (e.g., type A behaviour pattern) and coping strategies (problem-focused and emotion-focused), as moderators of the relationship of stress and health/well-being.

Unit 4: Social Resources: Social/Family/Peer/Supervisory support and their appraisals as moderators of relationship of stress and health/well-being.

Unit 5: Managing/Coping with Stress: Self-Management via increasing self-awareness. Yogic meditation; Buddhist Vipassana; Bio-feedback; Assertiveness training; Time management. Coping with organizational role stress. Coping with mergers and acquisition dealing with dual-career relationships.

Recommended Books

1. Cooper, C & Payne, R. (Eds.) (1988). Causes, coping and consequences of stress at work. Chichester: Wiley.
2. Cooper, C & Payne, R. (Eds.) (1991). Personality and stress: Individual differences in stress process. Chichester: Wiley.
3. Misra, G. (Ed.) (1999). Psychological perspectives on stress and health. New Delhi: Concept.
4. Spielberger, C.D. & Siason, I.G. (Eds.) (1996). Stress and emotions: Anxiety, anger and curiosity, Vol. 16 Washington, D.C.: Taylor & Frances.
5. Lam, D.J. & Palsane, M.N. (1997). Research on stress and coping: Contemporary Asian approaches. In H.S.R. Kao & D.Sinha (Eds.), Asian perspectives on psychology. (pp. 265-281). New Delhi: Sage.
6. Cotton, D. (1990). Stress Management and integrated approach to psychotherapy. New York: Brunner.

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Paper IX (Elective)

Course Title: Human Resource and Management (Code: A091009T) Credit = 4

Objective: To get a complete grasp of HR processes in order to recognize and appreciate the connections between individuals, organizations, and communities in greater society. Students will be aware of the psychological processes that are at the heart of most HR procedures. To comprehend the significance of training as a tool for achieving organizational objectives

Unit 1: Human Resource Management: Nature, Scope and Implications of HRM, Trends Shaping HRM, Strategic Management Process, HRM in Changing Environment.

Unit 2: Acquisition of Human Resources: Planning, Assessment, Job Analysis, Recruiting, Selection Process.

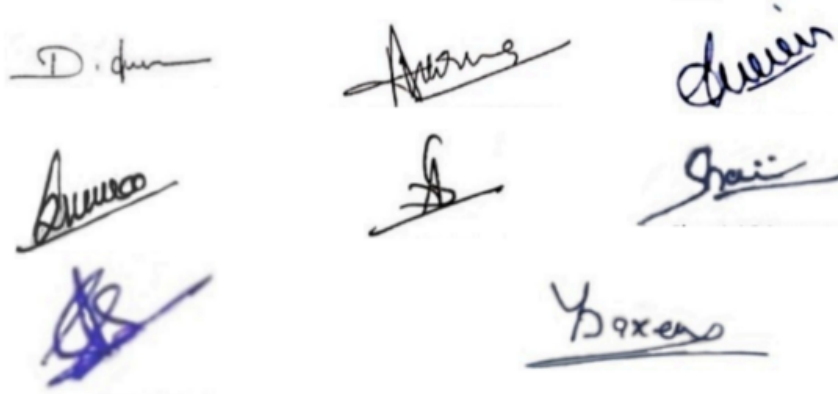
Unit 3: Training and Management Development: Goals, Establishing Training Needs, Methods and Approaches used in Training, Management Development.

Unit 4: Performance Management and Appraisal: Performance Management System, Process and Techniques for Appraising Performance, Creating Effective Personnel Management System.

Unit-5: Compensation and Employee Relations: Establishing Strategic Pay Plans, Designing Effective Incentive Programs, Labor Management Relations, Ethics, Justice and Fair Treatment in HRM.

Recommended Books

1. Desseler, G. & Varkkey (E. 2011) *Human Resource Management*. Pearson (12thedition).
2. De. Cenzo, D.A. & Robbins, S.P. (1996). *Human Resource Management*, New York: John Willey & Sons.
3. Hersey, P., Blanchard, K.H. & Johnson, D.E. (1996). *Management of Organizational Behaviour: Utilizing Human Resources*, (Latest Edition), New Delhi: Prentice Hall of India, Pvt. Ltd.
4. Schultz, D. & Shultz, S.E. (2004). *Psychology and Work Today* (8thedition), Delhi: Pearson Education.



Handwritten signatures in blue ink, including names like D. Kumar, Anand, Anurag, S, Sai, and Yoxeno.