

**CENTRAL UNIVERSITY OF KARNATAKA**  
**Gulbarga, Karnataka**

**M.Sc Psychology**  
(Choice based credit system)  
Syllabus – 2014-2016

**Department of Psychology**  
**School of Behavioral Sciences**  
**Central University of Karnataka**

*M.Sc Psychology Curriculum, 2014, School of Behavioural Sciences, Central University of Karnataka.*

**CENTRAL UNIVERSITY OF KARNATAKA**  
**School of Social and Behavioural Sciences Department of**  
**Psychology**  
**M.Sc. PSYCHOLOGY**  
**Syllabus - 2013**

**I: PREAMBLE**

**A: Context**

India stands as the second largest populace in Asia with multiple complexities and vast human resources. A glance into our social system shows that the quality of life of the people in terms of health is deteriorating and a feeling of insecurity is increasing due to poverty, terrorism, natural disasters, conflicts, etc. The phenomenon of globalization, global warming, recent nuclear threats due to tsunami, human right violations, gender, linguistic and caste discrimination, fundamentalism, emerging political unrest in neighbouring and East Asia countries, transition from the traditional communication and socialization systems to the enhanced social networking through cyber space, communicable diseases, change in value systems, misuse of technological advancements etc., have been some of the significant factors affecting the quality of life which includes physical, psychological, social, and spiritual wellbeing of the people.

Psychologists in the west have been successful in addressing such issues. For example, the contributions of psychologists after ‘September 11th incident’ in USA, Post-tsunami and nuclear threats in Japan, etc., are some of the best instances of best practices which Indian psychologists can emulate. Studies also have shown that psychologists have been actively contributing their knowledge and skills in applied areas of various social and economic developmental sectors such as agriculture, small and large scale industries, business management in countries like China, Taiwan, Korea, Japan, Thailand, etc., for a long time. Such success stories could be a motivational force for Indian psychologists to think, review and adapt their best practices to address such challenging social issues in future for enhancing the quality of life, accelerating socio-economic development and as an agent for the social change at policy making, planning, and implementation level. However, to emulate these best practices, we need sweeping and far reaching reforms in our educational scenario. Firstly, in our current scenario, post-graduate students usually set their career goals for entering into the teaching profession or to work in hospitals.

A limited number of psychologists have been able to extend their expertise successfully to other developmental sectors in India. Secondly, the number of qualified psychologists coming out from universities is very limited compared to similar sister disciplines in the behavioural sciences. Thirdly, most of the existing curricula implemented in universities are limited by the class room mode of learning and thus, are lacking in practical skills and exposure to field realities. Fourthly, the theory and practical components are usually taught separately and lack integration. The recent educational reforms introduced by the Government of India in this regard are commendable.

The Government of India has entrusted such responsibilities to the Central Universities giving them greater autonomy and freedom to address such issues meaningfully. Keeping this in view, the Government of India established the Central University of Karnataka in Karnataka state by an act of Parliament in 2009. In order to fulfil this mission, the University has established the School of Behavioural sciences wherein Psychology has been offered as a subject at the graduate, post –graduate, and doctoral level. Considering the above listed concerns, a curriculum to cater to the career building needs of the students as well as to meet the increasing demands of the society in mental health and other organizational sectors has been drafted by experts.

**B: Objectives**

The Central University aims to create qualified professionals to meet the increasing social needs of the hour. Hence, this curriculum is instituted with the following objectives:

- To shape skilled and qualified psychologists to serve the health, industrial, management, educational and developmental sectors of the society.
- To contribute to the existing knowledge bank in psychological sciences with an integrated and interdisciplinary approach.
- To enrich human resources through research, training and varieties of knowledge dissemination processes to address various psycho- social and developmental issues prevailing in our society with a special need-based approach to the Hyderabad- Karnataka regions.
- To bring subjects like environmental psychology, disaster management, biostatistics, sports psychology, transpersonal psychology, psychology of Arts & literature, Business psychology, indigenous psychology, etc., as academic subjects into the mainstream.
- To develop in-depth knowledge and skills in qualitative and quantitative research methods through laboratory, field and web modes of learning.

**C: Course orientation**

A two-year master's degree course in Psychology is offered under the School of Behavioural Sciences following the 'choice-based credit system' with an integrated-interdisciplinary approach. The curriculum comprises inputs drawn from psychoanalytic, transpersonal, cognitive- behavioural and humanistic- existential schools of which, the latter two models have been given greater emphasis. The curriculum will be transacted through bio-psychosocial- spiritual mode.

**D: Unique features**

The unique feature of this curriculum is that each core paper is integrated with theoretical views and experiments. The learning is mediated through class room facilitations, virtual classroom learning modalities, laboratory experiments, field experience, internship, placement, supervised practicum, study tour, etc.,. Knowledge acquisition procedures are monitored through lecture, participatory and cooperative learning, simulation techniques, and WebEx technologies. An additional feature of this course is that the WebEx technologies are employed to facilitate the E-learning components on the principles of 'any time accessibility' and reach through self paced learning manner, in a scalable mode. The learning processes are facilitated by experienced faculty and experts drawn from various academic institutions of repute.

**F: Career development**

In addition to the prescribed curriculum, students will be given ample opportunities to enhance their personal and professional competencies holistically through active participation in seminars, workshops, conferences, activities of psychology society, and contributions through the journal, book, and media clubs periodically. Facilities will be provided to students to undergo personal counselling, career guidance and placement.

**II: REGULATIONS**

**1. Name of the Course:** M.Sc. Psychology (under School of Behavioural Sciences)

**2. Duration of the Course:** Two years (Four semesters)

**3. Eligibility and Attendance:** As per University rules.

**4. Intake:** 30 (Thirty only)

**5.: Medium of Instruction and examination:** English

**6. Miscellaneous:** All other matters not referred to specifically in these regulations shall be governed as per the Ordinances of the University as revised from time to time.

**7. Course structure and credit allocation:** Each credit denotes 1hour theory and two-hour practicum. Total credits of the programme :96 (24+24+24+24).

**8. Specializations :**( a). Clinical and Counselling Psychology (b); Organizational Behaviour and Human Resource Development.

### III: SCHEME OF STUDY AND EXAMINATIONS

(SC= Structure course, NSC= Non structured course, TC= Teaching component, LC=Learning component, T= Theory, P= Practical)

Interested students can opt additional single credit papers not exceeding four credits in every semester.

Semester : I												
Sl.no	Code no.	T= Theory P= Practical	Type	Credits	Title	Types of courses	Duration of Exam (Min.)	L+T+P	IA (40%)	Mid-exam (20 %)	End..sem. Exam (40 %)	Total Marks
1	101	T	Core	3	Advances in Cognitive psychology	SC(TC)	150	2+1+0	40	20	40	100
2	102	P	Core	2	Experiments in Cognitive processes	SC (TC)	150	0+0+4	40	20	40	100
3	103	T	Core	3	Advances in Learning, Motivation and Emotion	SC(TC)	150	2+1+0	40	20	40	100
4	104	P	Core	2	Experiments in Learning, Motivation and Emotion	SC(TC)	150	0+0+4	40	20	40	100
5	105	T	Core	3	Advances in Physiological Psychology *	SC(TC)	150	2+1+0	40	20	40	100
6	106	T	Supportive	3	Psychological Testing and Research methods	SC(TC)	150	2+1+0	40	20	40	100
7	107	T	Allied	3	Foundations of Human Behaviour	SC(TC)	150	2+1+0	40	20	40	100
8	108	T	Elective	3	Understanding Personality Positive Psychology Disaster Management Environmental Psychology Sports Psychology Personality development	SC (TC)	150	2+1+0	40	20	40	100
9	109	T	SOC	2	Social Orientation Course	NSC(TC)	150	1+1+0	40	20	40	100
				24								900
*Field Visit: 1 week												

## Semester : II

Sl.no	Code no.	T= Theory P= Practical	Type	Credits	Title	Types of courses	Duration of Exam (Min.)	L+T+P	IA (40%)	Mid-exam (20 %)	End..sem. Exam (40 %)	Total Marks
1	201	T	Core	3	Personality Theories	SC(TC)	150	2+1+0	40	20	40	100
2	202	P	Core	2	Personality Assessment	SC(TC)	150	0+0+4	40	20	40	100
3	203	T	Core	3	Advances in Social Psychology	SC(TC)	150	2+1+0	40	20	40	100
4	204	P	Core	2	Experiments in Social Psychology	SC (TC)	150	0+0+4	40	20	40	100
5	205	T	Core	3	Life span development *	SC(TC)	150	2+1+0	40	20	40	100
6	206	T	Supportive	3	Research Design and Statistics	SC(TC)	150	2+1+0	40	20	40	100
7	207	T	Allied	3	Introduction to Counselling	SC(TC)	150	2+1+0	40	20	40	100
8	208	T	Elective	3	Psychology of Literature Business Psychology Parapsychology Transpersonal Psychology Training and development Yoga and health psychology	SC(TC)	150	2+1+0	40	20	40	100
9	209	T	SOC	2	Social Orientation Course	NSC(TC)	150	1+1+0	40	20	40	100
				24								900
*Field Study: 2 weeks												

Semester : III												
Sl.no	Code no.	T= Theory P= Practical	Type	Credits	Title	Types of courses	Duration of Exam (Min.)	L+T+P	IA (40%)	Mid-exam (20 %)	End.sem. Exam (40 %)	Total Mark
1	301a 301b	T&P	Core	4	A:Psychological Assessment/ * B:Psychological Assessment and Appraisal Systems*	SC(TC)	150+ 150	1+1+4	40 (20+20)	20 (10+10)	40 (20+20)	100
2	302a 302b	T	Core	3	A:Theoretical Bases of Clinical Psychology/ B:Theoretical Bases of Organisational Behaviour	SC(TC)	150	2+1+0	40	20	40	100
3	303a 303a	T	Core	3	A:Psychopathology/ B:Human Resource Development	SC(TC)	150	2+1+0	40	20	40	100
4	304a 304b	T&P	Core	4	A:Psychotherapy/ B:Organisational Change and Development	SC(TC)	150+ 150	1+1+4	40 (20+20)	20 (10+10)	40 (20+20)	100
5	305a 305b	T&P	Core	4	A:Counselling Skills and Process B:Counselling Skills and Process	SC(TC)	150+ 150	1+1+4	40 (20+20)	20 (10+10)	40 (20+20)	100
6	306a 306b	P	Supportive	4	A:Internship-I (4 weeks) B:Internship-I (4 weeks)	NSC(LC)		0+0+8	40	20	40	100
7	307a 307b	R	Research	2	A: Dissertation: Part-I B: Dissertation: Part-I	NSC(LC)		0+0+4	40	20	40	100
				24								700
*Field Placement: 2 weeks												

Specializations: A/ a – Clinical and Counselling Psychology (C&CP) ;B/b- Organizational Behaviour (OB) and Human resource development (HRD)

Semester : IV												
Sl.no	Code no.	T= Theory P= Practical	Type	Credits	Title	Types of courses	Duration of Exam (Min.)	L+T+P	IA (40%)	Mid-exam (20 %)	End..sem. Exam (40 %)	Total Marks
1	401a 401b	T&P	Core	5	A:Psychological Assessment: Theory and Practice/ B:Behavioural Competencies: Assessment and Practice	SC(TC)	150+ 150	1+1+4	40 (20+20)	20 (10+10)	40 (20+20)	100
2	402a 402b	T&P	Core	5	A:Behaviour & Cognitive Behaviour Therapies: Theory and Practice / B:Organisational Effectiveness: Theory and Practice	SC(TC)	150+ 150	1+1+4	40 (20+20)	20 (10+10)	40 (20+20)	100
3	403a 403b	T&P	Core	5	A:Practice of Psychological Counselling / B: HRD Training and Mentoring	SC(TC)	150+ 150	1+1+4	40 (20+20)	20 (10+10)	40 (20+20)	100
4	404a 404b	P	Supportive Research	5	A:Internship-II (8 weeks) B: Internship-II (8 weeks)	NSC(LC)	150	0+0+10	40	20	40	100
5	405a 405b	R	Supportive Research	4	A: Dissertation: Part-II B: Dissertation: Part-II	NSC(LC)	150	0+2+4	40	20	40	100
				24								500

**IV: SYLLABUS****I SEMESTER****101: ADVANCES IN COGNITIVE PSYCHOLOGY**

**Objectives:** This paper provides an in-depth exploration of human cognition focusing on both classic and current issues. Theoretical concepts are taught through experiments in laboratory, field and in virtual laboratory in an integrated manner. Understanding these processes will therefore give the students a holistic view of psychology and help students understand human psychology better.

**Unit-I: Introduction**

Introduction to cognitive psychology; Cognitive development theories and perspectives; Current status and trends in cognitive Psychology: Metacognition, robotics, artificial intelligence.

**Unit-II: Basic cognitive processes**

Attention: Theories of attention, models of attention, factors affecting attention; Perception: Principles of perception; Imagery: characteristics of mental images, cognitive maps; schemas and metamemory.

**Unit-III: Higher cognitive processes**

Reasoning: conditional and syllogistic reasoning: process, rules, factors affecting them; Decision making: process, heuristics and framing effect; Problem solving: process, facilitating and hindering factors in problem solving.

**Unit-IV: Language**

Listening comprehension, process and factors affecting listening; Reading: theories of word recognition and factors affecting reading comprehension; Language production: Speaking, Writing, Bilingualism and code switching.

**Unit-V: Consciousness**

History, nature and functions of consciousness; Consciousness as a scientific construct, levels of consciousness, modern theories of consciousness.

**References**

1. Cognitive Psychology by Robert L. Solso, Otto H. MacLin, and M. Kimberly MacLin. Publisher: Prentice Hall, Published: December 22, 2008.
2. Cognitive Psychology In and Out of the Laboratory by Kathleen M. Galotti, Publisher: Wadsworth Publishing, Published: March 21, 2007.
3. Cognition by Margaret W. Matlin, Publisher: Wiley, Published: October 13, 2008
4. Cognitive Psychology by Robert J. Sternberg, Published: Mar 19, 2008
5. Fundamentals of Cognitive Psychology by Ronald Thomas Kellogg, Publisher: Sage Publications, Inc. Published: March 21, 2007.



**102: EXPERIMENTS IN COGNITIVE PROCESSES**

**Objectives:** To acquaint the students with the administration of psychological tests, interpretation of scores and report writing and the evaluation procedures and evaluation of psychological tests.

1. Cognitive maps
2. Attention span
3. Effect of schema on memory
4. Levels of processing
5. Verbal memory
6. Visuo-spatial memory
7. Syllogistic reasoning
8. Embedded Figures Test
9. Stroop effect
10. Semantic memory

**References**

1. Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.
2. Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
3. Gregory, R.J. (2005). Psychological testing: History, principles and applications. New Delhi: Pearson Education.
4. Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan.
5. Aiken, L.R., & Groth- Marnat, G.(2006). Psychological Testing and Assessment – 12<sup>th</sup> edition. Boston, MA: Pearson.

### **103: ADVANCES IN LEARNING, MOTIVATION AND EMOTION Objectives: To**

provide an understanding of normal mental processes and their relationship to brain, mind and behaviour. This paper will give an overview of Learning, Motivation and Emotion.

#### **Unit-I: Learning: Behaviorist Perspective**

Introduction to learning; Thorndike's Connectivism; Pavlov's Classical Conditioning; Skinner's Operant Conditioning, Hull's Drive Reduction Theory.

#### **Unit-II: Learning: Cognitive Perspective**

Wertheimer's Gestalt Learning Theory; Lewin's Field Theory; Kohler's Insight Learning.

#### **Unit-III: Social Learning Perspectives**

Bandura's Observational Learning: Attentional process; retentional processes; behaviour production processes; motivational processes; reciprocal determinism; self-regulation; self-efficacy.

#### **Unit-IV: Theories of Motivation**

Instincts, needs, drives, incentives; motivational cycle; Classification of motives: Biological Motives-Hunger, thirst, sleep and Sex; Social Motives- Achievement, affiliation, Power; Major Theories of motivation: Instinct theory; Incentive Theory, Drive-reduction Theory, Need theories; Cognitive theories.

#### **Unit-V: Theories of Emotion**

Factors influencing emotional process: Biological, Learning and cognitive; Major theories of emotion: James-Lang, Cannon-Bard, Schachter and Singer; Other theories of emotion: Arousal theory, Lindsley's Activation Theory; Nonverbal Communication in Emotion; facial feedback hypothesis, facial action coding system.

1. Olson H. Mathew and Hergenhahn B R (2010) An introduction to the theories of learning (8<sup>th</sup> Edt). PHI Learning Private Limited, New Delhi.
2. Lefrancois R Guy (2012) Theories of Human Learning: What the professor said (6<sup>th</sup> Edt). International Edition, Wadsworth, Cengage Learning.
3. Domjan Michael (2010) The Principles of Learning and Behavior (6<sup>th</sup> Edt) Wadsworth, Cengage Learning.

**104: EXPERIMENTS IN LEARNING, MOTIVATION AND EMOTION**

**Objectives:** To acquaint the students with the administration of psychological tests, interpretation of scores and report writing and the evaluation procedures and evaluation of psychological tests.

1. Schedules of reinforcement
2. Yerkes multiple choice
3. Mass versus distributed learning
4. Judgment of emotional expressions
5. Level of Aspiration
6. Goal setting
7. Eye blink reflex
8. Bilateral transfer of learning
9. Arousal and performance
10. Trial and error learning

**References**

1. Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.
2. Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
3. Gregory, R.J. (2005). Psychological testing: History, principles and applications. New Delhi: Pearson Education.
4. Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan.
5. Aiken, L.R., & Groth- Marnat, G.(2006). Psychological Testing and Assessment – 12<sup>th</sup> edition. Boston, MA: Pearson.

## **105: ADVANCES IN PHYSIOLOGICAL PSYCHOLOGY**

**Objectives:** This course will introduce students to the methods bio-psychologists employ to investigate the biological underpinnings of human behaviour. It will explore the structure and function of neuron & supportive cells, brain and endocrine glands. They will also master the specialized functions of hemispheres, neural networks & altered state of consciousness. After completion of this course, students will become familiar to critically evaluate published bio-psychological researches, role of brain and nervous system in health & disease, and how physiological knowledge can be applied to address a wide range of behavioural and psychological problems.

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

Nature and Scope; Methods of Research: Anatomic, electrical and chemical, radiological and behaviour techniques

### **Unit-II: Structure and functions of nerve cells**

Structure, types and functions of Neurons and supportive cells of Brain; Resting potential, Propagation of action potential, Blood brain barrier, Synaptic transmission; neurotransmitters.

### **Unit-III: Anatomy of Nervous System**

Central Nervous system: Forebrain, Midbrain, Hindbrain, Hypothalamus, Cortex, Spinal cord; Autonomic Nervous system: Sympathetic and Parasympathetic Nervous system.

### **Unit-IV: Chemical Bases of Behaviour**

Major endocrine glands: Thyroid, Parathyroid, Adrenal, pancreas, Pituitary, Gonads, Hormones of the hypothalamus; general principles of hormonal activity; interaction between neural system and hormones to produce integrated responses.

### **Unit-V: Recent advances**

Neurophysiology, Neural network, hemispheric specialization and localization, consciousness, Altered status of consciousness, psycho-physiological basis of meditation.

### **Reference:**

1. John, P.H. Pinel, (2011). Biopsychology, Pearson Education, Boston.
2. Neil R. Carlson, (2013). Physiology of behaviour, Pearson Education, Boston.
3. James W. Kalat, (2009). Biological Psychology, Wodsworth, Balmont. USA.
4. Laura A Freberg, (2010). Discovering Biological Psychology, Wadsworth, Balmont.
5. Frederick Toates, (2011). Biological psychology, Pearson, Harlow.
6. Lauralee Sherwood, (2012). Fundamentals of Human Physiology, Brooks/Cole, Belmont.
7. Maria A Patestas, & Leslie P Gartner, (2006). A Textbook of Neuroanatomy, Blackwell publishing company.
8. Arthur, C Guyton & John Hall, (2006). Textbook of Medical Physiology, Elsevier, Philadelphia.

## 106: PSYCHOLOGICAL TESTING AND RESEARCH METHODS

**Objectives:** The purpose of this paper is to familiarize the students with an understanding of various research methods in the behavioural sciences so that they can: plan scientific research, understand the strengths and limitations of research methods, critically evaluate information about human behaviour presented in both professional journals and the popular media, and develop proficiency in professional scientific writing. In addition to lectures and readings, students will participate actively in laboratory and field experiments. Students will also be provided with ICT facilities to facilitate research using computer software like SPSS, strata, etc.

### Unit-I: Introduction

Basis of Scientific research; Levels of measurement and Scaling; Nature, and use of psychological tests; Characteristics of a good psychological test; computer applications in research.

### Unit-II: Research Planning

Research Problem, variables, Process of research planning; Probability and non-probability sampling; Sampling techniques and errors in sampling; Hypotheses; data analysis, interpretation,

### Unit-III: Test construction

Item writing, item validity, item analysis; Norm development and meaning of test scores; Reliability and validity - types and methods.

### Unit-IV: Methods of data collection

Observation, interview, survey, experimentation, case study, sociometric analysis, meta-analysis.

### Unit-V: Ethical issues and Biases in research

Ethical issues in research: Definition; types: De-briefing, informed consent, physical and non-physical harm; Sources of bias in research: experimenter bias, demand characteristics, confounding, matching.

### References

1. Anastasi, A and S. Urbina, (1997) Psychological testing. 7th Edition (Indian reprint) Pearson education. Delhi.
2. Aron & Aron (2007). Statistics in Psychology (4th edition). New Delhi: Pearson Education Publishers.
3. Cecil R. Reynolds and Ronald B. Livingston (2011). Mastering Modern Psychological Testing: Theory & Methods Pearson Education
4. Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
5. Robert J. Gregory (2010) Psychological Testing: History, Principles, and Applications. Pearson Education.

## 107 FOUNDATIONS OF HUMAN BEHAVIOR (Allied)

**Objectives:** The purpose of this paper is to familiarize the students with an understanding of the foundations of human behavior through some significant psychological concepts, theories and the processes. This will also give an opportunity to adapt an interdisciplinary approach in their nature of profession by understanding the different schools of thoughts, research methods and psychosocial basis of behavior. Specific topics covered under this paper will help them to have a better interpersonal relationship in the society they live. In addition to the lectures and readings, the students would participate actively in the group discussions, group activities etc... in both classroom and the fieldwork.

### Unit I: Introduction

Definitions, nature and scope of Psychology; Historical background of psychology; branches of psychology; Early schools of Psychology- structuralism, functionalism, psycho-analysis, behaviorism, Gestalt psychology, existentialism; Methods of psychology: Naturalistic observation, interview, case study, survey, experimental method.

### Unit II: Basic Processes

Definitions, meaning of basic concepts, types and characteristics of Sensation, Perception, Learning, Emotion, Motivation Memory, Thinking, Intelligence.

### Unit III: Life-span Development

Physical, Cognitive and Socio-emotional Development during: Childhood, Adolescence, Adulthood, Aging.

### Unit IV: Social Basis of Behavior

Definitions of basic concepts, characteristics- Social Perception, Social Learning, Social facilitation, Attitude, Prejudices and Stereotypes, Social influence, Social Cognition.

### Unit V: Personality and Mental Health

Personality: Meaning, definitions, determinants of personality, assessment of personality; Meaning and definitions of mental health, Stress, Coping and adjustive demand.

### References

1. [Robert S. Feldman](#) (2011) Understanding Psychology, McGraw-Hil, New Delhi.
2. Hergenhahn B R (2008). An introduction to the history of psychology, Wadsworth, Cengage Learning.
3. [Clifford Morgan](#), [Richard King](#), [John Weisz](#), [John Schopler](#) (2004) Introduction to Psychology, McGraw-Hil, New Delhi.
4. Domjan Michael (2010). The Principles of Learning and Behavior (6th Edt) Wadsworth, Cengage Learning.
5. Sorrentino, R. M., & Higgins, E. T. (Eds.). (1986). [Handbook of Motivation and Cognition: Volume 1. Foundations of Social Behavior](#). New York: Guilford Publications.

**108 : UNDERSTANDING PERSONALITY**  
**(P.G I<sup>st</sup> Semester elective- 3 Credits)**

**Overview and Objectives:** The purpose of this paper is to familiarize the students with an understanding of the personality through some significant theories and to connect to the literature they study their respective courses like play, novel, short stories, poetry and films. Specific topics covered under this paper will help them to have a better interpersonal relationship in the society they live. In addition to the lectures and readings, the students would participate actively in the group discussions, games, activities etc...

**Unit: I: Introduction**

Personality: Meaning and definition Classification of personality types and traits, determinants of personality; Assessment of personality; and Research Methods.

**Unit: II: Sigmund Freud's Approach**

Biography, Basic concepts and theoretical orientation; structure of mind, consciousness, unconsciousness, sub-consciousness; Id, ego, super ego; Defensive mechanisms.

**Unit: III: Carl Jung's Approach**

Biography, Basic concepts and theoretical orientation; Ego, Personal Unconscious, Collective Unconscious, Archetypes, Introversion and Extroversion.

**Unit : IV: Erik Erikson's Approach**

Biography, Basic concepts and theoretical orientation; Hopes: Trust vs. Mistrust; Will: Autonomy vs. Shame & Doubt; Purpose: Initiative vs. Guilt; Competence: Industry vs. Inferiority; Fidelity: Identity vs. Role Confusion; Love: Intimacy vs. Isolation; Care: Generativity vs. Stagnation; Wisdom: Ego Integrity vs. Despair.

**Unit : V: Ken Wilber's Contemporary Integral Approach**

Biography, Basic concepts & theoretical orientation, Theory: Holons, Quadrants, AQAL: "All Quadrants All Levels", Theory of truth, Pre/trans fallacy, Mysticism & the great chain of being.

**Reviews:** Poetry, Drama, Novel, Short story and Film.

**References**

1. Brody, N., & Ehrlichman, H. (1998). [Personality Psychology: Science of Individuality](#). Englewood Cliffs, NJ: Prentice Hall.
2. Burger, J. M. (2010). [Personality](#) (8th ed.). Belmont, CA: Wadsworth Publishing.
- Cooper, C. (2010). [Individual Differences and Personality](#) (3rd ed.). New York: Oxford University Press.
3. Frager, R., & Fadiman, J. (2005). [Personality and Personal Growth](#) (6th ed.). Englewood Cliffs, NJ: Prentice Hall.
4. Haslam, N. (2007). [Introduction to Personality and Intelligence](#). London: Sage Publications.
5. Larsen, R.J., & Buss, D. M. (2009). [Personality Psychology: Domains of Knowledge About Human Nature](#) (4th ed.). New York: McGraw-Hill.
6. Matthews, G., Deary, I. J., & Whiteman, M. C. (2009). [Personality Traits](#) (3rd ed.). New York: Cambridge University Press.
7. McAdams, D. P. (2008). [The Person: An Introduction to the Science of Personality Psychology](#) (5th ed.). New York: John Wiley & Sons.
8. Mischel, W., Shoda, Y., & Ayduk, O. (2007). [Introduction to Personality: Toward an Integrative Science of the Person](#) (8th ed.). Hoboken, NJ: J. Wiley & Sons.

**Unit-1: Introduction**

Basic concepts and definitions of personality and theory; Idiographic Vs Nomothetic approaches; determinants of personality: biological, social, cultural, interactionism; Major components and criteria for evaluation of personality theories; Assessment of personality, goals of assessment, classification of tests; Current status of research on personality.

**Unit-II: Psychoanalytic theories**

Classical psychoanalytical theory: Structure of personality, dynamics of personality, development of personality, Psychosexual development stages, Anxiety, Current research, Criticisms; Analytic Psychology: Structure of personality, dynamics of personality, development of Personality, Current research, Criticisms, Social psychological theory: striving for superiority, Inferiority feelings and compensation, Social interest, style of life, neurosis, Current research, Criticisms; Psychosocial theory of development: stages of development, the concept of virtues, the new concept of ego; current research; criticisms.

**Unit-III: Trait and Temperamental theories**

Gordon Allport's trait theory: Structure and dynamics of personality, development of personality; Raymond Cattell's Factor analytic theory: Nature of personality, development of personality; Hans Eysenck's Biological trait theory: Description of temperament, Models, research and research methods; Current research; Costa Jr. and Mc Crae: Big Five factors of personality.

**Unit-IV: Humanistic-Existential theories**

Abraham Maslow: Assumptions about human nature, hierarchy of needs, Syndromes, self-actualization; Carl Rogers: Structure of personality, dynamics of personality, development of personality, research methods; Existential perspective: Rollo May and Victor Frankl

**Unit-V: Other theories**

Gestalt theories: Basic concepts and principles; Research methods; Dollard Miller's S-R theory: Structure of personality, dynamics of personality, development of personality; Eastern perspectives on personality.; Holland's Six Personality Types; Robert Hogan's personality theory ; John Mostyn Bowlby's attachment theory.

**202 PERSONALITY ASSESSMENT****Part : A**

- a. MBTI/ DISC ( Dominance, Inducement, Submission and Compliance)
- b. 16 PF / Strength Deployment Inventory,
- c. Personality and preference inventory / FIRO-F /
- d. RIASEC Holland code personality test / Personal Style Indicator (PSI)
- e. NEO-FFI / Personal preference inventory ( PAPI)

**Part : B**

- a. EPQ-R / Narcissistic Personality Inventory
- b. Locus of control/ Type C personality
- c. Sentence completion test / Word association test
- d. Multidimensional personality assessment/ Open Enneagram Scales
- e. Self-actualization / Machiavellianism Test (MACH-IV)

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**Unit-I: Introduction**

Social Psychology - Research methods, Ethical issues in social psychology research; Emerging trends and Current issues; Applications.

**Unit-II: Social cognition**

Attitude: Formation, change and measurement; Social perception and cognition: Theories, factors influencing; Social self: Basic concepts and theories

**Unit-III: Interpersonal relations**

Interpersonal Attraction: Factors influencing, types, assessment; Aggression: theories, types, impact, social interventions; Pro-social behaviour: Factors influencing, types, causes and measurement.

**Unit-IV: Group dynamics**

Group dynamics: definitions and nature of basic concepts; Group: nature, types, and functions; Formation of group-factors, Group cohesion and development, Group structure; Team : nature, functions and team player styles ; defining team success and conditions for team success; Functional approach to leading teams; Team building and team training – types and evaluation; Ice-breaker ; virtual teams.

**Unit-V: Self and Community in the Age of the Internet**

The Phenomenon of cyberspace in the age of internet; Social roots of cyber culture; Characteristics and implications of on -line communities; Issues in the context of Cyberspace: Gender issues, disinhibited Behavior, and online identity issue

**204      EXPERIMENTS IN SOCIAL PSYCHOLOGY**

Part: A:

- a. Group effectiveness / Team player styles
- b. Prejudice / Attitude change
- c. Comprehensive problem solving / Decision making
- d. Interpersonal relationship / Communication styles
- e. Leadership skills and resolving conflicts

Part: B

- a. First impressions / effective communication/
- b. Implicit attitudes / Reducing prejudice
- c. Interview / opinion survey / Sociometry
- d. Team building / Self awareness
- e. Leadership styles / Goal setting

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**Unit-I: Introduction**

Scope, concepts and methods of study - Theoretical perspectives of life span development - Prenatal development and birth - factors affecting it.

**Unit-II: Infancy**

Physical, sensory and perceptual development in infancy; Cognitive development in infancy; Social and personality development in infancy.

**Unit-III: Early and Middle Childhood**

Physical and cognitive development in early childhood; Social and personality development in early childhood; Physical and cognitive development in middle childhood; Social and personality development in middle childhood.

**Unit-IV: Adolescence and Early Adulthood**

Physical and cognitive development in adolescence; Social and personality development in adolescence; Physical and cognitive development in early adulthood; Social and personality development in early adulthood.

**Unit-V: Middle and late adulthood**

Physical and cognitive development in middle adulthood; Social and personality development in middle adulthood; Physical and cognitive development in late adulthood; Social and personality development in late adulthood; Death, dying, and bereavement.

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**205 RESEARCH DESIGNS AND STATISTICS****UNIT : I Research designs.**

Meaning, principles and purpose of research design; Adequate and inadequate designs; Between-group and within-group designs; Factorial designs; single case design; Case study; survey; field study; ex-post facto studies.

**UNIT : II Psychological Statistics**

Definition, nature of statistics; Descriptive statistics; Measures of central tendency and variability; Probability: Principles, characteristics and properties of normal probability curve.

**UNIT : III Statistical analyses**

Levels of significance, Tests of significance: t, ANOVA, ANCOVA, MANOVA; Parametric and non-parametric tests: differences; Chi square and median test; Concept of correlation: types-Pearson's product moment correlation, Spearman Rho, Biserial and Point Biserial; Regression; multiple regression; Factor analysis, discriminant analysis.

**UNIT : IV Qualitative research: I**

Basic concepts and Background to qualitative methods in psychology; Conducting literature reviews; constructing literature reviews; Data collection: focus group, naturalistic data, media data, internet data, visual data; Interviews: recruiting for interviews, preparing questions and conducting interviews.

**UNIT :V : Qualitative research: II**

Research ethics: issues, research governance and review processes, online research; introducing data set; Writing up the report; Brief account of: Discourse analysis, Grounded theory, Interpretative analysis, phenomenological analysis, Conversation analysis.

**208: YOGA AND HEALTH PSYCHOLOGY ( P.G Elective )****UNIT: I: Introduction**

Meaning, definitions and scope of health psychology; Basic concepts related to: Health, holistic health, well-being, quality of life; Indigenous Healing techniques; Indigenous techniques - Ayurveda: Basics concepts, principles, therapeutic applications; Naturopathy: Basics concepts, principles, major techniques, and applications; Acupressure: Basics concepts, principles, and applications.

**UNIT: II: Yoga**

Yoga: Definition and aims; history and Development of Yoga; Types of yoga systems; Pre-requisites for practicing yoga; Patanjali's yogasutra: stages, nature and aims: yama, niyama, asana, Pranayama, Dharana, Dhyana and Samadhi

**UNIT: III Pranayama**

Pranayama : Aims and types of pranayama; Preparations for practicing pranayama; Types : Quiet Breathing- Deep Breathing-Fast Breathing, Nadi Shuddhi Pranayama; Ujjayi Pranayama, Bhramari Pranayama, Bhasrika, Shitali, Sitkari, Murchha & Plavini Pranayama; Specific therapeutic applications.

**UNIT: IV Asanas**

Asanas: standing asanas, sitting asanas, lying down asanas, inverse asanas, meditative asanas, asanas for relaxing; Therapeutic applications.

**UNIT: V: Meditation**

Meditation: Definition and aims of meditation; types of meditations: TM, Vipasana, Dynamic meditation; psycho-physiological benefits of practicing meditation.

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**Paper 209: SOCIAL ORIENTATION FOR EFFECTIVE LIVING****Unit I: Skills for knowing and living with oneself**

Nature, characteristics and experiential learning of: Self Awareness, Self Esteem, Assertiveness, Coping with Emotions and Stress .

**Unit II: Skills of knowing and living with others**

Nature, characteristics and experiential learning of: Negotiation, Empathy, Managing Peer Relationships, Effective Communication, Conflict Resolution.

**Unit III: Skills for making effective decisions**

Nature, characteristics and experiential learning of: Creative Thinking, Critical Thinking, Decision Making, Problem Solving

**Unit IV: Impact of internet and smart phone on human behaviour**

Nature and uses of internet and smart phone; Impact of internet and smart phone on: behaviour, and education; Guidelines and Etiquette for using for using internet and smart phone.

**Unit V: Professional approach**

Manners and courtesies in work place, home and social life; Guidelines for Job searching; Job interview; Career plan.

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### III SEMESTER

#### A: CLINICAL AND COUNSELLING PSYCHOLOGY

##### 301: A: PSYCHOLOGICAL ASSESSMENT

**Objectives:** To familiarize the students with various the various Psychological assessment Methods and to acquaint the students with the administration of psychological tests, interpretation of scores and report writing and the evaluation procedures and evaluation of psychological tests.

#### Unit-I: Introduction

Definition and Purpose; Components of assessment: Planning, data gathering, analysis, interpretation, reporting; Techniques of assessment; Nature, process, merits and demerits of: Case study, clinical interview, observation, Behavioral assessment; Factors influencing assessment; Nature and diagnostic uses of Psychological tests; Different types of tests in clinical practice: intelligence, Interest, Aptitude, Personality, Interpersonal behaviour; Controversial issues in assessment; Ethical & Social Considerations in Testing.

#### Unit-II: Behavioural assessment

Meaning; conceptual basis; traditional approaches: syndrome based diagnosis, empirically based classification; features of behavioural assessment; Functional analysis: problem description, identifying controlling variables, adaptive significance of problem behaviour, selection of treatment, evaluation; Behaviour assessment methods: behavioural interviews, behaviour rating scale, analogue technique, self-monitoring, direct observation.

#### Unit-III: Assessment of Cognitive functions

Measurement of Intelligence: Types of Intelligence tests: Individual intelligence tests, Group intelligence tests; Controversial issues in intelligence testing; Theoretical basis and Clinical use of: WAIS-IV, APM, Bhatia's (Short) Battery of Intelligence, BKT, TONI-4, WMS-<sup>IND</sup> / .

#### Unit-IV: Assessment of Personality

Meaning and Purpose; Theoretical and Applied aspects of: NEO-FIVE; 16 PF; MBTI; MMPI; MPQ; DAP; DAM, TAT; SCT.

#### Unit-V: Assessment of Socio-Emotional development of Children

Assessment of Adaptive behaviour: Meaning and Purpose, Tools of Adaptive behaviour Assessment; Theoretical basis and Clinical use of: VSMS, CAT, CBCL, DST.

#### References

1. Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.
2. Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
3. Gregory, R.J. (2005). Psychological testing: History, principles and applications. New Delhi: Pearson Education.
4. Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan.
5. Aiken, L.R., & Groth-Marnat, G. (2006). Psychological Testing and Assessment 12<sup>th</sup> edition. Boston, MA: Pearson

## **302: A: THEORETICAL BASIS OF CLINICAL PSYCHOLOGY**

**Objectives:** This paper is aimed to provide deeper knowledge in the philosophical and theoretical bases of clinical psychology. This paper is also aimed to provide through understanding about the various models of clinical psychology and to provide hands on experience in conducting clinical interviewing.

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

Nature and Definition of clinical psychology; Scope of clinical psychology; History of the development of clinical psychology; Characteristics: emphasis on science, emphasis on maladjustment, emphasis on the individual, emphasis on helping; Work setting of clinical psychologists; Current development.

### **Unit-II: Major theoretical models in clinical psychology**

The role of theory; and theoretical models; Psychodynamic; Cognitive-Behavioural; Humanistic; Family systems.

### **Unit-III: Clinical interviewing**

Meaning and purpose of clinical interview; interviewing skills; Types of clinical interviews: intake interview, case history, diagnostic interview; mental status examination; clinical judgement; communication strategies required in an interview; interviewing with the children.

### **Unit-IV: Training models**

Scientist-Practitioner, Scholar-Practitioner, Clinical Scientist.

### **Unit-V: Ethical, Legal and Professional Issues**

Ethical issues; Indian Mental Health Act; National Mental Health Policy; Code of conduct by: APA, BPS, RCI; Personal and professional development.

### **References**

1. Groth-Marnat, G. (1999). Handbook of psychological assessment, 3rd ed. New York: John Wiley & Sons, Inc.
2. Hecker, J. E., & Thorpe, G. L. (2011). Introduction to Clinical psychology: Science, practice, and ethics, 4th ed. India: Dorling Kindsley.
3. Korchin, J. S.( ). Modern clinical psychology: Principles of intervention in the clinic and community. CBS Publishing.
4. Pomerants, A. M. (2008). Clinical Psychology: Science, practice and culture. New Delhi: Sage publications
5. Wolman, B.B. (1965). Handbook of clinical psychology. N.Y: McGraw Hill INC.

### 303: A: PSYCHOPATHOLOGY

**Objectives:** This course will enhance students understanding of the principles and models of bio-psychosocial assessment, concept of normalcy and psychopathology leading to diagnoses and appropriate counselling plans. They develop knowledge of the principles of diagnosis and the use of ICD-10 & DSM-IV. They will also explore the various situational and environmental factors that affect abnormal behaviour.

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

Historical overview; Changing attitudes and concepts about mental health and illness; Models for understanding psychopathology: Biological, Psychoanalytical, behavioural, interpersonal, humanistic and socio-cultural; Need for classification of mental disorders; classification of mental disorders: DSM and ICD systems of classifications.

#### **Unit-II:Anxiety disorders and Stress related disorders**

*Aetiology, sub types, clinical features, diagnosis and differential diagnosis of:* Anxiety disorders; Somatoform disorders; Dissociative disorders; Stress and Stress related disorders.

#### **Unit-III:Mood disorder, Schizophrenia and Organic Mental disorders.**

*Aetiology, sub types, clinical features, diagnosis and differential diagnosis of:* Mood disorders; Schizophrenia; Organic Mental Disorders; Other mental disorders due to brain damage and dysfunction and to physical disease.

#### **Unit-IV:Childhood disorders and Mental retardation**

*Aetiology, sub types, clinical features, diagnosis and differential diagnosis of:* Pervasive Development Disorders; Learning disability; Attention Deficit/Hyperactivity Disorder; Conduct Disorder; Oppositional Defiant Disorder; Mental Retardation: definition, sub types, assessment.

#### **Unit-V:Personality disorders**

Aetiology, sub types, clinical features, diagnosis and differential diagnosis of personality disorders.

#### **References**

1. Buss, A.H. (1999). Psychopathology. New York: John Wiley.
2. Butcher, J.N., Mineka, S & Hooley, J.M. (2012). Abnormal Psychology. (15 edn.). New-York: Prentice Hall.
3. Carson, R. C., Pincka, S., & Butcher, I N. (1999). Abnormal Psychology and Modern Life. 11th ed. New York: Addison Wesley Longman Inc.
4. Comer, J. (2013). Abnormal Psychology, Worth Publishers, New York.
5. David H Barlow & Mark Durand, (2012). Abnormal Psychology: An Integrative Approach, Wadsworth, USA.
6. Davison, G. C. & Neale, J. M. (2003). Abnormal Psychology, 9th ed. New York: John
7. James C Coleman & James N Butcher, (2009). Abnormal Psychology and Modern Life, Pearson Scott Foresman.
8. Mangal, S.K. (2008). Abnormal psychology, Sterling Publishers Private Limited, New Delhi.
9. Richard P Halgin & Susan Krauss Whitbourne, (2010). Abnormal psychology: Clinical Perspectives on Psychological Disorders, McGraw-Hill, NY.
10. Robin Rosenberg & Stephen Kosslyn, (2011). Abnormal Psychology, Worth Publishers, New York. Wiley & Sons

### 304: A: PSYCHOTHERAPIES

**Objectives:** Examination of several contemporary and classical individual intervention approaches based on behavioural, cognitive, humanistic/experiential, and psychodynamic frameworks. Students will also get an understanding of the applications of each approach in different therapeutic settings

#### UNIT-I: Introduction

Meaning, definition, Objectives; Therapeutic process, outcome issues and research; General and specific factors promoting change in psychotherapy; Therapeutic perspectives: Psycho Dynamic, Behaviouristic, Humanistic, Interpersonal; Evaluation of psychotherapy; Ethical, Legal and Professional issues.

#### UNIT- II: Behaviour Therapy

*Therapies based on classical conditioning:* systematic desensitization; flooding Therapies; implosive therapy; JPMR; Assertive Training; *Therapies based on Operant conditioning:-* Components, principles and contexts, schedules of reinforcements, punishment, Token economy; Extinction Procedures, Negative Practice, other techniques; *Therapies based on Social Learning:* Modelling Procedures.

#### UNIT-III: Cognitive Behaviour Therapy

Rational Emotive Behaviour Therapy: Irrational Beliefs, Self-defeating thoughts, ABCDE frame work; Beck's Cognitive Therapy: Nature of automatic talk; Treatment through cognitive methods; Stress Inoculation Training.

#### UNIT- IV: Group therapy

Meaning and definitions of basic concepts; History and overview ; Types of groups; Major group therapy models; Stages of group therapy; Group leadership; Skills and techniques.

#### UNIT-V: Other therapies

(a) Client Centred Therapy: Basic concepts, Process, conditions that bring about psychological change ; (b) Gestalt therapy: Background, Development, Basic Concepts, Objectives, Techniques ; (c) Other therapies- Basic concepts, theoretical orientations and applications of: Logotherapy, Family therapy, Marital therapy; Expressive therapies, Yoga therapy.

#### References

1. Theory and Practice of Counselling and Psychotherapy [Hardcover], Gerald Corey (Author), Publisher: Thomson Brooks/Cole. Published: January 15, 2008
2. Current Psychotherapies [Paperback], Raymond J. Corsini (Author), Danny Wedding (Author), Publisher: Brooks Cole. Published: February 3, 2010.
3. Hofmann, S. G. (2012). An introduction to Modern CBT. USA: Wiley-blackwell.
4. Jena, S. P. K. (2008). Behaviour Therapy- techniques Research and Applications. New Delhi: Sage Publications.
5. Rimm, D. C & Masters, J. C. (1979). Behaviour Therapy; Techniques and empirical findings. New York: Academic Press.

**Objectives:** This theory paper aims at introducing the theoretical basis of counselling skills, counselling models, counselors' personal and professional issues and growth and ethical and legal issues from a multi-cultural perspective.

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

Meaning and definitions of counselling; Goals and Scope of counselling; Qualities of an effective Counsellor; Counsellee-Counsellor relationship; Personal and professional development; Ethical and Legal issues in counselling.

#### **Unit-II: Counselling Skills**

(A) Nature and definitions of Acceptance, Genuineness, Respect, Warmth, Immediacy;

(b) Meaning, definitions and types of : Attending, Observing, Encouraging, Paraphrasing, Summarizing, Reflecting feeling, Confronting, Focusing, Reflecting meaning, Influencing : Interpretation / reframe, Logical consequences, Self disclosure, feedback, information/ suggestions, directive.

#### **Unit-III: Counselling models**

Basic aspects, stages, steps and process of: Robert Car huff's art of helping model; Eagan and Eagan's skilled helper model; Ivey and Ivey's intentional interviewing model.

#### **Unit-IV: Group counselling: Basic aspects and skills**

(a) Meaning and definitions of group counselling; Types of groups; Personal characteristics of effective leaders; Role and functions of leader; Co-leadership; (b) Group counselling skills : Session opening, Identifying commonalities and differences, Identifying group goals and needs, Norming, Eliciting group response, Eliciting group Observations, Eliciting empathic reactions, Clarifying, Mutual feedback, Reflecting, Responding to feelings, Identifying non- verbal behaviours, Validating, Extinguishing, Eliciting alternatives, Exploring and testing consequences, Summarizing, Clarifying, Questioning, Leading, Pacing, Linking, Transitioning, Task focusing, Interpreting, Negotiations, Modelling, Rewarding, Mediating, Gate keeping, Supporting, Confrontation, Blocking and Evaluating, and Closing skills.

**Unit-V: Stages In Group Development:** Pre- group issues; Formation of the group; Initial stage; Working stage; Final stage- consolidation and termination; Post group issues- follow- up and evaluation.

#### **References**

1. Bond, Tim (1997). Standards and Ethics for Counsellors in Action. New Delhi: Sage.
2. Brammer, L., M. & MacDonald, G. (1996). The helping relationship Process and Skills. Boston: Allan & Bacon.
3. Carkhuff. Robert, R., (2000) The Art of Helping in the 21st Century. (8th Ed.) New York: HRD Press.
4. Colin Felthman & Ian Horton. (2000) (Ed.) Handbook of Counselling & psychotherapy. Delhi: Sage
5. Corey, M., S. & Corey, G. (1998). Becoming a helper (3<sup>rd</sup> Edi.) Pacific Grove CA: Brooks/Cole.
6. Corey, G. (2001) Student video & work book for the art of integrative counselling. Pacific Grove, CA: Brooks/Cole.
7. Corey, G. (2001). Manual for theory and practice of counseling and psychotherapy. (6th ed.). Pacific
8. Corey, Gerald (2000). Theory and Practice of Group Counselling. (5<sup>th</sup> Edition) Belmont - CA: Brooks/Cole.
9. Dave Capuzzi. (2002) Approaches to Group Work: A Handbook for Practitioners. (Edi) London: Prentice Hall.
10. Edward E., Jacobs; Robert L., Masson & Riley L., Harvill. (2001) Group Counseling: Strategies and Skills. (4th edi) London: Wadsworth.

#### **306: INTERNSHIP-I**

#### **307: DISSERTATION: PART-I**



## **B:ORGANIZATIONAL BEHAVIOUR AND HUMAN RESOURCE DEVELOPMENT**

### **301: B PSYCHOLOGICAL ASSESSMENT AND APPRAISAL SYSTEMS Objectives:**

To familiarize the students with various the various Psychological assessment Methods and to acquaint the students with the administration of psychological tests, interpretation of scores and report writing and the evaluation procedures and evaluation of psychological tests.

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

Psychological assessment: DefinitionS and Purpose; Components of assessment: Planning, data gathering, analysis, interpretation, reporting; Techniques of assessment; Nature, process, merits and demerits of assessment methods; Factors influencing assessment; Different types of tests: intelligence, Interest, Aptitude, Personality, Interpersonal behaviour; Ethical & legal issues in assessment.

#### **Unit-II: Assessment of Cognitive Abilities and personality**

(a) Measurement of Intelligence: Types of Intelligence tests: Individual intelligence tests, Group intelligence tests; Controversial issues in intelligence testing; Theoretical basis and use of: WAIS-IV, APM, Bhatia's (Short) Battery of Intelligence, TONI-4, WMS-<sup>IND</sup>/ .(b) Meaning and Purpose; Theoretical and Applied aspects of: NEO-FIVE; 16 PF; MBTI,

#### **Unit-III: Assessment of Aptitude and Achievement**

Aptitude and Achievement: Distinction between Aptitude and Achievement Tests, Achievement test batteries, Achievement tests in specific areas; Measurement of Interests, Values and Attitudes; Theoretical and Applied aspects of: DBDA, CIS, SVI.

#### **Unit-IV: Assessment of organizational issues**

Personal effectiveness, Interpersonal needs, Motivational analysis of organizations, Coercive & Persuasive power, Managerial styles, Leadership profile , conflict management ,Role satisfaction, Stress, coping and burnout

#### **Unit-V: Methods of Performance Appraisal**

Performance Appraisal System: definition, concept, need of appraisal in organization; Methods of Performance appraisal system: Traditional and Modern;360 degree performance appraisal: meaning, definition, conceptual background, post appraisal feedback, designing and administering benefits and services; Straight Ranking Method; Paired Comparison Method; Critical Incident Method; Behaviouraliy Anchored Rating Scale; Management by Objectives; Halo Effect; Issues in Performance Appraisal.

#### **References**

1. Berry, Lilly M. (1998). Psychology at Work: An introduction to Organizational and Industrial
2. Psychology. Mc Graw Hill International.
3. Disboye R.L., Smith C.S., Howell W.C. (1994), Understanding Industrial Organizational Psychology. New York: Harcourt Brace International.
4. Dunnette. (ed). (1981) Handbook of Industrial and Organizational Psychology.
5. Paul Hersey & Kenneth H Blanchard ,(1992). Management of organizational behaviour 5 ed PHI, New Delhi

## 302: B: THEORETICAL BASIS OF ORGANISATIONAL BEHAVIOUR

**Objectives:** This paper is aimed to provide through knowledge in the theoretical basis of organisational behaviour. In addition to this aim this paper is also intended to provide deeper understanding of major concepts in organisational behaviour.

### UNIT-I: Introduction

Organizational Behaviour: Meaning, Need, Focus and purpose of study; The Importance's of interpersonal Skills, Managerial skills, Challenges and Scopes of the Organizational Psychology; Culture and Diversity in Organizations

### UNIT-II: Organizational Theory

Classical Theories: Scientific Management, Administrative Principles, theory of Bureaucracy; Human Relations Approach; Modern Theories : Systems Approach, Contingency Approach, Quantitative Approach, Behavioural Approach

### UNIT-III: Organization and Control

Process of organization; Organizational structure- Merits and demerits. Organization design - vertical and horizontal dimensions.

### UNIT-IV: Individual Behaviour

Values, Terminal vs. Instrumental values, Generational Values, Person – Job – fit, Person – Organization fit, Attribution, making judgments for others, The Rational Model, Bounded Rationality and intuition, biases and errors in decision making.

### Unit-V: Power and Politics

The meaning and Types of power, Distinction among power , authority and influence, contingency approaches of power, power and empowerment, politics in organization , strategies of power in organization.

### Reference:

1. Copley, F. B. (1923). Frederick W. Taylor father of scientific management, Vols. I and II. New York: Taylor Society.
2. Gibson, Ivancevich, Donnelly (2000): Organizations. Behaviour, Structure, Processes. Tenth Edition. The McGraw – Hill Companies, Inc
3. Greenberg J. & Baron A. R. (1997): *Behavior in Organizations*. Prentice – Hall International, INC
4. Hatch, M.J., "Organization Theory: Modern, symbolic, and postmodern perspectives." 2nd Ed. Oxford University Press (2006).
5. Ivancevich M. John & Matteson T. Michael (1996): Organizational Behavior and Management. Fourth Edition. Irwin. The McGraw – Hill Companies, Inc
6. Kast E. F. & Rosenzweig E. J (1979): Organization and Management. A Systems and Contingency Approach. McGraw – Hill International Book Company
7. Robbins, Stephen P. Organizational Behavior - Concepts, Controversies, Applications. 4th Ed. Prentice Hall (2004).
8. Tompkins, Jonathan R. "Organization Theory and Public Management". Thompson Wadsworth (2005).
9. Vecchio P. R. (1995): *Organizational Behavior*. The Dryden Press Harcourt Brace College Publishers
10. Wehrich Heinz & Koontz Harold (1993): Management. A Global Perspective. Tenth Edition. International Edition

### 303: HUMAN RESOURCE DEVELOPMENT

**Objectives:** To enable the students to: Understand the concepts, philosophy, and interventions that form the basis of successful HRD ; Identify the various processes, Mechanisms and practices of HRD; Understand the development of human resource through training and development ; Grasp the strategic importance of management development programme in HRD.; familiarize themselves with the evaluating tools of HRD.

#### UNIT-I: Introduction to HRD

Definitions of basic concepts; Objectives and Benefits of HRD; scope of HRD; Philosophy of HRD; Evolution of HRD: Development of HRD from an Indian Perspective; Importance of HRD in the present context; HRD at macro and micro levels.

#### UNIT-II: HRD Process, Mechanisms and practices.

(a) Steps involved in HRD process: HRD needs identification or assessment, Designing of HRD programme, Delivery or implementation of HRD programme, Evaluation of HRD programme; (b) HRD Mechanisms: Human resource planning , Recruitment and selection, Training, Performance and potential appraisal, career planning, promotion and transfer, Welfare and Rewards, counselling participation, Quality work life and quality circle, grievance handling, communication, building effective task force, job Redesign, miscellaneous; (c) HRD Practices: Roles and practices of HRD in organizations; Management and Unions, Line Managers Role in HRD, Trade unions and HRD, HRD in various organizations, HRD activities in service sector, effectiveness of HRD systems in service sector, Work force diversity and HRD.

#### UNIT-III: Development of Human Resource

(a) Development of Human Capacity: Aptitude, Knowledge, Values, Skills of Human Relations, Responsiveness, Loyalty and Commitment, Transparency, career development; Learning Organization; Knowledge Management.

(b) Training and Development: Meaning and Scope of training, education and development; Training need analysis, Types of training, Internal and external; On the job training methods, class room training Approaches, Outbound Training, Attitudinal training, In-Basket Exercise, Simulation, Vestibule training; Evaluating Training effectiveness. Employee counseling and well being.

#### UNIT-IV: Management Development programme.

Management Development: definition, Objectives of Management Development, Need for management development programme, leadership and Leadership development, Management Development process,; Techniques of Management Development.

#### UNIT-V: Evaluating HRD

Human Resource Accounting: HRA Methods; HR Audit and Bench Marking; Assessment centre, 360 degree performance appraisal method, performance appraisal process and methods, Models and frame works for evaluation; Ethical issues concerning evaluation.

#### References

1. Swanson, R. and Holton, E. 2001. Foundations of human resource development. San Francisco: Berrett-Koehler Publishers
2. Ram Kumar Balyan , Suman Balyan ;Human Resource Development ,(2012) Himalaya Publishing House, Mumbai
3. Ronald R. Nims, Human Resource Development Today and Tomorrow, (2006), Library of Congress publication, USA.
4. John . P . Wilson, Human Resouce Development learning and Training for industries and organizations, 2012, Bell and Bain Glasgow.
5. Sanjeev. Kumar, Sing, Human resource Development, 2009, Atlantic publishers and distributors (p) Ltd, New Delhi

### 304: B: ORGANISATIONAL CHANGE AND DEVELOPMENT

**Objectives:** To enable the students to: Understand the philosophical, historical, theoretical, political and practical underpinnings of OD as a core area of practice within human resource development; Increase awareness of different tools that are used to diagnose organizations as well as interventions used through hands-on experience ; Enhance skills in facilitation, OD skills, group process, communication, and collaboration; Be able to identify different interventions available to change agents.

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

Basic concepts of OD: values, Assumptions, processes; Characteristics of OD, action research, survey feedback, systems theory, teams and team work, participation and empowerment, applied behavioural science, History of OD; Future directions in OD, OD research and practice in perspective, Emergence of OD as an applied behavioral science, Competencies of an effective OD practitioner.

#### **Unit-II: Organisational Change, Renewal, and Development**

Organizational Growth and its implication for change: resistance to change, and overcoming resistance to change,; individual and organizational barriers to change, overcoming barriers to change; Kurt Levin's Model of change: Force Field Analysis; Organizational Renewal and Re-energizing; Role of creativity and innovation in Institution Building

#### **Unit-III: Organizational Diagnostics**

Organizational diagnosis: Models of Diagnosis; consulting process, collecting and analyzing diagnostic information; organizational diagnostics tools: questionnaires, observation, interviews, workshops, task -forces and other methods; Action Research; Change agents: role, skills and styles of change agents,;

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

Designing interventions, effective interventions; An overview of interventions: Human process interventions, techno structural interventions, Human resource interventions, strategic interventions

#### **Unit –V: OD through experiential learning**

Human process interventions: T Group, team building, organization confrontation meetings, grid organizational development; Techno-Structural Interventions: work design, TQM, downsizing, structural design; Human Resource Management Interventions: performance appraisal, Employee wellness, Career planning, goal setting; Strategic Intervention  
s: integrated strategic change, culture change, trans organizational development, organizational learning and knowledge management interventions.

#### **References**

1. French, W. L., Bell, C. H. & Zawacki, R. A. (Eds.). (2005). Organization development and transformation: Managing effective change (6th. Ed.). Boston: Irwin McGraw-Hill.
2. Weisbord, M. R. (2004). Productive Workplaces Revisited: Dignity, Meaning, and Community in the 21<sup>st</sup> Century. San Francisco: Jossey-Bass.
3. Brown, D. R. (2011). An experiential approach to organization development (8th. Ed.). Upper Saddle River, NJ: Prentice-Hall.
4. Harvey, D & Brown, D. R. (2006). An experiential approach to organization development (7th. Ed.). Upper Saddle River, NJ: Prentice-Hall.

### 305: B: COUNSELLING SKILLS AND PROCESS

**Objectives:** This theory paper aims at introducing the theoretical basis of counselling skills, counselling models, counsellors' personal and professional issues and growth and ethical and legal issues from a multi-cultural perspective.

#### Unit-I: Introduction

Meaning and definitions of counselling; Goals and Scope of counselling; Qualities of an effective Counsellor; Counselee-Counsellor relationship; Personal and professional development; Ethical and Legal issues in counselling.

#### Unit-II: Counselling Skills

(a) Nature and definitions of Acceptance, Genuineness, Respect, Warmth, Immediacy;  
 (b) Meaning, definitions and types of : Attending, Observing, Encouraging, Paraphrasing, Summarizing, Reflecting feeling, Confronting, Focusing, Reflecting meaning, Influencing : Interpretation / reframe, Logical consequences, Self disclosure, feedback, information/ suggestions, directive.

#### Unit-III: Counselling models

Basic aspects, stages, steps and process of: Robert Carkhuff's art of helping model; Eagan and Eagan's skilled helper model; Ivey and Ivey's intentional interviewing model; Carl Rogers Client centred counselling.

#### Unit-IV: Group counselling: Basic aspects and skills

(a) Meaning and definitions of group counselling; Types of groups; Personal characteristics of effective leaders; Role and functions of leader; Co-leadership; (b) Group counselling skills : Session opening, Identifying commonalities and differences, Identifying group goals and needs, Norming, Eliciting group response, Eliciting group Observations, Eliciting empathic reactions, Clarifying, Mutual feedback, Reflecting, Responding to feelings, Identifying non-verbal behaviours, Validating, Extinguishing, Eliciting alternatives, Exploring and testing consequences, Summarizing, Clarifying, Questioning, Leading, Pacing, Linking, Transitioning, Task focusing, Interpreting, Negotiations, Modelling, Rewarding, Mediating, Gate keeping, Supporting, Confrontation, Blocking and Evaluating, and Closing skills.

**Unit-V: Stages In Group Development:** Pre- group issues; Formation of the group; Initial stage; Working stage; Final stage- consolidation and termination; Post group issues- follow-up and evaluation.

#### References

1. Bond, Tim (1997). Standards and Ethics for Counsellors in Action. New Delhi: Sage.
2. Carkhuff, Robert, R., (2000) The Art of Helping in the 21st Century. (8th Ed.) New York: HRD Press.
3. Colin Felthman & Ian Horton. (2000) (Ed.) Handbook of Counselling & psychotherapy. Delhi: Sage
4. Corey, M., S. & Corey, G. (1998). Becoming a helper (3<sup>rd</sup> Edi.) Pacific Grove CA: Brooks/Cole.
5. Corey, G. (2001) Student video & work book for the art of integrative counselling. Pacific Grove, CA: Brooks/Cole.
6. Corey, G. (2001). Manual for theory and practice of counseling and psychotherapy. (6th ed.). Pacific
7. Corey, Gerald (2000). Theory and Practice of Group Counselling. (5<sup>th</sup> Edition) Belmont – CA: Brooks/Cole.
8. Dave Capuzzi. (2002) Approaches to Group Work: A Handbook for Practitioners. (Edi) London: Prentice Hall.
9. Edward E., Jacobs; Robert L., Masson & Riley L., Harvill. (2001) Group Counseling: Strategies and Skills. (4th edi) London: Wadsworth.

### 306: INTERNSHIP-I

### 307: DISSERTATION: PART-I

**401-A: PSYCHOLOGICAL ASSESSMENT: THEORY AND PRACTICE**

**Unit-I: Attention, concentration and memory :** Knox cube imitation test, WMS- IV, Children's memory scale

**Unit-II Intelligence and Neuropsychological functions :** WAIS, Stanford Binet , WISC, Seguin Form Board Test, BKT, MISIC , Western aphasia test, MMSE, NIMHANS Neuropsychological Battery

**Unit-III: Specific Childhood disorders :** Indian Scale for Assessment of Autism (ISAA), ADHD rating scale, CBCL, NIMHANS-SLD, BASIC-MR

**Unit-IV: Personality :** Rorschach Ink Blot Test, International Personality Disorders Examination (IPDE) MPQ- Revised, TAT. CAT.

**Unit-V: Other specific functions :** Beck Depression Inventory, OCI, MAST, DASS

**402-A: BEHAVIOUR & COGNITIVE BEHAVIOUR THERAPIES: THEORY AND PRACTICE**

**Unit 1 Behavior Therapies :** Exposure and response prevention, relaxation techniques, Systematic Desensitization, Imaginal Flooding Therapies, In Vivo Therapies, Modeling Techniques

**Unit II Cognitive Therapies :** Identifying and questioning automatic thoughts; Modifying basic assumptions and core schemata; Thought record; Cognitive restructuring; Problem solving; Self monitoring

**Unit 3 REBT :** The A-B-C-D-E Therapeutic Approach, Emotive Techniques, Behavioral Methods, Insight

**Unit 4 Current trends “** Acceptance and Commitment Therapy; Dialectical Behavior Therapy; Mindfulness based techniques; Schema focused cognitive therapy

**Unit 5 Applications in different therapeutic setting:** Applications of cognitive and behavior therapies in Affective disorders, Anxiety disorders, Childhood disorders.

**403-A: PRACTICE OF PSYCHOLOGICAL COUNSELLING**

**UNIT: I: Self development:** Self constructs, Temperament, motivation

**UNIT: II: Educational and career:** Academic performance, examination stress, career decision making

**UNIT: III: Health care:** Positive health behaviour, adherence, Care giver stress

**UNIT: IV: Family and Parenting:** Communication, Conflict, parenting.

**UNIT: V : Organizational:** Management of Stress, conflicts , work motivation.

**404-A: INTERNSHIP**

**405-A: DISSEERTATION**

**IV Semester Organizational behaviour and Human resource development specialization**

**401-B: BEHAVIOURAL COMPETENCIES: ASSESSMENT AND PRACTICE**

## Part: A

1. Personal effectiveness.
2. Interpersonal needs assessment
3. Intrinsic and extrinsic motivation
4. Personal styles
5. Organizational culture profile
6. Role Efficacy
7. Conflict management preferences.

## Part: B

8. Vocational preference schedule
9. Interest schedule
10. Differential aptitude

**402-B: ORGANISATIONAL EFFECTIVENESS: THEORY AND PRACTICE**

## Part: A

1. Organizational diagnosis
2. Identification of OD intervention strategies – pareto analysis
3. Team building BELBIN 's Team player styles
4. Confrontation meetings
5. T group
6. Leadership development
7. OE - assessment personal

## Part B – OE personal development

8. Communication
9. Self analysis - Johari window
10. Stress audit & Stress management

**403-B: HRD TRAINING AND MENTORING**

The paper has two components namely getting oriented towards the various HRD practices in the organization/s and hands on experience by conducting/assessing HRD functions.

## Part: A

1. Need identification/ assessment survey
2. Training need analysis
3. Training Evaluation
4. Facilitator training
5. HR planning
6. Outbound training on team building and leadership
7. Motivational system-reward and punishment mechanisms

## Part: B

1. Performance appraisal techniques used
2. Recruitment and selection procedures
3. Career growth opportunities

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**404-A: INTERNSHIP**  
**405-A: DISSEERTATION**