



Progressive Education Society's
Modern College of Arts, Science and Commerce
(Autonomous)

Ganeshkhind, Pune 411016
www.moderncollegegk.org

MA II PSYCHOLOGY

CLINICAL SPECIALIZATION
INDUSTRIAL AND ORGANISATIONAL SPECIALIZATION

Semester-III

Core Paper-1 Introduction to Social Psychology

UNIT 1: Culture and Cultural Psychology (12)

- 1.1 What is Culture and Cultural Psychology?
- 1.2 Culture ,Self and Personality
- 1.3 Culture and Social Behavior
- 1.4 Culture, Cognition and Morality
- 1.5 Culture, Emotions and Mental Health

UNIT 2 : .From Culture to Identity (12)

- 2.1 Stereotypes and Biases
- 2.2 Stigma and Stereotype threats
- 2.3 Intergroup contact, conflict, cooperation and collaboration
- 2.4 Biculturalism, Multiculturalism and Intersectionality
- 2.5 Bridging Political Divides

UNIT 3 : Cross Cultural Psychology (12)

- 3.1 What is Cross Cultural Psychology
- 3.2 Enculturation and Acculturation
- 3.3 Comparisons across cultures: similarities and differences
- 3.4 Theoretical Perspectives

UNIT 4 : Applications of Cultural and Cross Cultural Psychology (12)

- 4.1 Multicultural Family Therapy-Basic Principles
- 4.2 Conducting research in multicultural and cross cultural settings
- 4.3 Counseling and Intervention for immigrants-Basic Principles

READINGS -

1. Handbook of Culture and Psychology (2019) Eds Matsumoto and Hwang, OUP
2. Handbook of Culture and Psychology (2020) Eds Cohen and Kitayama Guilford Press

CORE PAPER-2 RESEARCH PROJECT

GENERAL INSTRUCTIONS:

1. Each batch of project should consist of maximum 8 students and a separate batch will be formed if this number exceeds even by one.
2. Workload for each batch will be equivalent to 8 lecture periods.
3. Students should select a problem pertinent to their specialization area in consultation with concerned faculty.
4. Sample size should be minimum 30 in each group, e.g.: Normal and maladapted.
5. Project report should be written in APA format followed with plagiarism's guidelines provided by SPPU.
6. Eligibility for the Project Examination is subject to Certification of Project by the teacher-in-charge and HOD.

PREREQUISITES:

Before starting the actual work of the project, students should be well versed with the following concepts:-

1. Research Methodology
2. Ethical issues in Research
3. APA Format and style of writing along with references
4. Plagiarism policy of SPPU

DISSERTATION FORMAT:

- Title Page
- Abstract
- Introduction (Contains brief introduction of constructs, Rationale and Significance of study, Problem Statement, literature review, concluded with Objectives and Hypotheses-if applicable. In a qualitative study there is no hypothesis testing. It is an exploratory study)
- Method: (Participants, Tools, Design, Procedure.)
- Results
- Discussion
- References
- Appendix

DISSERTATION SUBMISSION

The student will submit a bound hard copy of the dissertation to the Department by the end of the semester, along with a soft copy on a CD/DVD/Pen drive.

The final dissertation will have a word limit of 5000-8000 words and will be typed in one and a half spacing on one side of the paper. The APA style shall be followed for the writing of dissertation.

The final dissertation shall be presented in accordance with the following specifications:

- (a) The paper used for printing shall be of A4 size.
- (b) Printing shall be in a standardized form on both sides of the paper and in 1.5 line spacing.
- (c) A margin of 1.5 inches shall be on the left hand side.
- (d) The card for cover shall not be more than 330 GSM.
- (e) The title of the thesis/dissertation name of the candidate, degree, name of the
- (f) Research Supervisor, place of research and the month and year of submission shall be printed on the title page and the front cover.
- (g) The hard-bound a cover of thesis/dissertation shall be of black colour. Spine of the binding [side cover] should mention 'MA thesis' on the top, name of the candidate and month and year. The specifications are shown in Appendix – 'A'.
- (h) The thesis/dissertation shall include a Certificate of the Research Supervisor

[Appendix 'B'] and a Declaration by the candidate [Appendix 'C'] that the work reported in the thesis/dissertation has been carried out by the candidate himself and that the material from other sources, if any, is duly acknowledged.

PROJECT ASSESSMENT– 100 MARKS

Project assessment will be based on presentation of the project before the internal and external examiners.

There will be 50 marks for continuous (internal) assessment and 50 marks for End of Semester Examination (ESE).

a) Continuous (Internal) Assessment of project-50 marks

1. Term Paper 1: Introduction, Definitions of main concepts, rationale, and significance of the topic of research project -15 marks

2. Term Paper 2: Review of literature-15 marks

3. Presentation of project report in the classroom -20 marks

(Expert teacher appointed by HOD will give marks to each student)

CLINICAL PSYCHOLOGY

Semester-III: Paper- 3: PSYCHOPATHOLOGY-1

At the end of this semester, students would be able to

- 1: Know the etiology of mental disorder
- 2: Identify the classification of the symptoms of mental disorder
- 3: Understand the causes, criteria of abnormal behaviour

UNIT-1: Psychopathology: An Overview

- 1.1. What do we mean by abnormality- Indicators
- 1.2. Definition of mental disorder
- 1.3. Historical and contemporary views
- 1.4. Diagnosing Psychological Disorders: DSM-5 and ICD-11

UNIT-2: Panic, Anxiety, Obsessions Disorders

- 2.1. Panic disorder, phobia- causes, symptoms and treatment
- 2.2. Anxiety disorders - causes, symptoms and treatment
- 2.3. Obsessive-compulsive and related disorders
- 2.4. DSM-5: Criteria for Panic, Anxiety, Obsessions Disorders

UNIT-3: Mood Disorders and Suicide

- 3.1. Mood disorders- structure and types, depression, mania- causes, treatment
- 3.2. Depressive Disorders- causes, symptoms and treatment
- 3.3. Suicide- types, causes, symptoms and treatment
- 3.4. DSM-5 criteria for depressive disorders

UNIT-4: Eating Disorders and Substance Related Disorders

- 4.1. Anorexia Nervosa, Bulimia Nervosa- causes, symptoms and treatment
- 4.2. Obesity- Risk and Causal factors
- 4.3. Alcohol related disorders, Drug abuse- Treatment
- 4.4. DSM-5 criteria for eating disorders and alcohol use disorders

READINGS :

- Barlow, David H.; Durand, Mark V.; Hofmann, Stefan G. (2018). *Abnormal Psychology: An Integrative Approach* (8th Edn). Cengage Learning
- Butcher, James N.; Hooley, Jill M.; Mineka Susan (2020). *Abnormal Psychology* (17th Edn.). Pearson
- Comer, Ronald J; Comer, Jonathan S. (2018). *Abnormal Psychology* (10th edn). Worth Publishers
- Dozois, David J. A. (2019). *Abnormal Psychology: P E R S P E C T I V E S* (6th Edn). Pearson
- DSM-5 (2013) *Diagnostic and Statistical Manual of Mental Disorders* (5th Edn). American Psychiatric Association
- Hooley, Jill M.; Butcher, James N.; Nock, Matthew K.; Mineka Susan (2017). *Abnormal Psychology* (17th Edn). Pearson ICD-11 (2018). *New International Classification of Diseases (ICD-11)*. The World Health Organization (WHO). Geneva
- Kearney, Christopher A.; Trull, Timothy J. (2018). *Abnormal Psychology & Life: A Dimensional Approach* (3rd Edn). Cengage Learning
- Morrison, James (2014). *DSM-5® Made Easy: The Clinician's Guide to Diagnosis*. THE GUILFORD PRESS
- Nevid, Jeffrey S.; Rathus Spence A.; Greene Beverly (2018). *Abnormal Psychology: In a Changing World* (10th edn). Pearson
- Nolen-Hoeksema, Susan (2013). *Abnormal Psychology* (6th Edn). McGraw-Hill
- Sadak, B. J.; Sadok V. A.; Ruiz Petro (2015). *KAPLAN & SADOCK'S Synopsis Of Psychiatry: Behavioural Sciences/Clinical Psychiatry* (11th Edn). Wolters Kluwer
- Sue David, Sue Derald Wing, Sue Diane, Sue Stanley (2016). *Understanding Abnormal Behavior* (11th Edn). Wadsworth Publishing

Semester-III: Paper-4: PSYCHO-DIAGNOSTICS

After completion of this course the students will be able:

1. To explain what is psycho diagnostics and its basics
2. To enable to discuss and assess the behavioural and clinical problems of the clients and making diagnosis, and estimating prognosis
3. To enable oneself in writing psychological report
4. To get acquainted with different clinical measures apart from paper pencil testing

Unit 1: Basics of Psycho diagnostics in Psychological Setting

- 1.1 Basic principles of psychodiagnosics
- 1.2 Difference between psychometrics and psychodiagnosics and its relationship with treatment
- 1.3 Data gathering, clinical judgment and data synthesis
- 1.4 Assessment: Principles and techniques, explaining assessment results

Unit 2: Use of various tests in different setting

- 2.1 Contexts of different setting: General medical setting, psychiatric, educational, & legal setting
- 2.2 Intellectual functioning: Wechsler Adult Intelligence Scale-III, Stanford-Binet (4th ed.) Kaufman Assessment Battery for Children, Million Adolescent Personality Inventory or Personality Inventory for Children, Beck Depression Inventory, Wechsler Memory Scale-III,
- 2.3 Emotional functioning and level of psychopathology: General patterns and severity Symptom Checklist 90-Revised, Brief Symptom Inventory, Vineland Adaptive Behaviour Scale, AAMD Adaptive Behaviour Scale
- 2.4 Career Assessment Inventory, Kuder Occupational Interest Survey, Dyadic Adjustment Scale, Family Environment Scale, Taylor Johnson Temperament Analysis

Unit 3 Psychological testing in clinical and severe disorders

3.1 Mental Status Examination: Mini-Mental Status Examination (MMSE) & Cognitive Functioning & its criteria: Structured Clinical Interview for DSM 5, Diagnostic Interview Schedule, Structured Interview for DSM 5 Personality Disorders, Diagnostic Interview for Children and Adolescents

3.2 Content of thought Processes: Thematic Apperception Test & Children's Apperception, Test & Sentence completion tests

3.3 Personality & other clinical measures: MMPI- I, 2, & RF, NEO-PI-R, Million Clinical Multiaxial Inventory-III, Hamilton Rating Scale for Depression & State-Trait Anxiety Inventory, STAXI - 2

3.4 California Verbal Learning Test, Bender Visual Motor Gestalt Test, Draw a person Intellectual ability test for children

Unit 4: Clinical Report

4.1 Behavioural observation, Synthesis of information from different sources, context of clinical assessment

4.2 Clinical analysis questionnaire, IPDE

4.3 Psychological clinic, formats of report writing, Prognosis and risk

4.4 Behavioural assessment: Cognitive behavioural assessment, psychophysiological assessment (GSR, EEG, Biofeedback)

Readings:

- Anastasi, A., & Urbina, S. (2005). *Psychological Testing*. 7th edn. Pearson Education:
- Butcher, James N.; Hooley, Jill M.; Mineka Susan (2020). *Abnormal Psychology* (17th Edn.). Pearson
- Ettinger, Alan B.; Weisbrot, Deborah M.; Gallimore, Casey E. (2019). *Synopsis of Neurology, Psychiatry, and Related Systemic Disorders*. Cambridge University Press
- Gary Groth- Marnat (2003). *Handbook of Psychological Assessment* , 4th edition: John Wiley & Sons, Inc.
- Irving B. Weiner & Roger L. Greene (2008). *Handbook of Personality Assessment*: John Wiley & Sons, Inc.,
- Kaplan, H. I., Sadock, B. J., & Grebb, J. A. (1994). *Kaplan and Sadock's synopsis of psychiatry: Behavioral sciences, clinical psychiatry* (7th ed.). B. I. Waverly Pvt. Ltd.
- Kapur, M. (1995). *Mental health of Indian children*. Sage.
- Kellerman, H. & Burry, A.(1981). *Handbook of diagnostic testing: Personality analysis and report writing*. Grune & Stratton
- Lezak, M.D. (1995). *Neuropsychological assessment*. Oxford University Press.
- Rychlak, F. (1973). *Introduction to personality and psychopathology*. Houghton Mifflin.
- Sundberg, N.D., Winebarger, A.A.& Taplin, J.R. (2002). *Clinical psychology: Evolving theory, practice and research.*: Prentice-Hall.
- Wolberg Lewis R., *The technique of Psychotherapy* 4th edition : International Psychotherapy Institute E-Books, www.freepsychotherapybooks.org
- Wolman, B.B. (1975) . *Handbook of clinical psychology*. McGraw-Hill.

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

SEMESTER III Paper-3: PERSONNEL PSYCHOLOGY

At the conclusion of this course, students will be able to: - know an overview of the key concepts, topics and issues in personnel psychology - understand the potential characteristics of employee - identify the effective development and training programs - examine the process of performance evaluation

UNIT-1 PERSONNEL PSYCHOLOGY: INTRODUCTION

- 1.1. Overview of personnel psychology - Cascio
- 1.2. Staffing: Screening and selection methods - cascio
- 1.3. Job analysis: meaning, purpose and methods - amodt
- 1.4. Job evaluation: determining internal and external pay equity, sex and race equity am

UNIT-2 COMPETENCY MAPPING

- 2.1. The art of finding talent, Competency mapping: Introduction, necessity - sanghi
- 2.2. Competency models and related issues
- 2.3. Competency framework formation
- 2.4. Writing and assessing competencies

UNIT-3 EMPLOYEE DEVELOPMENT

- 3.1. Employee training: Characteristics of Effective Training Practice - cascio
- 3.2. Designing training programs
- 3.3. Learning enhancement techniques
- 3.4. Assessment methods

UNIT-4 PERFORMANCE MANAGEMENT

- 4.1. Managing for maximum performance. – cascio
- 4.2. Methods of Performance-Appraisal
- 4.3. Evaluation of performance: Factors -
- 4.4. Proactive career management

Readings:

- Aamodt, Michael G. (2016). Industrial/Organizational Psychology: An Applied Approach (8th Edn). Cengage Learning
- Bisen Vikram and Priya (2010). Industrial Psychology. New Age International (P) Limited, Publishers
- Cascio, Wayne F. (2010). Managing Human Resources: Productivity, Quality of Work Life, Profits (8th Edn). McGraw-Hill
- Cascio, Wayne F.; Aguinis Herman (2014). Applied Psychology in Human Resource Management (7th Edn). Pearson
- DeCenzo, David A.; Robbins, Stephen P.; Verhulst, Susan L.(2016). Fundamentals of Human Resource Management (12th Edn). Wiley
- Sanghi Seema (2016). The handbook of competency mapping: Understanding, designing and implementing competency models in organizations (3rd Edn). Sage

Semester-III, Paper-4: ORGANIZATIONAL BEHAVIOUR

OBJECTIVES:

1. To acquaint the students with the nature of Organizational Behaviour (OB)
2. To understand how behaviour of an individual is shaped by various factors in Indian culture, society, and organization.
3. To equip the student with the knowledge of important OB processes such as Leadership and motivation
4. To understand the interpersonal transactions in organizational behaviour and their implications.

UNIT-1: FUNDAMENTALS OF ORGANIZATIONAL BEHAVIOUR

- 1.1. Nature of Organizational Behaviour; History of OB in India, The Indian mind set, Models of OB; Autocratic, Custodial, Supportive, Collegial, System
- 1.2. Trends & Challenges of OB: Globalization, Diversity, Ethics
- 1.3. Culture: Dimensions according to Hofstede, Trompenaar, Pareek (OCTAPACE).
- 1.4. Organization Structure and Design: Classical and Contemporary Designs (Matrix, Vertical, Horizontal, Network).

UNIT-2: MOTIVATION IN ORGANIZATION

- 2.1. Motivating by Meeting Needs and Managerial Applications: Maslow, Adlerfer, Herzberg, and McClelland.
- 2.2. Motivating by Setting Goals: Goal setting theory and setting effective performance goals.
- 2.3. Motivating by Being Fair: Distributive justice, Equity theory, procedural justice, interactional justice, and organizational justice.
- 2.4. Motivating by Altering Expectations and by Structuring Jobs: Quality of Work Life model, job enrichment and job enlargement, Hackman & Oldham's job characteristics model. Motivation and well-being, Understanding people's needs and using this data for motivating others

UNIT-3: LEADERSHIP AND EMPOWERMENT

3.1. Behavioral Approach to Leadership Style.

3.2. Contingency Approach to Leadership: Fiedler's contingency model; Hersey & Blanchard's situational leadership model; path goal model; and Vroom's decision making model.

3.3. Emerging Approaches to Leadership: Transactional leadership, transformational leadership; substitutes and enhancers for leadership; and self & super leadership.

3.4. Empowerment and Participation: Meaning, process, and programs.

UNIT-4: COMMUNICATION, CONFLICT AND STRESS

4.1. Organizational Communication: Meaning, functions, directions types (formal-informal, electronic) and techniques for improving communication skills

4.2. Conflict: Nature, Levels, Sources, Effects; Strategies for conflict resolution; Work-family conflict

4.3. Work stress: Sources, consequences, managing stress (individual and organizational approaches).

4.4. Employees Counselling.

READINGS -

- Greenberg, J. and Baron R.A. (2005) Behavior in organizations. N.D.: Pearson Edu.
- Gupta, R. K. (1991). Employees and organization in Indian context: The need for moving beyond American and Japanese models. Economic and Political Weekly, 26(21), 68-76.
- Hersey, P.& Blanchard ,K.H. (1982) . Management of organizational behaviour utilizing human resources (4th ed.).Prentice-Hall
- Ivancevich, J.M. Konsopaske R. & Matteson M.T. (2005) Organizational behaviour and management. New Delhi : Tata McGraw-Hill
- Luthans, F. (2013) Organizational behaviour: An Evidence – based Approach (12thEd.) ND : McGraw-Hill Edu (India) Pvt. Ltd.

- McShane ,S.L. and Von Glinow,M.A.(200). Organizational behavior: Emerging realities for the workplace revolution . New Dehli: Tata Mcgraw-Hill.
- Muchinsky ,P.(2001).Psychology Applied to work .6th ed. New Delhi :Wadsworth
- Mullins, L.J. (2007) 7th ed. Management and organizational behaviour N.D. : Pearson Edu
- Newstrom, J.W.(2007) Organizational behaviour : Human behaviour at work N.D.: Tata McGraw-Hill
- Pareek, U. and Rao, T.V.(2003). Designing and managing human resource system. N.D.: Oxford & IBH.
- Rao , V.S.P. and Narayana ,P.S.(1995). Organizational theory and behaviour (2nd ed.) New Delhi :Konark Pub. Pvt.Ltd.
- Robbins,S. (2001). Organization behaviour. (9th ed.).New Delhi :Prentice Hall of India.
- Robbins, S.P., Judge T.A., & Sanghi, A. (2009) Organizational behaviour N.D. Pearson Prentice Hall.
- Sinha, J. B. P. (2014). Psycho-social analysis of Indian mind set. New Delhi: Springer.
- Sinha, J. B. P. (1979). The nurturant task leader: Model of effective executive. ASCI Journal of Management, 8(2), 109-19.
- Sinha, J.B.P. (2008) Culture & Organization Behaviour. New Delhi: Sage Texts

SEMESTER IV

Semester-IV: Core Paper-1: COUNSELLING PROCESS AND SKILLS

At the conclusion of this course, students will be able to:

- (a) understand the nature of the counselling process
- (b) know the groundwork for understanding the use of basic and specialized counselling skills
- (c) engage with different models of counselling skills

Unit 1. Counselling: Nature and goals

- 1.1. Defining counselling, stages of counselling process, role of counsellors
- 1.2. Approaches to counselling and helping, the helping relationship, the helping process
- 1.3. Development of counsellor –counselee relationship, counselling goal setting process
- 1.4. Counselling in India

Unit 2. Basic Counselling Skills

- 2.1. Building relationship, core conditions, in-depth exploration
- 2.2. Nature and importance generic skills of Counselling, Micro and macro skills of Counselling
- 2.3. Inside and outside skills of counselling, Self-monitoring skills as a counsellor
- 2.4. An Indigenous Model of Counselling

Unit 3. Specific Counselling Skills

- 3.1. Paraphrasing and reflecting feelings, asking questions, self-disclosing, facilitating problem solving
- 3.2. Interviewing skills, listening, asking questions, monitoring
- 3.3. Training clients in relaxation
- 3.4. Improving client's self-talk and self-perceptions, terminating helping

Unit 4. Models of Counselling Skills

4.1. Nature and importance of counselling skills and working alliance

4.2. Rogers model of counselling skills, Carkhuff model of counselling skills, IPR model of counselling training

4.3. Indian models of Counselling: the role of detachment and self-surrender

4.4. Modern trends in counselling

READINGS:

- Berman, Pearl and Shopland Susan (2005). Interviewing and Diagnostic Exercises for Clinical and Counselling Skills Building. Lawrence Erlbaum
- Chen, Mei-whei and Giblin, Nan J. (2018). Individual Counselling and Therapy: Skills and Techniques (3rd Edn). Taylor and Francis
- Dryden, Windy; Feltham, Colin (2006). Brief Counselling : A Practical Integrative Approach (2nd Edn). Open University Press
- Feltham, C., & Hanley, T; Winter L. A. (2017). The Sage handbook of Counselling and psychotherapy(4th Edn). Sage Publications.
- Gibson, Robert L. and Mitchell, Marianne H. (2015). Introduction to Counseling and Guidance (7th Edn.). Pearson
- Gladding, S. T. (2018). Counselling: A Comprehensive profession (9th Edn). Pearson
- Jones, R. N. (2012). Basic Counsellings Skills: A helper's manual (3rd Ed.). Sage Publications.
- Palmer Stephen and Bor Robert (2008). The Practitioner's Handbook: A Guide for Counsellors, Psychotherapists and Counselling Psychologists. Sage
- Patterson, L.E. and Welfel, E. R. (2000). The Counselling Process (5th Edn). Wadsworth
- Rao, S. N. (2006). Counselling and Guidance (2nd Edn). Tata McGraw Hill
- Singh, K. (2007). Counselling skills for managers. New Delhi: Prentice Hall of India.
- Soundararajan, Radhika (2012). Counselling: Theory, Skills and Practice. Tata Mcgraw Hill Education Private Limited.

SEMESTER-IV: CORE PAPER 2: PRACTICUM

GENERAL INSTRUCTIONS:

- (a) Each batch of practicum should consist of maximum 8 students and a separate batch will be formed if this number exceeds even by one.
- (b) Workload for each batch will be equivalent to 8 lecture periods.
- (c) Each student should study clinical cases in a hospital / clinic / correctional institution / NGO set up; one teacher supervisor should accompany a group of students.
- (d) Eligibility for the Practicum Examination is subject to Certification of Practicum by teacher-in-charge and HOD.

PRACTICUM ASSESSMENT (100MARKS)

a. Continuous (Internal) Assessment and Distribution of Marks (50 Marks).

- 1. Presentation of one case report and viva (latest by five weeks from the commencement of the semester)-15 marks.
- 2. Hypothetical case (one) analysis-10 marks.
- 3. Presentation of another case and viva (latest by ten weeks from the commencement of the semester)-15 marks.
- 4. Overall performance (e.g. regularity, sincerity, quality of work etc.) and variety of disorders.- 10 marks

b. Semester-End Examination (SEE)-50 Marks.

- 1. External Examination will be conducted by two examiners, one internal and one external, appointed as per the rules of Savitribai Phule Pune University.
- 2. Each batch will consist of only 8 students
- 3. Duration of examination for each batch will be 4 hours.
- 4. Hypothetical problems will be prepared by the External Examiner.
- 5. Marks for Viva and Exercise Report will be given by both examiners and average marks will be considered as final marks of the candidate.
- 6. There will be no presentation of cases before the external examiner.

7. Assessment of analyses of hypothetical case analyses will be done by External Examiners only.

8. Remuneration for External Examination will be equally divided between the two examiners.

9. Those who are appointed as external examiners for any of our university exam will not take up other activities or programs in the same time. If they are found to be missing during this important task this matter is cognizable as an administrative offence.

Break –up of 50 marks for external examination will be as follows:

1. Analysis of 2 hypothetical problems and its reports (20 marks, i.e.10 marks each)-1 ½ hours.

2. Viva -15 marks

3. Practicum reports-15 marks

SEMESTER IV CLINICAL PSYCHOLOGY

Paper-3: PSYCHOPATHOLOGY-2

At the end of this semester, students would be able to

- 1: Know the personality disorders
- 2: Identify the classification of the symptoms of mental disorder
- 3: Understand the causes, criteria of abnormal behaviour

Unit-1: Personality Disorders

- 1.1. Cluster-A- Characterised by odd and eccentric behaviours
- 1.2. Cluster-B- Characterised by dramatic, emotional and erratic behaviors
- 1.3. Cluster-C- Characterised by anxious or fearful behaviours
- 1.4. DSM-5 Personality assessment

Unit-2: Sexual Dysfunctions, Gender Dysphoria, Paraphilic Disorders

- 2.1. Sexual Dysfunctions- Causes, symptoms and treatment
- 2.2. Gender Dysphoria - Causes, symptoms and treatment
- 2.3. Paraphilia- Causes, symptoms and treatment
- 2.4. DSM-5 criteria for different sexual dysfunctions, gender dysphoria and paraphilia

Unit-3: Schizophrenia Spectrum And Other Psychotic Disorders

- 3.1. Schizophrenia- Introduction and historical perspective
- 3.2. Positive and negative symptoms of schizophrenia
- 3.3. Other psychotic disorders
- 3.4. DSM-5 criteria for schizophrenia

Unit-4: Neurodevelopmental, Neurocognitive And Sleep-Wake Disorders

- 4.1. ADHD, LD, Autism
- 4.2. Major and mild Neurocognitive disorders – Parkinson's, Huntington's, Alzheimer's disease
- 4.3. Sleep-wake disorders
- 4.4. DSM-5 criteria for neurocognitive disorders

READINGS :

- Barlow, David H.; Durand, Mark V.; Hofmann, Stefan G. (2018). *Abnormal Psychology: An Integrative Approach* (8th Edn). Cengage Learning
- Butcher, James N.; Hooley, Jill M.; Mineka Susan (2020). *Abnormal Psychology* (17th Edn.). Pearson
- Comer, Ronald J; Comer, Jonathan S. (2018). *Abnormal Psychology* (10th edn). Worth Publishers
- Dozois, David J. A. (2019). *Abnormal Psychology: P E R S P E C T I V E S* (6th Edn). Pearson
- DSM-5 (2013) *Diagnostic and Statistical Manual of Mental Disorders* (5th Edn). American Psychiatric Association
- Hooley, Jill M.; Butcher, James N.; Nock, Matthew K.; Mineka Susan (2017). *Abnormal Psychology* (17th Edn). Pearson ICD-11 (2018). *New International Classification of Diseases (ICD-11)*. The World Health Organization (WHO). Geneva
- Kearney, Christopher A.; Trull, Timothy J. (2018). *Abnormal Psychology & Life: A Dimensional Approach* (3rd Edn). Cengage Learning
- Morrison, James (2014). *DSM-5® Made Easy: The Clinician's Guide to Diagnosis*. THE GUILFORD PRESS
- Nevid, Jeffrey S.; Rathus Spence A.; Greene Beverly (2018). *Abnormal Psychology: In a Changing World* (10th edn). Pearson
- Nolen-Hoeksema, Susan (2013). *Abnormal Psychology* (6th Edn). McGraw-Hill
- Sadak, B. J.; Sadok V. A.; Ruiz Petro (2015). *KAPLAN & SADOCK'S Synopsis Of Psychiatry: Behavioural Sciences/Clinical Psychiatry* (11th Edn). Wolters Kluwer
- Sue David, Sue Derald Wing, Sue Diane, Sue Stanley (2016). *Understanding Abnormal Behavior* (11th Edn). Wadsworth Publishing

Semester-IV: Paper-4: PSYCHOTHERAPIES

After completion of this course the students will be able to:

- understand what psychotherapy is, what are its ingredients, and therapist skills.
- Identify, compare varieties of psychotherapies and identify the best kind of psychotherapy.
- practice the activities that are conducted by psychotherapists in the initial phase such as establishing working relationships, evaluating problems, making diagnosis, and estimating prognosis.
- describe and evaluate the process and techniques of various psychotherapies.

Unit-1: Introduction to Psychotherapies and Psychoanalytic Approach

- 1.1 Nature, Definition and Objectives of Psychotherapies, Therapeutic Process
- 1.2 Basic Psychotherapeutic Skills, Characteristics of Good Therapist and Client
- 1.3 Psychoanalytic Therapies: Classical & Modern
- 1.4 Transactional Analysis

Unit-2: PSYCHOTHERAPIES - I

- 2.1 Basic assumptions and various forms of behavior therapy
- 2.2 Systematic Desensitization, eye movement desensitization & Flooding, Implosive Therapy
- 2.3 Aversive Therapy, Biofeedback Technique, Assertiveness Training, Psychodrama
- 2.4 Autogenic Psychotherapy, Brief therapy, Core process psychotherapy

Unit-3: PSYCHOTHERAPIES - II

- 3.1 Cognitive Therapies: A) REBT, B) Mind-fullness & REBT C) Beck's Cognitive Therapy,
- 3.2 Roger's Client Centered Therapy
- 3.3 Gestalt Therapy, Empty Chair Technique
- 3.4 Logo Therapy & Reality Therapy

Unit-4: PSYCHOTHERAPIES – III

4.1 Lazarus Multimodal Therapy

4.2 Eastern Therapies: A) Vipassana, Zen Buddhism, B) Islam & Sufism, C) Yoga Therapy

4.3 Family Therapy, Group therapy, Feminist Psychotherapy

4.4 Recent trend in Psychotherapies, Narrative, Play, Art, Music & Dance Therapies(Arts Based Therapies) etc.

READINGS:

- Ajay, S.(1989). Psychotherapy: East and West. Hinsdale, Penn.: Himalayan International Inst.
- Beck, A.T. (1976). Cognitive therapy and behavior disorders. Cliffs, N.J.: Prentice-Hall.
- Brown, C & August-Scott, T (2007) “Narrative Therapy”. Sage Publications.
- Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) Abnormal Psychology (15th Ed.) Dorling Kindersley(India) Pvt.Ltd. of Pearson Education.
- Capuzzi, D., & Gross, D.R. (2008). Counseling and Psychotherapy: theories and interventions 4thEdn. Pearson Education: India.
- Corey, G. (2008). Theory and practice of group counseling. Thomson Brooks/Cole: Belmont CA
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- Ellis, A. & Harper, A. (1975). A new guide to rational living. Englewood.
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SEMESTER IV - INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

Paper-3: HUMAN RESOURCE MANAGEMENT

OBJECTIVES:

To acquaint the students with:

1. Nature and Scope of HRM,
2. Significance and methods of training and development,
3. Industrial relations and strategic HR

UNIT-1: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT

- 1.1. Nature, Scope and Context of HRM
- 1.2. HR Challenges in Global and Indian Scenario
- 1.3. HR for Corporate Excellence
- 1.4. Contemporary Issues in HR, International HR ,e-HR

UNIT-2: DEVELOPMENT OF HUMAN RESOURCE

- 2.1. Training :Assessing training needs, development and evaluation of training programmes
- 2.2. Training Methods: Classroom instructions, On-the-job training, apprenticeship, business games and in-basket training
- 2.3. Career development and planning, succession planning.
- 2.4. Buying , borrowing and building talent

UNIT-3: IMPLEMENTING HR

- 3.1. Impact of Attitudes: OCB job satisfaction ,Employee Engagement, job involvement,
- 3.2. Ethical Issues in HRM
- 3.3. Knowledge Management and HR : Meaning and need, knowledge management process , Knowledge management deficits ,
- 3.4. Human Resource Information System (HRIS): Uses, major function, steps in implementing HRIS, evaluation of HRIS.

UNIT-4: INDUSTRIAL RELATIONS AND STRATEGIC HR

4.1. Industrial Relation : Labour relation, trade unions, resolving disputes

4.2. Collective Bargaining

4.3. HR Audit : Concept and Methodology of HR Audit

4.4. Strategic HR and HR Score card

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Semester-IV: Paper-4: ORGANIZATIONAL DEVELOPMENT

OBJECTIVES: To acquaint the students with:

1. Organizational change and its impact on individual employees,
2. Knowledge of various OD interventions.
3. Importance of various OD interventions.
4. Emerging/Future trends in OD

UNIT-1: FOUNDATIONS OF ORGANIZATIONAL DEVELOPMENT

1.1. Meaning and Nature of OD, Values, assumption and beliefs in OD, Systems theory of OD.

1.2. Approaches to OD: Laboratory training stem, survey research & feedback stem; action research stem; Socio- technical and socio-clinical stem

1.3. Organizational Change: Meaning, forces for change, Resistance to change, overcoming resistance to change, Change Management.

1.4. Theories for Planned Change

1.4.1. Lewin`s three- step model.

1.4.2. Kotter`s eight- step plan.

1.4.3. Burke-litwin Model.

1.4.4. Porras & Robertson.

UNIT-2: PROCESS OF OD INTERVENTION

2.1. OD Diagnosis: Diagnosis of the system and process. Six-Box model.

2.2. Programme management component: phases, a model for change management, Parallel learning structures.

2.3. OD Interventions: Nature, guidelines, classifications.

2.4. OD Interventions for Indian organization.

UNIT-3: TYPES OF OD INTERVENTIONS I

3.1. Team Intervention : characteristics of effective team, formal team building meeting , formal group diagnostic meeting , process consultation method, Gestalt approach

3.2. Techniques and Exercises used in Team Building , Role-focused OD intervention

3.3. Third-Party Peace-making Intervention, Walton's approach, principled negotiations, two person conflict management organizational mirroring & partnering.

3.4. Structural Interventions: self-managed teams MBO, Quality Circles, total quality management, re-engineering.

UNIT-4: TYPES OF OD INTERVENTIONS II

4.1. Comprehensive OD Interventions I: search conference, future search conference, confrontation meeting, strategic management activities.

4.2. Comprehensive OD Intervention II: real time strategic change, stream analysis survey feedback method, appreciative inquiry.

4.3. Grid Organizational Development, Schein's cultural analysis.

4.4. Emerging trends in OD in 2020 and beyond/ Future trends in OD: New Behaviour. Technologies-Managing change in Digitalization, Use of Mobiles, Breakthrough of AI.

READINGS:

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