



**St Aloysius  
(Deemed To Be University)**

**Mangaluru-575003**

**Course structure and syllabus of  
BA/ BSc**

**PSYCHOLOGY**

**Under NEP Régulations, 2021**

## **SYLLABUS WITH EFFECT FROM 2024**

### **DEPARTMENT OF PSYCHOLOGY**

#### **Preamble:**

Psychology is the scientific study of behavior and mental processes. A good deal of human behavior however familiar is still puzzling and mysterious to us. A course in psychology will help to understand the complexities of human behavior and answer the why's and how's of behavior in different settings and context. As a profession we use empirical knowledge to improve the lives of people and society.

#### **Program Out come : BA/ BSc Psychology**

- PO 1 Develop a strong knowledge base in psychology
- PO 2 Use scientific reasoning to interpret psychological phenomenon
- PO 3 Design and conduct psychological research in different areas of study.
- PO 4 Examine, explain, relate, recognize, accept and respect socio cultural diversity
- PO 5 Transfer classroom learning to real world problems.
- PO 6 Engage actively in service-learning activities to promote health, harmony, Human welfare and Well- being.
- PO 7 Adopt and Display values of hope, empathy, compassion, integrity, and trust required to Build community, accept diversity, establish, and maintain a sense of well-being.

#### **PROGRAM SPECIFIC OUTCOMES**

- PSO 1: Demonstrate the ability to think critically and scientifically about human behaviour in different areas of study.
- PSO 2: Competence in understanding and developing scientific interventions to enhance human experience in various settings such as schools, industry, hospitals and

community.

PSO 4: Reflect, experience, and use skills to bring about personal and social change.

PSO 5: Understand the various manifestations of psychopathology and therapeutic techniques.

PSO 6: Apply the basic principles of psychology to enhance human behavior at the workplace.

PSO 7: Develop an understanding and application of the complex interplay of Bio psycho social factors impacting Health.

PSO 8: Display competence in administering, scoring, reporting and analysis of psychometric testing.

#### PROGRAMME FOR B.A/ BSc. PSYCHOLOGY

Semester	Paper	Code	Hrs/week	Credits	Marks	Total
<b>I</b>	<b>Foundations of Behaviour-I</b>	<b>G106 DC1.1</b>	<b>4</b>	<b>2</b>	<b>60/40</b>	<b>100</b>
	<b>Practical I</b>	<b>G106 DC2.1P</b>	<b>4</b>	<b>2</b>	<b>25/25</b>	<b>50</b>
<b>II</b>	<b>Foundations of Behaviour-II</b>	<b>G106 DC1.2</b>	<b>4</b>	<b>2</b>	<b>60/40</b>	<b>100</b>
	<b>Practical II</b>	<b>G106 DC2.2P</b>	<b>4</b>	<b>2</b>	<b>25/25</b>	<b>50</b>
	<b>Open Elective The Science of Personality</b>	<b>G106 OE1.1</b>	<b>3</b>	<b>2</b>	<b>60/40</b>	<b>100</b>

<b>III</b>	<b>Development through life -I</b>		<b>4</b>	<b>2</b>	<b>60/40</b>	<b>100</b>
	<b>Practical III</b>		<b>4</b>	<b>2</b>	<b>25/25</b>	<b>50</b>
	<b>Open Elective</b>					
	<b>Psychology of Positive Human Functioning</b>	<b>G106 OE1.2</b>	<b>3</b>	<b>2</b>	<b>60/40</b>	<b>100</b>
<b>IV</b>	<b>Development through life -I</b>		<b>4</b>	<b>2</b>	<b>60/40</b>	<b>100</b>
	<b>Practical IV</b>		<b>4</b>	<b>2</b>	<b>25/25</b>	<b>50</b>
	<b>Open Elective</b>					
	<b>Community Psychology</b>		<b>3</b>	<b>2</b>	<b>60/40</b>	<b>100</b>

### **I SEMESTER**

#### **G106 DC1.1 FOUNDATIONS OF BEHAVIOUR I**

#### **OBJECTIVES :**

- To Provide a scientific foundation in the basic psychological Concepts theories and approaches to understand Human behaviour
- To recognise and apply the principles of psychology to our everyday Lives

#### **COURSE OUTCOMES:**

CO1 Think critically and scientifically about behaviour and mental processes.

CO2 Describe, Evaluate basic research methods in psychological science and Exercise ethical principles and guidelines in psychological research.

CO3 Explain the biological/neurobiological underpinnings of behaviour

CO4. Display competence in administering, scoring, reporting and analysis of psychometric tests.

### **UNIT I- Introduction to Psychology -Yesterday and Today**

**12 hrs**

- Psychology – Definition, Goals.
- Historical Schools of Psychology- Structuralism, Functionalism, Gestalt, Psychoanalytic.
- Modern Perspectives- Behavioural, Humanistic, Bio Psychological, Socio Cultural, and Evolutionary
- The Research Process – The Scientific Method.
- Descriptive Research- Observation, Case Studies and Survey. Correlation Research and Experimental Research.
- Ethical issues in Psychological Research

### **UNIT II- The Biology of Mind and Behaviour**

**12 hrs**

- Genes and Behaviour link – Evolution, Genes and Inheritance
- Nervous system-Neuron -Structure and functions.
- Synaptic transmission and neurotransmitters.
- Division of the Nervous system. The Central Nervous system. Brain and spinal cord. The peripheral Nervous system. Somatic, autonomic SNS and PNS.
- Brain – structure and functions, hindbrain, midbrain and forebrain, thalamus, hypothalamus and limbic system, cerebral cortex – lobes and hemispheres.
- Endocrine system- pituitary, adrenal islets, gonads, thyroid, and pineal glands.

### **UNIT III- Sensation and Perception**

**12hrs**

- Sensation – Definition, Basic Concepts – Sensory Thresholds, JND, Absolute Threshold, Differential Threshold, Signal Detection, Sensory Adaptation, Transduction- Sensory Receptors, Sensory Pathways – Afferent and efferent
- Biological Basis / Neural Basis of Sensation – Vision, Hearing, Taste Touch and Taste

- Perception – Definition – physiological, psychophysical and cognitive approach. Perceptual organization, Depth perception - Monocular and Binocular cues. Visual Illusions and causes
- Extra sensory perception

#### Unit IV – Cognitive Processes

12 hrs

- Developments that led to cognitive revolution, cognitive science, tools for studying thought.
- Thinking -concepts, kinds of concepts, concept hierarchies,
- Reasoning – types, problem solving – skills in problem solving – identifying and selecting a strategy – algorithms, Heuristics, Obstacles to problem solving.

#### BOOKS FOR STUDY:

- 1 Baron, R. & Misra.G. (2018). *Psychology*. 5<sup>th</sup> edn . Pearson Education
- 2 Ciccarelli, S.K., White, N.J., & Misra, G (2022). *Psychology*.6<sup>th</sup> edn,: Pearson Education.
- 3 Feldman, R.S. (2021). *Understanding Psychology*, 15<sup>h</sup> edn. McGraw Hill Education

#### Suggested Readings:

1. Dennis, C. (2000). *Essentials of Psychology, Exploration and Application*, Belmont: Wadsworth/Thomson Learning.
2. Gazzaniga, M.S. & Heathersington, T.F. (2003) *Psychological Science: the Mind,Brain and Behaviour*, 1<sup>st</sup> edn , W.W. Norton and Company Inc. Publishers.
3. Kosslyn, S.M., & Rosenberg, R.S. (2008). *Psychology In context* (3rd Edn). Pearson education
4. Parameswaran, E.G., & Beena, C. (2002). *An Invitation to Psychology*, 1<sup>st</sup> edn. New Delhi : Neelkamal Publications Pvt. Ltd.
5. Passer and Smith, *Psychology the science of mind and behaviour*. 3<sup>rd</sup> edn Tata McGraw Hill.
6. Santrock, J. W. (2006). *Psychology: Essentials* , updated 2<sup>nd</sup> edn, Delhi: Tata McGraw Hill.
7. Smith, E. E., Hoeksema, S.N., Fredrickson, B. L., Loftus, G.R., Bem, D.J., & Maren, S., (2003). *Atkinson and Hilgard's Introduction to Psychology*, 14<sup>th</sup> edn. Bangalore: Thomson Asia Pte Ltd.
8. Weiten, W. (2004). *Psychology Themes and Variations*, 6th edn. Belmont: Wadsworth/Thomson learning.

#### G106.1p PRACTICALS: (Eight)

- 1 Assessment of Study habits using study habits inventory. – Palsane and Sharma.
- 2 Nature of questions and accuracy of report.
- 3 Set on Attention
- 4 Muller Lyer illusion
- 5 Sensation seeking Inventory
- 6 Stroop Effect
- 7 Learning style questionnaire
- 8 Self Esteem Inventory

### **STATISTICS IN PSYCHOLOGY:**

Meaning and Importance of Statistics in Psychology, concepts of population, sample, variables.  
Organization of data – statistical tables and frequency distribution, Graphical representation.  
Measures of Central Tendency.

## **G106 DC1.2 FOUNDATIONS OF BEHAVIOUR II**

### **OBJECTIVES:**

- To Provide a scientific foundation in the basic psychological Concepts, theories and approaches to understand Human behaviour
- To recognise and apply the principles of psychology to our everyday Lives

### **COURSE OUTCOMES:**

CO1 Think critically and scientifically about behaviour and mental processes.

CO2 Explain the basic theoretical constructs



CO3 Demonstrate conceptual clarity and application of psychological concepts such as consciousness, learning, memory, motivation, emotion, personality, and intelligence to everyday life.

CO4 Display competence in administering, scoring, reporting and analysis of psychometric tests.

#### **UNIT I- States of Mind - Consciousness**

**12hrs**

- Consciousness- Definition. Sleep – The Need for Sleep- Adaptive Theory, Restorative Theory. How It Works - Circadian Rhythm and the Role of Hypothalamus. Stages of Sleep. Sleep deprivation – its effects. Sleep Disorders- Somnambulism, Night Terror, Insomnia, Sleep Apnea and Narcolepsy
- Dreams- What Triggers Dreams, Why Dream – Freud’s Wish Fulfilment, Activation Synthesis Hypothesis, Editing/ Strengthening Neural Connection, Goals/ Desires/ Arousal, and inhibition
- Altered States of Consciousness – Hypnosis – Meditation and Psychoactive Drugs

#### **UNIT II- Learning & Memory**

**12hrs**

- **Learning** - Definition, Classical conditioning processes- extinction, spontaneous recovery, generalization, discrimination. Application of classical conditioning.
- Operant conditioning processes- Reinforcement schedules, punishment, dangers and effective punishment. Application of operant conditioning
- Cognitive learning – latent, Insight observational learning- Bandura.

**Memory** -Definition –. Three processes of memory- Encoding, Storage and Retrieval.

- Three stages of memory with reference to Atkinson & Shiffrin model – sensory, short term, long term- semantic, procedural, flashbulb, TOT. Techniques to enhance Short Term memory.
- Forgetting – Causes, Mnemonics.

#### **Unit III- Emotion and Motivation**

**12hrs**

- **Emotions-** Nature of emotions –physiological, cognitive and behavioral components of emotion.
- Theories of emotions –cannon –Bard, James Lange, Schacter Singer, cognitive mediation, facial feedback hypothesis.
- Expressions of emotions – External, Internal and psychological changes.
- **Motivation:** Definition – Motives, needs, drives and incentives
- Theories of motivation- Instinct theory, drive reduction and Maslow’s theory
- Physiological drives – Hunger, thirst, sex.
- Social motives – affiliation and power.

#### Unit IV- Psychology of Individual Differences

12hrs

- **Personality: Definition** – Theories of personality: Cattell, Carl Jung, Alfred Adler, Sigmund Freud, Carl Rogers, Type A and B, Big Five Factor (Costa and Maccrae)
- **Intelligence** –Definition. Theories of intelligence-Spearman, Sternberg and Howard gardener. Normal Probability Curve
- Classification of MR- NIMH – Medical, psychological and educational.
- Psychological tests-types of tests-ability tests-achievement, aptitude and intelligence, personality tests-objective- Questionnaire **and** Inventories – MMPI, projective - TAT, Rorschach Ink blot test

#### BOOKS FOR STUDY:

1 Baron, R. & Misra.G. (2018). *Psychology*. 5<sup>th</sup> edn . Pearson Education

2 Ciccarelli, S.K., White, N.J., & Misra, G (2022). *Psychology*.6<sup>th</sup> edn,,: Pearson Education.

3 Feldman, R.S. (2021). *Understanding Psychology*, 15<sup>h</sup> edn. McGraw Hill Education

#### BOOKS FOR REFERENCE:

1. Dennis, C. (2000). *Essentials of Psychology, Exploration and Application*, Belmont: Wadsworth/Thomson Learning.

4. Gazzaniga, M.S. & Heatherington, T.F. (2003) *Psychological Science: the Mind, Brain and Behaviour*, 1<sup>st</sup> edn , W.W. Norton and Company Inc. Publishers.
5. Parameswaran, E.G., & Beena, C. (2002). *An Invitation to Psychology*, 1<sup>st</sup> edn. New Delhi : Neelkamal Publications Pvt. Ltd.
6. Passer and Smith, *Psychology the science of mind and behaviour*. 3<sup>rd</sup> edn Tata McGraw Hill.
7. Santrock, J. W. (2006). *Psychology: Essentials* , updated 2<sup>nd</sup> edn, Delhi: Tata McGraw Hill.
8. Smith, E. E., Hoeksema, S.N., Fredrickson, B. L., Loftus, G.R., Bem, D.J., & Maren, S., (2003). *Atkinson and Hilgard's Introduction to Psychology*, 14<sup>th</sup> edn. Bangalore: Thomson Asia Pte Ltd.
9. Weiten, W. (2004). *Psychology Themes and Variations*, 6th edn. Belmont: Wadsworth/Thomson learning.

#### **G106 DC2.2P PRACTICALS (Eight)**

1. Effect of chunking on recall.
2. Habit Interference Board
3. Type A B Personality
4. Intelligence Test – Otis test of mental ability.
5. Standard progressive matrices
6. Achievement motive test
7. Locus of control
8. Emotional Intelligence

#### **STATISTICS IN PSYCHOLOGY :**

Measures of Variability - Range, Quartile deviation and Mean deviation.

**Open Elective course (OEC)**

**G106 OE1.1 THE SCIENCE OF PERSONALITY**

**CREDITS : 2**

**Hrs :40**

**COURSE OUTCOMES :**

CO1 Understand how personality develops and influences the way we Think and behave

CO2 Think critically and scientifically about personality disorders.

CO3 Compare and contrast major theories of personality

CO4 Use personality assessments for deeper understanding of oneself, personal growth

and reflection

### **Unit I – Understanding personality Through the lens of theories**

Sigmund Freud, Carl Jung, Eric Erickson, Abraham Maslow, Carl Rogers,  
Victor Frankl

### **Unit II- Personality Disorders**

Borderline personality disorder, Histrionic personality disorder, Narcissistic.

### **Unit III- Personality Assessment**

EPI, Myers Briggs, Ego defense mechanisms, Identity vs role confusion,  
Multidimensional existence meaning, sensation seeking

### **References:**

- 1 Schultz , D.P., & Schultz, S.E.(2020). *Theories of personality (11th edn).*Cengage learning.
- 2 Butcher, J. N., Hooley, J.M., Mineka, S., Nock , M.K . (2021). *Abnormal Psychology and Modern Life* (18<sup>th</sup>edn.). New York: Harper – Collins.

**G106.3 Development through life -I**

**Childhood**

**Objectives: To understand Human development as life long, multidimensional & Multidirectional study.**

**To provide knowledge and skills to enhance the physical, cognitive and socio emotional lives of Humans across life span**

**COURSE OUTCOMES\_:**

CO 1 Demonstrate the ability to think critically, analytically and to reason logically about contemporary issues in Child Development.

CO 2 Understand and analyze the theories of Human development and the impact of complex Biological, Social and Cultural factors which on major developmental milestones from Conception through Middle childhood.

CO 3 Describe and use various research designs and methods to study Children.

CO 4 Display competence in administering, scoring, reporting and analysis of psychometric tests related to children and adolescents.

**UNIT I: DEVELOPMENT THROUGH LIFE PERSPECTIVE**

**(10 hrs)**

- Human development in Historical perspective. Today's children – contemporary issues- health and wellbeing, families and parenting, education, culture, and social policies
- Nature of development- biological, cognitive and socio emotional
- Periods of development- pre natal, infancy early childhood middle and late childhood, adolescence, Early Adulthood, middle adulthood, old age.
- Developmental issues- nature / nurture continuity & discontinuity, early and later experience
- Designs for studying development: retrospective studies, Longitudinal, Cross- sectional, Cohort sequential studies
- Theories of Human Development – Psychodynamic- Erickson, Cognitive- Piaget, Vygotsky, Ecological -Urie Bronfenbrenner

## **UNIT II: THE PERIOD OF PREGNANCY AND PRENATAL DEVELOPMENT**

**(12 hrs)**

- Sex cells and their differences
- Preparatory processes: Maturation, Ovulation and Fertilization – its importance, Multiple offspring's: Identical twins and fraternal twins.
- Abnormalities in genes and Chromosomes – Phenylketonuria, Down's syndrome, Sickle cell anemia. Abnormalities of the sex chromosomes: Triple X syndrome, Klinefelter syndrome (XXY), Turners syndrome (XO), Fragile X Syndrome & XYY syndrome.
- Germinal period – embryo, ovum, fetus – development and Hazards.Pre-natal Environmental influences. Stages of labour and delivery. Types of Birth – Natural or prepared childbirth, caesarian section, Breech birth, Transverse presentation, Instrumental Birth.
- The post-partum period- nature, physical and psychological adjustments
- Reproductive choices: Genetic counseling, prenatal diagnostic choices, umbilical cord blood.

## **UNIT III: INFANCY, TODDLERHOOD AND EARLY SCHOOL AGE**

**(13hrs)**

- Sub divisions of infancy. Assessment of the new born-APGAR scale.
- Developmental Task: sensory / perceptual and motor functions, Physical growth and development-cephalocaudal and proximodistal pattern, height and weight, brain development, states of consciousness, SIDS, Nutrition, and
- New born Reflexes- eye blinking, sucking, swimming, palmar grasp and Babinski, gross and fine motor skills
- Temperament, Attachment:(Bowlby's) patterns of attachment, establishing attachment-involvement of father, stability of attachment, stages of attachment –when attachment fails. Crying, smiling, stranger anxiety, social referencing, Emotional development, Language development, Gender development, Moral Development, Development in the social context-parenting styles, sibling relationships and birth order, working mothers, peer relations, play –functions and types of play.
- Types of preschools, school readiness

## **UNIT IV: MIDDLE CHILDHOOD**

**( 14hrs)**

- Physical development-Growth, Nutrition, obesity, and body image

- Cognitive development- Piagetian approach-concrete operational child, moral reasoning, information processing and intelligence-basic processes and capacities, metamemory, mnemonics, selective attention
- Language development-vocabulary, grammar, syntax, pragmatics, identifying words, comprehension, writing
- The child in school-entering first grade influences on school achievement with reference to Bronfenbrenner's bio ecological theory-the child, parenting, socioeconomic status, teacher expectations, the educational system.
- The child in the family-family atmosphere
- The child in the peer group-popularity, friendship,

#### **BOOKS FOR STUDY:**

1. Berk, L.E. (2013). *Child Development* (9<sup>th</sup> edn.). New Delhi: Pearson Education Inc.
2. Santrock, J. W. (2013). *Child Development* (12<sup>th</sup> edn.). New Delhi: Tata Mcgraw Hill Publishing Company Ltd.
3. Papalia, D.E., Olds, S. W., & Feldman, R.D., (2011). *Human Development* (12<sup>th</sup> International edn.). New Delhi: Tata McGraw Hill Publishing Company Ltd.
4. Santrock J.W. (2007). *A topical approach to Life Span Development* (3<sup>rd</sup> edn.). New Delhi: Tata McGraw Hill Publishing Company Ltd

#### **BOOKS FOR REFERENCE**

1. Bee, H., and Boyd, D., (2004). *The Developing Child* (10<sup>th</sup> edn.). Delhi: Pearson Education (Singapore) Pte. Ltd.
2. Berger K S, (1983). *The Developing Person through the Life Span*, New York: Worth Publishers. Inc.
3. Berk, L.E. (2006). *Child Development* (6<sup>th</sup> edn.). New Delhi: Pearson Education Inc.
4. Charlesworth, R. (2004). *Understanding Child Development* (6<sup>th</sup> edn.). New York: Delmar/Thomson Learning .
5. Hetherington EM and Ross (1994), *Child Psychology* (3<sup>rd</sup> edn.).
6. Hurlock, E. B. (1997). *Child Development* (6<sup>th</sup> edn.). New Delhi: Tata McGraw Hill Publishing Company Ltd.
7. Lindon Jennie and Arnold Hodder, *Understanding Child Development*.
8. Lois, H., Scot. P., Elizabeth, H. and Scheld (1998) *Developmental Psychology Today*, ( 5<sup>th</sup> edn.). McGraw Inc.



9. Papalia, D.E., Olds, S. W., & Feldman, R.D., (2004). *Human Development* (7<sup>th</sup> International edn.). New Delhi: Tata McGraw Hill Publishing Company Ltd.

**G106.3p PRACTICALS: (any five)**

1. Seguin form Board test.
- 2 Coloured Progressive Matrices.
- 3 Teacher Attitude Scale
2. Early school Personality Questionnaire by Catell.
3. Parental attitude Scale towards Pre school Education.
4. Children's Curiosity Scale
5. Cognitive Development test for Pre schoolers.
- 8 Draw a man test

**STATISTICS & RESEARCH METHODOLOGY:**

- Standard Deviation.
- Meaning of research, objectives and types of research. Research process. Meaning, Need and important concepts related to Research design. Sampling design – steps. Criteria, characteristics and types of sample design.

**Open Elective course (OEC)**

**G 106.2E PSYCHOLOGY OF POSITIVE HUMAN FUNCTIONING**

**CREDITS : 2**

**Hrs :40**

**COURSE OUTCOMES :**

CO1 Understand the principles and practices of positive psychology to promote well being and flourishing in individuals and communities.

CO2 Explore the nature of Positive emotions in promoting well being

CO3 Describe and Evaluate the positive states and traits

CO4. Understand, reflect, and apply the principles of positive psychology to deal with life's challenges

**Unit I- POSITIVE EXPERIENCES**

PERMA model of Well being, Empathy, Happiness, Joy, Love, Gratitude, Hope, Optimism, Forgiveness.

**Unit II- POSITIVE STATES &TRAITS**

Resilience, Compassion, Humility, Sense of Humor, Kindness, bravery

**Unit III- POSITIVE PSYCHOLOGY IN PRACTICE**

Wisdom in action – SOC model of effective life management, Growth through trauma, Mindfulness, **Daily** Diary, Gratitude letter.

**References:**

- 1 Baumgardner.S.R.,& Crothers, M.K.(2014). *Positive Psychology*. Pearson education.
- 2 Carr.A.(2011). *Positive Psychology : The science of happiness and human strengths*. Routledge.

### **Semester III**

#### **G106.4 DEVELOPMENT THROUGH LIFE -II**

Adolescence through Old age

**Objectives: To understand Human development as life long, multidimensional & Multidirectional study.**

**To provide knowledge and skills to enhance the physical, cognitive and socio emotional lives of Humans across life span**

#### **COURSE OUT COMES:**

CO 1 Demonstrate the ability to think critically, analytically and to reason logically about contemporary issues in Human development across life and specific cohorts

CO2 Understand and analyze complex Biological, Social and Cultural factors which

Impacts physical & sensory development, Identity, relationships, work, sexuality, social roles, and end of life.

CO3 Describe and identify, Neuro developmental disorders, problems and challenges across the life span.

CO 4 Display competence in administering, scoring, reporting and analysis of psychometric tests related to specific cohorts across life span.

#### **UNIT I : PUBERTY AND ADOLESCENCE**

**(12hrs)**

- The end of childhood- how puberty begins-Causes of puberty changes,
- Major physical changes at puberty,
- Variations in the age of puberty and consequences of puberty changes.
- Erickson's ideas on identity- four statures of identity
- Adolescent sexuality and sexual orientation.

#### **UNIT II: EARLY & MIDDLE ADULTHOOD**

**(12hrs )**

- Early Adulthood :Social roles, life course, fulfillment theories, Developmental tasks: exploring intimate relationships, readiness to marry, selection of a partner, **online** dating, cohabitation, adjustments in marriage, the world of work, Lifestyle, **managing a career.**
- Middle Adulthood: Physical, sensory changes, health concerns. **Midlife crisis**

#### **UNIT III: Old Age, Death & Dying**

**(12hrs )**

- Life expectancy, age categories, theories of aging, Physical and sensory changes, sleep, information processing, Brain changes, **Retirement, living arrangements**
- Death and Dying

#### **UNIT IV: DISORDERS, PROBLEMS & CHALLENGES THROUGH THE LIFE SPAN**

**(12hrs )**

- Symptom disorders: Enuresis- Encopresis,
- Child abuse and sex abuse.
- Bullying
- Neuro Developmental disorders- Learning disabilities, Attention deficit hyperactivity disorder,, Autism Spectrum disorder,

- Eating disorders-anorexia and Bulimia, Sexually transmitted infections, Premenstrual syndrome
- Managing a career, Midlife crisis, Climacteric /Menopause ,
- Widowhood, Grief & Bereavement

#### **BOOKS FOR STUDY:**

1. Berk, L.E. (2013). *Child Development* (9<sup>th</sup> edn.). New Delhi: Pearson Education Inc.
2. Santrock, J. W. (2013). *Child Development* (12<sup>th</sup> edn.). New Delhi: Tata Mcgraw Hill Publishing Company Ltd.
3. Papalia, D.E., Olds, S. W., & Feldman, R.D., (2011). *Human Development* (12<sup>th</sup> International edn.). New Delhi: Tata McGraw Hill Publishing Company Ltd.
4. Hurlock, E. B. (1997). *Child Development* (6<sup>th</sup> edn.). New Delhi: Tata McGraw Hill Publishing Company Ltd.
5. Santrock, J. W. (2013). *Adolescence* (8<sup>th</sup> edn.). New Delhi: Tata Mcgraw Hill Publishing Company Ltd.
6. Butcher, J. N., Hooley,., Mineka, S.M., Nock , M.K . (2015). *Abnormal Psychology and Modern Life* (17<sup>th</sup> edn.). New York: Harper – Collins.

#### **BOOKS FOR REFERENCE**

1. Lois, H., Scot. P., Elizabeth, H. and Scheld (1998) *Developmental Psychology Today*, ( 5<sup>th</sup> edn.). McGraw Inc.
- 2 Santrock J.W. (2007). *A topical approach to Life Span Development* (3<sup>rd</sup> edn.). New Delhi: Tata McGraw Hill Publishing Company Ltd
- 3 Bee, H., and Boyd, D. (2004). *The Developing Child* (10<sup>th</sup> edn.). Delhi: Pearson Education (Singapore) Pvt. Ltd.
2. Berger K S, (1983). *The Developing Person through the Life Span*, New York: Worth Publishers. Inc.
3. Berk, L.E. (2006). *Child Development* (6<sup>th</sup> edn.). New Delhi: Pearson Education Inc.
4. Charlesworth, R. (2004). *Understanding Child Development* (6<sup>th</sup> edn.). New York: Delmar/Thomson Learning .

5. Hetherington EM and Ross (1994), *Child Psychology* (3<sup>rd</sup> edn.).
6. Hurlock, E. B. (1997). *Child Development* (6<sup>th</sup> edn.). New Delhi: Tata McGraw Hill Publishing Company Ltd.
7. Lindon Jennie and Arnold Hodder, *Understanding Child Development*.
8. Lois, H., Scot. P., Elizabeth, H. and Scheld (1998) *Developmental Psychology Today*, ( 5<sup>th</sup> edn.). McGraw Inc.
9. Santrock J.W. (2007). *A topical approach to Life Span Development* (3<sup>rd</sup> edn.). New Delhi: Tata McGraw Hill Publishing Company Ltd.
- 10.

**G106.4p PRACTICALS: (any five)**

1. Aspects of Identity Questionnaire
2. Bell's Adjustment Inventory – student form
3. Guidance Needs Inventory/ Sexual Attitude Scale
4. Bhatia's Battery of Performance Test.
5. Scientific Aptitude Test for College Students
6. Empty nest syndrome scale – Mbaeze &Ukwandu
7. Parenting Style- Buri
8. Old age Adjustment Inventory Shamshad Jasbir

**STATISTICS & RESEARCH METHODOLOGY:**

Correlation – Pearson Product moment, Spearman's Rank difference.

Scales of measurement – nominal, ordinal, interval and ratio.

Characteristics of a good test.

**Semester IV**  
**Open Elective Course (OEC)**

**COMMUNITY PSYCHOLOGY**

**COURSE OUTCOMES:**

**CO 1** Understand the elements of community psychology approach

**CO 2** Examine and understand the complex individual–environment interactions to bring about social change among those who have limited resources and opportunities.

**CO 3** Gain perspectives and tools to promote a fair and equitable allocation of resources and Opportunities for meaningful changes in the community

**UNIT I : INTRODUCTORY CONCEPTS**

Historical background, social movements, fundamental principles, A respect for diversity, the importance of context and environment, empowerment, stress and resilience.

**UNIT II : SOCIAL CHANGE AND INTERVENTION**

Importance and reasons for social change, community intervention strategies

**UNIT III: COMMUNITY PSYCHOLOGY APPLIED TO VARIOUS SETTINGS**

The mental health system, social and human services in the community, law, crime and community, Community Health and preventive medicine

**BOOK FOR STUDY :**

1 Jason, L.A., Glantsman, O., O’Brain, F. J., Ramian,K.N. ( 2019) . Introduction to community psychology. Creative Commons Attribution.

**REFERENCES :**

- 1 Deb, S.,Sunny, A.M., Sanyal, N. (2020) . Community Psychology : Théories and applications . Sage Publications.
- 2 2Kloos, B (2013). Community Psychology : Linking individuals and communities . Cengage India

**MSC CORPORATE PSYCHOLOGY  
STRUCTURE UNDER CHOICE BASED CREDIT SYSTEM:**

I SEMESTER						
Paper	Hrs/week	Duration of examination	Marks			Credits
			IA	Exam	Total	



5 Hard Core papers	4x5=20	3 hrs	40	60	100 x5	4x5=20
1 soft core paper	1x3=3	3 hrs	40	60	100 x1	1X3=3
				Total	600	23

II SEMESTER						
Paper	Hrs/week	Duration of examination	Marks			Credits
			IA	Exam	Total	
2 Hard Core papers	4x2=8	3 hrs	40	60	100 x2	2x4=8
4 soft core papers	4x3=12	3 hrs	40	60	100 x4	4X3=12
1 open elective	1x3=3	3hrs	40	60	100x1	1x3=3
				Total	700	23

III SEMESTER						
Paper	Hrs/week	Duration of examination	Marks			Credits
			IA	Exam	Total	
2 Hard Core papers	2x4=8	3 hrs	40	60	100 x2	4x2=8
5 soft core papers	5x3=15	3 hrs	40	60	100 x5	5X3=15
1 open elective	1x3=3	-	40	60	100x1	1x3=3
				Total	800	26

IV SEMESTER							
Paper	Hrs /week	Duration of examination	Marks			Credits	
			IA	Exam	Total		
Internship			100	100	200	10	
Dissertation			100	150	250	8	
Viva voce	-	-			150	2	
				total	600	20	
			<b>Grand Total</b>			<b>2700</b>	<b>92</b>

**Structure, credits and scheme of examination of the Postgraduate Programme under Choice based credit system Semester I = 5 Hard core and 1 Soft core paper**

Hard core papers	Course codes	Instruction hours/ Week	Duration of exam	IA	End Semester	Total	Credits
Work in the 21 <sup>st</sup> century		4	3	40	60	100	4

Psychological assessment in organizations		4	3	40	60	100	4
Human Resource Management		4	3	40	60	100	4
Applied Research, Statistics & Research Ethics		4	4	40	60	100	4
Psychometric testing		4	4	40	60	100	4
<b>Soft core paper</b>				40	60		
Interpersonal skills training I		3	3	40	60	100	3
						<b>600</b>	<b>23</b>
<b>Certificate Course: Psychological Process (For Non-Psychology students)</b>							Add on course

**Semester II = 2 Hard core and 4 Soft core papers1 – open elective**

<b>Hard core papers</b>	<b>Course codes</b>	<b>Instruction Hrs /week</b>	<b>Duration of exam</b>	<b>I A</b>	<b>End Semester</b>	<b>Total</b>	<b>Credits</b>
Learning & Development		4	3	40	60	100	4
Corporate Culture and Diversity		4	3	40	60	100	4
<b>Soft core papers</b>							
Consumer Psychology		3	3	40	60	100	3
Managerial Economics		3	3	40	60	100	3
Corporate Counselling I		3	4	40	60	100	3
Interpersonal skills training Lab –II		3	4	40	60	100	3
<b>Open Elective</b>			3	40	60	100	
Behavior & Society		3	3	40	60	<b>100</b>	<b>3</b>
						<b>700</b>	<b>23</b>
<b>Certificate Course: Advanced Social Psychology: Theory in action</b>							Add on course

**Semester III = 2 Hard core and 5 Soft core papers 1 open elective**

<b>Hard core Papers</b>		<b>Instruction Hours/ Week</b>	<b>Duration of exam</b>	<b>I A</b>	<b>End Sem este</b>	<b>Total</b>	<b>Credits</b>
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					<b>r</b>		
Corporate leadership		4	3	40	60	100	4
Organizational Change and Development		4	3	40	60	100	4
<b>Soft core papers</b>							
Corporate Reporting and accountability		3	3	40	60	100	3
Corporate Governance and Ethics		3	3	40	60	100	3
Labour Law & Industrial relations		3	3	40	60	100	3
Corporate Selection and Development		3	3	40	60	100	3
Corporate Counselling II		3	3	40	60	100	3
<b>Open elective</b>			3				
Basic skills in counselling		3	3	40	60	<b>100</b>	<b>3</b>
						800	26
<b>Certificate Course: Humanitarian Work Psychology</b>							<b>Add on course</b>

#### IV semester

	<b>Instruction Hrs / Week</b>	<b>Duration of exam</b>	<b>Internal Marks</b>	<b>End Semester</b>	<b>Total</b>	<b>Credits</b>
Internship	4 months	4	100	100	200	10
Dissertation		4	100	150	250	10
Viva Voce				150	150	
				Total	<b>600</b>	<b>20</b>
				<b>Grand Total</b>	<b>2700</b>	<b>92</b>

### MSC CORPORATE PSYCHOLOGY

## **PROGRAM OUTCOMES**

- PO1 Prepare human resource professionals /Corporate psychologists with a multidisciplinary approach to address legal, ethical and multicultural issues and challenges in the corporate.
- PO2 Develop leadership skills and core competencies required to stay ahead in the corporate / industry
- PO3 Develop employability skills to manage global human resources
- PO4 Contribute to employee performance, organizational effectiveness through a scientist practitioner approach
- PO5 Build organizations by focusing on people, process, products and profits.
- PO6 Engage actively in socially responsible activities to promote health, harmony, human welfare and well- being in the society.
- PO7 Adopt and Display values of ethics and integrity in their organizational practices reflecting the core values of Jesuit education.

## **PROGRAM SPECIFIC OUTCOMES**

- PSO 1 Demonstrate the ability to think critically and scientifically about human behaviour and apply this knowledge specifically in the work context.
- PSO 2 Competence in understanding and developing scientific and need based interventions enhance human resource in the corporate sector.
- PSO 3 Design, develop and conduct training programs to enhance human resource in Organizations.
- PSO 4 Assess, Design and Conduct need based research in the organizational context.
- PSO 5 Examine, explain, recognize, and address multi-cultural issues in the organizations using proven theories and models.
- PSO 6 Design, Construct and standardize psychometric tools applicable to workplace setting.
- PSO 7 Explore, integrate, assess, learn and apply the skills and knowledge in real time through Internship in organizations.

## **SEMESTER I**

## PH WORK IN THE 21<sup>ST</sup> CENTURY (Hard Core)

**Credits: 4**

**Instruction Hours: 50hrs**

### **COURSE OUTCOMES:**

CO 1 Understand the complicated systems of individual and group psychological processes involved in the world of work

CO 2 Connect and apply the basic principles of Industrial / Organizational Psychology to Personnel and Human Resource management within organizations

CO 3 Analyze the relevance of motivation theories, suggest interventions to enhance motivation and design and conduct need based research, adopting a scientist practitioner approach in organizations.

CO 4 Enhance worker wellbeing by identifying and addressing counterproductive and maladaptive behaviours at the workplace.

### **Unit I: Introduction to I/O psychology 10hrs**

The field of industrial organizational psychology-skills, knowledge, job Responsibilities, benefits.

Knowledge about the 21<sup>st</sup> century workplace

The past, present and future of industrial and organizational psychology

Ethics of I/O field, SIOP as a resource

Research in I/O psychology. Quantitative and qualitative methods used in the organization.

Multicultural and cross-cultural issues in I/O psychology

### **Unit II: The Motivation to work, history, meaning and importance of motivation in the workplace 10hrs**

Theories of employee motivation- Classic approaches: Need theories, reinforcement theory,

VIE Theory, Equity. Modern approaches: Goal setting, self-efficacy, action theory.

Traits related to work motivation.

Cross cultural issues in motivation, Motivational interventions: Contingent rewards & Job Enrichment.

### **Unit III: Job attitude and Emotions at work 10hrs**

Feelings about work- nature of job satisfaction, antecedents of job satisfaction- environmental, personal, potential effects of job satisfaction, Emotions at work,

Organizational commitment; Forms of commitment and Organizational Identification.

**Unit IV: Productive and counterproductive employee behavior** **10hrs**

Productive behavior in task performance

Organizational citizenship behavior. Innovations in Organizations.

Counterproductive work behavior: withdrawal, aggression, sabotage, and theft

**Unit V: Stress and worker well being** **10hrs**

Stress- common stressors, consequences, work schedules, work family conflicts, reducing and managing stress. Causes of accidents and prevention

Violence in the workplace, alcoholism drug use in the workplace,

**LEARNING RESOURCES**

Aamodt, M.G. (2023). *Industrial and Organisational Psychology.: An Applied Approach* 9<sup>th</sup> Edition. Cengage Learning.

Landy, F.J. & Conte, J.M. (2019). *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. 6th Edition. Malden, MA: Blackwell Publishing.

Muchinsky,P.M.(2024). *Psychology Applied to Work*.13th Edition Wadsworth Thompson Learning.

Spector,P.E.(2021). *Industrial and organizational Psychology*. 8th Edition. John Wiley & Sons.

Schultz ,D., & Schultz.S.E.( 2020). *Psychology and Work Today*. 11<sup>th</sup> Edition, Routledge

## **PH PSYCHOLOGICAL ASSESSMENT IN ORGANISATIONS (Hard Core)**

**Credits: 4**

**Instruction hours: 50hrs**

### **COURSE OUTCOMES:**

CO 1 Understand the technical, ethical, legal foundations and multicultural concerns related to testing, and integrate test scores into a meaningful communication in the form of a psychological report.

CO 2 Compare the different methods of assessment and learn to use them effectively for the purpose of assessment.

CO 3 Competence to develop and critique a psychological tool and understand the basic statistical concepts which form the basis for psychometric tool development.

CO 4 Competence to assess workplace behavior and write reports of psychological assessment following APA guidelines.

### **Unit I: Introduction to Testing, Assessment and Ethical issues**

**10hrs**

Psychological testing & assessment: Meaning, importance and purpose

History of psychological testing-intelligence, personality and vocational tests, testing today

Test classification methods- maximal performance, behavior observation, self-report, standard and non-standardized, objective, projective

Assessment principles: Objectivity, reliability, validity, Norms & Scoring

Issues & limitations in testing, Uses and limitations of testing

Screening, selection, classification, placement

Advancement in testing: use of computers

Physical Measurement and Psychological measurement

Ethical & social considerations: Ethical principles by APA, responsibilities of test used, and communicating the results.

### **Unit II: Methods of Assessment**

**10hrs**

Questionnaire: Characteristics, functions, and types.

Interview: Types and functions, factors affecting interview, advantages and disadvantages, sources of error in interview, developing an interview.

Observation: Purposes and types of observation, developing an observation schedule.

Rating scales: meaning and types, developing a rating scale; Errors in ratings scale, methods of improving effectiveness of a rating scale, Group discussion, competency mapping.

### **Unit III Psychometric Principles**

**10hrs**

Interpretation of scores; Levels of measurement; Frequency distribution; Normal curve

Descriptive statistics. Standard scores; Role of norms. Reliability: types. Validity: Types.

Diagrammatical and graphical representation of the data, Characteristics and problems based on NPC, Kurtosis and Skewness. Classical test theory, sources of management error, Cross validation, Relation of validity and Reliability

### **Unit IV Test construction**

**10hrs**

Steps in test construction, item writing: general guidelines for item writing.

Item analysis: Meaning and purpose, item difficulty, item validity, internal consistency.

Item analysis of power and speed tests, Methods of Attitude scales or opinionnaires

Test construction activity

### **Unit V Industrial and organizational assessment**

**10hrs**

Framework for personnel assessment and selection: Key issues in personnel testing, job analysis.

Role of testing in personnel selection

Autobiographical data: nature and validity; Employment interview; Cognitive ability tests

Personality & temperament tests; Paper and pencil integrity tests; psychomotor abilities; Work sample and situational exercises.



Appraisal of work performance: Functions of performance appraisal; Approaches to performance appraisal; Sources of error in performance appraisal; Legal issues in Industrial & organization assessment.

## **LEARNING RESOURCES**

- Anastasi, A. U., & Urbina, A. S.(2013). *Psychological testing*. Ann Arbor, MI: Prentice Hall.
- Coaley, K. (2014). *An introduction to psychological assessment and psychometrics*. New Delhi: Sage.
- Cohen, R. J. (2005). *Exercises in psychological testing and assessment*. McGraw-Hill.
- Cohen, R. J., & Swerdlik, M. E. (2005). *Psychological testing and measurement: An introduction to tests and measurement*. 7<sup>th</sup> ed. London: Mc Grawhill
- Gregory, R. J. (2013). *Psychological testing: History, principles, and applications*. pearson.
- Kaplan, R., & Saccuzzo, D. (2012). *Psychological testing: Principles, applications, and issues*. Cengage Learning.
- Kerlinger, N,(1996). *Foundations of behavioral research* . New delhi: Prentice Hall
- Kline, T. J. (2005). *Psychological testing: A practical approach to design and evaluation*. Sage Publications.
- Miller, L. A., & Lovler, R. L. (2015). *Foundations of psychological testing: A practical approach*. Sage Publications.
- Singh, A. K. (1986). *Tests, measurements and research methods in behavioural sciences*. Tata McGraw-Hill.

**PH HUMAN RESOURCE MANAGEMENT (Hard Core)**

**Credits: 4**

**Instruction Hours: 50hrs**

**COURSE OUTCOMES:**

CO 1 Understand the significance of Human Resource Management in growing competitive economy.

CO 2 Assess, analyze, and apply the tools and techniques of Human resource management in selection, recruitment, and training

CO 3 Analyse the process of career development and succession planning, performance appraisal and errors in evaluation

CO 4 Apply principles of Psychology to enhance human resource in organizations

**Unit I: INTRODUCTION**

**10hrs**

Human Resource Management - Definition, Functions, Importance. Structure of Human Resource department in the organization, the dynamic environment of HRM, Issues and Challenges of HRM, Changing Role of HR, HR trends and opportunities. An overview on Strategic Human Resource Management.

**Unit II: JOB ANALYSIS AND HUMAN RESOURCE PLANNING**

**10hrs**

Job Analysis: Meaning, process of Job Analysis, methods of collecting job analysis data, Job Description and Job Specification

Human Resource Planning: Meaning Objectives, Importance and process of Human Resource Planning, Effective HRP, Linking Organisational strategy to Human Resource Planning. Role of HRIS in Human Resource Planning,

**Unit III : RECRUITMENT, SELECTION AND ORIENTATION**

**10hrs**

Introduction and definition of Recruitment, Sources of recruitment-The internal search and external searches, Online Recruiting, Recruitments Alternatives, Recruiting: A global perspective

Selection meaning Process of Selection- Competency Based Interviewing,  
Onboarding,-purpose of Orientation,HRM's role in Orientation, The employee  
handbook.

#### **Unit IV: TRAINING AND CAREER DEVELOPMENT**

**10hrs**

Identifying Training Needs,; Methods of Training; Measuring the Effectiveness of Training,  
Cross cultural training, Executive Development Programmes  
Career development an overview-Career Planning, Career stages.  
Succession Planning –an Overview  
Internal Mobility, Transfer, Promotion, Demotion and Employee Separation.

#### **Unit V: PERFORMANCE MANAGEMENT SYSTEM AND COMPENSATION MANAGEMENT**

**10hrs**

Performance appraisal an Overview- Types of Appraisal; Process of Performance Appraisal,  
Likely Errors in Appraisal,; An overview on competency mapping.  
Compensation Management: Factors Influencing Compensation; Job Evaluation,Components  
of Compensation; Methods of Salary Fixation; Performance Linked Compensation. Benefits  
and Services.

#### **LEARNING RESOURCES**

Dessler, G., & Varkkey, B. (2023). *Human Resource Management*( 17Edn). Pearson, New  
Delhi.

Camen, M.M, Coucher, R & Leigh, S.(2012). *Human Resource Management*. Jaico  
Publication.

Genzo,D.A.D., &Robbins. S.P. (2012). *Human Resource Management*. (10 edn). Wiley India  
Edition

Kleeman, L.S. (2012), *Human Resource Management*, Biztantra.

Snell, Morris & Bohlander. (2015).*Managing Human resources* .(17edn). Cengage learning  
New Delhi

**PH APPLIED RESEARCH, STATISTICS & RESEARCH ETHICS (Hard Core)**

**Credits: 4**

**Instruction Hours: 50hrs**

**COURSE OUTCOMES:**

CO 1 Competent knowledge base in scientific thinking and Scientific method as a model for research

CO 2 A strong theoretical foundations in quantitative and qualitative research methods.

CO 3 Apply research methodology in organizational context and engage in multidisciplinary and cross cultural research.

CO 4 Competent to design and conduct research, analyze data using advanced software and statistical tools and write a research report.

**Unit I: Philosophical, ethical, and societal underpinnings of psychological research.**

**10hrs**

Science and characteristics of science, Philosophy of research.

Ethical & professional considerations in conducting psychological research: Guidelines concerning human participants and Non-Human Participants

Cross cultural research methods.

Research with under researched Populations.

**UnitII: Foundations of Quantitative research methods**

**10hrs**

Types of research. Approaches to research: Experimental – Laboratory & field experiment; non-experimental-observation, field studies, archival, case study, survey research, ex post facto; quasi experimental research.

Meaning of quantitative research methods. Sampling techniques- probability and non-probability.

Steps in Research Process, Review of Literature, Variables and types, Hypotheses: types, formulation of hypotheses  
Research design: definition, importance and types, Plagiarism, and types

**Unit III: Statistics in Behavioral research**

**10hrs**

Purpose of statistics in behavioral research  
Data processing: Types, tabulation, and presentation;  
Analysis and interpretation of quantitative data: measures of central tendency and dispersion, parametric and non-parametric tests  
Uses of quantitative research methods in the Organization

**Unit IV: Qualitative research**

**10hrs**

Meaning and Process- Texts: documents, diaries, journals; Verbal- participant observation, focus group, interview, oral history; Visual- photographs, films, videos. Case studies.  
Uses of qualitative research methods in human research methodology and Organizational set up.

**Unit IV: Analysis and reporting of Qualitative data**

**10hrs**

Coding and analyzing data: thematic, content, discourse, and narratives  
Use of software in qualitative analysis  
Guidelines to writing research Proposal, Research Report, and publication  
Application Exercise: Tool development & Research proposal

**LEARNING RESOURCES**

Aron, A., Coups, E., & Aron, E. N. (2013). *Statistics for The Behavioral and Social Sciences: Pearson New International Edition: A Brief Course*. New Delhi, India: Pearson Higher Ed.

Asthana, B.N. (2011). *Elements of statistics*. S. Chand & Company ltd.

Denicolo, P., & Becker, L. (2012). *Developing research proposals*. Sage Publications

Flick, U. (2009). *An introduction to qualitative research* (4<sup>th</sup> Edition). New Delhi, India: Sage Publications.

Gravetter, F. J., & Forzano, L. A. B. (2015). *Research methods for the behavioral sciences*. London: Thomson Wadsworth

Gupta, S.L., & Gupta, H. (2011). *Research methodology text and cases with spss applications*. New Delhi, India: International Book House Pvt Ltd.

- Gupta, SK, & Rangi, P. (2009). *Research Methodology- Methods, Tools& Techniques*. New Delhi: Kalyani Publishers.
- Have, P.(2004). *Understanding qualitative research & ethno methodology*. New Delhi: Sage Publications India Pvt Ltd.
- Kapoor, D. R., &Saigal, P. (2013). *Research Methodology: Methods and Techniques*. Regal Publications.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. Bangalore: New Age International.
- Mc Burney, D.H.(2002).*Research Methods*.London: Thomson Wadsworth
- Mitchell, M.L.,& Jolly, J.(2007). *Research Design explained 6<sup>th</sup> edition*. Toronto,CA: Thomson wadsworth.
- Pillai, R.S.N., &Bagavathi (2007) *Statistics-Theory and Practice*. New Delhi, India: S.Chand& Company Ltd.
- Silverman, D. (Ed.). (2016). *Qualitative research*.Newdelhi: Sage Publications
- Singh, I., Kaushal, V., Kaur, R., & Kaur, P.(2007). *Research Methodology and statistical methods*. New Delhi: Kalyani Publishers.

**PH 1P PSYCHOMETRIC TESTING - I (Hard Core)**

**Credits: 6**

**Instruction hours: 50hrs**

**COURSE OUTCOMES**

CO 1 Describe the history and process of test construction of different psychological tests

CO 2 Familiarize with the various psychological constructs applicable to workplace set up and apply test to determine the quality of work life balance, organizational climate, well-being tests, motivation, Emotional Intelligence and Job value

CO 3 Measure components of personality and compare it with the normative data in the organizational context.

CO 4 Administer psychological tests, analyze and write test reports to assess employees at different levels based on the need of the organizations.

**Part I**

1. Standard Progressive Matrices
2. The Sixteen Personality Factor Questionnaire
3. FIRO-B
4. Emotional Intelligence Questionnaire
5. Motivation Analysis
6. NEO Five personality Inventory
- 7 Employees Mental Health Inventory
- 8 Johari Window (Group Activity)
- 9 Job Value Questionnaire
- 10 Quality of Work Life Scale

**Part II**

- 1 Managerial Creativity Scale
- 2 Long Employee Organizational Trust Scale
- 3 Motivational Climate Scale

- 4 Occupation Self Efficacy Scale
- 5 Organizational Climate Questionnaire
- 6 Work Motivation Scale
- 7 Leadership Behavior Assessment Profile
- 8 Strategic Talent Management Practices Scale
- 9 Human Resource Development Climate Scale
- 10 Job Involvement Scale

**Group activities:** In basket Technique, Leaderless Group Discussion, Simulation Exercises

### **PH 1P INTERPERSONAL SKILLS TRAINING - I (Soft Core)**

**Credits: 3**

**Instruction hours: 40hrs**

CO 1 Develop skill sets necessary for good interpersonal communication

CO 2 Become reliable, responsible, and empathetic leaders who will align with the organizational goals

CO 3 Impart life skills training effectively in the organizations and social situations

CO 4 Develop need-based modules for the corporate and become competent corporate trainers

#### **To develop skills for personal growth**

- 1) Interpersonal awareness
- 2) Problem solving skills
- 3) Assertiveness skills
- 4) Anger management skills
- 5) Emotional management



## **SEMESTER II**

### **PH LEARNING AND DEVELOPMENT (Hard Core)**

**Credits: 4**

**Instruction Hours: 50hrs**

#### **COURSE OUTCOMES:**

CO 1 Describe the importance of training and development in the organization and challenges associated with implementation and evaluation of training programmes.

CO 2 Learn and design need-based training programs and analyse the effectiveness of various methods to deliver the training programme.

CO 3 Explain different models of training department and understand its implications in the future of training in the organization

CO 4 Knowledge of strategic learning programme and assessing the requirement of different strategic learning methods and management development programmes

#### **Unit I: INTRODUCTION TO TRAINING CONCEPT**

**10hrs**

Definition-Meaning- Need for Training- Importance of Training- Objectives of Training, Concepts of Education- Training and Development- Organizational characteristics that influence training: Role of employees and managers, Top management support, Integration of Business units, Global presence, Business conditions- Overview of Training Functions- Types of Training- Role of External Agency in Training and Development - Training for change- Resistance in Training

**Unit II: LEARNING NEED ANALYSIS, DESIGNING AND IMPLEMENTING A TRAININGPROGRAM: 10hrs**

Training Process Model- The importance- Participants in Training need Assessment- Competency model and Training need assessment- The process of Training need assessment- strategic/organizational analysis, task analysis and person analysis.

Training design process- Defining the objectives of the training program- The make vs. buy decision for training- Selecting the trainer- Preparing a lesson plan- Selecting training methods- Preparing the training materials- Scheduling the training program- Training delivery methods- Implementing the training program- Team Building Exercises- Management Games- Training Methods- Management Development Programs.

**Unit: III EVALUATION OF THE TRAINING PROGRAM: 10hrs**

Models and Frameworks of Training program- Training evaluation process- Cost benefit analysis- Evaluating the training programs in monetary terms- Problems and Steps involved in Evaluation- Emerging issues in Training and Development in India Measuring human capital and training activity, Rationale for Evaluation–Training outcomes–Types of Evaluation Techniques & Instruments–Costing Training Programmes–Measuring ROI of training programmes.

**Unit IV: STRATEGIZING LEARNING AND DEVELOPMENT 10hrs**

Management Development– Training vs. Development–Importance of Management Development –Management Development Implications– Approaches for Management Development–Strategies for Development of Technical Managers, Executives and Future Executives–Strategic linkage between training and corporate mission and policies- The Strategic training and development process- Identification of strategic training and development initiatives- Training needs in different strategies- Implications of Business strategy for training.

**Unit V: NEW TRENDS IN LEARNING AND DEVELOPMENT 10hrs**

The Future of Training and development- Models of organizing the training department- Faculty model, Customer model, Matrix model, Corporate university model, Business embedded model- Marketing the training function- Outsourcing training: Implications.

## **LEARNING RESOURCES**

Blanchard, P.N., & Thacker, J.W. (2011). *Effective Training Systems Strategies and Practices*. 3/e, Pearson Education.

Bewnet., & Roger. (2010). *Improving Training Effectiveness*. Aldershot, Gower.

Lynton, R., & Pareek, U. (2010). *Training and Development*, 2/e. New Delhi, Vistaar.

Noe, R.A., & Kodwani, A.d. (2013). *Employee Training and Development*. 5/e, McGrawHillPublication

Hunsaker, P.L. (2001). *Training In Management Skills*. Pearson Education..

Reid M.A. (2010). *Training Interventions, Managing Employee Development*, 3/e. London IPM.

Wilson, J.P. (2005). *Human Resource Development: Learning And Training For Individuals And Organisations*, 2/e, Kogan Page.

## **PH CORPORATE CULTURE AND DIVERSITY (Hard Core)**

**Credits: 4**

**Instruction hours: 50hrs**

### **COURSE OUTCOMES:**

CO 1 Understand the importance of culture in organizations and connect the concept of culture with corporate firms and cross-cultural aspects

CO 2 Identify, evaluate and analyze the underlying psychological processes involved in organizations in the changing cultural context, the mechanism of communication in cross cultural corporate setup and the impact of corporate culture upon organizational communication

CO 3 Compare the global teams in connection with ethics in international context

CO 4 Evaluate the concept of foreign assignments and challenges and learn strategies to manage cultural diversity in organizations

### **Unit I: Introduction to Cross – Cultural Management**

**10 hrs**

Globalizing economy: Increasing Intercultural Interactions, International Business Environment, Convergence of Cultures, Cross – Cultural Management: Meaning,

Dimensions, Models (Hofstede and others), types and levels of culture. Organizational socialization

**Unit II: Communication across cultures**

**10hrs**

Language and culture: Barriers to cross cultural understanding, Managing first impressions, Presentation styles across the world, Negotiating across cultures: Principles of negotiation, Intercultural communication and negotiation process, Negotiation Framework, Negotiation Styles in different countries, Culturally responsive negotiation strategies

**Unit III: Managing Global teams**

**10hrs**

Motivating Employees across cultures, Effective leadership in a multicultural Environment, Managing Diversity and Ethical dilemmas in an International context, Managing cultural teams and International Partnerships

**Unit IV: International Assignments & Expatriate Management**

**10hrs**

Merging organizational cultures, Processes in preparing employees for successful foreign assignments: Selecting, Evaluating, Training, Rewarding and Compensating Expatriates, Reasons for using expatriates, Challenges, Repatriation

**Unit V: The Global Manager**

**10hrs**

Competencies of Global Managers, Ethics and the Global Manager, Women as international Managers, Factors influencing the success of a Foreign assignment

**LEARNING RESOURCES**

- Alvesson, M. (2012). *Understanding Organisational Culture*. Sage Publications Ltd.  
Cullen, J.B. (2002). *Multinational management: a strategic approach*. (2nd edition).  
Australia: Thomson South Western.
- Gesteland., & Richard R. (2004). *Cross – Cultural Business Behavior: Marketing, Negotiating and Managing Across Cultures*. New Delhi: Viva Books Privae Limited.
- Lewis, R.D. (2006). *When Cultures Collide*, Nicholas Brealey Publishing.

Madhavan.,& Shobhana. (2011). *Cross Cultural Management: Concepts and Cases*. New Delhi: Oxford University Press

McFarlin., Dean., Sweeney.,& Paul. (2013). *International Organizational Behavior: Transcending Borders and Cultures*. New York: Routledge Taylor and Francis Group.

Mc Shane, S.L., & Glinow, M.A.V. (2007). *Organizational behavior*. New Delhi: Tata Mc-Graw Hill.

Mead., Richard., Andrews., & Tim G. (2009). *International Management*. 4/e. New Delhi: Wiley India (P.) Ltd. (For case studies)

Merrill., S.D., & Holvino,E. (2003). *Working with diversity: a focus on global organizations*. In Ely, R.J.,Foldy, E.G., Scully, M.A. & The Center for Gender in Organizations, Simmons School of Management, Simmons College. (Eds). Malden: Blackwell Publishing.

Thomas, D.A. & Ely, R.J. (2003). *Making differences better: a new paradigm for managing diversity*. In Ely, R.J., Foldy, E.G., Scully, M.A. & The Center for Gender in Organizations, Simmons School of Management, Simmons College. E). Malden: Blackwectives

Trompenaars, F., Voerman, E. (2010). *Servant-Leadership Across Cultures*. Oxford: Infinite Ideas Ltd.

## **PS CONSUMER PSYCHOLOGY ( Soft Core)**

**Credits: 3**

**Instruction hours: 40 hrs**

### **COURSE OUTCOMES:**

- CO 1 Explain the basic concepts and models of consumer behaviour.
- CO 2 Evaluate consumer buying behavior
- CO 3 To understand consumer perception and distortions.
- CO 4 To analyze the consumer decision process.

### **UNIT1: INTRODUCTION OF CONSUMER PSYCHOLOGY**

**10hrs**

Concept and need for studying consumer behavior, Understanding the Diversity of consumer behavior, The value of consumer research, Application: consumer behavior and marketing management

### **UNIT II: CONSUMER MODELLING**

**10hrs**

Learning model, Psychoanalytic model, The sociological model, Application: Webster and wind model of organizational buying behavior

**UNIT III: PERCEPTION AND CONSUMER BEHAVIOUR**

**10hrs**

Meaning of perception & related terms, External and internal factors, The perceptual process & factors responsible for perceptual distortion, Application: consumer imagery

**UNIT IV: CONSUMER DECISION PROCESS**

**10hrs**

Situational Influences, Consumer Decision Process and Problem Recognition, Information Search Alternative Evaluation and Purchase, Social influence on consumer behavior,

**Learning Resources:**

1. Mothersbaugh, D.L., Hawkins, D.L., Kleiser, S.B & Mookerjee, A. (2022). Consumer Behavior: Building Marketing Strategy, 14<sup>th</sup> edition, McGraw-Hill.
2. Haugtvedt, C.P., Herr, P.M., & Kardes, F.R. (Eds.). (2008). Handbook of Consumer Psychology (1st ed.). Routledge. <https://doi.org/10.4324/9780203809570>
3. Gunte, B. (2018). The Psychology of Consumer Profiling in a Digital Age (1<sup>st</sup> ed.). Routledge.
4. Schiffman, L. G., Wisenblit, J., & Kumar, S. R. (2011). *Consumer Behavior* | By Pearson. Pearson Education India.

**PS      MANAGERIAL ECONOMICS (Soft Core)**

**Credits :3**

**Instruction**

**hours:40hrs**

**COURSE OUTCOMES:**

- CO 1 Understand Fundamentals of Economics and its relation to complex business realities
- CO 2 Associate the current economic phenomena with existing theory and contemporary economic issues.
- CO 3 Explain the cost of choices and trade-offs and demonstrate how changes in the determinants of supply and demand affect the equilibrium price and quantity of a good or service.
- CO 4 Apply the principle of macroeconomics in explaining the behavior of macro-economic variables at national as well as global level.

**Unit I : Fundamentals of Economics****10hrs**

Scarcity and Efficiency: the twin themes of Economics. Scarcity's effects: (1) the need to make choices, (2) the need for a rationing device, and (3) competition.

Fundamental concepts in Economics; Production Possibility Frontier, Circular flow of money and economy, Scarcity and Opportunity Cost, Marginal principle and Principle of incremental reasoning, and Discounting Principle (Net Present Value).

**Unit II: Functioning of Free Market Economy****10hrs**

Basic elements of supply and demand- demand schedule and market demand, law of demand, Rationale behind the law of demand-income and substitution effect, factors determining the demand, change and shift in the demand.; Supply schedule, market supply, law of supply, factors determining the supply, change and shift in the supply. Market equilibrium. Demand and supply equations and market equilibrium Elasticity of demand and consumer surplus

**Unit III: Production and Cost of Production****10hrs**

Production function- Law of variable proportions or law of diminishing marginal returns, and laws of Returns to scale and measuring returns to scale using double log regression.

Types of costs- Economic Cost versus Accounting Cost, Sunk Costs

Cost in the Short Run -The Costs and output relationship in the short run –Total fixed cost, total variable costs, average cost-average fixed costs, average variable costs and marginal cost. Shut down decision in the short run.Break-even point and margin of safety.The Inflexibility of Short-Run Production; Long-Run Average Cost; Economies and diseconomies of Scale.Cost functions, Total cost, average cost and marginal cost functions, Profit maximization- Total cost-total revenue approach and marginal approach. Deriving Revenue and profit functions from total cost and demand functions.

**Unit IV: Structure of Product Market and Measuring Economic Growth****10hrs**

Perfect Competition- Features; Price and Output determination in the short run and long run; Shut down decision.

Monopoly -Monopoly Power; Sources of Monopoly Power. The Monopolist's Output Decision-Short run and long run; Monopoly and perfect competition

Monopolistic Competition -The Makings of Monopolistic Competition; Equilibrium in the Short Run and the Long Run;

Oligopoly –Features; Strategic interdependence in oligopoly and kinked demand curve model.

Measuring market structure

Gross Domestic Product-Meaning and concepts of GDP; NDP, GNP, National Income, Personal income, disposable income and discretionary income. Real and Nominal GDP, Approaches to Measurement of GDP. Problem of GDP as an indicator of economic development.

Other indicators of development - Human Development Index, Green GDP and Genuine Saving Rate.

#### **LEARNING RESOURCES:**

Samuelson & Nordhus. (2010).*Economics, 7/e*, Tata McGraw Hill Publishing Company Ltd, New Delhi.

Arnold, A.R. (2010). *Economics*.( 9/e, South Western Cengage Learning, USA

Hall, R.E. & Lieberman, M. (2010). *Economics: Principles and Application*. South Western Cengage Learning, USA

Greory,M.N.(2008). *Economics – Principles and Applications*, Cengage Learning Publishers.

William, B.J., and Blinder, A.S. (2007). *Micro Economics; Principles and Policy 9/e*, Thomson, South-Western.

Schotter,A. (2009). *Micro Economics –A Modern Approach*, Cengage Learning (South Western) Publishers.

Dominick, S. (2007). *Micro Economics*. 4/e, Oxford University Press, New Delhi.



**PS 2P CORPORATE COUNSELLING I (Soft Core)**

**Credits :3**

**Instruction hours:40hrs**

CO 1 Understand the need for Employee counselling and develop core conditions and skills in counselling (both basic and advanced) by Practicing hypothetical case scenarios.

CO 2 Conduct counselling sessions independently, identify addictive behaviors and initiate the process of referrals for admission to hospitals and rehabilitation centers.

CO 3 Conduct psycho education sessions to maintain psychological and social well-being of employees

CO 4 Follow the ethical code of conduct of APA while conducting counselling sessions.

**Introduction to counseling**

Meaning and definition, Misconceptions about counselling, Difference between guidance, interviewing, psychotherapy, and counselling. Characteristics of counselor, Core Conditions of Counseling, Fundamental Precepts of Effective Helping.

## **Counseling skills**

Micro skills approach

## **Basic Counselling Skills**

Attending, Observing, Listening, Questioning, Reflection of Feeling, Responding, Encouraging, Paraphrasing And Summarizing.

## **Advanced Counselling Skills:**

Focusing, empathic confrontation, Reflection of Meaning and Interpretation/ Reframing, Self-Disclosure and Feedback - influencing skills

## **Counselling process – Gerard Egan Model**

### **Approaches**

Psychodynamic, humanistic, Cognitive Behavioural. Transactional Analysis ( In brief)

### **Ethical and Legal Issues**

A model for moral and ethical reasoning – rules, principles, theories, Ethical relationships, and issues in counselling - counselors competence, client's autonomy, contracts, confidentiality, client protection

## **Materials for Discussion**

Common concerns of beginners -- Exploring self-doubts and fears  
The role of values in helping, Value Conflict with Clients. Values in action,  
Transference and counter transference, dealing with difficult clients – dealing with resistance and reluctance.

## **SUBMISSION:**

Counselling Verbatim -2 cases to be submitted

**PS .2P INTERPERSONAL SKILLS TRAINING LAB II (SOFT Core)**

**Credits :3**

**Instruction**

**hours:40hrs**

**COURSE OUTCOMES**

CO 1 Develop skill sets necessary for good interpersonal communication

CO 2 Become reliable, responsible, and empathetic leaders who will align with the organizational goals

CO 3 Impart life skills training effectively in the organizations and social situations

CO 4 Develop need-based modules for the corporate and become competent corporate trainers

1 Motivational analysis

2 Leadership styles

3 Team building

4 Skills in collective bargaining

5 Intra group conflict resolution

- 5 Goal setting
- 6 Time management
- 7 Role play
- 8 Handling Failure and Resilience

**PO      BEHAVIOUR AND SOCIETY (Elective)**

**Credits: 3**

**Instruction hours: 40 hrs**

**COURSE OUTCOMES:**

CO 1 Understand how people think, feel, act, influence and relate to one another in the social context

CO 2 Analyse the outcome of social interactions on impression formation, attitude, prejudice, romantic attraction, friendship and aggression

CO 3 Apply the principles of social psychology to challenge prejudice, discrimination, stereotype attitudes, social conflicts and promote peace

CO 4 Assess the reasons for prosocial behaviour and strategies to enhance helping behaviour

**Unit I: Perceiving People and Events**

**13hrs**

The self, social interaction as theatre

Impression formation, attributions,

Social cognition

**Unit II: Evaluating our Social world**

**13hrs**

Attitudes, prejudice and discrimination.

Social influence

**Unit III : Interacting with others**

**14hrs**

Interpersonal attraction, intimate relationships, -parent –child, adult, Friendship,

Romantic relationships

Aggression

Pro social behavior

**LEARNING RESOURCES**

Baron, R. A. (2011). *Fundamentals of Social Psychology*. Pearson Education India.

Baron, A.R., Branstetter, N.R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology* (12<sup>th</sup> Ed). Pearson: New Delhi

Baron, R. A., Byrne, D., & Watson, G. (2001). *Exploring social psychology*. Allyn & Bacon.

Baron, R. A., & Byrne, D. E. (2003). *Social psychology: Understanding human interaction*. Prentice Hall

Delamater & Meyeres. (2004). *Social Psychology* 6<sup>th</sup> ed. Thomas wordsworth

Franzoi, S.L. (2012). *Social psychology* 6<sup>th</sup> ed. BVT Publishers

**Semester III**

**PH CORPORATE LEADERSHIP (Hard Core)**

**Credits :4**

**Instruction hours : 50hrs**

**COURSE OUTCOMES**

CO 1 Understand leadership and various leadership processes, leadership models and their efficiency

CO 2 Compare different leadership styles, theories, and business leaders

CO 3 Analyze the changing role of a leader and the relationships between leader – Followers and leader – situations, ethical leadership, and its impact on society

CO 4 Challenge Gender stereotypes, contributions of women corporate, leaders and Develop leadership abilities

**Unit I: Leadership**

**10hrs**

Meaning, Leadership v/s Management, Impact of Leadership on Performance, Leadership Goals, Leadership styles, A frame work of understanding Leadership. Leadership and interaction between leader, follower and situation. The changing role of a follower.

**Unit II: Traits, Motives, And Characteristics Of A Leader****10hrs**

Traits, Motives, And Characteristics of a Leader, Personality traits of effective leaders, General personality traits, Task related personality trait, Leadership motives, Cognitive factor and leadership.

**Unit III : Charismatic And Transformational Leadership****10hrs**

The meaning and types of charismatic leader, The vision component of charismatic leader, Development of charismatic and Transformational leadership, Attributes of transformational leader. Leadership Behavior, attitude and styles, Classical dimension of initiating structure and consideration, Task related attitude and behavior, relationship-oriented approach, Leadership Grid styles, Gender differences in leadership

**Unit IV: Contingency And Situational Approach****10hrs**

Fiedler's Contingency theory of leadership, The Path-Goal Theory of leadership effective, The Hersey –Blanchard situational leadership, Leadership during crisis.

**Unit V: Leadership Ethics And Social Responsibility****10hrs**

Different Ethical leadership behavior, Guidelines for evaluating Ethical behavior, Heifetz's perspective on ethical leadership, Burn's perspective on ethical leadership, Green leaf's leadership and principles of ethical Leadership and social responsibility. Servant leadership Green leaf approach to servant leadership, Leaders from Indian Industries

**LEARNING RESOURCES**

Blanchard, K. (2012). *Leading at a Higher Level*. Pearson Education. New Delhi.

DuBrin, A.J., Mifflin, H. (2011). *Leadership Research, Findings, Practice and Skills*. Houghton Mifflin Company

Hughes, R.L., Ginnet, R.C., Curphy, G.J. (2012). *Leadership Enhancing: the Lesson of Experience*. Tata McGraw Hill education.

Northouse, P.G. (2011). *Leadership Theory and Practice*. Sage South Asia edition.

**PH ORGANIZATIONAL CHANGE AND DEVELOPMENT (Hard Core)**

**Credits: 4**

**Instruction hours : 50hrs**

**COURSE OUTCOMES**

CO1 Synthesize theories and models of organizational behavior, organizational change and development and apply principles of systems thinking and relevant theories that are foundational to organizational change.

CO 2 Recognize common symptoms and reactions to change in the workplace and recommended interventions to address the reactions/resistance

CO 3 Design and plan the implementation of multiple OD interventions & enact human relations principles in the change process

CO 4 Understanding the impact of technological interventions and the way it facilitates change

**Unit I: Organisational Change**

**10hrs**

Meaning, forces of change, The nature of change process, Planned and unplanned change. Response to change, Resistance to change reason for resistance; Types of resistance.

Implementing change successfully. Building a support for change. Levins model of change, Action research

**Unit II: Organisational Renewal**

**10hrs**

Organisational renewal; Adapting to change. Approaches to change; A model of adaptive orientation; The system approach; finding new ways to work together. Organisation as system; Open system; Sociotechnical system, The high performance work system, The contingency approach; The future shock and change.

**Unit III: Organisational Development**

**10hrs**

Meaning Characteristic of OD. The evolution of OD. A model for OD- Diagnosing Organisations. The need for diagnostic models. Open system models. Collecting and analyzing diagnostic information. Different OD intervention strategy. Human process interventions; Interpersonal and group interventions. Team development intervention. Survey research and feedback. Modern approach to OD.

**Unit IV: Organisation Culture**

**10hrs**

Concept of Organisational culture, Basic nature of organizational culture creating and transmitting organizational culture Organisation transformation and strategic change; Quality circles; Quality of work life. National Culture & organisation Culture, Creating and Managing Organizational Culture, Multi-Focus Model on Organisational Culture, Helping Expatriate Employees Deal with Culture Shock, Steps in Aligning Culture Across the Globe.

**Unit V: Information Technology And Control**

**10hrs**

Information technology evolution, Information decision making and control, adding strategic value, Strengthening internal coordination, External relationship, IT impact on organizational design.

**LEARNING RESOURCES**

Brown, D.R., Harvy, D. (2011). *An Experiential Approach to Organisation Development*. Pearson Education, 7/e New Delhi.

Daft, R.L. (2012). *Organisational Theory, Change and design*. Cengage Learning, New Delhi.

French, W.L., & Bell, C.H. (2011). *Organisation Development*. Pearson Education, New Delhi.

Grievs, J. (2011). *Organisational Change: Themes & Issues*. Oxford University Press, New Delhi.

Luthans, F. (2011). *Organizational Behavior*. Tata McGraw Hill Education, 11/e New Delhi.

Newstrom, J.W. (2010). *Organisational Behavior*. Tata McGraw Hill Education, New Delhi.

Robbins, S.P., Mathew, M. (2012). *Organisation Theory, Structure, Design and Applications*. Pearson Education, New Delhi.

Robbins, S.P. (2012). *Organizational Behavior*, Pearson Education, New Delhi.

Senior, B & Fleming, J. (2016). *Organisation change*, Pearson Education



**PS CORPORATE REPORTING AND ACCOUNTABILITY (Soft Core)**

**Credits: 3**

**Instruction hours: 40hrs**

**COURSE OUTCOMES :**

- CO 1 Understand the basics of accounting with practical experience.
- CO 2 Assess various financial statements and its applicability in corporate sector.
- CO 3 Understand financial reporting and assess corporate accountability with relevant financial and managerial accounting tools
- CO 4 Examine the various psychological factors influencing accounting scams with case analysis.

**UNIT 1: Basics of Accounting:**

**10hrs**

Introduction to Accounting, Book- keeping, double entry system of accounting, accountancy and accounting, accounting and other interrelated disciplines, accounting concepts and conventions. Generally Accepted Accounting Principles. Apex bodies of accounting standards- INCAS- IFRA- ICAI. Journal, ledger. Journal entries- posting to ledger. Users of accounting.(Problems to be worked out on journal and ledger)

**UNIT II: Subsidiary Books and accounts finalization.****10hrs**

Meaning , various subsidiary books required to be prepared in business concern. Cash book- simple, double and three column cash book. Petty cash book. Trial balance and preparation of final accounts- various treatments while preparing final accounts. ( problems to be worked out)

**UNIT III: Management Accounting****10hrs**

Working capital management-Financial statement analysis- comparative and common size statements, trend analysis, Fund Flow Statement and Cash Flow Statements, Simple Ratios.- (simple problems to be worked out) Basics of cost of capital

**UNIT IV: Financial Reporting and case analysis****10hrs**

Auditing- Audit Report- internal control over financial reporting- financial scams- accounting scams- case analysis. Role of psychology in financial reporting. Challenges ,remedies to overcome psychological barriers in finance scams.

**LEARNING RESOURCES**

Chandra, P. (2014). *Financial Management*. Tata McGraw Hill

Grewal, & Gupta. (2014). *Advanced Accounting*. Sultan Chand

Gupta, R.L., & Radhaswami, M.R. (2014). *Advanced Accountancy*. Sultanchand and Sons.

Jain, S.P., & Narang, K.L. (2013). *Advanced Accountancy*. Kalyani Publishers, Ludhiana

Jain, S.P., & Narang, K.L. (2014). *Financial Accounting*. Kalyani Publishers

Jawaharlal, & Srivastava, S. (2013). *Financial Accounting*. Himalayapublications.

Maheswari, S.N. (2012). *Financial Accounting*. HPH

Maheshwari,S.N.(2013). *Financial Management*. Sultan Chand.

Mani, A. (2013). *Fundamentals of Accounting*. SBH

Pandey, M. (2014). *Financial Management*. Vikas Publication House.

Saha,R.G.(2013). *Fundamentals of Accounting*. HPH

**PS CORPORATE ETHICS AND GOVERNANCE (Soft Core)**

**Credits: 3hrs**

**Instructions hours: 40hrs**

**Course Outcomes:**

CO1 Understand the basics of ethics, ethical dilemma, and concepts of corporate

Governance, role of ethics in different departments in corporate setup.

CO 2 Evaluate and develop CSR models and practice in professional lives.

CO 3 Discuss, analyze, and apply the various models of governance

CO 4 Analyze corporate governance practice in India and internationally and demonstrate the ability to apply the core principles of governance like accountability, responsibility and transparency.

**UNIT I: Corporate/business ethics:**

**10hrs**

Meaning and levels of business ethics, myths about business ethics, levels and issues In ethical issues and dilemmas, values and ethic, code of ethics for business managers, developing a comprehensive ethics programme, benefits from managing business ethics.

**UNIT II: Ethics in the business disciplines:****10hrs**

Ethics in human resource management, ethics and marketing, ethics in finance and accounting, ethical implications of technology – issues and concerns, cases.

**UNIT III: Corporate social responsibility and Social Reporting:****10hrs**

Meaning, objectives and emergence of CSR, CSR and corporate sustainability, CSR and corporate governance, international scenario of CSR, CSR Models, environmental aspects of CSR.

**UNIT IV: Corporate Governance:****10hrs**

Meaning and definition, on whose behalf the company is governed? , What constitute good corporate governance? Need for corporate governance, principles of corporate governance, Model's of corporate governance – US model, UK model, Japanese model, China model and Indian model. Governance initiatives in India:Need for governance reforms, initiatives for Governance Reforms in India, committees and codes on corporate governance in India, Corporate failure – causes and cases.

**LEARNING RESOURCES:**

Hartman,L.P., & Chatterjee, A. (2012). *Perspectives in Business Ethics*. Tata McGraw Hill Education Pvt. Ltd., New Delhi.

Jatana,R.,& Crowther,D.( 2014). *Corporate Social Responsibility, Theory & Practice with Case Studies*. Deep and Deep Publications Pvt. Ltd., New Delhi.

Kumar, A. (2012). *Corporate Governance, Theory and Practice*. International Book House Pvt. Ltd., New Delhi.

Prusty,T. (2010). *Corporate Governance Compliance in Indian Industries. A Case Study*. Regal Publications, New Delhi.

Sharma,J.P. (2011). *Corporate Governance, Business Ethics and CSR*. Anne Books Pvt. Ltd., New Delhi, 2011.

Shastri, F.C.( 2010). *Corporate Governance*. Book Enclave. Jaipur, India.

Solomon, J., & Solomon, A. (2009). *Corporate Governance and Accountability*. John Wiley & Sons Ltd., UK.

Tickler, B. (2009). *Corporate Governance, Principles, Politics and Practices*. Oxford University Press, UK.

Weiss, J.W. (2009). *Business Ethics, Concepts and cases*. Cengage learning, US.

**PS INDUSTRIAL RELATIONS AND LABOUR LAWS (Soft core)**

**Credits :3**

**Instruction hours :40hrs**

**COURSE OUTCOMES:**

CO 1 Understand the evolution and development of Industrial Relations and the history of enactments of Labour laws in India.

CO 2 Describe the different roles of stake holders in Industrial Relations in India.

CO 3 Explain the causes of industrial conflicts and the role of various stake holders in resolving industrial Conflicts

CO 4 Aware of the statutory provisions for working conditions, health, and safety of workforce in India and provisions relating to the Trade unions, retrenchment, lay-offs, and lockouts

**Unit I: Background and evolution of Industrial relations in India**

**10hrs**

Evolution of IR, Determinants of Industrial relations, Approaches to IR, Components of IR Role of State in IR ,Changing profile of major stakeholders of Industrial Relations in India.

25 years of Liberalisation, Privatisation, Globalisation and changing role of IR, Challenges to Trade Unionism, Changing role of Trade unions

**Unit II: Dispute resolution and Industrial Harmony**

**10hrs**

Conflict resolution, Management of Discipline-Code of Discipline-Domestic/departmental inquiry starting from charge sheet, process and implementation of decision, Grievance handling machinery in India, Machinery for prevention and settlement of Industrial dispute, Collective Bargaining.

Guiding principles of labour legislation, ILO and Indian Labour Policy, Evolution and functions of ILO, Labour Policy of the Government of India.

**Unit III: Acts related to Labour**

**10hrs**

Industrial disputes Act-1947, Trade Unions Act-1926, Factories Act-1948: Preliminary, Health, Safety, Welfare measures and Working Hours. Minimum Wages Act-, Payment of wages Act-1936, Workmen`s Compensation Act- The Industrial Relations Code 2020: Trade Unions, Standing Orders, Voluntary reference of disputes to Arbitration, Mechanism for resolution of Industrial Disputes, Strikes and Lockouts, Lay-off, Retrenchment and Closure. Special provisions relating to Lay-off, Retrenchment and closure in certain establishments. Unfair Labour practices. Worker Re-skilling fund. The Occupational Safety, Health and Working Conditions Code, 2020: Registration, Duties of Employer and Employees, Etc. Occupational Safety and Health, Health, Safety and working conditions, welfare provisions, Hours of work and annual leave with wages, Maintenance of registers, records and returns. Inspector-cum-facilitators and other authority, Special provisions relating to employment of women, Factories, Social security fund.

**Unit IV: Welfare Legislations**

**10hrs**

Welfare legislations and Social security measures-Main provisions of ESI Act-1952, The Payment of Gratuity Act-1972, The Payment of Bonus Act-1965.

The Code on Wages 2019 and The Code of Social Security 2020, The Code on Wages 2019: Minimum wages, Payment of wages, Payment of Bonus, The Code of Social

Security 2020: Social Security organizations, Employees' Provident Fund, Employees State Insurance Corporations.  
Gratuity, Maternity Benefit, Employee's compensation.

### **LEARNING RESOURCES**

- Ghosh, P., & Nandan, S. (2015). *Industrial Relations and Labour Laws*. 1/e, McGraw Hill Education; ND.
- Padhi, P.K. (2012). *Labour and Industrial Laws*, 2/e, PHI Learning (P) Ltd. New Delhi
- Monappa, A., Nambuthiri, R., & Selvaraj, P. (2010). *Industrial Relations, Trade Unions and Labour Legislation*.
- Ratnam, V.C.S. (2011). *Industrial Relations*, 3/e, Oxford University Press, New Delhi.
- Singh, B.D. (2010). *Industrial Relations: Emerging Paradigms*. Excel Books, New Delhi.
- Srivastava, S.C. (2012). *Industrial Relations and Labour Laws*. 6/e, S Chand GL & Co New Delhi.
- Venkatesh Ratnam C.S. (2011). *Industrial Relations*. 3/e, Oxford University Press, New Delhi.

### **PS 3P CORPORATE COUNSELLING II (Soft Core)**

**Credits :3**

**Instruction**

**hours:40hrs**

CO 1 Understand and learn the working of employee Assistance Programs in organizations and its Limitations

CO 2 Compare and use different counselling models to suit the issues and the needs of the client

CO 3 Use Transactional analysis and Rational emotive cognitive behaviour therapeutic techniques

CO 4 Conduct counselling sessions independently following the ethical code of conduct of APA.

**Workplace counseling:**

Models of counselling in organizations

Understanding organizations and counselling provision

Introducing counselling into organizations

Research into counselling in organizations

Issues for counsellors in organizations

**Approaches** - Transactional analysis and CBT/REBT

**Workplace issues-** Stress, sexual harassment, conflict and violence, crisis intervention, promotion of team work, work life balance and health

SUBMISSION:

Counselling Verbatim -2 cases to be submitted

**PS 3P CORPORATE SELECTION AND DEVELOPMENT (Soft Core)**

**Credits :3**

**Instruction**

**hours:40hrs**

CO 1 Understand the role of HR department/HR professional in the organization

CO 2 Learn the HR cycle from Recruitment to exit interview

CO 3 Compare the best HR practices and strategies applicable to different industries

CO 4 Apply the knowledge gained in the entire course to practical use. (HRM, Labour Laws, Organization Behaviour , Training and Development,

**RECRUITMENT AND SELECTION**



Writing job descriptions, Job specifications, Job analysis, Profile of New Age jobs, Skills required for New Age Jobs, Validating a test for new age jobs(Ex. Sports retailing, Online retailing, Online Marketing, Online payment companies, Online Taxi services, Online accommodation providers) Screening resume.

Conducting an interview, Interview questions, Selection, Selection of Company Executives (CEOs, Vice Presidents and other top Executives)

### **TALENT DEVELOPMENT**

Sample Performance Appraisal formats of few companies, Key Result Areas (KRAs), Key Performance Indicators (KPIs), Designing a training program, Employer Branding –Examples, Talent management in Global companies.

### **EMPLOYEE RELATIONS**

Employee grievance handling, Ending Employment relationship

### **PAYROLL INPUTS: Calculation of Gratuity, ESI, PF.**

### **Work from home – Discussion**

## **PO            Basic Counseling Skills ( Open Elective)**

**Credits :3**

**Instruction Hours :40**

### **COURSE OUTCOMES**

- CO 1 Describe the difference between counselling and other forms of communication
- CO 2 Compare the application of different Psychological theories in counselling
- CO 3 Challenge and embrace universal human values for better interpersonal relations.
- CO 4 Incorporate Counselling skills in everyday interaction.

## **UNIT I: Introduction to Counselling**

**13hrs**

Introduction: Meaning, definition and scope of counseling, Characteristics/Qualities of an effective Counsellor; core conditions, Theories of Counselling : (in brief) – Psychodynamic, humanistic, Cognitive Behavioural. The role of values in helping, Value Conflict with Clients. Values in action, Legal Issues: A model for moral and ethical reasoning – rules, principles, theories, Ethical relationships and issues in counselling - counselors competence, client's autonomy, contracts, confidentiality, client protection

## **Unit II: Basic Counselling Skills& Stages of Helping Process**

**14hrs**

Skills - Attending skills , Observation skills, Listening skills, Responding skills, questioning skills, Paraphrasing, Summarization, Reflection of Feeling.  
Stages in the counseling process: Initial disclosure, In- depth exploration, commitment to action

## **Unit III: Common Concerns of beginning Helpers**

**13hrs**

Exploring self doubts and fears, Transference and counter transference, dealing with difficult clients – dealing with resistance and reluctance.

## **LEARNING RESOURCES**

- Corey, M., S. and Corey, G. (2003). *Becoming a helper*,4th ed. Pacific Grove, CA: Brooks/Cole.
- Corey, G. (2001). *Manual for Theory and Practice of Counseling and Psychotherapy*, 6th ed. Pacific Grove, CA: Brooke/Cole.
- Dryden, W., Horton, I. and Mearns, D. (1995). *Issues in professional counselors training*; London: Cassell.
- Egan, G. (2001). *The skilled helper: A problem management approach to helping*. (7th ed. Pacific Grove CA: Brooke/ Cole.
- Jones, R. N. (2002), *Basic Counseling Skills*. London: Sage Publications.
- Jones, R. N. (2002), *Essential Counseling and Therapy Skills*. New Delhi: Sage

Publications.

McLeod J., (2003) *An Introduction to Counselling*, 3<sup>rd</sup> Ed, Jaipur : Rawat Publications.

Rao, S.N. (1991) *Counselling and Guidance*, 2<sup>nd</sup> ed. New Delhi: Tata McGraw Hill Publishing Co. Ltd.

Woolf, R., Dryden, W. and Strawbridge S. (2003) *Handbook of Counselling Psychology*. New Delhi: Sage Publications.

## **SEMESTER IV**

### **DISSERTATION**

#### **COURSE OUTCOME:**

CO 1 Apply knowledge and skills of psychological research in the field of human resource management

CO 2 Competent to identify research problems in the field of corporate psychology

CO 3 Conduct need based organizational research (Evidence based research)

·CO 4 Suggest research-based interventions to real time organizational issues.

#### **Description:**

Each student is expected to conduct a research on various issues related to corporate psychology. A faculty supervisor would guide them from the department. Faculty supervisor monitors the progress of the project in its various stages.

The research will be evaluated in the following ways.

The students would submit and present their research proposal before the research Committee constituted by the Department. They would also submit the Introduction, Review of Literature and Methodology chapters, conduct and submit the project.

### **INTERNSHIP COURSE OUTCOMES**

CO 1 Practical training enables the trainees to achieve high level of competency and skill to work in organizations

CO 2 Develop an appreciation for the linkage between organization and its macro environment

CO 3 On the job training exposure in HR practices in different types of organizations so as to reduce the gap between theory and practice

·CO 4 Apply, evaluate and debate theory and practice of psychological principles and Human resource Management in organizations and is ready for employment.

### **Description:**

Each student is supposed to intern with an organization for 4 months of duration and understands the HR practice in an organization. At the end of the internship the students are supposed to submit a detailed internship report. The interns are supposed to work under the guidance of an internal as well as external supervisor. The Evaluation of the intern is based on the weekly reports submitted to the department by the intern and the reports submitted by the external supervisor in the organization according to the formats provided by the department.

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**DEPARTMENT OF PSYCHOLOGY**

<b>M.Sc. Clinical Psychology</b>							
<b>I Semester = 5 Hard core and 1 soft core paper</b>							
<b>Code</b>	<b>Papers</b>	<b>Instru ction hours/ Week</b>	<b>Durati on of Exam</b>	<b>Marks</b>		<b>Tota l</b>	<b>C r e d i t s</b>
				<b>IA</b>	<b>End Semest er</b>		
PH	History & Philosophy of clinical Psychology	4	3	40	60	100	4
PH	Bio Psychology	4	3	40	60	100	4
PH	Theories of Personality	4	3	40	60	100	4
PH	Psychopathology - I	4	4	40	60	100	4
PH	Applied Research, statistics & Research ethics	4	4	40	60	100	4
PS P	Psychodiagnostics I	3	3	40	60	100	3
	<b>Total</b>					<b>600</b>	<b>23</b>
<b>II Semester = 2 Hard core and 4 Soft core papers and open elective 1 paper</b>							
PH	Psychopathology II	4	3	40	60	100	4

PH	Psychotherapy I	4	3	40	60	100	4
PS	Child and Adolescent Psychiatry	3	3	40	60	100	3
PS	Cognitive Neuroscience	3	3	40	60	100	3
PS	Geriatric Psychology			40			
PS P	Psychodiagnostics II	4	4	40	60	100	3
PO	Behaviour & Society	3	3	40	60	100	3
	<b>Total</b>					<b>700</b>	<b>23</b>
<b>Certificate Course: Advanced Social Psychology: Theory in action</b>							

<b>Code</b>	<b>Papers</b>	<b>Instru ction hours/ Week</b>	<b>Durati on of Exam</b>	<b>Marks</b>		<b>Tota l</b>	<b>C r e d i t s</b>
<b>III Semester = 2 Hard core and 5 Soft core papers and open elective 1 paper</b>							
PH	Psychotherapy II	4	3	40	70	100	4
PH	Addiction Management	4	3	40	70	100	4
PS	School Mental Health	3	3	40	70	100	3
PS	Psycho Oncology	3	3	40	70	100	3
PS	Psychosocial rehabilitation	3	3	40	70	100	3
PS P	Clinical Training & Supervision	4.5	3	40	70	100	3
PS P	Case presentation	4.5	3	40	70	100	3
PO	Basic Skills in Counselling	3	3	40	70	100	3
	<b>Total</b>					<b>800</b>	<b>26</b>

<b>Certificate course in Psychology of Positive Human Functioning</b>							
<b>IV semester</b>							
PH	<b>Internships:</b> Mental health hospitals, School, Speech & Hearing institutes, Rehabilitation centers, Geriatric Homes, Child Care institutions, Community mental health, Cancer hospitals/ wards, Special School.		4	100	100	200	8
PH	<b>Dissertation</b>		4	100	150	250	8
PH	<b>Viva Voce</b>				150	150	4
	<b>Total</b>					<b>600</b>	<b>20</b>
<b>Grand Total</b>						<b>2700</b>	<b>92</b>

### **PROGRAM OUTCOMES**

- PO1 Demonstrate a comprehensive understanding of theoretical and practical knowledge of clinical psychology.
- PO2 Exhibit social and cultural competence in interactions with individuals from diverse backgrounds
- PO3 Critically review and analyse scientific literature, develop research proposals, conduct research, and effectively document and disseminate findings.
- PO4 Engage diverse communities and stakeholders through promotion, prevention, and psychosocial interventions.
- PO5 Adhere to ethical standards in clinical practice, engage in continuous professional development, and stay informed about mental health laws and regulations.

## **SEMESTER I**

### **PH HISTORY & PHILOSOPHY OF CLINICAL PSYCHOLOGY (Hard Core)**

#### **COURSE OUTCOMES**

**CO1** Trace the historical roots of Clinical Psychology

**CO2** Critically evaluate different Philosophical Perspectives of the mind.

**CO3** Understand the evolution of clinical psychology in India and globally

**CO4** Provide a basic description of different assessments and interventions in  
Clinical Psychology

**Credits: 4**

**Instruction hours: 50hrs**

#### **Unit I: HISTORICAL AND PHILOSOPHICAL ROOTS OF PSYCHOLOGY 10hrs**

Understanding Science, History, and Philosophy; Psychology and Science

Persistent questions in Psychology and approaches/methods for answering the questions: Mind-Body, nativism-empiricism, mechanism-vitalism, reason?



non-reason, objectivity-subjectivity, origin of human knowledge, problem of the Self.

**Unit II: PERSPECTIVES ON THE MIND AND PSYCHE**

**10hrs**

Social and intellectual contexts of questions of psyche & mind?

Greek, Pagan, Christian, Medieval, Islam; Shift from mentalism to behaviourism; The rise of cognitivism; Psychology and 'Minorities'; the rise of Applied Psychology; The 'Psychologized' society; The value and role of contemporary Psychology.

**Unit III: PSYCHOLOGY IN INDIA**

**10hrs**

History of Psychology in India; Contemporary Psychology; Impact of Globalization; Post Modernism and Multicultural movements.

Towards a Clinical Identity: education & training, professional activities and employment settings, differences/similarities with other mental health professions.

**Unit IV: INTRODUCTION TO CLINICAL ASSESSMENT AND INTERVENTIONS**

10hrs

Assessment Processes: planning, data-collecting, interpreting, and communicating findings; Clinical Interview: components and basic skills; Diagnosis and

Classification: basic issues and skills; Other assessment components and skills (Intellectual, Neuropsychological, Personality and Behavioural assessment).

General issues in interventions: Nature of specific therapeutic variables (client, therapist, relationship). Course of intervention; Various perspectives (briefly):

Psychodynamic, Humanistic-Existential, Behavioural-Cognitive, Group & Family

**Unit V: CONSULTATIVE, ADMINISTRATIVE ROLES AND ETHICAL STANDARDS OF CLINICAL SETTINGS**

**10hrs**

Definition of consultation, Roles of Consultation, Types of Consultation; Mental Health Consultation and Organizational Consultation, Stages of Consultation; Understanding the question, assessment, Intervention, Termination, and Follow up.

Ethical Standards of Clinical Psychologist; Strategies to resolve ethical issues, Competence, Human relations (e.g., discrimination, harassment, multiple relationships, conflict of interest), Privacy and confidentiality, Advertising and other public statements, Recordkeeping and fees, Education and training, Research and publication, Assessment, and Therapy

## **LEARNING RESOURCES**

- Hergenhahn, B. R., & Henley, T. (2013). An introduction to the history of psychology. Cengage Learning.
- Gentile, B. F., & Miller, B. O. (2009). Foundations of psychological thought: A history of psychology. Sage Publications, Inc.
- Hecker, J., & Thorpe, G. (2015). Introduction to clinical psychology. Psychology Press.
- Watrin, J. P. (2017). The “new history of psychology” and the uses and abuses of dichotomies. *Theory & Psychology*, 0959354316685450.
- Shaffer, Michael J. "The Experimental Turn and the Methods of Philosophy." (2017).
- Singla, D. R., Kohrt, B. A., Murray, L. K., Anand, A., Chorpita, B. F., & Patel, V. (2017). Psychological treatments for the world: Lessons from low-and middle-income countries. *Annual Review of Clinical Psychology*, 13, 149-181.
- Nath, R. (2017). *Healing Room: The Need for Psychotherapy*. Harper Collins.
- Minas, H., & Lewis, M. (Eds.). (2017). *Mental Health in Asia and the Pacific: Historical and Cultural Perspectives*. Springer.
- The Mental Healthcare Act, 2017. Retrieved from <http://egazette.nic.in/WriteReadData/2017/175248.pdf>
- Kumar, M. (2006). Rethinking Psychology in India: Debating Pasts and Future. *Annual Review of Critical Psychology*, 5, pp. 236-256, [www.disCourseunit.com/arcp/5](http://www.disCourseunit.com/arcp/5).
- Dhar, A.K. 2008: Science(s) of the mind: Fort-da between the windscreen and the rearview mirror (Working Course).

**PH BIO PSYCHOLOGY (Hard Core)**

**Credits: 4**

**Instruction hours: 50hrs**

**COURSE OUTCOMES**

**CO1** Understand the links between behaviour, mental processes and biological processes.

**CO2** Understand the basic structure of the nervous system and its various functions

**CO3** Develop knowledge required to understand the biological underpinnings of major mental disorder

**CO4** Demonstrate the application of biological foundations in clinical practice

**Unit I: INTRODUCTION**

**10hrs**

The origins of biopsychology, Nature of biological psychology, basic cytology and biochemistry, Mind Brain relationship, Methods of study of research in biopsychology-anatomical methods, degeneration techniques, lesion techniques, chemical methods, stereotaxic surgery, micro-electrode studies, oscilloscope, polygraph, scanning methods & Ethical issues in research.

**Unit II: STRUCTURE AND FUNCTION OF THE NEURONS & NERVOUS SYSTEM**

**10hrs**

Structure of neurons, types, functions, neural conduction, communication between neurons, Synaptic conduction, Neurotransmitters.

Basic features of nervous system, Meninges, Ventricular system, Cerebrospinal fluid, Blood brain barrier, Peripheral nervous system: Cranial Nerves, Spinal Nerves, Autonomous nervous system; Major structures and functions, spinal cord, Brain: Fore brain, Mid brain, Hind brain, Cerebral cortex, temporal, parietal and occipital lobes; prefrontal cortex

**Unit III: BIOPSYCHOLOGY OF AROUSAL, EMOTIONS, STRESS AND HEALTH**

**10hrs**

Emotions as response patterns: fear, anger, and aggression; Hormonal control of aggressive behaviour; Neural basis of the communication of emotion: Recognition and expression; Stress and health: The stress response, stress and gastric ulcers,

Psychoneuroimmunology, stress and the hippocampus; Fear conditioning: amygdala, contextual fear conditioning and the hippocampus  
Physiological correlations of Arousal: consciousness and sleep, Factors affecting consciousness. Sleep: Rhythms of sleeping and waking, neural basis of biological clocks, Stages of sleep, brain mechanisms of REM sleep and dreaming, physiological mechanisms of sleep and waking, disorder of sleep

#### **Unit IV: BIOPSYCHOLOGY OF COGNITION & MOTIVATION**

**10hrs**

Learning: Neurophysiology of learning, Synaptic plasticity; Memory: Neurological basis of memory, Brain damage and dysfunction of memory.

Language: Lateralization, Evolution and neurophysiology of speech. Disorders of reading writing: aphasia, alexia & dyslexia.

Hunger –theories, neural signals; Thirst-neural mechanisms; Human obesity.

Anorexia nervosa Sex- hormones and sexual development, neural mechanism of sexual behaviour, sexual orientations, hormones and the brain.

#### **Unit V: BIOPSYCHOLOGY OF PSYCHIATRIC DISORDERS**

**10hrs**

Neuro-degenerative, Schizophrenia, Substance abuse disorders, Major affective disorders, and Anxiety disorders.

#### **LEARNING RESOURCES**

Carlson, N.R. (2004). Physiological of behaviour (8 th .ed.). Boston: Allyn & Bacon.

Kalat, J.W. (2004). Biological psychology (8 th .ed.). Belmont: Wadsworth/Thomson learning.

Blackmore, S. (2003). Consciousness: An introduction. London: Hodder & Stoughton.

Garrett, B. (2003). Brain and Behavior. Wadsworth, Thomson Learning Inc, USA.

Freberg, L A. Discovering Biological Psychology (2 nd ed.)(2006), Wadsworth, Belmont: USA

Wagner, H., & Silber, K. (2004), Physiological Psychology, Garland Science, Abingdon:UK.

Rosenweig, M.R., Leiman, A.L. & Breedlove, S.M. (1999). Biological psychology: An introduction to behavioral, cognitive, clinical neuroscience. (2 nd ed.). USA: Sinauer Associates, Inc.

Wallace, B. & Fisher, L.E. (1991). Consciousness and Behavior (3 rd ed.). USA: Allyn & Bacon.

Pinel, J.P.J. (2000). Biopsychology (4 th .ed.). Boston: Allyn & Bacon

## **PH THEORIES OF PERSONALITY (Hard Core)**

**Credits: 4**

**Instruction hours: 50hrs**

### **COURSE OUTCOMES**

**CO1** Understand the study of personality in the sequence of theories, application, assessment and research

**CO2** Describe the bases for behaviour posited by theories from different perspectives

**CO3** Critically evaluate the theories and its application to Psychopathology.

**CO4** Apply the theories to interpret real-life situations & Psychopathology

### **Unit I: THE STUDY OF PERSONALITY**

**10hrs**

Defining personality, Basic Approaches to Personality, personality and the situation, personality and culture, The study of personality: Theory, application, assessment, and research.

### **Unit II: PSYCHODYNAMIC THEORIES**

**10hrs**

Theories: Classical psychoanalysis: Freud

Neo-Freudian: Carl Jung, Alfred Adler; Object relations: Winnicott. Harry Stack Sullivan, Karen Horney, Erich Fromm

Application: Psychoanalysis

Assessment: Projective tests, Personal Narratives: Case studies

Research: Dream interpretation, Défense mechanisms, anxiety and coping strategies, attachment styles and adult relationships

### **Unit III: BEHAVIOURAL & COGNITIVE THEORIES**

**10hrs**

Theories: Behaviourism: Skinner; Social Learning: Dollard and Miller; Personal construct; George Kelly, Social Cognitive Theorist: Bandura.

Application: Behaviour modification, Cognitive behavioural Psychotherapy (RET & RECBT)

Assessment: Behavioural observation methods, The repertory Grid Technique, Case studies

Research: Individual differences in gender role Behaviour, Observational learning of Aggression, Learned helplessness, Locus of control, transference and repression, gender memory and self-construal, cognitions, and depression

**Unit IV: HUMANISTIC AND EXISTENTIAL THEORIES****10hrs**

Theories: Maslow, Rogers, and Rollo May.

Application: Person Centred Therapy

Assessment: The Q sort technique, Case Studies

Research: Self disclosure, loneliness, self-esteem, solitude

**Unit V: TRAIT & BIOLOGICAL THEORIES****10hrs**

Theory: Gordon Allport, Eysenck

Application: the big Five in the workplace, children's temperaments, and school

Assessment: self-report inventories, Brain electrical activity and Cerebral asymmetry

Research: Type A -hostility and health, social Anxiety, Emotions, optimism and pessimism, Extraversion and introversion.

**LEARNING RESOURCES**

Schultz, D. P., & Schultz, S. E. (2016). Theories of personality. Cengage Learning.

Hall, C.S., Lindzey, G. & Camobell, J.B. (2007). Theory of personality, 4TH edition. John Wiley and Sons.

Carpara, G.V &Cereone, D. (2000). Determinants, dynamics and potentials. Cambridge University Press.

Friedman, H.S. & Schustack, M.W. (2004). Personality, 2<sup>ND</sup> edition. Pearson Education Pvt.Ltd. India.

**Credits: 4**

**Instruction hours: 50hrs**

**COURSE OUTCOMES**

**CO1** Contrast and compare the paradigms of mental disorders

**CO2** Understand the various manifestations of psychopathology

**CO3** Demonstrate the ability to use DSM V and ICD 11 classificatory systems

**CO4** Apply the understanding to diagnose various disorders by way of case studies

**Unit I: INTRODUCTION TO PSYCHOPATHOLOGY**

**10hrs**

Definition of Abnormality, Historical background, and development of modern psychopathology.

Changing attitude and concepts of mental health and illness; Models of psychopathology.

DSM and ICD systems of classification, issues in diagnosis.

**Unit II: MOOD (AFFECTIVE) DISORDERS**

**10hrs**

Clinical Picture, types, Differential Diagnosis, Bio psychosocial aetiology and management of Manic episode, Bipolar Affective Disorder, Depressive Episode, Recurrent Depressive Disorder, Persistent Mood Disorder and other unspecified mood disorders

**Unit III: SCHIZOPHRENIA, SCHIZOTYPAL AND DELUSIONAL DISORDERS**

**10hrs**

Clinical Picture, types, Differential Diagnosis, Bio psychosocial aetiology and management of Schizophrenia, Schizotypal Disorders, Persistent Delusional Disorder, Acute and Transient Psychotic Disorder, Induced Delusional Disorder, Schizoaffective Disorders and other unspecified nonorganic psychosis

**Unit IV: ORGANIC PSYCHIATRIC DISORDERS**

**10hrs**

Clinical Picture, types, Differential Diagnosis, Bio psychosocial aetiology and management of Delirium, Dementia and Amnestic syndromes

**Unit V: NEUROTIC DISORDERS**

**10hrs**



Clinical Picture, types, Differential Diagnosis, Bio psychosocial aetiology and management of Phobic Anxiety Disorders, Other Anxiety Disorders and Obsessive-Compulsive Disorders

### **LEARNING RESOURCES**

Alan Carr. (2001). *Abnormal Psychology*. Psychology Press. American Psychiatric Association. (2013).

Diagnostic and statistical manual of mental disorders (DSM-5 TM). American Psychiatric Pub.

Bennett P (2006). *Abnormal and Clinical Psychology: An Introductory Textbook*. Open University Press.

Carr A (2001). *Abnormal Psychology*. Psychology Press.

Cave. (2002). *Classification and Diagnosis of Psychological Abnormality*. Routledge.

Comer, R. J. (2015). *Abnormal Psychology* (9th Ed.). New York: Worth Publishers

Diclemente C. (2003). *Addiction and Change: How Addictions Develop and Addicted People Recover*. Guilford Press.

Paul Bennett. (2006). *Abnormal and Clinical Psychology: An Introductory Textbook*. Open University Press

Sadock, B.J. &Sadock, V.A. and Ruiz, P. (2015). *Kaplan &Sadock's Synopsis of psychiatry: Behavioural sciences/clinical psychiatry* (11th. Ed.). Philadelphia: Lippincott Williams & Wilkins.

World Health Organization. *The ICD-11 Classification of Mental and Behavioural Disorders: Clinical Descriptions and Diagnostic Guidelines*. Geneva: World Health Organization, 1992

**PH APPLIED RESEARCH, STATISTICS & RESEARCH ETHICS (Hard Core)**

**Credits: 4**

**Instruction hours: 50hrs**

**COURSE OUTCOMES:**

- CO 1 Competent knowledge base in scientific thinking and Scientific method as a model for research
- CO 2 A strong theoretical foundations in quantitative and qualitative research methods.
- CO 3 Understand the Nuances of Research and adopt a scientist Practitioner approach.
- CO 4 Competent to design and conduct research, analyse data using advanced software and statistical Tools and write a research report.

**Unit I: Philosophical, ethical, and societal underpinnings of psychological research. 10hrs**

Science and characteristics of science, Philosophy of research.  
Ethical & professional considerations in conducting psychological research: Guidelines concerning human participants and Non-Human Participants  
Cross cultural research methods.  
Research with under researched Populations.

**Unit II: Foundations of Quantitative research methods 10hrs**

Types of research. Approaches to research: Experimental – Laboratory & field experiment; non-experimental-observation, field studies, archival, case study, survey research, ex post facto; quasi experimental research.  
Meaning of quantitative research methods. Sampling techniques- probability and non-probability.  
Steps in Research Process, Review of Literature, Variables and types, Hypotheses: types, formulation of hypotheses  
Research design: definition, importance and types, Plagiarism, and types

**Unit III: Statistics in Behavioral research 10hrs**

Purpose of statistics in behavioral research  
Data processing: Types, tabulation, and presentation;  
Analysis and interpretation of quantitative data: measures of central tendency and dispersion, parametric and non-parametric tests  
Uses of quantitative research methods in studying the clinical Population.

**Unit IV: Qualitative research 10hrs**

Meaning and Process- Texts: documents, diaries, journals; Verbal- participant observation, focus group, interview, oral history; Visual- photographs, films, videos.  
Case studies.  
Uses of qualitative research methods.

**Unit V: Analysis and reporting of Qualitative data 10hrs**

Coding and analyzing data: thematic, content, discourse, and narratives

Use of software in qualitative analysis

Guidelines to writing research Proposal, Research Report, and publication

Application Exercise: Tool development & Research proposal

### **LEARNING RESOURCES**

Aron, A., Coups, E., & Aron, E. N. (2013). *Statistics for The Behavioral and Social Sciences: Pearson New International Edition: A Brief Course*. New Delhi, India: Pearson Higher Ed.

Asthana, B.N. (2011). *Elements of statistics*. S. Chand & Company Ltd.

Denicolo, P., & Becker, L. (2012). *Developing research proposals*. Sage Publications

Flick, U. (2009). *An introduction to qualitative research* (4<sup>th</sup> Edition). New Delhi, India: Sage Publications.

Gravetter, F. J., & Forzano, L. A. B. (2015). *Research methods for the behavioral sciences*. London: Thomson Wadsworth

Gupta, S.L., & Gupta, H. (2011). *Research methodology text and cases with spss applications*. New Delhi, India: International Book House Pvt Ltd.

Gupta, SK, & Rangi, P. (2009). *Research Methodology- Methods, Tools & Techniques*. New Delhi: Kalyani Publishers.

Have, P. (2004). *Understanding qualitative research & ethno methodology*. New Delhi: Sage Publications India Pvt Ltd.

Kapoor, D. R., & Saigal, P. (2013). *Research Methodology: Methods and Techniques*. Regal Publications.

Kothari, C. R. (2004). *Research methodology: Methods and techniques*. Bangalore: New Age International.

Mc Burney, D.H. (2002). *Research Methods*. London: Thomson Wadsworth

Mitchell, M.L., & Jolly, J. (2007). *Research Design explained* 6<sup>th</sup> edition. Toronto, CA: Thomson Wadsworth.

**Pillai, R.S.N., & Bagavathi (2007) Statistics-Theory and Practice**. New Delhi, India: S.Chand & Company Ltd.

Silverman, D. (Ed.). (2016). *Qualitative research*. New Delhi: Sage Publications

Singh, I., Kaushal, V., Kaur, R., & Kaur, P. (2007). *Research Methodology and statistical methods*. New Delhi: Kalyani Publishers.

**PS P1 PSYCHODIAGNOSTICS I (Soft Core)**

**Credits: 3**

**Instruction hours: 50hrs**

**COURSE OUTCOMES**

**CO1** Demonstrate a comprehensive understanding of various psychodiagnostic tools and techniques.

**CO2** Understand the psychometric structure of psychological tests and administer psychological

assessments relevant to client needs

**CO3** Interpret the scores obtained on the assessments and develop a report and convey the findings to

clients

**CO4** Apply theoretical knowledge of psychological assessment to practical settings.

**INTRODUCTION TO PSYCHOLOGICAL TESTING**

History and development of psychological testing

Introduction to testing, assessments and types of tests

Report writing

**INTELLIGENCE TESTS**

Seguin Form Board (SFB) & Vineland Social Maturity Scale (VSMS)

Standard Progressive Matrices (SPM), Coloured Progressive Matrices (CPM) & Advanced Progressive Matrices (APM)

Binet Kamath Test (BKT)

WAPIS

Weschler's Adult Intelligence Scale (WAIS)

Weschler's Intelligence Scale for Children (WISC)

**PERSONALITY MEASURES AND RATING SCALES**

16 Personality Factors (16 PF)

MCMII

MMPI

NEO PI, NEO FFI

## **LEARNING RESOURCES**

Groth – Marnat, G (2003). Handbook of Psychological Assessment. John Wiley & Sons Inc., Hoboken, New Jersey

Kaplan, R.M & Saccuzzo, D. P (2009). Psychological testing: Principles, Applications and Issues. 7 th Edition, Wadsworth, Belmont, USA

## **SEMESTER II**

### **PH PSYCHOPATHOLOGY II (Hard Core)**

**Credits: 4**

**Instruction hours: 50hrs**

#### **COURSE OUTCOMES**

**CO1** Demonstrate understanding of the various manifestations of psychopathology

**CO2** Knowledge of the cultural and socio-economic factors influencing the presentation and course of mental illness

**CO3** Competent to identify and diagnose various disorders through case studies.

**CO4** Apply the paradigms to explain the underlying cause of mental disorders

#### **Unit I: SUBSTANCE USE RELATED DISORDERS**

**10hrs**

Clinical Picture, types, Differential Diagnosis, Bio psychosocial aetiology and management of alcohol use, opioids, cocaine, cannabinoids/hypnotics, stimulant solvents, hallucinogens, tobacco, multiple drug use and other psychoactive substances.

#### **Unit II: STRESS RELATED DISORDERS**

**10hrs**

Clinical Picture, types, Differential Diagnosis, Bio psychosocial aetiology and management of Dissociative disorders (Amnesia, Fugue, trance, DID, etc), dissociative motor disorder, convulsions, sensory loss, acute stress reaction, PTSD, and adjustment disorders.

#### **Unit III: SOMATOFORM AND HABIT IMPULSE DISORDERS**

**10hrs**

Clinical Picture, types, Differential Diagnosis, Bio psychosocial aetiology and management of somatoform disorders, eating disorders, Gambling, Pyromania, Kleptomania, Trichotillomania.

#### **Unit IV: PERSONALTY DISORDERS**

**10hrs**

Clinical Picture, types, Differential Diagnosis, Bio psychosocial aetiology and management of Cluster A- Paranoid, Schizoid, Schizotypal, Cluster B- Anti-social, Borderline, Histrionic, Narcissistic, Cluster C- Avoidant, Dependent, OCPD.

#### **Unit V: DISORDERS OF SEXUALITY AND GENDER**

**10hrs**

Clinical Picture, types, Differential Diagnosis, Bio psychosocial aetiology and management of gender identity disorders (Transsexualism, Transvestism, etc), Fetishism, Paraphilias, Sadomasochism, multiple disorders of sexual preference.

### **LEARNING RESOURCES**

Alan Carr. (2001). *Abnormal Psychology*. Psychology Press. American Psychiatric Association. (2013).

Diagnostic and statistical manual of mental disorders (DSM-5 TM). American Psychiatric Pub.

Bennett P (2006). *Abnormal and Clinical Psychology: An Introductory Textbook*. Open University Press.

Carr A (2001). *Abnormal Psychology*. Psychology Press.

Cave. (2002). *Classification and Diagnosis of Psychological Abnormality*. Routledge.

Comer, R. J. (2015). *Abnormal Psychology (9th Ed.)*. New York: Worth Publishers

Diclemente C. (2003). *Addiction and Change: How Addictions Develop and Addicted People Recover*. Guilford Press.

Paul Bennett. (2006). *Abnormal and Clinical Psychology: An Introductory Textbook*. Open University Press

Sadock, B.J. &Sadock, V.A. and Ruiz, P. (2015). *Kaplan &Sadock's Synopsis of psychiatry: Behavioural sciences/clinical psychiatry (11th. Ed.)*. Philadelphia: Lippincott Williams & Wilkins.

World Health Organization. *The ICD-10 Classification of Mental and Behavioural Disorders: Clinical Descriptions and Diagnostic Guidelines*. Geneva: World Health Organization, 1992

**PH PSYCHOTHERAPY I (Hard Core)**

**Credits:**

**4**

**Instruction hours: 50hrs**

**COURSE OUTCOMES**

**CO1** Knowledge of the major theoretical orientations in psychotherapy

**CO2** Understand the core concepts and principles of psychotherapy, including therapeutic relationship, therapeutic process, and therapeutic change.

**CO3 Apply** different therapeutic interventions to various client populations.

**CO4 Competent in** the ethical and legal considerations in psychotherapy practice

**Unit I: INTRODUCTION TO PSYCHOTHERAPY AND COUNSELLING**

**10hrs**

History and development of Counselling & Psychotherapy

Research in psychotherapy: Methods, outcomes & process

Scientific context of psychotherapy

Ethics & issues in psychotherapy

**Unit II: PSYCHOANALYTIC AND PSYCHODYNAMIC SCHOOL OF PSYCHOTHERAPY**

**10hrs**

Psychoanalysis- Freud: historical perspectives, development, theoretical background and principles

Psychodynamic school: historical perspectives, development, theoretical background and principles

Neo-Freudian approaches: Jung, Adler, Anna Freud, Object Relations Therapy (Klein, Winnicott, Fairbairn, etc), Interpersonal approaches (Rank, Sullivan, Horney, Fromm, etc)

Overview of Brief Psychodynamic therapy: Current trends and research

**Unit III: BEHAVIOURAL SCHOOL OF PSYCHOTHERAPY**

**10hrs**

Historical perspectives and development; Theoretical background and principles

Approaches: Pavlov, Skinner, Thorndike, Watson, Bandura, etc



Techniques of behaviour therapy (exposure & types, systematic desensitization, relaxation techniques, contingency management and behaviour modification techniques, etc.)

Practice of behavioural school of psychotherapy: Current trends and research

#### **Unit IV: COGNITIVE SCHOOL OF PSYCHOTHERAPY**

**10hrs**

Historical perspectives and development; Theoretical background and principles

Approaches: Beck, Ellis, Meichenbaum

Cognitive Behaviour Therapy (CBT), Rational Emotive Behaviour Therapy (REBT), Cognitive Therapy (CT), Assertiveness training (Salter and Wolpe) and Social skills training (modelling, role playing, feedback, etc.)

Practice of cognitive school of psychotherapy: Current trends and research

#### **Unit V: HUMANISTIC AND EXISTENTIAL SCHOOL OF PSYCHOTHERAPY 10hrs**

Historical perspectives and development; Theoretical background and principles

Approaches of Humanistic school: Maslow, Rogers (PCT), Seligman

Approaches of Existential school: Kurt Lewin, Rollo May, Viktor Frankl, Yalom

Gestalt school of psychotherapy: Wertheimer, Kohler, Koffka, Fritz and Laura Perls

Transactional Analysis: Eric Berne, Narrative Therapy: White, Epston

#### **LEARNING RESOURCES**

Beck, J. S. (1995). Cognitive Therapy: Basics and beyond. NY: Guilford Press.

Brems, C. (2000). Dealing with challenges in psychotherapy and counselling. Singapore: Brooks/Cole.

Brems, C. (2001). Basic skills in psychotherapy and counselling. Singapore: Brooks/Cole.

Capuzzi, D., & Gross, D.R. (2008). Counselling and Psychotherapy. Theories and Interventions (4th Edition). Delhi: Pearson Education, Inc.

- Corey, G. (1996). Theory and practice of counselling and psychotherapy (5th ed.). Pacific Grove, CA: Thomson-Brooks/Cole.
- Dryden, W. (2007). Dryden's handbook of individual therapy. (5th ed). Sage Publications: New Delhi.
- Feltham, C. (ed.) (1999). Controversies in psychotherapy and counselling. New Delhi: Sage.
- Hecker, J.E., & Thorpe, G.L. (2005). Introduction to clinical psychology: Science, practice, and ethics (Low Price Edition). Delhi: Pearson Education
- Ivey, A.E., Ivey, M.B., & Simek-Morgan, L. (1997). Counselling and psychotherapy: A multicultural perspective (4th ed.). Boston: Allyn & Bacon.
- Koocher, G.P., Norcross, J.C., & Hill III, S.S. (eds.). (1998). Psychologists' desk reference. Oxford: Oxford University Press.
- Miltenberger, R.G. (2001). Behaviour modification: Principles and procedures (2nd Ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Palmer, S. (ed.). (1999). Introduction to counselling and psychotherapy: The essential guide. New Delhi: Sage.
- Prochaska, J.O., & Norcross, J.C. (2003). Systems of psychotherapy: A transtheoretical analysis (5th ed.). Pacific Grove, CA: Thomson-Brooks/Cole.
- Sharf, R.S. (2000). Theories of psychotherapy and counselling: Concepts and cases (2nd Ed.). Singapore: Brooks/Cole.
- Simon, L. (2000). Psychotherapy: Theory, practice, modern and postmodern influences. Westport, Connecticut: Praeger.
- Sundel, M., & Sundel, S. (1999). Behaviour change in the human services: An introduction to principles and applications (4th ed.). New Delhi: Sage.
- Todd, J., & Bohart, A.C. (1999). Foundations of clinical and counselling psychology (3rd Ed.). New York: Longman.
- Trull, T.J., & Phares, E.J. (2001). Clinical psychology: Concepts, methods, and profession (6th Ed.). Belmont, CA: Wadsworth/Thomson Learning

PS **CHILD AND ADOLESCENT PSYCHIATRY (Soft Core)**

**Credits:3**

**Instruction hours:**

**40hrs**

**COURSE OUTCOMES**

**CO1** Understand the normal child and adolescent development, including physical, cognitive, emotional, and social domains.

**CO2** Identify and differentiate various childhood and adolescent mental disorders based on diagnostic criteria, clinical presentation, and developmental context.

**CO3** Competency in the management of Adolescent disorders.

**CO4** Develop appropriate treatment plans based on evidence-based practices, considering the child's age, developmental stage, and family context.

**Unit I: INTRODUCTION TO CHILDHOOD PSYCHIATRY**

**10hrs**

Changing concepts and challenges in Child Psychopathology; Models of child psychopathology; Case history and MSE

Mental Retardation: Clinical Picture, types, Biopsychosocial Aetiology and evidence-based management of Mental Retardation.

Special Areas: Pathological aspects of Day care, Foster care and adoption; Physical abuse, Sexual abuse and Neglect of the child; Identity problem and Borderline disorders in adolescence.

**Unit II: DISORDERS OF PSYCHOLOGICAL DEVELOPMENT IN CHILDREN 10hrs**

Clinical picture, types, Biopsychosocial Aetiology and evidence-based management of Specific developmental disorders of speech and language, Specific developmental disorders of scholastic skills and Specific developmental disorders of motor functions.

Clinical picture, types, Biopsychosocial Aetiology and evidence-based managements of Pervasive developmental disorders.

**Unit III: DISORDERS OF BEHAVIOUR, EMOTIONS AND SOCIAL FUNCTIONING**

**10hrs**

Clinical picture, types, Biopsychosocial Aetiology and evidence-based managements of Hyperkinetic disorder, Conduct Disorders, Emotional disorders with onset specific to childhood and Mixed disorders of conduct and emotions.

Clinical picture, types, Biopsychosocial Aetiology and evidence-based managements of Disorders of social functioning with onset specific to childhood and adolescents, Tics, and other behavioural and emotional disorders with onset usually occurring in childhood and adolescents.

**Unit IV: ADOLESCENTS PSYCHIATRY & MANAGEMENT OF ADOLESCENT DISORDERS**

**10hrs**

Course overview-Discussion of assignments, The World of Adolescents/Factors effecting growth and behaviour, Characteristics of adolescents, high and low risk adolescents/youth, School, Family and community related issues, exceptional behaviour, addiction, abuse, Pregnancy, Risky Sexual Behaviour & Delinquency, Suicide/Depression.

Situational and environmental factors that may impede academic, personal/social, or career success and overall development, Prevention and Early Intervention models, socio-economic and cultural contexts, Guidance, Peer Coaching Model, mental health awareness programmes, Emerging Technology, Group Discussion Skills, Critical Incidents: Counsellor Role and Function.

**LEARNING RESOURCES**

American Psychological Association, (2002). *Developing Adolescents – A reference for professionals*. APA: Washington Dc.

Akos, P., Levitt, D.H. (2002). Promoting healthy body image in middle school. *Professional School Counselling*, 6(2), 138-144.

Carlson, L.A. (2003). Existential theory: Helping school counsellors attend to youth at risk for violence. *Professional School Counselling*, 6(5), 310-315.

Casey-Cannon, S., Hayward, C., & Gowen, K. (2001). Middle-school girls' reports of peer victimization: Concerns, consequences, and implications. *Professional School Counselling*, 5(2), 138-147.

World Health Organization. *The ICD-10 Classification of Mental and Behavioural Disorders: Clinical Descriptions and Diagnostic Guidelines*. Geneva: World Health Organization, 1992.

*Textbook of postgraduate psychiatry*, 2nd ed. Vol 1 & 2, Vyas, J.N. & Ahuja, N. (1999). Jaypee brothers: New Delhi.

Child and Adolescent Psychiatry: Modern approaches, 3rd ed., Rutter, M. & Herson, L (1994) Blackwell Scientific Publications: London.

Mash, E.J. & Wolfe, D.A. (2007). Abnormal Child Psychology (4th edition).

Wiener J M (1999) (Ed) Textbook of Child and Adolescent Psychiatry. American Psychiatric Press.

Sadock, B.J. & Sadock, V.A. (2015). Kaplan & Sadock's Synopsis of Psychiatry: Behavioural Sciences/Clinical Psychiatry (10th ED.). Philadelphia: Lippincott Williams & Williams.

## **COGNITIVE NEUROSCIENCE**

**Credits:3**

**Instruction hours: 40hrs**

### **COURSE OUTCOMES**

**CO1:** Understand fundamental principles and concepts of cognitive neuroscience.

**CO2:** Analyse, interpret and apply cognitive neuroscience techniques to study brain-behaviour relationships.

**CO3:** Examine the neural basis of cognitive disorders.

**CO4:** Integrate cognitive neuroscience with broader psychological theories and applications.

### **Unit 1: INTRODUCTION TO COGNITIVE PSYCHOLOGY**

**10hrs**

Cognitive revolution, paradigms of cognitive psychology Information-Processing, Connectionism, evolutionary and ecological paradigms, Historical antecedents-structuralism, functionalism, Psychophysics, gestalt, behaviorism in the development of cognitive psychology, Research methods in cognitive psychology-Naturalistic Observation, Introspection, Controlled Observation and Clinical, Interviews, Experiments and Quasi- Experiments. imaging techniques used for investigations in cognitive psychology.

### **Unit 2 ATTENTION & PERCEPTION**

**10hrs**

Definition Attention, sensation and perception, functions of attention-Signal detection and vigilance, Search, Selective attention, Divided attention, process of attending to signals over the short and long terms, theories of visual search -feature-Integration Theory, Similarity Theory, Guided Search Theory, selective attention, filter theory and the attenuation theory of attention, early and late-filter models, theories of visual selective attention-spotlight, zoom lens, Posner's theory of focused visual attention, Dual-Task Performance and Psychological Refractory Period (PRP) in reference to divided attention, attention hypothesis of automatization and Posner's Network model, theories of selective auditory attention, selective visual attention.

Process of sensation, Gestalt Laws and Perceptual Constancies, process of pattern and face recognition, Discuss depth perception, bottom-up & TOP-Down theories of perception, Feature-Matching theories, Recognition-by-Components Theory, word perception, feature analysis of speech perception, subliminal and movement perception

### **UNIT 3 Memory**

**10hrs**

Models of memory -The Traditional Model of Memory Sensory Store Short-Term Store Long-term Store, The levels of -Processing model, Working memory model, Encoding and Transfer of Information: Forms of encoding, process of retrieving

information from Short-Term and Long-Term Memory, types of long term memory-semantic and episodic memory, explicit and implicit memory. theories of forgetting (Distortion, Interference Theory, Decay Theory, Reconstructive Nature of Memory Autobiographical Memory, Flashbulb Memories, Eyewitness Memory, effect of context on memory,

**Unit 4 Language, Problem solving, Reasoning & Decision making      10hrs**

Language comprehension and production, influence of language on cognition, neuropsychological views and evidence of language and cognition, Problem solving types of classic problems, General Methods of Solution, obstacles to problem solving.

Decision Making and classical decision theory, heuristics, and fallacies in decision

Making, biases in decision making, deductive and inductive reasoning

**LEARNING RESOURCES:**

Anderson, J.R. (2010). Cognitive Psychology & its Implications. Princeton. NJ.

Gazzaniga, M.S. (2004). The cognitive neurosciences, MIT press.

Reigler, B.R & Reigler B. L. (2008). Cognitive Psychology: Applying science of mind. Pearson education.

Sternberg, R. J & Sternberg, K. (2016). Cognitive Psychology. Nelson education

**PS GERIATRIC PSYCHOLOGY ( Soft Core)**

**Credits:3**

**Instruction hours: 40hrs**

**COURSE OUTCOMES**

**CO1** Understand the diverse ways in which psychologists contribute to scientific knowledge and clinical practice within the multidisciplinary field of gerontology.

**CO2** Apply basic principles from lifespan developmental psychology to the study of aging.

**CO3** Recognize important distinctions between normal and pathological age-related Changes, key theories, concepts, and research findings associated within different specialty areas of Gero psychology (e.g. developmental, cognitive, neuro; clinical, health, social, environmental).

**CO4** Gain experience in conducting basic research with older adults.

**UNIT 1 INTRODUCTION TO PSYCHOLOGY OF AGING**

**10hrs**

APA - Guidelines for Psychological Practice with Older Adults, Careers in Aging, Gero psychology is the future, Basic Principles of Lifespan Developmental Psychology. The aging mind: Potential and limits.

**UNIT 2: COGNITIVE PROCESSES**

**10hrs**

Intellectual Change and Aging, Measuring Intellectual Change in Later Life. Normal Age-Related Changes in Memory, Consequences of Normal Cognitive Aging. Everyday Problem Solving and Emotion: An Adult Developmental Perspective. Consequences of Age- Related Cognitive Declines Age-Related Cognitive Impairments

**UNIT 3 PERSONALITY & SELF REGULATORY PROCESSES**

**10hrs**

Does Aging Affect Personality or Does Personality Affect Aging? Self-regulation Emotional/Developmental. Emotion Regulation in Older Age. A Lifespan Model of Successful Aging.

**UNIT 4 MENTAL HEALTH & HEALTH PSYCHOLOGY**

**10hrs**

Psychological Disorders in Later Life, Old Age and Psychological Disorders. , Resilience and Aging Health Psychology with Older Populations , Pathways Linking



Positive Emotion and Health in Later LIFE., social Relationships in Adulthood , Social Contexts of Mental Well-Being in Later Life Environmental Psychology and Aging , Global Aging: Challenges for Community Psychology. Technology and Aging.

### **Learning Resources**

American Psychological Association (2004). Guidelines for psychological practice with older adults.

Baltes, P. B. (1993). The aging mind: potential and limits.

*The Gerontologist*, 33, 580-594.

Stuart-Hamilton, I (2012). *Psychology of Ageing: An Introduction* (5th Edition).

Jessica Kingsley Publishers

Blanchard-Fields, F. (2007). Everyday problem solving and emotion: An adult developmental perspective.

Salthouse, T. (2012). Consequences of age-related cognitive declines. *Annual Review of Psychology*, 63, 201-226.

Segal, D., Qualls, S., & Smyer, M. (2011). *Aging and mental health* (2nd Ed). NJ:

Wiley Blackwell. Hoyer, W. J., & Roodin, P. A. (2009). *Adult Development and Aging* 6th Ed McGraw-Hill New

Urry, H. L., & Gross, J. J. (2010). Emotion regulation in older age. *Current Directions in Psychological science*, 19, 352-357.

Schulz, R., & Heckhausen, J. (1996). *A lifespan model of successful aging*. .

Neale, J. M., & Kring, A. M. (2004). *Abnormal psychology* (9th ed). New York: Wiley.

**PS P2 PSYCHODIAGNOSTICS II (Soft Core)**

**Credits: 3**

**Instruction hours: 40hrs**

**COURSE OUTCOMES**

**CO1** Demonstrate a comprehensive understanding of various psychodiagnostics tools and techniques.

**CO2** Understand the psychometric structure of Projective tests, Aptitude tests, Neuropsychological

batteries and administer tests relevant to client needs

**CO3** Interpret the scores obtained on the assessments and develop a report and convey the findings to

clients

**CO4** Competency in using the psychological assessments in practical settings.

**PROJECTIVE AND SEMI-PROJECTIVE TESTS**

Rorschach Inkblot Test

Thematic Apperception Test (TAT)

Children's Apperception Test (CAT)

Sack's Sentence Completion Test (SSCT)

Raven's Controlled Projection Test (RCPT)

**APTITUDE TESTS**

Differential Aptitude Test (DAT)

Comprehensive Interest Schedule (CIS)

**ASSESSMENT OF CHILDREN WITH SPECIAL NEEDS**

Childhood Autism Rating Scale (CARS)

ISAA

Connor's rating scale for Attention deficit hyperactive disorder

NIMHANS index for Specific learning disorders

Child Behavior Checklist (CBCL)

**CLINICAL RATING SCALES AND NEUROPSYCHOLOGICAL BATTERIES**

Clinical Rating Scales: BDI, HDRS, HARS, CARS-training

Neuropsychological battery (adult)-training.

Rorschach – Exner

Thematic Apperception test (TAT)

## **LEARNING RESOURCES**

Groth – Marnat, G (2003). Handbook of Psychological Assessment. John Wiley & Sons Inc., Hoboken, New Jersey

Kaplan, R.M & Saccuzzo, D. P (2009). Psychological testing: Principles, Applications and Issues. 7 th Edition, Wadsworth, Belmont, USA