

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

**I-MSC Psychology**  
(Choice based credit system)  
Syllabus – 2014

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

*IM.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 Gulbarga,

Karnataka

I-MSC (B.Sc.-M.Sc.) INTEGRATED PSYCHOLOGY

Syllabus - 2013

## I : PREAMBLE

**A: Context :** Psychology is important as it is concerned with the study of behaviour and mental processes and at the same time, it is also applied to many different things in human life. The rate of psychological disturbances is increasing at an alarming rate in India and all over the world due to various reasons. It would seem that as the material comforts of life are increasing due to the scientific explosion, mental health is deteriorating. According to National Mental Health Programme document, about 20-30 million Indians are in need of some form of mental health care. But these figures do not include the thousands of others who may be suffering in silence without access to help. Obsessed with, and doing so much to increase the life span of human beings, have we ever given thought to the quality of life we lead? Physical well-being and health is given the highest priority with newer drugs flooding the market every day. Has anyone ever thought as much about emotional well-being and mental health? With timely intervention and proper care, at least 60 per cent of these disturbed people can recover completely and at least 70 per cent can avoid chronic illness and disability. But, unfortunately, resources, services and personnel required to cater the mental health needs are disproportionately low.

In this context the Central University of Karnataka introduce integrated BSc-MSc course in Psychology to reduce the disparity between the need and availability of competent professionals to cater the mental health requirements of our nation. This programme is basically an academic programme which focuses on preparing the students for research, as well as, for application of psychological knowledge in various field settings.

**B: Objectives:** Through this programme we aim to prepare the students as psychologists who are reflective, courses and they can choose courses in accordance competent and attuned to societal needs. Keeping this in mind we provide considerable learning from field projects which require students to spend considerable time in the field related to the area of their interest. In this programme students are provided with a basket of with their career goals

**C: Course Orientation:** The university has introduced this course keeping in view of the growing job demands in health care, industrial, and educational sectors, besides the regional developmental needs. The regional agricultural, industrial and educational sectors will serve as the social laboratory for experimenting behavioral issues and providing knowledge and hands-on-experience, thereby building the career of future psychologists. Students gain practical experience in their respective specialized areas from hospitals, industries, and educational institutions respectively under the supervision of faculties and co-supervisors.

**D: Unique Features:** The unique feature of this course is that each core paper is integrated with theoretical views and experiments. The learning is facilitated through class room facilitations, laboratory experiments, field experience and virtual classroom learning modalities. An additional feature of this course is that latest 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.

**E: Career Development:** In addition to the prescribed curriculum, students will be given ample opportunities to enhance their personal and professional competencies holistically through the 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. Integrated Psychology

**2. Duration of the Course:** 5 years. Exit option after 3 years (six semesters) for B.Sc. (Hons.) degree or after 5 years (10 semesters) for B.Sc. (Hons) and M.Sc. degree.

**3. Eligibility:** Students aged up to 18 years and who have completed 12<sup>th</sup> class / Intermediate education from a recognized Indian or foreign university / Board or equivalent (foreign recognition to be as per AIU list) with a minimum of 50% aggregate and who have secured a minimum of 40% marks in the entrance test conducted by the University.

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

**5. Attendance:** As per University rules.

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

**7. Course structure and credit allocation:** Each credit denotes 1hour theory and two-hour practicum. Total credits of the programme is 132 (23+23+23+23+20+20).

**8. 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.

<b>III : SCHEME OF CREDIT ALLOCATION (Total credits: 132 credits )</b>																									
Interested students can opt additional single credit papers not exceeding four credits in every semester.																									
<b>Courses ( 132 credits )</b>		<b>I Sem (23)</b>				<b>II Sem (23)</b>				<b>III</b>				<b>IVSem</b>				<b>VSem</b>				<b>VI Sem(20)</b>			
<b>Foundation Courses (12 Credits)</b>																									
English communication and written skills		2				2				1															
Indian constitution		1				1				1															
Numeracy & Basics of computers		1																							
Environment Studies & Basics of Science		1																							
<b>Language courses(20 credits)</b>																									
Language (Hindi / Kannada)																									
<i>Paper I</i>		2				2																			
<i>Paper II</i>										2				2											
<b>English</b>																									
<i>Paper I</i>		3				3																			
<i>Paper II</i>		9				9				9				3											
<b>Core courses (80 credits)</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>				
<i>Paper I</i>	Physiological Psychology	2	1	0	3																				
<i>Paper II</i>	Cognitive Psychology-I	2	1	0	3																				
<i>Paper III</i>	Experiments in basic psychological Processes	0	0	4	2																				
<i>Paper IV</i>	Cognitive Psychology-II					2	1	0	3																
<i>Paper V</i>	Social Psychology					2	1	0	3																
<i>Paper VI</i>	Experiments in Cognitive and Social processes					0	0	4	2																
<i>Paper VII</i>	Theories of Learning *									2	1	0	3												
<i>Paper VIII</i>	Theories of Motivation and Emotion									2	1	0	3												
<i>Paper IX</i>	Experiments in Learning, Motivation and Emotion									0	0	4	2												
<i>Paper X</i>	Project: I									0	0	2	1												
<i>Paper XI</i>	Theories of Personality													2	1	0	3								
<i>Paper XII</i>	Theories of Memory and Intelligence													2	1	0	3								
<i>Paper XIII</i>	Developmental Psychology**													2	1	0	3								
<i>Paper XIV</i>	Assessment of Personality													0	0	4	2								

<i>Paper XV</i>	Assessment of Memory and Intelligence									0	0	6	3																	
<i>Paper XVI</i>	Project: II									0	0	2	1																	
<i>Paper XVII</i>	Introduction to Clinical Psychology													2	1	0	3													
<i>Paper XVIII</i>	Introduction to Organizational Behaviour													2	1	0	3													
<i>Paper XIX</i>	Introduction to Counselling													2	1	0	3													
<i>Paper XX</i>	Personality assessment: Clinical & Organisational Setting***													0	0	4	2													
<i>Paper XXI</i>	Assessment of Cognitive Functions: Clinical & Organisational													0	0	4	2													
<i>Paper XXII</i>	Individual Project													0	0	4	2													
<i>Paper XXIII</i>	Internship (2 weeks)													0	0	10	5													
<i>Paper XXIV</i>	Counselling Skills: Theory and Practice																	2	1	2	5									
<i>Paper XXV</i>	HRD Training: Theory and Practice																	2	1	2	5									
<i>Paper XXVI</i>	Internship in Clinical setting																	0	0	10	5									
<i>Paper XXVII</i>	Internship in organizational Setting																	0	0	10	5									
<b>Electives courses (6 credits) (L=1,T=1,P=1)</b>																														
<i>Paper I</i>	Life skills education								3																					
<i>Paper II</i>	Personality development Communications skills									3		3																		
<b>Allied Courses 9 credits) (L=1, T=1, P=1)</b>																														
<i>Paper I</i>	Foundations of Human Behaviour	3																												
<i>Paper II</i>	Research Methods				3																									
<i>Paper III</i>	Basic Statistics							3																						
<b>Social Orientation Courses (04 credits)</b>																														
<i>Nationalism, Secularism &amp; Liberalism</i>		1																												
<i>Interfaith Harmony</i>		1																												
<i>Human Values</i>					1																									
<i>Comparative Indian Literature</i>					1																									
<b>Total Credits (132)</b>		<b>23</b>	<b>23</b>	<b>23</b>	<b>23</b>	<b>23</b>	<b>23</b>	<b>23</b>	<b>23</b>	<b>23</b>	<b>20+3</b>	<b>20</b>																		

\*Field study \*\*Field study

\*\*\*Field placement

**III: SCHEME OF EXAMINATION**

<b>I SEMESTER</b>											
S l. no	Cod e no.	T= The ory P= Pra T	Type	C r e d	Title	Theor y Hrs/W eek	Duratio n of Exam (Min.)	Inter nal Asses sment	Mid term	Maxi mum Marks (End Exa 40	Total Marks
1	01	T	Core	3	Physiological Psychology	3	150	40	20	40	100
2	01	T	Core	3	Cognitive Psychology-I	3	150	40	20	40	100
3	01	P	Supportiv	2	Experiments in Basic Psychological Processes	4	150	40	20	40	100
4	01	T	Allied	3	Foundations of Human Behaviour	3	150	40	20	40	100
11						13		160	80	160	<b>400</b>
<b>II SEMESTER</b>											
1	020	T	Core	3	Cognitive Psychology-II	3	150	40	20	40	100
2	021	T	Core	3	Social Psychology	3	150	40	20	40	100
3	022	P	Supportiv	2	Experiments in Cognitive and Social processes	4	150	40	20	40	100
4	023	T	Allied	2	Research Methods	2	150	40	20	40	100
10						12		160	80	160	400
<b>III SEMESTER</b>											
1	030	T	Core	3	Theories of Learning	3	150	40	20	40	100
2	031	T	Core	3	Theories of Motivation and Emotion	3	150	40	20	40	100
	032	P	Supportiv	2	Experiments in Learning, Motivation and	4	150	40	20	40	100
4	033	T	Allied	3	Basic Statistics	3	150	40	20	40	100
	034	P	Research	1	Project: I	2	150	40	20	40	100
12						15		240	120	24	500
<b>IV SEMESTER</b>											
1	040	T	Core	3	Theories of Personality	3	150	40	20	40	100
2	041	T	Core	3	Theories of Memory and Intelligence	3	150	40	20	40	100
3	042	T	Core	3	Developmental Psychology	3	150	40	20	40	100
4	043	P	Supportiv	2	Assessment of Personality	4	150	40	20	40	100
5	044	P	Supportiv	3	Assessment of Memory and Intelligence	6	150	40	20	40	100
6	045	P	Research	1	Project: II	2	150	40	20	40	100

15					21		280	140	28	700	
<b>V SEMESTER</b>											
1	050	T	Core	3	Introduction to Clinical Psychology	3	150	40	20	40	100
2	051	T	Core	3	Introduction to Organizational Behaviour	3	150	40	20	40	100
3	052	T	Core	3	Introduction to Counselling Psychology	3	150	40	20	40	100
4	053	P	Core	2	Personality assessment	4	150	40	20	40	100
5	054	P	Core	2	Assessment of Cognitive Functions	4	150	40	20	40	100
6	055	P	Research	2	Individual Project	4	150	40	20	40	100
7	056	P	Core	5	Internship (2 weeks)	10	150	40	20	40	100
20						31		280	140	28	700
<b>VI SEMESTER</b>											
1	060	T	Core	5	Counselling Skills	7	150+	40	20	40	100
2	061	T & T &	Core	5	HRD Training	7	150 150+ 150	(20 40 (20	(10+1 20 (10+1	(20 40 (20	100
3	012	P	Core	5	Internship in Clinical setting	10		40	20	40	100
4	013	P	Core	5	Internship in organizational Setting	10		40	20	40	100
20						34		160	80	16	400

**IV: SYLLABUS****I SEMESTER****010 PHYSIOLOGICAL PSYCHOLOGY****Annexure : II B**

**Objectives :** This paper provides foundation knowledge in biological bases of human behaviour. Focus will be on the structure and function of the nervous system. Special emphasis is placed on the behavioural expression of dysfunction in these areas. After successful completion of this course, the student should have Knowledge of the structure and function of the nervous system in the context human behaviour.

**Unit-I: Introduction**

Definition, Scope, Historical development, physiological approach to behaviour, physiological methods; Functions and Divisions: CNS, PNS– Somatic and Autonomic, Neurons: Nerve fibres, nerves, synapse; non nervous tissue and other materials: Neuroglia, meninges, cerebro-spinal fluid, Blood-CSF and blood-brain barriers, nerve impulse.

**Unit-II: The Anatomy of the Nervous system**

Central Nervous system: Brain [Forebrain, Midbrain, Hindbrain]; Spinal cord; reflex actions; Cerebellum and the Basal ganglia; Hypothalamus,

**Unit-III: Hemispheres of the Neo-cortex**

Hemispheres: Structure, functions of the specific cortical areas – association areas; functional asymmetry, capabilities of the right and left hemispheres, language, handedness; cortex and learning.

**Unit-IV: Sensory processes**

Sensory Systems: hearing, vision, Touch, smell, gustation; Auditory Process: The auditory stimulus; Auditory theories: Visual Process: The visual stimulus Theories of colour perception; Temporal and spatial factors; limitations of sensory organs.

**Unit-V: Chemical Bases of Behaviour**

Overview of importance of endocrine glands, Major endocrine glands - their location, structure, hormones produced and its role: Hypothalamus, Thyroid, Parathyroid, Adrenal, pancreas, Pituitary, Gonads; general principles of hormonal activity; interaction between neural system and hormones to produce integrated responses.

**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, Wadsworth, Belmont. USA.
4. Frederick Toates, (2011). Biological psychology, Pearson, Harlow.
5. Lauralee Sherwood, (2012). Fundamentals of Human Physiology, Brooks/Cole, Belmont.



**011 COGNITIVE PSYCHOLOGY-I**

**Objectives:** This course is intended to develop insight into one's own and others' cognitive processes. This course will also provide an understanding of major concepts in cognitive psychology like sensation, attention, perception, learning, etc. It also gives an introduction about important theoretical perspectives and empirical findings in cognitive psychology.

**Unit-I: Introduction**

An introduction: Definition, nature and scope of cognitive psychology; Origin and current status of modern cognitive psychology; future trends and issues, Basic concepts in cognitive psychology: Mental representations; characteristics of human information processing: feature, analysis, hierarchical organization, bottom-up vs. top-down processing, parallel vs. serial processing; Cognitive Psychology and Neuroscience.

**Unit-II: Attention**

Meaning and definition; Nature of attention, types of attention: voluntary attention, non-voluntary attention, habitual attention; Selective attention, Division of attention.

**Unit-III: Theories of attention**

Bottleneck theories, Filter theory, Attenuation theory, late selection theory; Alternative to filter theories: Capacity models, demanding stimuli, and automaticity

**Unit-IV: Pattern Recognition**

Pattern Recognition, Visual Pattern Recognition - Bottom-Up versus Top-Down processing, Template Matching, Feature Analysis, Prototype Matching; Nature and factors affecting pattern recognition; the role of the perceiver in pattern recognition.

**Unit-V: Perceptual Processes**

Perception of sensory signals; Signal Detection Theory, Principles of perceptual organization; Perceptual constancy; Error in perception; Pain and its perception; Perceptual vigilance and subliminal perception.

**References**

1. Ashcraft, M.A. (1998). Fundamentals of cognition, London: Addison Wesley Publication.
2. Eysenck, M.W. (1993). Principles of Cognitive Psychology. Hillsdale; Lawrence Erlbaum Associates.
3. Matlin, M.W. (2009). Cognition. 3<sup>rd</sup> Ed. Harcourt Brace Publication, Indian Edition: Bangalore India: Prism Books Pvt. Ltd.
4. Solso, R.L. (2001). Cognitive Psychology. 5<sup>th</sup> Ed. London; Allyn & Bacon.
5. Sternberg L. (2006). Cognitive Psychology. New York: Harcourt Brace College Publishing

## 012 EXPERIMENTS IN BASIC PSYCHOLOGICAL PROCESSES

**Objectives:** This paper is aimed at helping the student understand the theoretical framework that they have learnt with the help of a series of experiments in the practical class.

1. Muller-Lyer Illusion
2. Depth perception
3. Division of attention
4. Direct observation.
5. Planning and problem solving
6. GSR
7. Size constancy
8. Size-weight illusion
9. Two point discrimination
10. Colour blindness

### References

1. Ashcraft, M.A. (1998). Fundamentals of cognition, London: Addison Wesley Publication.
2. Eysenck, M.W. (1993). Principles of Cognitive Psychology. Hillsdale; Lawrence Erlbaum Associates.
3. Matlin, M.W. (2009). Cognition. 3<sup>rd</sup> Ed. Harcourt Brace Publication, Indian Edition: Bangalore India: Prism Books Pvt. Ltd.
4. Solso, R.L. (2001). Cognitive Psychology. 5<sup>th</sup> Ed. London; Allyn & Bacon.
5. Sternberg L. (2006). Cognitive Psychology. New York: Harcourt Brace College Publishing
6. Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.
7. Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
8. Gregory, R.J. (2005). Psychological testing: History, principles and applications. New Delhi: Pearson Education.

### 013 FOUNDATIONS OF HUMAN BEHAVIOUR (Allied)

**Objectives:** The course will familiarize students with the basic psychological processes and the relating factors which influence them. It will also focus on some important applied areas of Psychology.

#### **Unit 1: Introduction:**

Meaning and Definitions of Psychology; Scope of Psychology; Historical background of psychology; School of psychology; Methods of studying behaviour.

#### **Unit 2: Basic Processes:**

Basic concepts, Definitions, characteristics of: Sensation, Perception, Learning, Emotion, Motivation Memory, Thinking, Intelligence

#### **Unit 3: Life-span development**

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

#### **Unit 4: Social Basis of Behaviour:**

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

#### **Unit 5: 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. Baron, R A. (1995). Psychology. III Edition. Prentice Hall India
2. Feldman R S (1996). Understanding Psycholgy. IV Edition. McGraw Hill India
3. Hilgard, S. R., Atkinson, R.C. & Atkinson R L. (1975). Introduction to Psychology. Oxford IBH Publishing Co Pvt Ltd.
4. Morgan, King, Weiss & Schopler (1989). Introduction to Psychology. Mc Graw Hill
5. Smith, E.S., Nolen-Hoeksema S., Fredrickson B & Loftus G R. (2003). Atkinson's & Hilgard's Introduction to Psychology. Thomson Wadsworth ;International Student Edition

## II Semester

### 020 COGNITIVE PSYCHOLOGY-II

#### **Unit – I Memory and intelligence**

Memory and forgetting: Meaning and definitions of basic concepts; Types of memory; Causes of forgetting; Intelligence: Meaning and definitions of basic concepts; Determinants of intelligence.

#### **Unit – II: Thinking**

Thinking: Definition and nature; Types of thinking; Tools of thinking: concepts, imagery, prototypes, script, schema, language and thought.

#### **Unit – III: Reasoning**

Meaning and definition; Types: Deductive and inductive reasoning; Elimination by aspects; Heuristics and biases; Types of fallacious reasoning.

#### **Unit – IV: Problem solving**

Definition and basic concepts; Types and strategies; Facilitating and hindering factors in problem solving, Methods of problem solving: Links between creativity, problem solving and decision making

#### **Unit – V: Decision Making**

Definition and basic concepts; Decision making process; Theories of decision making; Decision making styles; Factors influencing decision making and judgment

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### 021 SOCIAL PSYCHOLOGY

#### **UNIT-I: Introduction**

Nature and Scope of Social psychology; Historical background of social psychology; Methods of Study: observation, experimental, correlational, survey, sociometry.

#### **UNIT II: Social Influence**

Attitude: Meaning and definitions of basic concepts; Prejudice: Meaning, definition, causes, types and methods of reducing prejudice; Social cognition: Meaning and definitions of basic concepts; Factors influencing social cognition.

#### **UNIT III: Communication**

Definition and process of communication; Verbal and non-verbal communication; Codes of non-verbal communication; Communication skills; strategies for improving communication skills.

#### **UNIT IV: Interpersonal relations**

Meaning and definitions of basic concepts and factors influencing: Romance and attractions, Social net working, Family relations, Human– animal relations

#### **UNIT V: Group dynamics**

Group and team: Meaning, definitions, characteristics, types; Formation of groups; Team player styles; team building process; Leadership: Definitions, types and characteristics; Characteristics and factors influencing- Group formation, Group cohesion, group influence, Group structure.

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## 022 EXPERIMENTS IN COGNITIVE AND SOCIAL PROCESSES

### Part A: Cognition:

- a. **Memory** : Proactive interferences / Dichotic listening (Confounding)/ Implicit & explicit memory (interaction effects)
- b. **Reasoning** : Visual imagery in deductive reasoning/ Projection in children's inductive reasoning / Syllogistic reasoning
- c. **Thinking** : Critical thinking / Visual thinking / Creative thinking
- d. **Problem solving**: Effect of set / Functional fixedness - Duncker's problem / Concept formation
- e. **Decision making** : Judgement and decision making/ Framing effect in decision making/ Decision making in group

### Part B: Social process

- a. **Social cognition**: Attitude / Prejudice / Stereotype
- b. **Communication**: Verbal / Non-verbal / one way – two way communication
- c. **Interpersonal** : Social net-working / First impressions/ person perception
- d. **Leadership** : Types/ skills / effectiveness
- e. **Group dynamics**: Team building / group effectiveness/ Sociometry

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## 023 RESEARCH METHODS (allied)

### UNIT-I: Introduction to Research Methodology

Meaning and Purpose of Research; Steps in Research; Problem; Hypothesis: definition, types; Variables: meaning, types; Basics of measurement; Levels of Measurement: nominal, ordinal, interval, ratio.

### Unit-II: Sampling

Universe; Population; Sample; types of sampling: probability sampling- Simple Random Sampling, Stratified Random Sampling, Cluster Sampling, Non-probability Sampling- Incidental and Quota Sampling, convenient sampling.

### Unit-III: Experimental design

Experimentation: meaning, significance, characteristics; Control of Extraneous Variables; Minimization of Error Variance; internal and external validity; Merits and Demerits of Experimental Method; Laboratory and Field Experiments; experimental designs: meaning and purpose, types- pre-experimental designs, quasi experimental designs, true experimental designs.

### Unit-IV: Methods and techniques of Data collection

Types of data; sources of data; methods and techniques of data collection: observation- direct observation, indirect observation, participant observation, field observation; Interview: types- structured, semi-structured, unstructured, telephonic, depth interview; case study; survey; Projective methods: types.

### UNIT-V: Psychological Testing

Qualities of a good psychological test: objectivity, reliability, validity, standardization, norms; types of psychological tests: individual tests, group tests, verbal, non-verbal and performance tests; selection of tests; administration, scoring and interpretation of tests.

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**SOOC : II****Paper 024: SOCIAL ORIENTATION FOR EFFECTIVE LIVING****Unit I: Social Networking**

Nature of social networking, Applications of various social networking systems; hazards and addiction of social networking; Guidelines and etiquette for using social networking for effective communication and professional development.

**Unit II: Electronic Media**

Characteristics of electronic media; Types: of electronic media; Role of electronic media in changing value system; Applications of smart phone and internet; Guidelines and etiquette for using internet and smart phone for effective communication.

**Unit III: Social living skills**

Importance of manners and courtesies for everyday; Greetings and introduction; courtesies at home and public; grooming; table manners.

**Unit IV: Values, Attitude and belief**

Nature and meaning of values, attitudes and belief; Similarities and differences: values, morals, ethics, belief, and attitudes; Types of attitude, ways to improve positive attitudes.

**Unit V: Understanding neo liberalism**

Neo liberalism; Global marketing, Foreign direct investment, nature of global marketing and FDI and their impacts.

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## III SEMESTER

### 030 THEORIES OF LEARNING

**Objectives:** To introduce the students to the nature of learning theories and the various approaches to the study of learning.

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

Definitions and meaning of learning; Nature of learning; laws of learning: Primary laws, secondary laws; trial and error learning; determinants of learning; application of learning research

#### **Unit-II: Classical conditioning**

Definition; Process; Basics of conditioning, Basic processes-Extinction, Spontaneous recovery, Generalization, Discrimination; Types of classical conditioning.

#### **Unit-III: Operant conditioning**

Basic principles of Operant conditioning; Reinforcers: Primary, Secondary; Reinforcement: Positive and Negative; Punishment; pros and cons of punishment; Schedules of reinforcement; Generalization, Discrimination, Shaping, Chaining.

#### **Unit-IV: Social learning**

Basic concepts and principles of social learning; Imitation and modelling; Characteristics of effective models; self-regulation; self-efficacy.

#### **Unit-V: Cognitive learning**

Basic concepts; principles; types of cognitive learning: concept learning, latent learning, insight learning; Transfer of training.

#### **References:**

1. Robert.A. Baron, Psychology, (2008) Prentice Hall India.
2. Hilgard, Atkinson and Atkinson, Introduction to Psychology (2011) Oxford IBH Publishing Co.Pvt. Ltd.
3. Wayne Weiten, Psychology-Themes and variations, IV edition, Brooks/ Cole Publishing Co.
4. Feldman R.S. Understanding Psychology, IV edition, (2008) McGraw Hill. India.
5. Morgan, King, Weiss and Schopler, Introduction to Psychology, VII edition, (2008) McGrawHill, India.

### 031 THEORIES OF MOTIVATION AND EMOTION

**Objective:** This paper is framed with an objective of introducing various theories that explain human motivation and emotion.

**Unit-I:** Motive, motivation: definition, meaning, types of motivation; theories of motivation: Instinct, Drive reduction, Arousal, Incentive, arousal theory, Cognitive; Maslow's hierarchy of motivation.

**Unit-II:** Types of Motives- Physiological; Psychological; social; unconscious, self-actualization.

**Unit-III:** Emotion: Meaning, definitions and nature of emotion; functions of emotions; internal and external changes in emotion; Different types of emotions; Physiological basis of emotions.

**Unit-IV:** Theories of Emotion: James Lange Theory, Cannon Bard Theory, Cognitive appraisal Theory, two factor theory. Emotional Expression, Facial feedback hypothesis.

**Unit-V:** Importance of motivation and emotion; Assessment of Motivation and emotion; motivation, emotion and mental health; application of research on motivation and emotions.

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**Reference:**

1. Robert.A.Baron, Psychology, edition (2008) Prentice Hall India.
2. Hilgard, Atkinson and Atkinson, Introduction to Psychology (2011) Oxford IBH Publishing Co.Pvt.Ltd.
3. Wayne Weiten, Psychology-Themes and variations, IV edition, Brooks/ Cole Publishing Co.
4. Feldman R.S. Understanding Psychology, IV edition, (2008) McGraw Hill. India.
5. Morgan, King, Weiss and Schopler, Introduction to Psychology, VII edition, (2008) McGraw Hill, India.

**033 EXPERIMENTS IN LEARNING MOTIVATION AND EMOTION Objectives:** This

paper is aimed at helping the student understand the theoretical framework that they have learnt with the help of a series of experiments in the practical class.

- a. Paired associate learning
- b. Bilateral transfer
- c. Habit interference
- d. Maze Learning
- e. Rote Vs meaningful learning
- f. Massed versus distributed learning
- g. Judgement of Facial expressions
- h. Motivational analysis
- i. Need assessment
- j. Emotional reactions

**References:**

1. Robert.A. Baron, Psychology, (2008) Prentice Hall India.
2. Hilgard, Atkinson and Atkinson, Introduction to Psychology (2011) Oxford IBH Publishing Co.Pvt. Ltd.
3. Wayne Weiten, Psychology-Themes and variations, IV edition, Brooks/ Cole Publishing Co.
4. Feldman R.S. Understanding Psychology, IV edition, (2008) McGraw Hill. India.
5. Morgan, King, Weiss and Schopler, Introduction to Psychology, VII edition, (2008) McGraw Hill, India.
6. Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.
7. Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
8. Gregory, R.J. (2005). Psychological testing: History, principles and applications. New Delhi: Pearson Education.

**034 PROJECT-I**



## 035 STATISTICS (Allied)

**Objectives:** This course is aimed to provide an understanding of various statistical techniques in terms of their assumptions, applications and limitations. This course will provide an opportunity to acquire competencies to organize data for analysis.

**UNIT-I:** Introduction: Nature and scope of statistics; Uses of statistics in Psychology; The idea of quantification; Grouping of data- Frequency, Choosing class intervals; limits of class intervals; Frequency and cumulative frequency distribution; Graphical representation of data: Histogram; Bar diagram; Polygon: cumulative frequency polygon; Pie diagram; Types of frequency distribution: Symmetrical and Asymmetrical/Skewed distribution.

**UNIT-II:** Measures of central tendency: Computing mean-median and mode, application of: mean, Median and mode; Mathematical properties of the mean.

**UNIT-III:** Measures of variability/dispersion: Need to measure variability/Dispersion; range; inter quartile range; Semi inter-quartile range; mean deviation; variance and standard deviation.

**UNIT-IV:** Normal distribution curve: Characteristics, skewness, kurtosis; confidence interval; rejection regions; z-scores.

**UNIT-V:** Parametric and non-parametric tests; Correlation: Pearson product moment correlation, rank order correlation; tests of significance: t-test, one way ANOVA, Chi-square test.

### References

1. Aron Arthur, Aron N Elaine and Coups J. Elliot (2006) Statistics for Psychology (4<sup>th</sup> Edt). Pearson Education.
2. Coolican Huge, Research methods and Statistics in Psychology (2<sup>nd</sup> Edt). Hodder and Stoughton.
3. McQueen A Ronald and Knussen Christine (2006) Introduction to Research methodology and statistics in psychology. Pearson publication
4. Cramer Duncan and Howitt Dennis ( 2011) Introduction to statistics in psychology (5<sup>th</sup> edt) Pearson publication.

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## 036 LIFE SKILLS EDUCATION

### (UG Elective)

**Objectives:** This program is structured to initiate participatory learning which aims to enhance positive and adaptive behaviour by facilitating individuals to develop and practice psycho-social skills and function effectively in social environment. This course is essential in terms of minimising risk, maximising preventive factors and optimising protective aspects of an individual. It can be an essential component of promoting healthy and socially accepted individuals. It is essential to enable an individual to cope with difficulties in day-to-day life by learning to make informed decisions, solving problems, thinking creatively and critically, building healthy relationships through effective communication and further deal with risk situations.

#### **Unit:1 Introduction**

Introduction of Life Skills Education- Physical, Mental & Social aspect of Health- challenges of youth, Psychological, Social, Economical, Emotional and Spiritual

#### **Unit: 2 Living with Oneself**

Skills of Knowing and living with oneself- self-awareness, enhancing self awareness- self-esteem, building high self-esteem, Understanding emotions, coping with emotions, coping with stress  
*Experiential learning: Bran storming session on self-awareness, Role play for understanding emotions, coping with stress.*

#### **Unit: 3 Living with others**

Skills of knowing and living with others, Effective communication, communication barriers, Assertiveness, peer pressure resistance, empathy, benefits of peer group.  
*Experiential Learning: Group Discussion on communication, barriers. Peer group modelling of assertiveness skills.*

#### **Unit:4 Effective Decision making**

Critical Thinking, Creative thinking, problem solving strategies, barriers of problem solving, decision making skills, enhancing decision making skills  
*Experiential learning: Structured games for problem solving, and decision making*

#### **Unit: 5 Benefits of Life skills**

Importance of Life skills education, Long term benefits, Educational, Social, Health, Cultural and Economic benefits.

#### References:

1. Brooke N. & Richard P., (2008). Critical Thinking, McGraw-Hill Humanities
2. Daniel Goleman, (2007). Social Intelligence, Bantam.
3. Darlene M. (2009). Life Skills activities, Jossey-Bass, USA
4. John A. (2012). Decision making and Problem solving strategies, Kogan Page
5. Redford W. & Virginia W. (1999). Life skills: 8 simple ways to build stronger relationships, Harmony; 1st Pbk. Ed edition

## IV Semester

### 40 THEORIES OF PERSONALITY

#### Unit-1: Introduction

Meaning and definition; Determinants of Personality: Biological determinants, Social determinants, Cultural determinants; Interactionism; Nature Vs nurture controversy; Idiographic Vs Nomothetic approaches; Brief description of various theories of personality; Role of theories in personality; Importance of theories of personality

#### Unit-II:- Classical Psychoanalytic

Basic concepts and proponents; Levels of consciousness: conscious, sub-conscious, unconscious; Structure of personality: The Id, Ego, Super ego; Dynamics of personality: instinct, psychic energy, catharsis, anxiety; Stages of development: Oral, Anal, Phallic, Latency and Genital; Ego defence mechanisms.

#### Unit-III: Trait and Temperamental

Gordon Allport's trait theory: Structure and dynamics of personality, development of personality; Hans Eysenck's Biological trait theory: Description of temperament, Models

#### Unit-IV: Behaviorist and Social cognitive

B.F. Skinner's operant conditioning: Structure of personality, dynamics of personality, development of personality, Albert Bandura's social learning theory: Principles of observational learning, reciprocal determinism, self system and self efficacy.

#### Unit-V: Humanistic – Existential

Humanistic approach: Assumptions about human nature; Self-actualization theory of Abraham Maslow; Carl Rogers: Assumptions about human nature and theoretical approach; Existential approach: Basic concepts; Assumptions about human nature and Personality development.

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### 41 THEORIES OF MEMORY AND INTELLIGENCE

#### Unit-I: Introduction to memory:

Definitions and nature; Encoding, storage and retrieval process; Stages of memory : sensory, short term and long term memories; Working memory; Episodic and Semantic memory; mnemonics, constructive memory and reconstructive memory; Assessment of memory ; strategies of improving memory.

#### Unit-II: Forgetting:

Forgetting: definition; Causes of forgetting; Theories of forgetting: Decay, interference, retrieval failure, motivated forgetting and amnesia; state-dependent forgetting.

#### Unit-III: Introduction to Intelligence

Definition, Nature and development of intelligence; Determinants of Intelligence: Heredity and Environment; Extremes of intelligence: Mental retardation and giftedness; Creativity: Views of Torrance, Getzels, Guilford; Relationship between Intelligence and creativity; Abilities and achievement; Emotional intelligence.

#### Unit-IV: Theories of intelligence

Traditional theories: Psychometric theories and cognitive science approach; two factor theory, seven factor theory, Multiple factor theory; Contemporary theories of Intelligence: Triarchic theory, Fluid and crystallized intelligence, multiple intelligence

#### Unit-V: Assessment of Intelligence

Types of intelligence tests; Assessment procedures; Interpretation of test scores; controversial issues in testing.

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## 42 DEVELOPMENTAL PSYCHOLOGY

### Unit-1: Introduction:

Concept of Human development; Principles of human development; Methods of studying human development; Biological, cultural and social factors in human development; The nature nurture debate in human development.

### Unit-II: Physical development

Physical Development during infancy; Aspects of physical development in early childhood: Body growth & change, sleep patterns & Problems, Motor skills; Aspects of physical development in middle childhood:, Middle adulthood, late adulthood

### Unit-III: Cognitive Development:

Nature and approaches- Piaget, Vygotsky; information processing perspectives; language development.

### Unit-IV: Emotional Development:

Primary Emotions; Development from infancy to adulthood; Concepts of emotional and spiritual intelligence; Moral development: Kohlberg's theory.

### Unit-V: Self and Identity:

Self-concept and mirror images; Emergence of self: Development of personal identity; Developmental concerns during adulthood; Marriage, Family and Work, roles and relationships, Mid-life crisis.

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## 43 ASSESSMENT OF PERSONALITY

Part : A

- a. NEO-FFI / MDPA
- b. EPQ-R / DAP
- c. 16 PF: form / MBTI
- d. FIRO-B / Personality preference inventory ( PAPI)
- e. Enneagram of Personality./ Personal Style Indicator (PSI)

**Part : B**

- a. Type A & B personality/ High school personality inventory
- b. Sensation seeking / Basic personality inventory
- c. Sheldon's Body type personality/ Personality temperament test
- d. Self Efficacy / Woodworth Psychoneurotic inventory
- e. Incomplete sentences/ Word association test

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## 44 ASSESSMENT OF MEMORY AND INTELLIGENCE

**Part : A : Memory**

1. Auditory Verbal memory : RAVLT/ Test of auditory processing
2. Chunking on recall / Meaning on retention
3. Test of Memory and Learning (TOMAL-2)/ Rivermead behavioural memory test
4. Wide range assessment of memory and learning / Tests of information processing skills
5. Brief Visuospatial Memory Test ((BVMT)) / Continuous visual memory test
6. Working memory : n-back/ Automated working memory test

**Part : B : Intelligence**

- a. SPM / TONI 4
- b. Verbal intelligence test / Bicycle Drawing for Measuring Intelligence
- c. General mental ability test for children/ Group test of intelligence / Mixed type group test of intelligence
- d. Universal Nonverbal Intelligence Test/ Comprehensive Test of Nonverbal Intelligence
- e. Wide range intelligence test / Revised Bhatia's short battery of performance intelligence test for adults

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**45 PERSONALITY DEVELOPMENT**

( Elective UG. IV sem )

**UNIT: I Introduction**

Understanding personality: Meaning and definitions of basic concepts; Importance of understanding personality; Self-assessment of personality factors and types

**UNIT: II: Self awareness**

Nature and basic concepts; Need for enhancing Self-awareness; Assessment and experiential learning activities for enhancing of Self awareness

**UNIT: III Communication**

Basic concepts and types ; Importance of developing effective communications skills; Experiential learning exercises for developing communications skills.

**UNIT: IV: Leadership**

Basic concepts and Types; Need for developing leadership qualities; Assessment of leadership and experiential learning exercises for developing leadership skills.

**UNIT: V: Decision making and Problem solving**

Basic concepts and importance of developing problem solve and decision making abilities; Experiential learning exercises for enhancing problem solving and decision making abilities.

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**045 Elective****INFORMATION TECHNOLOGY FOR PROFESSIONAL DEVELOPMENT**

Unit I: Micro Soft Office- MS Word, MS Excel, Power Point and SPSS applications

Unit II: Cloud Base Applications and technology

Unit III: Network and Download Application Security

Unit IV: New Devices and Applications

Unit V: Website Designing, Installing and Formatting

## V : SEMESTER

### 050 INTRODUCTION TO CLINICAL PSYCHOLOGY

Objectives: This paper aims to give a broad idea of the field of clinical psychology and to familiarize the student with techniques used in collecting information about client and some of the tests available, with specific reference to assessment of cognition. Certain professional issues such as training, research and ethical stands are also included.

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

Clinical psychology: introduction, basic concepts, roles of a clinical psychologist; Mental health care – past and present; Stigma and attitude towards mental illness; Concept of mental health and illness; Perspectives – psychodynamic, behavioral, cognitive, humanistic, existential and biological models of mental health/illness.

#### **Unit- II: Psychosocial and Biological foundations of behaviour**

Social skill model; interpersonal and communication models of mental illness; Stress diathesis model; Learned helplessness and attribution theories; Family influences; Societal influences; Biological Variables in Psychopathology.

#### **Unit - III: Psychopathology**

Definition; concepts of normality and abnormality; Classificatory systems- currently in use, their advantages and limitations; Mental and Behavioral Disorders- Neurotic, stress related and somatoform disorders, , Mood disorders , delusional disorders, Schizophrenia, Disorders of adult personality, Mental retardation, Mental and Behavioral disorders of childhood.

#### **Unit - IV: Assessment**

Approach to clinical interviewing and diagnosis; Case history; Mental status examination; Importance and need for psychological assessment; Assessment of Cognitive functions, Assessment of personality.

#### **Unit -V: Psychotherapeutics**

Psychotherapy- Definitions and objectives; Major modalities and types; Ethical and legal issues involved in psychotherapy work.

## 051 INTRODUCTION TO ORGANIZATIONAL BEHAVIOUR

Objectives: This paper is framed to help students to understand the challenges of organization in managing human resource and apply the psychological principles to study the human behavior at work and to familiarize the participants with the behavioural patterns of human beings at individual and group levels in the context of an Organization.

### **Unit I: Introduction**

An overview of OB: Managing people at work, Organizational behaviour, Definition , basic concepts; History of Management Thought: Henri Fayol's Principles of Management and Mintzberg's nature of managerial work.

### **Unit II : Individual behaviour**

Individual Behaviour in OB setting: Abilities and aptitudes, personality and performance, personality and perception, learning, attitudes; Inter-personal behaviour: Group and inter-group behaviour; Managing stress; Case study.

### **Unit III Organization and the Systems Concept**

Organization: theories, social Organization; Organizational rules: power authority and status.; The Organizational environment; Communication in Organisation. Case study

### **Unit IV Leadership and Management**

Leadership in organization: Motivation and morale, leadership-nature, type and approaches, development of leadership including laboratory training and group dynamics; Differences between leadership and management; Management of change: conflict Management, Organisation Health. Case study

### **Unit V Consumer Behaviour**

Basic concepts of consumer behaviour; Consumer research processes; Ethics in Marketing; Consumer needs and motivation; Personality and consumer behaviour; Consumer perception; Cultural influences, sub culture, cross cultural consumer behaviour. Case study

### **Recommended Text books**

1. Robinson, Stephan P .(1997), Organizational Behaviour, 7<sup>th</sup> Edition, Prentice-Hall of India, New Delhi.
2. Fred, Luthans, (1989), Organizational Behaviour- 5<sup>th</sup> edition, MC. Graw Hill Book Company, Singapore.
3. Gregory, B. Northerft and Morgaret, A. (1990), Oganizational Behaviour, Holt, Rinchart Euinssou, U.S.A.

## 052 INTRODUCTION TO COUNSELLING PSYCHOLOGY

### **UNIT-I: Introduction**

Basic concepts and definitions of counselling; Role of counselors; Helpers and clients as diverse persons; Helping relationship; Education and Training of Counsellors; Ethical issues.

### **UNIT-II: Specific counseling skills**

Understanding internal frame of reference, Showing attention and interests, Paraphrasing and structuring, Asking questions, Monitoring, Offering challenges and feedback, Self disclosing, Managing resistance and making referrals, Facilitating problem solving, Coaching, Demonstrating and Rehearsing.

### **UNIT-III: Egan's skilled helper model**

Nature & Purpose; Stages : Current scenario, preferred scenario and action strategies.

### **UNIT-IV: Group Counseling**

Group counseling: Nature, types and definitions; Group counseling skills; Stages and process of group counseling ; Ethical issues in group counseling.

### **UNIT-V: Counseling specific areas/ settings**

Nature and objectives of : Family counseling; Peer counseling; Telephone counseling; Employee counseling; Educational and Career counseling.

## **053 PERSONALITY ASSESSMENT : CLINICAL & ORGANISATIONAL**

### **Part :A Personality assessment**

1. Multi dimensional personality assessment / 16 PF (form C/D)
2. Five factor personality / GHQ
3. CAT / PFT
4. DAP/ DAM
5. The Personality Inventory for DSM V- Brief Form (PID-5-BF)/ MPQ

### **Part : B : Tests for Interactive assessment**

6. Temperament and Character inventory / Bells adjustment inventory
7. Personal effectiveness / Interpersonal needs assessment
8. Role stress / Burnout
9. Self analysis : Openness and receptivity to feedback
10. Case study : OB / Clinical

## **054 ASSESSMENT OF COGNITIVE FUNCTIONS : CLINICAL & ORGANISATIONAL**

### **Part :A Assessment of Cognitive functions**

1. Individual test : Binet Kamat intelligence test / Bhatia's Battery of intelligence
2. Group test :General mental ability test for Children / Group Test of Intelligence
1. Childrens' test : SFB / Bicycle Drawing for Measuring Intelligence
2. Memory: WMS / CMS
3. Non- Verbal Intelligence: APM/ CPM

### **Part : B Tests for interactive assessment**

1. Screening tests : VSMS / DST
2. Abilities : TONI 4/ Wide range assessment of abilities
3. Interest : Comprehensive Interest schedule/ Educational interest record
4. Aptitude : DBDAT / Differential aptitude
5. Vocational preference : Vocational preference schedule / Personal preference schedule



## COMMUNICATION SKILLS

Elective 045

**Method of instruction:** Lecture; question and answer; class/group discussions; communicative/meaningful language exercises; in-and-out-of-class reading and writing tasks.

### UNIT – I INTRODUCTION

Introduction to communication; Definitions of basic concepts; Functions and principles of communication ; Communication patterns; Barriers to communication; Interpersonal perception – SWOT analysis -Johari Window -Transactional Analysis.

### UNIT – II NON-VERBAL AND INTERCULTURAL COMMUNICATION

Importance of non-verbal communication; Personal appearance ;Facial expressions; Movement; Posture ; Gestures; eye contact ; Voice ; Beliefs and customs.

### UNIT – III ORAL COMMUNICATION

Listening ;types and barriers to listening ; speaking; planning and audience awareness; persuasion; goals ; motivation and hierarchy of needs ; attending and conducting interviews-participating in discussions, debates - and conferences - presentation skills- paralinguistic features -fluency development strategies; Professional approach and etiquette: Telephone and formal communication

### UNIT – IV CORRESPONDENCE

Principles of business writing; memos -e-mails ; agendas; minutes; enquiries; orders; letters of complaint; claims and adjustments; notice ; circulars; letters of application and résumé; Professional approach and etiquette: Email and sort term communications via electronic media.

### UNIT – V PROJECT PROPOSALS AND REPORTS

Characteristics and structure of proposals and Project reports ; Appraisal reports – performance appraisal; Process of report writing ; Visual aids; Abstract; Executive summary; Recommendation Writing.

### TEXTBOOKS

1. Lesikar, Raymond V., John D Pettit, and Mary E FlatlyLesikar's, Basic Business Communication, 10th ed. Tata McGraw-Hill, New Delhi, 2007.
2. Gerson, Sharan J., and Steven M Gerson, Technical Writing: Process and Product. Pearson Education, New Delhi, 2008.
3. Murphy, Herta, Herbert W Hildebrandt, and Jane P Thomas, Effective Business Communication. 7th ed. Tata McGraw-Hill, New Delhi.
4. Bovee, Courtland and John V Thill, Business Communication Today, 8th ed. Pearson Education, New Delhi, 2008.

### REFERENCES

1. McGrath, E. H., S.J, Basic Managerial Skills for All, 8th ed. Prentice-Hall of India, New Delhi, 2008.
2. Raman, Meenakhshi, and Prakash Singh, Business Communication. O U P, New Delhi, 2008.
3. Stuart Bonne E., Marilyn S Sarow and Laurence Stuart, Integrated Business Communication in a Global Market Place.3rd ed. John Wiley India, New Delhi, 2007.
4. Guffey, Mary Ellen., Business Communication: Process and Product. 3rd ed. Thomson and South-western, 2004.

## VI SEMESTER

### 060 : COUNSELLING SKILLS : THEORY AND PRACTICE

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

Monitoring and Evaluation: Session recording, verbatim analysis, report writing and critique; Assessment of belief, attitudes and values of counselors; Review of micro counseling skills; Interviewing skills; Case study and reporting.

#### **Unit-II: Assessment for facilitating counseling**

Interactive assessment of temperament, personality, cognitive abilities, Screening tests of disabilities, aptitude and interests.

#### **Unit-III: Models and techniques for facilitating Individual counseling**

Review of stages and process of Eagan's Skilled Helper Model; Rationale, stages, steps and process of Cognitive and / Behavioural techniques for facilitating counseling in educational settings.

#### **Unit-IV: Group Counselling :**

Qualities of effective leaders; Skills for group counseling. Stages, steps and process of solution focused group counseling

#### **Unit-V: Career guidance & Educational counseling**

Career guidance and counseling : Issues theories Career and models; Stages and process of Career counseling. Educational counseling : Basic concepts and issues; Applications in Self development, academic development, specific targeted groups.

#### **References**

1. Ivey, Allen E. & Ivey, Mary B. (2007). Intentional Interviewing and Counseling. Thomson: Brooks/Cole.
2. Evans, David R., Hearn, Margaret T., Uhlemann, Max R. & Ivey, Allen E. (2008). Essential Interviewing: A Programmed Approach to Effective Communication. Thomson: Brooks/Cole.
3. Nelson-Jones, Richard (2008). Basic Counseling Skills: A Helper's Manual. New Delhi: Sage Publications.

**061 HRD TRAINING : THEORY AND PRACTICE**  
BSc Psychology (L 2+ T1+P2=5 )

Programme in Human Resource Development prepares a student for a career in industry and services. The programme facilitates learning in modern concepts, techniques and practices in the management of human resources and exposes the student to different functional areas of management to enhance the effectiveness.

**Unit - I.**

Overview of Human Resources and development , Historical Evolution, Integrated HR-Function, HR- Issues, Corporate and HR-Environment, Strategy Environment, Strategic Management.

**Unit - II.**

HR Instruments, HRM and Diversity Issues, HR Planning at Enterprise Level, Need for Systematic planning, Planning Process, Operating Environment- Internal and External, The manpower plan, Job Description

**Unit - III.**

Recruitment and Selection, Strategic selection, Interpretation and Evaluation of Interview data, Employee Induction Programme.

**Unit – IV**

Performance Appraisal, Measures of Appraisal, System Components Appraisal Methods, Ethics of Appraisal, problems and Issues.

**Unit - V**

Employee Training, Training Needs and objective setting, Methods of training, Development, Development, Needs, Human Resource Development, Development Process, Change Management.

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