



**NOTIFICATION**

Sub: Revised syllabus of M.Sc. Psychology programme.

Ref: 1. Academic Council approval vide agenda

No.: ಎಸಿಸಿ:ಶೈ.ಸಾ.ಸ.2:8 (2021-22) dtd 27.10.2021.

2. Hon'ble Vice Chancellor's approval dated 14.11.2021

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The Revised syllabus of M.Sc. Psychology programme which is approved by the Academic Council at its meeting held on 27.10.2021 is hereby notified for implementation with effect from the academic year 2021-22.

Copy of the Syllabus shall be downloaded from the University Website ([www.mangaloreuniversity.ac.in](http://www.mangaloreuniversity.ac.in))

  
REGISTRAR

To,

1. The Principal, Sri Dharmasthala Manjunatheshwara College, Ujire.
2. The Chairman, BOS in Psychology, Dept. of Psychology, SDM College, Ujire.
3. Dr. Vandana Jain, Asst. Professor and Head Dept. of Psychology, SDM College (Autonomous), Ujire.
4. The Registrar (Evaluation), Mangalore University.
5. The Superintendent (ACC), O/o the Registrar, Mangalore University.
6. The Asst. Registrar (ACC), O/o the Registrar, Mangalore University.
7. Guard File.

# M.Sc. Psychology Syllabus

2021-22

Choice Based Credit System

Mangalore University,  
Mangalore.

**MANGALORE UNIVERSITY**  
**M.SC PSYCHOLOGY**

**REGULATIONS AND SCHEME OF EXAMINATIONS FOR TWO-YEAR (FOUR SEMESTERS) MASTER'S DEGREE COURSE IN PSYCHOLOGY FOR CHOICE BASED CREDIT SYSTEM**

**Title and Commencement:** The programme shall be called Master of Science in Psychology (M. Sc. in Psychology).

**Eligibility for Admission:** Candidates who have passed the three-year B.A/B.Sc. degree examination of Mangalore University or any other University considered as equivalent there to with Psychology as major / optional / special subject are eligible for the programme with a minimum of 45% (40% SC/ST/Category-1 Candidates) marks in cognate subject.

**Duration of the Course:**

- I. **Duration:** The duration of Master Degree Programmes shall extend over 4 semesters each of a minimum of 16 weeks (90 actual working days) of instruction and 2 to 3 weeks for preparation and examination. if.
- II. **Maximum period for the completion of the programme:** The candidate shall complete the programme within five years from the date of admission. The term completing the programme means passing all the prescribed examinations after the prescribed period for completing the programme.
- III. **Internship:**
  - a. Internship is part of the course work practical.
  - b. Respective department will assist the students to do the internship in a well-equipped institutions and hospitals.

**Course Pattern Highlights:**

- I. The M.Sc. in Psychology programme shall comprise "Core" and "Elective" courses. The "Core" courses shall further consist of "Hard" and "Soft" core courses, Hard core courses shall have 4 credits and soft-core courses shall have 3 credits. Further, there shall be two Open Electives carrying 3 credits each. Total credit for the programme shall be 92 including open electives.
- II. Core courses are related to the discipline of the M.Sc. in Psychology programme. Hard core papers are compulsorily studied by a student as a core requirement to complete the programme of M.Sc. in Psychology. Soft core papers are elective but are related to the discipline of the programme. Two open elective papers of 3 credits each shall be offered in the II and III semesters by the department and they will be chosen from the students unrelated to the programme within the faculty or across the faculty.
- III. Total credit for the M.Sc. in Psychology programme is 92. Out of the total 92 credits of the programme, the hard core (H) shall make up 65.1% of the total credits; soft core (S) is 34.9 % while the open electives (OE) will have a fixed 6 credits (2 courses with 3 credits each)

## **Programme Objective**

1. To learn the principles of creativity, reasoning and decision making
2. To orient the students regarding physiological correlates and genetic determinants of behavioural
3. To know actual classroom application of psychological principles.
4. To sensitize the students about human character strengths and virtues
5. To understand the forces and factors that shape personality.
6. To orient students regarding social behaviour and social thought
7. To learn the various approaches procedures and techniques of counselling.
8. To sensitize the mental health problems, generated in the community
9. To understand the research methodology and statistical application in research.
10. To know various manifestations of Psychopathology.
11. To enhance the knowledge in the theoretical basis of organizational behavior
12. To understanding different techniques of psychological intervention.
13. To impart knowledge and develop skills needed for applying behaviour modification techniques

## **Programme Outcomes**

1. To equip the students with Qualitative and Quantitative Research method used in Psychology.
2. To enhance the student's counselling skills.
3. To expertise the students in developing psychological tests
4. To orient the students regarding biological basis of Human behaviour.
5. To orient students regarding psychopathology among children, Adolescents and Adults.
6. To enable the students understand different perspectives of personality
7. To learn the principles of cognitive abilities among human behaviour.
8. To equip the students with the skills of Human resource management and development.
9. To enable the students in understanding dynamics of Psychotherapeutic techniques.

## PREAMBLE

Revision of syllabus for the two years Master's Degree programme in Psychology Composite BOS in Psychology has revised and prepared the Syllabus (CBCS based) for the M.Sc. Psychology course in its meeting held on 22<sup>nd</sup> October 2021.

### Course/credit Pattern:

Semester	Hard core theory	Soft core theory	Hard core practical	Soft core practical	Open elective	Hard core Internship/ Project	Total
<b>I</b>	08	06	08	---	--	---	<b>22</b>
<b>II</b>	04	09	08	---	03	---	<b>24</b>
<b>III</b>	04	09	08	---	03	---	<b>24</b>
<b>IV</b>	04	06	08	---	---	04	<b>22</b>
<b>Total</b>	<b>20</b>	<b>30</b>	<b>32</b>	---	<b>06</b>	<b>04</b>	<b>92</b>

Total credit for all four semesters = 92

Total credits of **Hard Core** (compulsory) papers= 56

Total Credits of **Soft-Core** papers =30

Total credits of **Open Elective** = 06



## Scheme of Syllabus

Semester	Types	T/P	Course	No. of Hours Per Week	Total Hours	Credits	Total Credits	Duration of Exam	Marks	Total Marks
<b>I</b>	<b>Hard</b>	Theory	PYH:401Cognitive Processes PYH: 402 Physiological Psychology	2T x 4	08	2T X 4	08	2T X 3 hours	2 X 100	200
		Practical's	PYP: 403 Experiments in Cognitive Processes PYP: 404 Experiments in Psychophysical & Social Processes	2P X 6	12	2P X 4	08	2P X 4 hours	2 X 100	200
	<b>Soft</b>	Theory	PYS: 405 Educational Psychology PYS: 406 Psychometry or PYS: 407 Community Psychology	2T X 3	06	2T X 3	06	2T X 3 hours	2 X 100	200
<b>II</b>	<b>Hard</b>	Theory	PYH: 451Basics of Research & Statistics	1T X 4	04	1T X 4	04	1T X 3 hours	1 X 100	100
		Practical's	PYP: 452 Child Testing PYP: 453 Counselling Skills in Practice	2P X 6	12	2P X 4	08	2P X 4 hours	2 X 100	200
	<b>Soft</b>	Theory	PYS: 454Counselling Skills PYS: 455 Positive Psychology PYS: 456 Training in SPSS or PYS: 457 Group Counselling	3T X 3	09	3T X 3	09	3T X 3 hours	3 X 100	300
	<b>Open Elective</b>		PYS: 458 Dynamics of Human Behaviour	1T X 3	03	1T X 3	03	1T X 3 hours	1 X 100	100
<b>III</b>	<b>Hard</b>	Theory	PYH: 501 Personality Theories	1T X 4	04	1T X 4	04	1T X 3 hours	1 X 100	100
		Practical	PYP: 502 Assessment of Personality PYP: 503 Assessment of Clinical	2P X 6	12	2P X 4	08	2P X 4 hours	2 X 100	200

			Symptomatology or OB and HRD PYP: 504 Behavioural Competencies Assessment PYP: 505 HR Skill Development Practice							
	<b>Soft</b>	Theory	PYS: 506 Psychotherapy PYS: 507 Adult Psychopathology PYS: 508 Psychological Disorders of Childhood and Adolescences PYS: 509 Qualitative Research. Or OB and HRD PYS: 510 Human Resource Management and Development. PYS: 511 Organizational Development.	3T X 3	09	3T X 3	09	3T X 3 hours	3 X 100	300
	<b>Open Elective</b>		PYS: 512 Man, and Mental Health	1T X 3	03	1T X 3	03	1T X 3 hours	1 X 100	100
<b>IV</b>	<b>Hard</b>	Theory	PYH: 551 Behaviour Modification	1T X 4	04	1T X 4	04	1T X 3 hours	1 X 100	100
		Practical	PYP: 552 Dissertation/Project report	1P X 4	04	1T X 4	04		1 X 100	100
			PYP: 553 Modification of Behaviour Practical PYP: 554 Internship Report and Case Presentation OB and HRD PYP: 555 HRD Training Practice PYP: 556 Management skill development	2P X 6	12	2P X 4	08	2P X 4 hours	2 X 100	200
	<b>Soft</b>	Theory	PYS: 557 Areas of counselling PYS: 558 Social Psychology OB and HRD	2T X 3	06	2T X 3	06	2T X 3 hours	2 X 100	200

			PYS: 559 Organizational Diagnosis: Theory and Methods. PYS: 560 Theoretical Basis of Organizational Behaviour.							
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## FIRSTSEMESTERSYLLABUS

<b>HARDCOREPAPERS</b>	<b>SOFTCOREPAPERS</b>	<b>OPENELECTIVE</b>
Cognitive Processes	Educational Psychology	Nil
Physiological Psychology	Psychometry	
Experiments in Cognitive Processes	Community Psychology	
Experiments in Psychophysical and Social Processes		

## **PYH401:COGNITIVE PROCESSES**

**No. of Credits: 4**

**No. of Hours: 48**

### **Objectives: The course teaches,**

- To understand the significance of cognitive processes for understanding human behaviour,
- Basic and higher cognitive processing tradition
- Basic cognitive processes such as attention and memory,
- The principles of creativity, reasoning and decision making.
- The higher order thinking skills like problem solving, language comprehension

### **Outcomes: The student will have the knowledge of,**

- The organization of basic cognitive functions from an information processing perspective.
- The relevance of higher cognitive processes for understanding people's behavior in selected areas
- Describing basic processes from central aspects of cognition such as language, imagery etc.
- Evaluating the theories of word recognition neuropsychological evidence.
- Reflecting how the cognitive perspective helps our understanding of human behavior

### **UNIT I - Attention and Memory**

**12Hrs**

Attention: Types, Theories and Attention processes, Current trends in cognitive processes, Cognitive neuroscience. Memory: Models, Types and Structure. Constructive memory, Eyewitness testimony, Metamemory, Schemas.

### **UNIT II- Imagery and Cognitive maps**

**12 Hrs**

Characteristics of Images: Rotation, Size, Shape, Part-whole relation, Ambiguous figures and Interferences, Visual Imagery and consciousness, The visual system. Cognitive Maps: Distance, Shape Relative position, Parallel map theory and Mental Map Distinction.

### **UNIT III - Language Comprehension & Production**

**12 Hrs**

Understanding Spoken Language: Speech perception. Reading: Theories of reading and Word recognition, Discovering meaning, Inference in Reading, Theories of word recognition, Meta-comprehension Writing: Cognitive tasks involved in writing, comparing speaking, and writing. Speaking: Selecting the content, Errors in speech, Gestures and context. Bilingualism: Advantages and Disadvantages, Code switching & Second language proficiency, Development of Language.

#### **UNIT IV - Higher Order Thinking Skills**

**12 Hrs**

Problem solving: Understanding the problem, Nature of representing the problem, Problem Solving approaches: Definition, Strategies and Types, Factors that influence Problem solving. Creativity: Definitions, Factors influencing creativity. Reasoning: Development of reasoning, Theories, Types. Decision-making: Process, Heuristics, (representative heuristic, availability heuristic, anchoring and adjustment, analogy, simulation.); Framing effect. Applications.

#### **References:**

1. Matlin, Margaret W. (1995), Cognition, 3rd Ed., Bangalore; Prism books Pvt. Ltd.
2. Arnold L, Glass and Keith J. Holyoak (1986), Cognition, 2nd Ed, Mc GrawHill Book Company.
3. Haberlandt Karl (1997), Cognitive Psychology 2nd Ed, London, Allyn and Bacon.
4. John B. Best (1999), Cognitive Psychology, 5th Ed, London, Thomson Publishing Company.
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7. Smyth M.M. Collins A.F. Morris P.E and Luvy (1994), Cognition in Action 2nd Ed Hillsdale (USA), Lawrence Erlbaum Associates, publishers.
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13. Galotti K.M(1999) Cognitive Psychology in and outside laboratory, Thomson Asia.
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15. Reed, Stephen K. (1998) Cognition: Theory and application, 3rd Ed, Pacific
16. Grove, California, Brooks/Cole publishing company.
17. Hewes, Mary B(1990), The Psychology of human cognition New York. Pergamon Press
18. Snodgrass, Berger and Haydon(1985) Human experimental psychology NewDelhi;  
Oxford University press.
19. JanakPandey(2000) Psychology in India revisited - developments in the discipline New  
Delhi, Sage Publications.
20. Anima Sen(1983), Attention and Distraction, New Delhi, Sterling PublishersPvt. Ltd.

## **PYH402: PHYSIOLOGICAL PSYCHOLOGY**

**No. of Credits: 4**

**No. of Hrs: 48**

### **Objectives:**

- To orient the students regarding physiological correlates and genetic determinants of behavioral, cognitive and affective processes.
- To demonstrate behavior genetics and the mode of inheritance To demonstrate Psychophysiology of Affect and Activation.
- To familiarize the students with Chemical and Genetic correlates of Intelligence.
- To educate the students on Psychophysiology of Higher mental functions.

### **Outcomes: The students will be able to,**

- Identify the structures and functions of neurons
- Describe the processes involved in the generation and propagation neural impulse
- Describe, analyse and evaluate the modes of inheritance.
- Integrate knowledge on Structural and chemical correlates of Emotion and motivation
- Explain the physiological processes underpinning various psychological processes.

### **Unit I - Biological Basis of Behaviour                      12 Hrs**

Nervous system: Structure and Functions, Intercellular and Intracellular communication between neurons, Neurotransmitters: Types and functions, Neural plasticity, Methods of studying the brain and behaviour Neuro anatomical, Neuro electrical, Neuro chemical, and neuro imaging techniques.

### **Unit II-Behaviour genetics    12 Hrs**

Genetics: meaning, Structure of DNA, Selection and modes of Mendalian inheritance: Monohybrid cross and dihybrid cross, Nature and Nurture in the development of behaviour, Eugenics & Genetic Engineering  
Human behaviour genetic methods: Family studies, Twin studies, Adoption studies.

### **Unit III-Psychophysiology of Higher mental functions 12Hrs**

Structural and Chemical correlates of Attention, Memory, and Language. Structural, Chemical and Genetic correlates of Intelligence

### **Unit IV-Psychophysiology of Affect and Activation12 Hrs.**

Structural and chemical correlates of Emotion. Structural and chemical correlates of Motivation: Hunger, and Thirst Biorhythms, States of Consciousness-Waking & sleep. Altered states of consciousness-hypnosis, meditation.

#### **References:**

1. Rosenweig, Leiman & Breedlove (1999) Biological psychology: An introduction to behavioural, cognitive, and clinical neuroscience, 2nd Ed. Sinauer Associates, Inc., Massachusetts.
2. Pinel, John P.J. (1997) Biopsychology, 3rd Ed. Allyn & Bacon.
3. Carlson, Neil R. (1998) Physiology of behaviour, 6th Ed., Allyn & Bacon.
4. Kalat, James W (1995) Biological Psychology, 5th Ed. USA Brooks/Cole Pub. Co.
5. Bridgeman, Bruce (1988) The biology of behaviour and mind USA, John Wiley Sons Inc.
6. Mange & Mange (1994), Basic Human Genetics USA, Sinauer Associates Inc. Steen, Grant R. (1996) DNA and Destiny, Nature and nurture in Human behaviour New York Plenum Press
7. Plomin, Robert (1990) Nature & Nurture, An introduction to human behavioural Genetics California. Brooks/Cole Pub com.
8. Daugherty & Maxson. (1992) Genetics, a human perspective, Wm. C. Brown Pub., USA Hay, David.
9. N. Carlson (2000) Physiology of Behaviour, Allyn and Bacon.
10. W.R. Hindu (Ed) (1997) The perception of visual Information Springer-Verlag.
11. Mana (1999) Biopsychology 4th Ed. Allyn and Bacon.
12. S. Green (1994) Principles of Biopsychology, Psychology press.
13. Levinthal C.F. (1996) Introduction to Physiological Psychology 3rd Ed. Prentice Hall.
14. Hay D. (1985) Essentials of behaviour genetics. Blackwell Scientific.
15. Strickberger M.W (1993) Genetics - Mac Millan.

16. Plomin R., DeFries J.C. and McClearn G.E. (2000) Behavioural genetics W.H. Freeman and Co.
17. Whitaker H.A. (1988) Neuropsychological studies of non-focal brain damage. New York. Springer-verlag.
18. Walsh K.(1994) Neuropsychology: A Clinical approach. New Delhi ChurchillLivingstone.
19. Heilman K.M. and Valenstein EC (1993), Clinical neuro psychology, New York: Oxford University Press.
20. Kolb B. and Whisaw L.Q. (1990) Fundamentals of Human Neuropsychology, New York: Freeman, W.H.
21. Otto Son D. (1987) Duality and unity of the brain, London: MacMillan.
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23. Banks M.E. and Ackerman R.J. (1997). Ethnogeriatric issues in neuropsychologic assessment and rehabilitation, Topics in Geriatric Rehabilitation, 12, 47-61.
24. Bloom F. and Lazerson A. (1996) Brain, mind and behaviour 2nd Ed New York. Freedman
25. Ferraro F.R. (2001) Minority and cross-cultural aspects of neuropsychological assessment: Lisse Netherlands: Swets and Zeitlander Publishers.
26. Fletcher-Janzen, E. Reynolds, C.R. Strickland, T.L et al (2000). Handbook of crosscultural neuropsychology. Kluwer Academic Publishers (ISBN 0 306463237).
27. Grant, I and Adams K. (1996) Neuropsychological assessment of neuropsychiatric disorders. New York: Oxford University Press.
28. Gregory, R.J. (2000) Neuropsychological and geriatric assessment in Psychological Testing: History, Principles and Applications 3rd Ed New York: Allyn and Bacon.
29. Kolb B. and Whishaw, IQ (1995) Fundamentals of human neuropsychology 4<sup>th</sup> Ed New York: Freeman Press.
30. Lezak, M.D. (1995) Neuropsychological Assessment 3rd Oxford University Press: New York.

## **PYS 405: EDUCATIONAL PSYCHOLOGY**

**No. Of Credits: 3**

**No. of Hrs: 40**

### **Objectives:**

- To orient the students about teaching-learning process, student behaviour and research data concerned with actual classroom application of psychological principles.
- To create a growing conviction in the usefulness of the science of educational psychology
- To provide a body of facts and principles with Application of theories of learning in teaching. To assist the student teacher in giving necessary facts in Effective teaching learning and evaluation.
- To impart a sound knowledge on how to deal with Children with special needs.

### **Outcomes:**

- The student will be able to, Evidence an understanding of the role of an educational psychologist in different levels like individual, school, group etc.
- Have an understanding of Effective teaching-learning and evaluation methods
- Identify the implications of psychological theories of learning in teaching
- Demonstrate Effective teaching strategies, technology-based teaching strategies
- Integrate the knowledge and to analyze, methods and technical issues the assessment in

### **UNIT I-Introduction to Educational Psychology 10Hrs**

Nature, definition, history and scope of educational psychology, methods of educational psychology, contemporary educational psychology approaches: Revised Bloom's taxonomy, Gardner's multiple intelligence, Challenges and issues in higher education, Piaget's theory of Cognitive constructivism, Models of Learning and teaching, Vygotsky's social constructivism.

### **UNIT II- Children with special needs 10Hrs**

Slow learner, Learning disability, Disabled children, talented, gifted and creative children  
Mainstreaming and inclusion, Truancy and Juvenile Delinquency.

### **UNIT III-Application of theories of learning in teaching 10Hrs**

Classical conditioning, operant conditioning, Connectionism, Social cognitive learning (Bandura), Latent learning, David Ausubel's meaningful reception learning, Jerome Bruner's discovery learning.

### **UNIT IV-Effective teaching-learning and evaluation 10Hrs**

Self-regulation in learning-meaning, factors, self-regulated learning cycle: Group work and co-operation in learning-defining elements of co-operative learning, strategies for cooperative and Collaborative learning.

Classroom management, creating effective learning environment, methods and technical issues in the assessment of students, Effective teaching strategies, Technology based teaching strategies. Parent and teacher counselling.

### **References:**

1. Stephen N. E., Thomas R K., Joan L. C & John F.T (2000) Educational Psychology, third edition McGraw Hill International editions.
2. BowarG, HilgardER, Theories of Learning (3rded), NewYork, Meredith Publishing Company
3. Sahakian S.W. Introduction to the psychology of learning, Chicago, RandMcNally College Publishing Company
4. Woolfolk, A (2006) Educational Psychology (9th edition) Delhi, Pearson Education
5. Elliott S.N., Kratochwill T.R., Cook, J.L. and Travers J.F. Educational Psychology: Effective Teaching, Effective Learning (3rd Ed.) New Delhi, McGraw Hill
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## **PYS 406: PSYCHOMETRY**

**No of Credits: 3**

**No of Hrs: 40**

### **Objectives:**

- To provide an overview of the many facts of psychological tests and measurement principles used in assessing human behaviour.
- To familiarize the students with various psychological assessment methods and to acquaint the students with the evaluation of psychological tests.
- To acquaint the students with knowing the quality of a good psychological test.
- To provide familiarity with test construction, test development, standardization, validity, reliability.
- To emphasize the importance of standardized test with relevant psychometric properties.

### **Learning Outcomes:**

- Students will be able to understand many facts of psychological tests and measurement principles used in assessing human behaviour.
- Students will be familiarized with various the various psychological assessment Methods and with the evaluation of psychological tests.
- Students will be able to identify quality of a good psychological test
- Students will be familiar with test construction, test development, standardization, validity, reliability.
- Students will know the importance of standardized test with relevant, psychometric properties.

### **Unit I: Test Construction**

**10Hrs.**

Psychological Tests: Meaning, Definition, Types,

Uses, Application of psychological tests in different fields, Classification of psychological tests.

Steps in test construction- Planning the test, Item writing, Preliminary administration, Item analysis- Purpose of item analysis, Item reliability, Item validity, Item difficulty, Item discrimination, Distractor analysis, Item response theory, Item characteristic curve.

**Unit–II Reliability****10Hrs.**

Meaning, methods of estimating Reliability, test-retest method, parallel forms method, split-half method, KR20 formula, Hoyt Reliability, coefficient Alpha, Reliability of a difference score.

Factors influencing Reliability, Standard error of measurement, how reliable is reliability? What to do with low reliability? Special issues in reliability – speed test vs. power test; reliability of difference score; reliability of composite score; reliability of criterion referenced tests

**Unit III: Validity****10Hrs.**

Defining validity, aspects of validity, face validity, content -related evidence for validity, criterion-related validity, construct-

validity, Interpreting validity coefficients; convergent and discriminant validation Factors affecting validity; Relationship between Reliability and Validity

**Unit-IV Standardization and Interpretation of scores****10Hrs.**

Norm referencing and criterion referencing; Steps in developing norms, types of norms: developmental norms -age norms, grade norms, ordinal scales; within group norms - percentiles ranks, standard score, deviation IQ; caution for interpreting norms; expectancy table, computer use in the interpretation of test scores.

**References:**

1. Robert.M.Kaplan,Dennis.P.Saccuzzo(2001),PsychologicalTesting:Principles,Applications,and issues (5<sup>th</sup>ed), Australia, Wadsworth publication.
2. K.R.Murphy,Charles.O.Davidshofer (1991),Psychologicaltesting:Principlesandapplications(4<sup>th</sup>ed), PrenticeHallInternationalInc.
3. G.C.Helmstadter(1964),PrinciplesofPsychologicalMeasurement,NewYork,Appleton-century-croftspublishingcompany.
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5. FrankS.Freeman(1962),theoryandpracticeofpsychologicaltestingNewDelhi,Oxford& IBH publishing Ltd.
6. Narender.K.Chandha(1996), theoryandpracticeofPsychometry,NewDelhi,NewAgeInternationalLtd, Publishers.
7. J.P.Guilford(1936),Psychometric Methods(2<sup>nd</sup>ed)Bombay,TataMcGrawHillpublishingLtd.
8. Fred.N.Kerlinger(1986),foundationofbehaviouralresearch(3<sup>rd</sup>ed)BangaloreprismIndia n Edition.
9. SinghA.K(1997),TestmeasurementsandresearchmethodsinbehaviouralsciencesPatna: Bharathi Bhavan publishers andDistributors.

1.

## **PYS 407: COMMUNITY PSYCHOLOGY**

**No of Credits: 3**

**No of Hrs: 40**

### **Objectives**

- To understand the nature and approaches of community psychology
- To sensitize students to mental health problems, generated in the community due to existing social conditions.
- To provide skills in understanding the structure of communities and social groups,
- To design and conduct studies on social problems.
- To enable students to develop community mental health programs for prevention, treatment, and management of problems in the community.

### **Learning Outcomes:**

- Students will be able to understand the nature and approaches of community psychology
- Students will be sensitized to mental health problems, generated in the community due to existing social conditions.
- Students will be skilled in understanding the structure of communities and social groups.
- Students will be able to design and conduct studies on social problems.
- Students will be able to develop community mental health programs for prevention, treatment, and management of problems in the community.

### **Unit I: History and Approaches to Community Psychology**

**Hrs: 10**

Definition, History, Principles and field of Community Psychology. Ecological approach, Social Problems approach and Transactional Approach. Adler's view of community, Seligman's concept of positive community, Indian approach to community psychology.

### **Unit II: Contemporary issues contributing to Psychological Maladjustments**

**Hrs: 10**

Poverty, Crowding, Changing Family Structure and Values, Deprivation, Pollution, Unemployment, Violence, and AIDS.

### **Unit III: Community Mental Health and Intervention Techniques**

**Hrs: 10**

Community Mental Health Problems: Identification, Intervention, Prevention, Promotion of Mental Health

alth. Community mental health centers and its functions.

Crisis intervention, Consultation, Education and attitude change. Role of non-professionals. Community Psychotherapy and Community Counselling techniques

#### **Unit IV: Mental Health and Community Based Approaches**

**Hrs: 10**

Mental hygiene, preventive methods, Mental health planning and policy developments. Integrating mental health programs with the primary community based care systems and rehabilitation, recent trends and development in India.

#### **References:**

1. Seldan J. Korchin (1996) Modern Clinical Psychology Principles of Interventions in Clinical and Community. Paperback Books : New York.
2. Jeny. E. Phares (1988) Clinical Psychology: concepts, methods and profession, 3<sup>rd</sup> Ed, books / Cole publishing company. Pacific Grove, California
3. Orford Jim (1992) Community. Psychology: Theory and practice, John Wiley: New York.
4. Rappaport J and Seidman E (2000). Handbook of Community Psychology. Kulwer academics/ Pleneem Publisher: New York.
5. Collins, Gary. R (1986) Innovative approaches to counseling: World Publishers.
6. Gerard E (1975) The Skilled helper. A model for systematic helping and interpersonal relating. California/ Brooks/ Cole publishing company.
7. Prashantham B. J. (1983) Empowerment for Development: Prashantham publications: Vellore.
8. Simonton and Simonton, Getting well again.
9. Seventh Five year plan: Yojana Bhavan, New Delhi.
10. New Frontiers in Education: A Journal of the India Association of Christian Higher Education. New Delhi: 1986-1987.
11. Myrdal, Gunnar, Asian Drama 3 vols. Panthom 1968.
12. Michael. D, SPIEGLER, David C, Gurvemout (1996) Contemporary behaviour therapy New York: Brooks/ Cole Publishing company.
13. Wolman. B. Benjamin (1997): International Encyclopedia of Psychiatry, Psychology, Psychoanalysis and Neurology Volume 4: Aesculapuis publishers, Inc.
14. Corey Gerald (2000) Theory and practice of group Counseling 5<sup>th</sup> Ed: Australia Brooks/ Cole : Thomas/ Learning.
15. Forsyth R Donelson (1990) Group Dynamics, Second Ed: Pacific group, California: Brooks/ Cole publishing company.
16. Pandey. Janak (2001), Psychology in India Revised, Developments in the Discipline (Volume 2): New Delhi: Thousand Oak: London: Sage Publications.

17.

**PYP 403: Experiments in Cognitive Processes  
(To Conduct Any 8)**

**No. of Credits: 4**

**No. of Hours: 72**

1. Effect of chunking
2. To study position effect in Serial Learning
3. Peterson's rational learning
4. To study position effect in Serial Learning
5. Peterson's Rational Learning
6. Study of Habit interference
7. Effect of cueing in cognitive processes
8. Effect of priming in cognitive processes
9. Assessment of Memory by administering WMS
10. Assessment of attention and concentration - Knox cube and number cancellation
11. Assessment of intelligence using WAIS
12. Assessment of concept formation using Wisconsin card sorting test
13. Assessment of problem-solving using Tower of London
14. Assessment of Metacognition using metacognition inventory
15. Paired association

**PYP 404: Experiments in Psychophysical and Social Process**

**(To Conduct Any 8)**

**No of Credits: 4**

**No. of Hours: 72**

1. Signal Detection
2. Method of average error
3. Method of Constant stimuli
4. Paired comparison method
5. Rank order method
6. Absolute threshold
7. Group effectiveness
8. Conflict management
9. Decision making
10. Problem solving
11. Leadership styles
12. Goal setting/team building
13. Prejudice
14. Interpersonal effectiveness

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## SECONDSEMESTERSYLLABUS

<b>HARDCOREPAPERS</b>	<b>SOFTCOREPAPERS</b>	<b>OPENELECTIVE</b>
Basics of Research and Statistics	Counselling Skills	Dynamics of Human Behaviour
Child Testing	Positive Psychology	
Counselling Skills in Practice	Training in SPSS	
	Group Counselling	

## **PYH 451: Basics of Research & Statistics**

**No. Of Credits: 4**

**No. of Hrs: 48**

### **Objectives:**

- To acquaint the students with basics of research understand its purpose and method of conducting research.
- To inform students about the basics of scientific research in psychology.
- To familiarize students with the statistical methods and tools used in psychological research.
- To acquaint the students with ideas and methods used in the statistical treatment of data obtained from various experiments, surveys, and observations.
- To make them learn the statistical rigors in designing research and processing data.

### **Learning Outcomes:**

- The students will be acquainted with basics of research understand its purpose and method of conducting research
- The students will be informed about the basics of scientific research in psychology.
- The students will be familiarized with the statistical methods and tools used in psychological research.
- The students will be acquainted with ideas and methods used in the statistical treatment of data obtained from various experiments, surveys, and observations.
- The students will be learn the statistical rigors in designing research and processing data

### **UNIT I -INTRODUCTION TO RESEARCH METHODOLOGY      12 Hrs.**

Research-meaning, purpose, types; Steps in Research; Hypothesis: definition, types: Variables: meaning, types; Sampling-meaning, types; methods of data

### **UNIT II - EXPERIMENTAL DESIGN      12 Hrs.**

Experimentation meaning, significance, characteristics Control of Extraneous Variables, Variance, Merits and Demerits of Experimental Method, Laboratory and Field Experiments; experimental designs: meaning, purpose and types.

### **UNIT-III: STATISTICS IN PSYCHOLOGY      12 Hrs**

Statistics -Nature and scope, Uses of statistics in Psychology; Measures of central tendency and variability. Probability and Probability distribution; Normal distribution curve: Characteristics, skewness, kurtosis; confidence interval; rejection regions; z-scores.

### **UNIT IV: STATISTICAL TESTS      12 Hrs.**

Parametric and non-parametric tests; Correlation: Pearson product moment correlation, rank order correlation; tests of significance: t-test, one way ANOVA, two-way ANOVA, Chi-square test. Use of computers in Statistics-SPSS

## References:

1. Ferguson G.A and Takane Y (1989) Statistical analysis in psychology and education 6th Ed, New Delhi, Mc Graw-Hill Book company.
2. Garrett H.E (1926), Statistics in psychology and Education 6th Ed, Bombay, Vakils, Feffer and Simons pvt. Ltd.
3. Frederick J. Gravetter, Larry B. Wallnau (2000) Statistics for the Behavioral science 5<sup>th</sup> Ed, Singapore, Wadsworth publication.
4. Howitt Dennis and Cramer Duncan (1997), An introduction to statistics for psychology, New York, Prentice Hall Harvester Wheatsheaf.
5. Howell D.C (1999), Fundamental statistics for the behavioral science 4th Ed, London Duxbury press - An international Thomson Publishing company.
6. Edward W. Minium, Bruce M. King, Gordon Bear (1995) Statistical Reasoning in Psychology and Education 3rd Ed, New York. John Wiley & sons.
7. Kerlinger N.F (1986), Foundation of Behavioral Research 3rd Ed, Bangalore, A prism Indian Ed.
8. K.D Broota (1989) Experimental design in behavioral research, Bangalore, wiley eastern.
9. D.G Elner, Barry H. Kantowitz, H.L Roediger III (1981) Research Methods in Psychology 5th Ed New York, West publishing company.
10. Wendy A. Schweigert (1998), Research methods in psychology, London, New York, Brooks. Cole publishing company.
11. Dubois H.P (1965), An introduction to psychological statistics, New York, A Harper International students reprint.
12. Donald W. Stilson (1966), Probability & Statistics in psychological research and theory, Bombay (vakils, Feffer and simons pvt. Ltd.)
13. Siegel. S (1956), Non parametric statistics for the behavioral sciences New York McGraw Hill.
14. Gravetter J Frederick (1970), Statistics for the Behavioural Sciences 5th edition, Wadsworth Thomson Learning 15.
15. Wallnau B. Larry (1970), Statistics for the Behavioural Sciences 5th Edition, Wadsworth Thomson Learning.
16. Gaur, Ajai S & Gaur Sanjaya S. (1977) Statistical methods for practice and research - a guide to data analysis using SPSS, New Delhi, Sage Publications India Pvt Ltd.
17. Brace, Nicola, Kemp, Richard & Snelgar, Rosemary - SPSS for Psychologists A guide to Data Analysis using SPSS for Windows (Versions 9, 10, & 11) Second Edition, New York Palgrave Macmullan.
18. Coolican Huge, Research methods and Statistics in Psychology (2nd Edt). Hodder and Stoughton.
19. Jackson Sherri L, Research methods and Statistics in Psychology. Cengage Learning.

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## **PYS 454: Counselling Skills**

**No. of Credits: 03**

**No. of Hours: 40**

### **Objective**

- This paper provides an in-depth exploration of counselling through theoretical concepts
- Become acquainted with the roles, functions and qualities of an effective counsellor.
- Become familiar with the various approaches, procedures and techniques of counselling.
- Understand the various stages involved in the process of counselling.
- Understand the meaning, need, and advantage of group counselling.

### **Learning Outcomes:**

- Students will be able to get in depth understanding of Counseling through theoretical concepts Students will be well acquainted with the roles, functions and qualities of an effective counsellor.
- Students will be familiar with the various approaches, procedures and techniques of counselling.
- Students will be able to understand the various stages involved in the process of counselling.
- Students will be able to understand the meaning, need, and advantage of group counselling.

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

**Hrs.10**

Nature, Definition and Scope of Counselling Psychology. Historical development and Current Status of Counselling psychology in India, Counselling psychology and its relation to Guidance, Psychotherapy and Clinical Psychology. Goals of Counselling. Personal characteristics of an effective counsellor. Selection and training of counsellors. Ethical and professional issues in counselling. Physical setting of the counselling room.

### **UNIT II: Models and Process of Counselling**

**Hrs.10**

Steps in the Process of Counselling, Dimensions of Counselling Relationship. Planning and Duration of Psychological Counselling. Models of psychological counselling; Alternative Modes of counselling- Time limited counselling, Telephone counselling, Online counselling

### **UNIT III: Basic and advanced skills of counselling**

**Hrs.10**

Basic skills: Attending and observing, Opening, Structuring, Listening, Questioning, Reflection, Responding, Paraphrasing, Acceptance, Leading, Reassurance and Suggestion, Negotiating home work with the client, Terminations. Advanced Skills: Confrontation, Influencing skills Barriers in counselling relationship- Transference, Counter Transference and Resistance. Influencing skills and focusing, dealing with resistance and reluctance.

### **UNIT IV: Client Appraisal**

**Hrs.10**

Psychological test, non-psychological methods: Autobiography, Anecdotes, Cumulative Records, Case Study, Ratings scales, Sociometric Techniques, Pupil Data Questionnaire, Diaries, Interview and Observation. Exposing values vs imposing them; value conflict with client's – Lesbian, gay, bisexual and family issues and gender role identity; role of spiritual religious values in counselling.

### References:

1. Brammer L.M and Shostrom E.L : Therapeutic Psychology- Fundamentals of Counselling and Psychotherapy: Prentice hall.
2. Rao S.Narayan: Counselling and Guidance: Tata McGraw Hill.
3. Corey:- Theory and practice of Counselling and Psychotherapy- New Delhi, Sage publications.
4. Lewis.E/Paterson (2000)- Counselling process: Wadsworth: Brooks/Cole.
5. Feltham, C and Horton, I (2000) :- Hand book of Counselling and Psychotherapy: New Delhi: Sage Publication.
6. Palmer, Stephen and Woolfe, R, Intergrative and Eclectic Counselling and Psychotherapy- New Delhi: sage Publication.
7. Woolfe and Dryden- Hand book of Counselling Psychology TMH.
8. Sharf Richard S. & Sharf ( 2000 ) : Theories of Psychotherapy and counseling : Australia: Brooks/ Cole.
9. Jones R. N. (2001) Theory and practice of counselling and therapy, New Delhi, sage publication.
10. Ivey, A.E & Ivey, M.B (2007) .Intentional interviewing and Counselling (6 Ed) USA : Thomson Brooks / Cole
11. Brammer and Shostrom( 1982 ) : Therapeutic Psychology – Prentice Hall.
12. Eugene Kemmedy and Sara .C Charles ( 1990 ) – On becoming a Counsellor- 13.Bang
13. Gerald Cory ( 2000 ): Theroy and Practice of group counseling – 5th edition – Australia Brooks Cole.
14. Barkhi and Mukhopadhyay( 1989 ) – Guidance and Counselling – New Delhi: Sterling Publishers.
15. Kottler and Brown (200) – Introduction to Therapeutic counseling 4th edition: Brooks/Cole
16. Gelso and Fretz( 1995 ) : Counselling Psychology: Bangalore:- A prism Indian edition.
17. Michael Carroll and Michael Walton (1997) – Hand book of Counselling in Organization: London , Thousand oaks, New Delhi- Sage Publications.
18. Richard .S.Sharf (2000) – Theories of Psychotherapy and Counselling concepts and cases , Australia, Canada, Denmark, Japan, Brooks/ Cole.
19. Jeffrey.A.Kottler, Robert W. Brown ( 2000 ) – Introduction to therapeutic Counselling voices from the field; Australia ,Canada, Denmark, Japan , Mexico, New Zealand , U.K,U.S Brooks/cole.

20. Colin Feltham and Horton ( 2000 ) – hand book of Counselling and Psychotherapy:  
London, Thousand oaks, New Delhi: Sage Publications.

## **PYS 455: Positive Psychology**

**No. of Credits: 3**

**No.of Hrs:40**

### **Objectives:**

- To orient the students about human strengths, optimism, happiness, hope and resiliency.
- To sensitize the students about human character strengths and virtues.
- To familiarize the students about practical ways of using one's character strengths in promoting and maintaining well-being and happiness.
- To impart the knowledge of contributors to well-being and how to build the enabling conditions of a life worth living.
- To familiarize the students to know about characteristics of wise people and incorporate those in self.

### **Learning Outcome:**

- Demonstrate an understanding of positive psychology and implications to wellbeing and flourishing
- Measure and build individual, workplace and community flourishing
- Demonstrate an understanding of resiliency in relation to wellbeing
- Develop a toolkit of mindfulness and spirituality.
- Utilize their own strengths and virtues and employ strategies to increase their happiness

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

**10Hrs.**

Meaning, definition, assumptions and goals. Positive emotions and well-being. Eastern and Western perspectives on positive psychology. Positive relationships, positive schooling, positive workplace, positive communities, positive youth development, altruism & empathy & Social Intelligence, Positive change, Stages of change.

### **Unit 2: Happiness.**

**10Hrs.**

Meaning and measures of happiness, types of happiness, effects of happiness, happiness across life span, gender and happiness, factors contributing to happiness. Wellbeing Subjective wellbeing – components of subjective wellbeing, Self-control failure.

### **Unit 3: Flow, mindfulness and spirituality**

**10Hrs.**

Flow – creating and measuring flow. Mindfulness – definition, attributes of mindfulness, mindfulness meditation & Spirituality, Positive coping strategies.

### **Unit 4: Wisdom:**

**10Hrs.**

Theories of wisdom, development of wisdom, characteristics of wise people, virtues and strengths of character. Gratitude, zest, love, kindness, Forgiveness, resilience, optimism and hope.

**References:**

1. Steve R. Baumgardner & Marie K. Crothers – Positive Psychology Delhi, Pearson Publication
2. Alan Carr (2002) Positive Psychology, London, Routledge
3. Snyder C.R. & Lopez Shane J Positive Psychology, New Delhi, Sage
4. David G. Myers. The Pursuit of Happiness Avon
5. Martin Seligman (1991) Learned Optimism Pocket Books,
6. Mihaly Csikszentmihalyi (1991) Flow (F) Harper and Row,
7. David Lykken. (1999) Happiness Golden Books,
8. Daniel Goleman. Bantam. 1998 Working With Emotional Intelligence

## **PYS 456: Training in SPSS**

**Credits: 03**

**Total Hours: 40**

### **Course Objectives:**

- This course aims to acquaint learners to: process of data entry in the SPSS software
- Using the SPSS software for reliable data analysis

### **Learning Outcomes:**

- Input and organize data in SPSS
- Calculate measures of central tendencies and variability
- Compute and interpret correlation coefficients and regression
- Compare means of two groups or more and interpret the effect size
- Analyze and report the data obtained efficiently according to APA format

### **Unit I: Introduction to SPSS**

**10 Hours**

Definition, Versions of SPSS, History, Uses of SPSS in Psychology, Parametric and Non parametric testing using SPSS, Advantages and Limitations of SPSS.

### **Unit II: The SPSS Environment**

**10 hours**

The data editor, SPSS viewer, saving files, retrieving a file, exploring data with graphs, exploring assumptions, calculating measures of central tendency and variability

### **Unit III: Correlation & Regression**

**10 hours**

Data entry for correlation analysis, comparing independent *Raw Score*, comparing dependent *Raw Score*, Calculating the effect size, Reporting correlation coefficients, Doing and interpreting a simple regression, How to do multiple regression, Interpreting multiple regression, How to interpret multiple regression.

### **Unit IV: Comparing Means**

**10 hours**

Comparing two means through t-test: dependent and independent t-test, calculating and interpreting t-test. Comparing several means through ANOVA: calculating and interpreting one-way independent ANOVA and factorial ANOVA

**References:**

1. Field, A. (2019). *Discovering Statistics using SPSS*. Sage.
2. Jasrai, L. (2020). *Data Analysis using SPSS*. Sage.
3. McCormick, K. (2015). *SPSS Statistics for Dummies*. Wiley.
4. Mohan, R. (2016). *Using SPSS in Research*. Neelkamal.

## **PYS 457: Group Counselling**

**No of Credits: 03**

**No of Hours: 40**

### **Objective:**

- To introduce the basics concepts of group counselling.
- To teach stages of group development, skills, techniques and strategies.
- To facilitate group guidance and therapeutic group counselling processes from a multi theoretical and cross-cultural perspective.

### **Learning Outcome:**

- Utilize group counselling techniques.
- To effectively conduct group counselling among various groups.
- To guide a group with cross-cultural perspective.
- To effectively use psychodrama in group setting.
- To effectively use behavioural techniques in group.

### **Unit I: Introduction to Group Counselling and Ethical Issues.**

Introduction: Goals, Definitions and types of groups, Rights and issues of group participants, Uses and misuses of group techniques, psychological risks in group.

Personal characteristics of the effective group leader, problems and issues for leader, Group skills functions, and skills for opening and closing group sessions, co-leadership model, Effective identifying of non-verbal behavior of the members.

### **Unit II: Stages in Group Development**

Stage 1 - Pre-group issues formation of the group

Stage 2 - Initial stage-orientation and exploration

Stage 3 - Transition Dealing with resistance;

Stage 4 - Working Stage-Cohesion and productivity; Final Stage consolidation and termination;

Post group issues: follow-up and evaluating group process outcome.

### **Unit III: Theoretical Approaches to Group Counselling**

Adlerian: Key concepts, role and functions of the leader, application, techniques and critical appraisal

Transactional Analysis and Existential approach to group: key concepts, role and functions of the leader, application, techniques and critical appraisal.

#### **Unit IV: Group Counselling Techniques**

Psychodrama: key concepts role and functions of the leader, application, techniques and critical appraisal.

Behavioural group therapy: role and functions of the leader, application, techniques and critical appraisal.

#### **Reference:**

1. Corey, Gerald (2016) Theory and Practice of Group Counselling, 9<sup>th</sup> Edition, Cengage Learning.
2. Robert C. Berg, Garry L. Landreth, Kevin A. Fall (2017) Group Counseling: Concepts and Procedures, 6<sup>th</sup> Edition, Routledge.
3. Ed E. Jacobs, Robert L. L. Masson, Riley L. Harvill, Christine J. Schimmel (2011) Group Counseling: Strategies and Skills, 7<sup>th</sup> Edition, Cengage Learning.
4. Mei-wei Chen & Christopher J. Rybak (2018) Group Leadership Skills, 2<sup>nd</sup> Edition, Sage Publication. New Delhi.
5. Janice L. DeLucia-Waack (2013) Handbook of Group Counseling and Psychotherapy, 2<sup>nd</sup> Edition, Sage Publication.

## **PYS 458: Dynamics of Human Behaviour**

**No. Of Credits: 3**

**No. of Hours: 36**

### **Objectives:**

- To introduce students to the basic concepts of the field of psychology
- To provide an understanding of normal mental processes and their relationship to brain, mind and behaviour. To orient students about different approach to understanding human behavior.
- To enable the students to understand the forces and factors that shape personality.
- To emphasise on applications of psychology in everyday life.

### **Learning Outcomes:**

- Students will be able to understand the basic concepts of the field of psychology
- Students will be able to understand normal mental processes and their relationship to brain, mind and behaviour.
- Students will be oriented about different approaches to understanding human behavior
- Students will be enabled to understand the forces and factors that shape personality
- Students will be able to apply psychology in everyday life to some extent.

### **UNIT–I: Introduction:**

**Hrs:12**

History

& Basic concepts of Psychology, Brain behaviour relationship. Individual differences in intelligence, abilities, and attitudes.

### **UNIT–II: Emotion and Motivation:**

**Hrs:12**

Emotion: Definition, Types, Emotional Quotient (EQ),

Importance of EQ Motivation: Definition, Types, Maslow's theory of motivation, importance of Maslow's, theory of motivation, importance of motives, techniques of improving motivation

### **UNIT–III: Psychology in everyday life:**

**Hrs:12**

Self-Management-Meaning, Techniques, stress management- Meaning, Types of stress, Selye's/Lazarus model of stress, Management of stress. Time Management, relaxation techniques, meditation & resilience training.

### **References:**

1. Weiten, W (1995) Psychology- Themes and Variations, 3<sup>rd</sup> Edition, New York, Brooks/Cole Publishing Company.

2. Santrock, J.W. (2003) Psychology, 7<sup>th</sup> Ed., New York, McGraw Hill
3. Sternberg R.J. (2001), Psychology In search of the Human Mind, 3<sup>rd</sup> Ed. New York, Harcourt College Publishers
4. Matlin Margaret W. (1999) Psychology, 3<sup>rd</sup> Ed. Philadelphia, Harcourt Brace College Publishers
5. Halonen J.S. and Santrock J.W. (1999) Psychology Contexts & Applications , 3<sup>rd</sup> Ed. New York, McGraw-Hill College.

**PYP 452: Child Testing**

**No. Of Credits: 4**

**No. of Hours: 72**

1. To assess social maturity of children by using Vineland Social maturity scale.
2. To assess mental age by administering Seguin Form Board
3. To assess Abstract reasoning by administering Raven's Coloured Progressive Matrices
4. Assessment of LD by administering NIMHANS index of learning disability
5. Assessment of differential ability by administering DBDA
6. Assessment of Intelligence by administering Binet Kamath Test of Intelligence
7. Assessment of personality by administering CAT
8. Draw a person test
9. Assessment of Critical thinking by administering Murthy's Critical Thinking Scale
10. Assessment of Creativity

## **PYP 453: Counselling Skills in Practice**

**No. Of Credits: 4**

**No. of Hours: 72**

1. Opening, Rapport establishment, Structuring, Listening, Questioning,
2. Practice and Demonstration of Counselling skills: Reflecting, Paraphrasing, Acceptance, Leading, Confrontation, Reassurance and Suggestion, Negotiating home work with the client, Terminations.
3. Influencing Skills: Confrontation, focusing; reflection of meaning; interpretation/reframe; logical consequences; self-disclosure; feedback; information and directives.
4. Recording the Counselling proceedings: Peer practice, Writing Verbatim and Individual appraisal.
5. Case discussion from Counselling Perspective: Grief Counselling, Low self-esteem, Inferiority Complex,
6. Counselling session and reporting.

### **Field Work**

1. Module development and presentation: Adolescence (Boys & Girls)
2. Career Counselling (What after SSLC, Career opportunities for psychologists).
3. Practice of counselling in CGC/ Hostels: Case history Collection, Assessment, Life Skills  
Counselling in Schools and Colleges
4. Supervised Counselling Practice and Case Report Writing.

### THIRDSEMESTERSYLLABUS

<b>HARDCOREPAPERS</b>	<b>SOFTCOREPAPERS</b>	<b>OPENELECTIVE</b>
Personality Theories	Psychotherapy	Man and Mental Health
Assessment of Personality	Adult Psychopathology	
Assessment of Clinical Symptomatology	Psychological Disorders of Childhood and Adolescence	
Behavioural Competencies Assessment	Qualitative Research	
HR Skill Development Practice	Human Resource Management and Development.	
	Organizational Development	

## **PYH 501: Personality Theories**

**No. of Credits: 4**

**No. of Hrs: 48**

### **Course Objectives:**

- The purpose of this paper is to familiarize the students with an understanding of the personality through some significant theories
- To enable the students to understand the forces and factors that shapes personality.
- To enable the students, understand the different perspectives to personality
- To differentiate the approaches of different perspectives of personality theories.
- To develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others.

### **Learning Outcomes:**

- Students will be familiar with significant theories of personality Will be able to understand the forces and factors shaping personality
- Will be able to understand the different perspectives of personality
- Will be able to differentiate between different approaches
- Will be able to understand individual differences which helps in self-reflection and understanding of self and others

### **UNIT I: Introduction to personality theories:**

**12Hrs**

Concepts, Definition and history of personality psychology, Determinants: Genetics, traits, socio-cultural. Unconscious mechanisms: existential, humanistic and cognitive processes, SigmundFreud,Alfred Adler, KarenHorney.

### **UNITII: Interpersonalandtraitapproach:**

**12Hrs**

GordonAllport, H.JEysenckandRaymondB.Cattell. George Kelly (Trait and cognitive approaches)

### **UNITIII: Behavioural social learning and limited domain approaches**

**12Hrs**

B.F.Skinner, Albert Bandura, Julian Rotter, Marvin Zuckerman and Martin Seligman.

### **UNITIV: Humanistic, Existential Approach and Indian Approaches:**

**12Hrs**

AbrahamMaslow, Carl Rogers, Rollo May, Triguna and Panchakoshas.

### **References:**

1. Schultz,DuaneP.andSchultz,SydneyEllen(2001),TheoriesofPersonality,Wadsworth
2. Thompson Learning,U.S.A.
3. Hall, Calvin S and Lindzey G and Campbell J.B(1998) Theories of Personality, JohnWileyand sons, 4<sup>th</sup>Ed New York.

4. Feist, J and Feist G. J. (2002). Theories of Personality, McGraw Hill, Boston.
5. Vrinte, J. (1995) The concept of personality in Shri Aurobindo's Integral Yoga Psychology and A. Maslow's Humanistic/Transpersonal Psychology Munshi Ram Manoharlal Publishing Pvt. Ltd., New Delhi.
6. Sinha J. (1958) Indian Psychoogy, Vol 1, 2 and 3.
7. Ramachandra Rao S. K. (1962) Development of psychological thought in India.
8. Libert R. M. and Spiegler, M. D. Personality: Strategies and issues, Pacific Grove, California: Brooks/Cole Publishing Company.
9. Biscoff, L. J. (1970) Interpreting personality theories New York: Harper and Row.
10. Hall, C. S. & Tindzey, G. (1978) Theories of personality 3<sup>rd</sup> Ed New York: J. Wiley & Sons.
11. Jelle, L. A. & Zeigler, D. J. (1991) – Personality theories. Basic Assumptions, research and applications, 2<sup>nd</sup> Ed. International students Edition. McGraw Hill, International Book Co.
12. Pervin, L. A. (1975). Personality, assessment and research 2<sup>nd</sup> Ed. New York; Wiley International Ed.
13. Sahakian, W. S. (1965) Psychology of Personality; Readings in theory, Chicago; Rand McNally College Publication Co. Magnusson D. and Ender, N. S. (1977) Personality at crossroads, New Jersey, Hillsdale: Lawrence Erlbaum

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## **PYS 506: Psychotherapy**

**No of Credits: 03**

**No. of Hrs: 40**

### **Objectives:**

- Examination of several contemporary and classical individual intervention approaches
- Intervention approaches based on different frameworks to be taught
- To get an understanding of the applications of each approach in different therapeutic settings.
- To enable the students to get an understanding of the different technique of psychological intervention.
- To understand the need, method and effectiveness of different techniques in different cases

### **Learning Outcomes:**

- Students will be acquainted with several contemporary and classical individual intervention approaches
- Students will know Intervention approaches based on different frameworks.
- Students will gain an understanding of the applications of each approach in different therapeutic settings
- Students will get an understanding of the different techniques of psychological intervention.
- Students will be able understand the need, method and effectiveness of different techniques in different cases.

### **Unit I–Psychoanalytical interventions:**

**Hrs:10**

Classical psychoanalysis, Jungian Psychotherapy; Adlerian Psychotherapy;

### **Unit II: Humanistic–Existential School based interventions:**

**Hrs:10**

Rogierian Person-centered therapy; Reality therapy; Gestalt therapy, Logotherapy and Existential therapy

### **Unit III: Cross Cultural, Eclectic and Feminist Therapy**

**Hrs:10**

Cross cultural therapy–issues; Eclectic therapy, Multimodal therapy of Lazarus, Feminist Therapy

### **Unit IV- Supportive and Creative Art therapies:**

**Hrs:10**

Guidance, Tension control and release, Reassurance, Prestige suggestion, Pressure and coercion, Persuasion, Confession and ventilation, Milieu therapy

## Drama Therapy, Music Therapy, Dance & movement therapy

### References:

1. Sharf Richard Sand Sharf (2000) Theories of Psychotherapy and Counselling Concepts and Cases, 2<sup>nd</sup> Ed., Australia, Brooks Cole Publishing Co.
2. Archer, J. & Mc Carthy, C. J. (2007). Theories of Counselling and Psychotherapy, : Contemporary application , New Jersey: Pearson Meril Prentice Hall.
3. Corey, Gerald (1996) Theory and Practice of Counselling and Psychotherapy; 5<sup>th</sup> Edition; New York, Brooks/Cole Publishing Company
4. Aventive M & Shapero, D. A. (1995) Ed, Research for Psychotherapy practice. Chechester: Wiley.
5. Wolman. B. B. (1965) Ed Handbook of clinical Psychology New York; McGrawhill.
6. S. S. Hesson. M. Kazdin A. E. (1983) International handbook of behavioural modification & therapy, New York: Plenum Press.
7. Bugin, A. E. & Garsied S. L. (1994), Ed, Handbook of Psychotherapy behavioural change, 4<sup>th</sup> Ed. New York: Wiley.
8. Joseph Vrinte (1966); The quest for inner man: Transpersonal Psychotherapy & integral Sadhana, Pondichery: Mira Trust.
9. Jones, C. C. (1993). Family system therapy, Chichesles Wiley.
10. Lane, D. & Milles, A. (1992) Ed. Child & Adolescent therapy. A hand book. Milton Keynes, open Uni Press.
11. Levme, E. S. & Padiha, A. M. (1980) Crossing cultures in therapy. Monterey, C. A; Books/cole.
12. Nercross J. C. (1980). Handbook of Psychotherapy integration (Ed) New York: Basis Books.
13. Steven Jay & John P, GarKe (1985) contemporary Psychotherapy models & methods, Ohio, Charles E. menitt.
14. Wolberg L. R. (1989). The technique of Psychotherapy Vol. I & II London Warberg & Heinemann.
15. Bellack A. S. & Hersen, M. (1980). Introduction to Clinical Psychology; Oxford; Oxford University Press, New York: John Wiley & Son.
16. Bernstein, D. A. & Nietzel, M. T. (1980) Introduction to Clinical Psychology. New York: McGraw Hill.
17. Sacuzzo D. P. and Kaplan. R. M. (1984), Clinical Psychology, Boston: Allyn and Bacon Inc.

## **PYS 507: Adult Psychopathology**

**NoofCredits:03**

**No.ofHrs:40**

### **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 & DSM.
- They will also explore the various situational and environmental factors that affect abnormal behaviour.
- To acquaint students with various manifestations of Psychopathology.
- To orient the students about psychological, biological and social influence in the etiology and treatment of mental disorders.

### **Learning Outcomes:**

- Students will be able to understand the principles and models of bio psychosocial assessment, concept of normalcy and psychopathology leading to diagnoses and appropriate counselling plans.
- Students will be able to develop knowledge of the principles of diagnosis and the use of ICD& DSM.
- Students will be able to explore the various situational and environmental factors that affect abnormal behaviour.
- Students will be acquainted with various manifestations of Psychopathology.
- Students will be able to oriented about the psychological, biological and social influence in the etiology and treatment of mental disorders.

### **UNITI:Classification of mental disorders&Organic Mental Disorders: Hrs:10**

Introduction to psychopathology, ICD: Classification of mental disorders,DSM: Classification of mental disorders.Delirium,dementia and amnestic disorders.

### **UNITII: Disorders of adult personality and behaviour:Hrs:10**

Sleep disorders, Impulse control disorders, personality disorders, Sexual; Paraphilic disorders and gender identity disorders.

### **UNITIII: Anxiety, Stress –related and somatoform disorders:**

**Hrs:10**

Generalized anxiety disorders, obsessive compulsive disorder, dissociative and conversion disorder, Somatization disorder, Hypochondriasis, Body dysmorphic disorder and pain disorder.

**UNIT IV: Mood disorders, Schizophrenia and other Psychotic disorders** **Hrs:10**  
Depressive disorders, bipolar disorders, Cyclothymic disorders. Schizophrenia, Schizoaffective disorders, Delusional disorder.

### References:

1. American Psychiatric Association (1994) Diagnostic and Statistical Manual of Mental disorders 4<sup>th</sup> Ed. Washington DEAPA.
2. American Psychiatric Association (2013) Diagnostic and Statistical Manual of Mental disorders 5<sup>th</sup> Ed. Washington.
3. Carson Rand Butcher JN (1992). Abnormal Psychology and Modern life, New York Harper Collins.
4. David S. Holmes (1997) Abnormal Psychology, 3<sup>rd</sup> Edition, U.S. Addison and Wesley Publishers.
5. Sue G. Dand Sue S. (1997) Understanding abnormal behaviour 5<sup>th</sup> Ed. Boston Houghton Mifflin.
6. Davison and Neale (1998) Abnormal Psychology, Revised 7<sup>th</sup> Ed, John Wiley and Sons.
7. Irwin G. Sarason and Sarason Barbara, R (1993) Abnormal Psychology 6<sup>th</sup> Ed, New York: Prentice Hall.
8. Ilusen, M, Kazdin E. A and Bellack S. A (1991). The Clinical Psychology handbook. 2<sup>nd</sup> Ed New York: Prentice Hall.
9. Richard R. Bootzin, Joan Ross Acocelk and Lam B. Alley (1993), Abnormal Psychology. 6<sup>th</sup> Ed New York: Mc Graw Hills.
10. Ronald, J Comer (1996) Fundamentals of abnormal Psychology New York: W. H Freeman and company.
11. Thomas F. Oltmanns and Robert, E Emery (1995). Abnormal Psychology New Jersey. Prentice Hall.
12. WHO (1992) The ICD 10 classification of mental and behavioural disorders, clinical description and diagnostic guidelines, Geneva, WHO.
13. WHO (1993) The ICD 10 classification of mental and behavioural disorder. Diagnostic criteria for research Geneva WHO.
14. Barlow H. David and Durnad V. Mark (1999) – Abnormal Psychology; India, Brooks/Cole Publishing Company.
15. Carson C. Robert, Butcher N. James, Mineka, Susan (1998) – Abnormal Psychology and Modern life; New York, Longman.

1.

**PYS 508: Psychological Disorders of Childhood and Adolescence**

**No. of Credits: 03**

**No. of Hrs: 40**

**Objectives:**

- To acquaint students with various manifestations of Psychopathology in children.
- To orient the students about psychological, biological and social influence in the etiology and treatment of mental disorders.
- They will also explore the various situational and environmental factors that affect abnormal behaviour in childhood.
- To orient the students to special issues pertaining to psychological disorders of childhood and adolescence compared to that of adult.
- To sensitize the students to children's mental health problems and needs.

**Learning Outcomes:**

- Students will be acquainted with various manifestations of Psychopathology in children
- Students will be oriented about psychological, biological and social influence in the etiology and treatment of mental disorders.
- Students will be able to explore the various situational and environmental factors that affect abnormal behaviour in childhood.
- Students will be to understand and how to deal with special issues pertaining to psychological disorders of childhood and adolescence compared to that of adult.
- Students will be sensitized to children's mental health problems.

**Unit I: Developmental and Learning Disorders, Tic Disorders:**

**10Hrs.**

Intellectual disability– Types; Etiology Prevention and Treatment; Communication Disorders – Types, Etiology Treatment and Prevention, Tics & Tourette Disorders– Types, Causes, Treatment and Prevention

**Unit II: Autism Spectrum Disorders and Disruptive Behaviour Disorders :**

**10Hrs.**

Types, Core and associated characteristics; Etiology and Treatment, Disruptive Behaviour Disorders, etiology and management

**Unit III: Feeding Eating and Elimination Disorders of Childhood and**

**Adolescence: 10Hrs.** Feeding and eating disorders of infancy and early childhood: Pica, Rumination disorder, obesity eating disorders of Adolescence: Anorexia Nervosa and Bulimia Nervosa.

Elimination Disorders: Types, Causes, Treatment and Prevention

**Unit IV: Behavioural and Emotional Disorders:**

**10 Hrs.**

ADHD, Emotional Disorders- Anxiety, phobia, PTSD, Acute Stress Disorder

**References:**

1. American Psychiatric Association (1994) Diagnostic and Statistical Manual of Mental Disorders 4th Ed. Washington DE APA.
2. Carson R and Butcher JN (1992). Abnormal Psychology and Modern life, New York Harpercollin.
3. David S. Holmes (1997) Abnormal Psychology, 3rd Edition, U.S. Addison and Wesley Publisher s.
4. Sue G. D and Sue. S (1997) Understanding abnormal behaviour 5th Ed. Boston Houghton Mifflin.
5. Davison and Neale (1998) Abnormal Psychology, Revised 7th Ed, John Wiley and Sons.
6. Irwin G. Sarason and Sarason Barbara, R (1993) Abnormal Psychology 6th Ed, New York: prentice Hall.
7. Ilusen. M, Kazdin E. A and Bellack S. A (1991). The Clinical Psychology handbook. 2nd Ed New York: Pre gamon press.
8. Richard R. Bootzin, Joan Ross Acocek and Lamén B. Alley (1993), Abnormal Psychology. 6th Ed New York: McGraw Hills.
9. Ronald, J Comer (1996) Fundamentals of abnormal Psychology New York: W. H Freeman and company.
10. Thomas F. Oltmanns and Robert, E Emery (1995). Abnormal Psychology New Jersey. Prentice Hall.
11. WHO (1993) The ICD 10 classification of mental and behavioural disorder. Diagnostic criteria for research Geneva WHO.
13. Quay and Werry (1972) – Psychopathological disorders of childhood; New York, John Wiley and Sons.
14. Barlow H. David and Durnad V. Mark (1999) – Abnormal Psychology; India, Brooks/Cole Publishing Company.
15. Carson C. Robert, Butcher N. James, Mineka, Susan (1998) – Abnormal Psychology and Modern life; New York, Longman.
16. Mash J. Eric, Wolfe A. David (1999) – Abnormal child Psychology; Belmont, Boston, London Brooks/Cole Wadsworth.

## **PYS 509: Qualitative Research**

**No. of Credits: 3**

**No. of Hrs: 40**

### **Objectives:**

- To orient the students about qualitative methods of data collection which helps in getting rich, textured data
- To get familiarity with the interpretation of qualitative research data

### **Unit I: Introduction to Qualitative Research Methods**

**10 Hrs.**

Definition of qualitative research, differences between quantitative and qualitative research, Phases in the history of qualitative research methodology; paradigm of qualitative research methodology; characteristics of qualitative research; process of qualitative research; values of qualitative research.

### **Unit II: Methods of Data Collection in qualitative research**

**10 Hrs.**

Forms of data (observations, interviews, documents, audio-visual), Data collection methods: Individual based methods (In-depth unstructured interview, Life-history), Group based methods (Group interviews, focus group discussion), Observation based methods (Participant observation, non-participant observation), Document based methods (documents, diaries, films and videos, conversation).

### **Unit III: Methods of Data Analysis in qualitative research**

**10 Hrs.**

Interpretative phenomenological Analysis; Grounded Theory, Discourse Analysis, Narrative Analysis, Thematic Analysis, Case study, Content Analysis.

### **Unit IV: Mixed Method Data Analysis and Qualitative data analysis using Software**

Mixed Method Data Analysis: Sequential explanatory research; Sequential exploratory research and triangulation, Use of Qualitative data analysis Software: ATLAS, R and CAQDAS (Computer Assisted Qualitative Data Analysis Software).

### **References:**

1. Berg. B. L. Qualitative research methods for the social sciences. Allyn Bacon
2. Bryman, Alan (1988) Quantity and Quality in Social Research, London, Unwin Hyman Ltd.
3. Cresswell J. W. Qualitative inquiry and research design. Sage
4. Denzin, Norman K & Lincoln, Ivonna S Ed. (2000) Handbook of Qualitative Research, 2nd Ed, California, Sage Publications
5. Fischer C. T. (eds) (2006) Qualitative research methods for psychologists. Elsevier
6. Kapur. R. L. (eds) Qualitative methods in mental health research. NIAS, Bangalore
7. Lyons, Evanthia& Coyle, Adrian Ed. (2007) Analyzing Qualitative Data in Psychology, Los Angeles, Sage Publishing Co.
8. Mason, Jennifer (2002) Qualitative Researching, 2nd ed., London, Sage Publications
9. Miles. M. B. &Huberman. A. M Qualitative data analysis Sage

## **PYS 510 Human Resource Management and Development**

**No. of Credits: 03**  
**Total No. of hrs: 40**

### **Objectives:**

- The course is designed to edify students' systematic techniques of manpower development for strategic change
- To enable them comprehend thoroughly the vital aspects of human resource management

### **Unit I- Introduction to Human Resource Management**

**10Hrs**

HRM Definition and Scope, Historical Perspective and Evolution, HRM V/S Personnel Management, Structure and Functions of HRM, Line and Staff Relationships, HRM Model, Environment Linkages of HRM, Code of Ethics in HRM, Research and Current Developments in HR. Applications of Psychological Principles in HR

### **Unit II –Acquiring, Motivation and Maintaining Human Resource:**

**10 Hrs**

Strategic Human Resource Planning, Executive Resource Planning, Succession Planning, Career Planning and Career Paths, Job Analysis, Job Design, Recruitment and Selection, Socialization and Induction; Motivation of Human Resource- Basic Motivation Concepts, Job Design and Work Scheduling; Employee Compensation- Factors Influencing Compensation Policies and Plans, Criteria for Fixation of Wages and Salary, Benefits and Services; Disciplining Employees; Safety and Health.

### **Unit III- Human Resource Development - Conceptual Frame Work**

**10Hrs**

HRD- Meaning, Definition, Objective and Process, Designing HRD Systems, HRD Goals and Functions, Dimensions of HRD, Approaches to HRD, Human Development and Human Resource Development, HRD Climate, HRD Policy, Role of HRD Personnel, HRD Experience in Indian Organization, Future of HRD

### **Unit IV- Human Resource Training**

**10Hrs**

Human Resource Training - Concepts, Objectives, Needs, and Benefits. Training Need Identification; Competency Mapping, Selection of Training Method, Process of Training; Training Evaluation- Methods. Types and Methods of Training; On the Job Training (OJT) and Off the Job Training; Lecture, Management Development, Advanced Techniques in Training. and Development - Role Play, In Basket Exercise, Simulation, Transactional Analysis, Neuro-Linguistic Programming, Assessment Centers, Accelerated Learning, Action Learning, Facilitation, Mentoring, Drama Based Training, Vestibule Training, Management Games, Case Studies, Sensitivity Training, Programmed Instruction

### **Reference:**

1. Dessler, G (2007) Human Resource Management: New Delhi; Prentice Hall India.
2. Robbins, P and D, Canzo (2005) Human Resource Management; New Delhi Tata McGraw Hill Inc.
3. Jayagopal, R. (1992) Human Resource Development: Conceptual analysis and Strategies; New Delhi, Sterling Publishers Pvt Ltd.
4. Keith, D. (1983) Human Behavior at Work; New Delhi, Tata McGraw Hill Inc.
5. Moorthy, M.V. (1992) Human resource Management: Psycho Sociological Social Work Approach; Bangalore, R & M Associates.

6. Pareek, U. and Rao, T.V. (1982) Designing and managing Human resources; New Delhi, Prentice Hall India Pvt. Ltd.
7. Mamoria, C.B. (1989) Personnel Management; Bombay, Himalaya Publishing House.
8. Agarwal, R.D. (1973) Dynamics of Personnel Management in India; New Delhi, Tata McGraw Hill Inc.
9. David, A. and Robbins, S. (2001) Human resource management, New Jersey, Prentice Hall International.
10. Aswathappa. (2005) Human Resource and Personnel Management. 4th Edition. New Delhi, McGraw Hill Companies.
11. Gary D. (2005) Human Resource Management. 10th Edition. Harlow, Pearson Education.
12. V.S.P Rao. (2005) Human Resource Management. 2nd Edition. Anurag Jain for Excel Books, New Delhi.
14. Berry and Lilly, M. (1998) Psychology at Work: An Introduction to Organizational and Industrial Psychology; New York, McGraw International.
15. Gary D. (2005) Human Resource Management. 10th Edition. Harlow, Pearson Education.
16. V.S.P Rao. (2005) Human Resource Management. 2nd Edition. Anurag Jain for Excel Books, New Delhi.
17. Berry and Lilly, M. (1998) Psychology at Work: An Introduction to Organizational and Industrial Psychology; New York, McGraw International.

## **PYS 511: Organizational Development**

**No. of Credits: 3**

**No. of Hrs: 40**

### **Objectives**

- To familiarize students with the processes of organizational change in order to equip them in better scientific change management practice.
- To equip students diagnostic and interventional skills in the human resource and organizational development process.

### **UNIT I – INTRODUCTION TO ORGANIZATIONAL CHANGE AND DEVELOPMENT:**

#### **10Hrs**

Organizational Change, Nature of Organizational Change, Forces of Change, Process of Change, Change Cycles, Organizational Growth and Change, General Strategies for Effecting Changes in Human Systems- Rational Empirical Approaches, Normative Re-Educative Approach, Power Coercive Approach, Resistance to Change, Sources of Resistance, Managing Resistance to Change, Organizational Development, Organizational Transformation, Definition of Organizational Development, History of Organizational Development, Values, Assumptions and Beliefs in OD.

### **Unit II – THEORY AND MANAGEMENT OF ORGANIZATIONAL DEVELOPMENT AND TRANSFORMATIONS: 10 Hrs**

Models and Theories of Planned Change, Systems Theory, Participation and Empowerment, Teams and Teamwork, Parallel Learning Structures, OD and Applied Behavioural Science, OD and Action Research, History and Varieties of Action Research, Managing OD Process Diagnosis, Action and Programme Management, OD Value Cycle and Fast Cycle OD.

### **UNIT III – OD INTERVENTIONS 10Hrs**

Nature of OD Interventions, Classification of OD Interventions

**Team Interventions:** Teams and Work Groups, Formal Groups and Special Groups, Laboratory Training and T-Groups, Formal Group Diagnostic Meeting, Formal Group Team Building Meeting, Process Consultation Intervention, Gestalt OD, Techniques and Exercises Used in Team Building, Behaviour Modeling, Life and Career Planning, Coaching and Mentoring, Inter Group Team Building Interventions, Third-Party Peace-Making Interventions, Organization Mirror Intervention, Partnering.

**Comprehensive OD Interventions:** Search and Future Search Conferences, Conferences, Bechard's Confrontation Meeting, Strategic Management Activities, Real Time Strategic Change Intervention, Stream Analysis, Survey Feedback (System 4T), Appreciative Inquiry, Grid OD, Schein's Cultural Analysis.

**Structural Interventions:** Socio Technical Systems, Building Learning Organizations, Self-Managed Teams, Work Redesign, Management by Objectives (MBO), Quality Circles, Quality of Work Life Projects, Parallel Learning Structures(Collateral Organizations), Physical Settings, Total Quality Management, Re-Engineering, High Involvement and High-Performance Work Systems, Large Scale Systems Change, Centers of Excellence.

### **UNIT IV – KEY CONSIDERATIONS AND ISSUES IN OD: 10 Hrs**

Change Agents and Role of Change Agents, Issues in Consultant Client Relationships, System Ramifications Issues, Power Politics, and Organizational Development, The Future of Organizational Development.

## **REFERENCE**

1. W L French and C.H Bell(2004) Organizational development-behavioural science interventions for organization improvement ( 6<sup>th</sup>ed) :Prentice Hall of India ;New Delhi.
2. W.L .French et.al (2006) Organizational development and transformation: New Delhi; Mc Graw hill Inc.
3. Pareekudai (2002) Training instruments in HRD and OD: New Delhi; Tata Mc Graw Hill Inc.
4. Blanchard (1993) Management of Organizational Behaviour. Utilizing Human Resources. 6<sup>th</sup> Edition, Prentice Hall, India.

**PYP 502: Assessment of Personality**

**No. of Credits: 04**

**No. of Hours: 72**

**To conduct any 8**

1. Assessment of Personality dimensions by administering Eysenck's Personality questionnaire.
2. Assessment of personality by administering Neo-Five factor inventory
3. Assessment of Personality by administering IAS scale
4. Assessment of locus of control by administering -Levenson's scale for locus of control
5. Bell's adjustment inventory-Adult form
6. Assessment of self-efficacy
7. Assessment of Personality by administering Cattell's 16 Personality Factor questionnaire
8. Assessment of Personality by administering MBTI
9. Assessment of Personality by administering EPPS
10. Assessment of Empathy

**PYP: 503 Assessment of Clinical Symptomatology  
(To Assess any 9)**

**No. of Credits: 4  
No of Hours: 72**

1. Case history collection and mental status examination
2. Assessment of clinical symptomatology using MMPI
3. Assessment of level of depression using Beck's Depression Index
4. Assessment of level of anxiety using Hamilton/ Beck's Anxiety scale
5. Assessment of clinical condition by administering MPQ
6. Assessment of personality by administering Rorschach
7. Assessment of interpersonal relationship by administering TAT
8. Assessment of personality by administering Sentence completion test
9. Assessment of visuo-motor perceptual ability by administering BGT
10. Assessment of neuropsychological functioning using NIMHANS battery  
(Demo)

## **PYP 504: BEHAVIOURAL COMPETENCIES ASSESSMENT**

**No. of Credits: 04**

**No. of Hours: 72**

### **To conduct any 8**

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

## **PYP505 HR SKILL DEVELOPMENT PRACTICE**

**No. of Credits: 04**

**No. of Hours: 72**

- Job Analysis
- Resume and Cover Letter writing
- Resume Evaluation
- Interview Handling
- Competency Mapping
- Group Discussion
- Designing Training Modules
- Delivering Training Programs
- Role Play,
- In basket Exercise
- Sociogram

## **PYS 512: Man and Mental Health**

**No. of Credits: 3**

**No. of Hrs: 36**

### **Objectives:**

- To orient non-Psychology students about the diversity of Psychology
- To acquaint students to understand group behaviour
- To help students understand and effectively handle simple psychological distress
- To acquaint the students to identify and classify problems and to methods of seeking help to self or others help the students understand and manage themselves better

### **Learning Outcomes:**

- The students will gain insight about the diversity of field of Psychology
- The students will be able to understand group behaviour
- The students will be able understand and effectively handle simple psychological distress
- The students will be well acquainted to identify and classify problems and to methods of seeking help to self or others
- The students will be able to understand and manage themselves better

### **UNIT-1: Prosocial Behaviour**

**12 Hrs**

Why People Help: Motives for Prosocial Behaviour Responding to a Will Bystanders Help; Emergency: Factors that increase or decrease the tendency to help Situational factors influence helping: Similarity and Responsibility, Gratitude, Empathy Factors that reduce helping: Social exclusion, darkness and putting an economic value on our time and effort

### **UNIT-II: Meeting life challenges**

**12 Hrs**

Stress management- Meaning, Sources of stress, Selye's/ Lazarus model stress, Management of stress.  
Relaxation techniques (JPMR), Meditation, and Resilience training. Self-Management- Meaning, Techniques

### **Unit III: Mental Health and Hygiene**

**12 Hrs.**

Mental Health Meaning and definition, Anxiety disorders-Phobias OCo Psychotic Disorders- Schizophrenia and Major Depression Disorder Prevention, causes and treatment of mental disorders. Myths about mental illness Mental

### **References:**

1. Weiten, W (1995) Psychology Themes and Variation 3rd Edition, New York, Brooks/Cole Publishing Company
2. Santrock, W.(2003) Psychology, 7th Ed, New York, McGraw Hill
3. Sternberg R.J. (2001), Psychology in search of the Human Mind, 3rd Ed New York, Harcourt College Publishers
4. Matlin Margaret w (1999) Psychology, 3rd Ed. Philadelphia, Harcourt Brace College Publishers
5. Halonen 1S. and Santrock W.(1999) Psychology Contests & Applications, 3<sup>rd</sup>Ed. New York, McGraw Hill College
- 6 Baron R.A. &Branscombe N.R (2015) Social Psychology (13th Ed) Social Psychology, Delhi, Pearson

### FOURTHSEMESTERSYLLABUS

<b>HARDCOREPAPERS</b>	<b>SOFTCOREPAPERS</b>	<b>DISSERTATION</b>	<b>OPENELECTIVE</b>
Behaviour Modification	Areas of Counselling	Dissertation/Project	NIL
Modification of Behaviour Practical	Social Psychology		
Internship Report and Case Presentation	Organizational Diagnosis		
HRD Training Practice	Theoretical Basis of Organizational Behaviour		
Management Skill Development			

## **PYH 551: BEHAVIOUR MODIFICATION**

**No. of Credits: 04**

**No. of Hrs: 48**

### **Objectives:**

- To get well acquainted with theory behind behaviour modification.
- To impart knowledge and develop skills needed for applying behaviour modification techniques.
- To understand different behavioural modification and techniques and its process.
- To understand the need, effectiveness and choice of techniques based on other conditions.
- To impart knowledge and develop skills towards self-development.

### **Learning outcomes:**

- Students will be able to get well acquainted with theory behind behaviour modification
- Students will gain knowledge and develop skills needed for applying behaviour modification techniques.
- Students will understand different behavioural modification techniques and its process
- Students will understand the need, effectiveness and choice of techniques based on the conditions
- Students will gain knowledge and develop skills towards self-development.

### **UNIT I: Classical Conditioning Techniques and Biofeedback Techniques**

**10 Hrs.** Behavioural assessment

and behavioural analysis.

Jacobson's Progressive Muscular relaxation;

Autogenic training; Systematic De-sensitization – in vitro and in vivo; Flooding.

### **UNIT II: Operant Conditioning Techniques**

**10 Hrs.**

Basic paradigm, Reinforcement, Shaping, Extinction; Contingency contract, Token economy, Chain in g, Punishment.

Habit Reversal.

**UNIT III: Assertiveness Training, Modelling & Self-control Techniques****10Hrs.**

Assertiveness training: Components of assertive behaviour, Method of assertiveness training, steps in assertive training

Modelling: Basic functions of Modelling, Processes inherent in Modelling, Modelling procedures.

Solution Focused brief therapy

Self-Control techniques.

**UNIT IV: Cognitive Behaviour Modification****10Hrs.**

Cognitive behaviour therapy of Beck Rational Emotive Behaviour therapy of Ellis.

Michenbaum's self-instruction training and stress inoculation Training

**References:**

1. Kanfer, F. and Phillips, J. S. (1970) – Learning foundations of behaviour therapy – John Wiley and Sons.
2. Rimm, D. C. and Masters – J. S. (1979) Behaviour therapy, Techniques and empirical findings.
3. Bellack, A. S., Hersen, H. and Kazdin, A. E. (1982) International Handbook of Behaviour Modification and Therapy – Plenum Press.
4. Osipov, S. H. and Walsh, H. B. strategies in counselling for behavioural change – Appleton century craft.
5. Swami Sivananda (1996) – Meditation know-How Erode; N. Ananthanarayanan.
6. Miltenberger R. G. (2001) – Behaviour Modification, Principles and Procedures; U.S; Wadsworth Thomson Learning.
7. Sivaminathan, V. D. and Kaliappam, K. V. (1997), Psychology for effective living – behaviour modification, guidance, Counselling and Yoga, Chennai: Madras Psychology Society.
8. Swami Rama Rudolo Ballenture and Swami Ajaya (1993) – Yoga and Psychotherapy the evolution of consciousness; Honesdale, Pennsylvania; Himalayan International Institute of Yoga Science and Philosophy.
9. Phulgenda Sinha (1976) – Yogic Cure for common diseases; New Delhi, Orient Paperbacks.
10. Ananda (1998) – The Complete Book of Yoga Harmony of Body and Mind ; New Delhi; Orient Paperbacks.
11. Karen, R. L. (1974) – An Introduction to behaviour theory and its application; New York, Harper and Row, Publishers.
12. Wolpe, Joseph ( 1973 ) The practice of Behaviour Therapy 2<sup>nd</sup> Ed New York, Pergamon Press Inc
13. Kiran Kumar S. K. ( 2002 ) Psychology of Meditation, A contextual approach Mysore; University of Mysore.

## **PYS 557: AREAS OF COUNSELLING**

**No. of Credits: 03**

**No. of Hrs: 40**

### **Objective:**

- Orienting the Students about the need for and importance of vocational counseling
- Orienting students about issues and techniques of marital and family counseling
- To create awareness about needs of the aged and terminally ill

### **Unit I: Vocational counselling and guidance**

**10hrs**

Definition, difference between career, vocation, and occupation. Career development, factors affecting career development, theories of career development, gender and career development and issues in career counseling

### **Unit II Marital Counselling**

**10Hrs.**

Definition of marriage, premarital counseling, nature of couple relationship, variables characteristic of couple relationship, areas of symptom formation in couple relationship. Types of couple counseling, counseling the divorced & counseling the Separated.

### **Unit III Counselling for Family Problems & Approaches to Family Counselling**

**10Hrs.**

Definition of family, need for family counseling, family strengths, family conflicts nature of family counseling. Systems and Development: The context for Understanding Family Problems; Families in operation; The change process in family counseling;

Family system therapy –

Intergenerational family therapy (Murray Bowen); Structural family therapy (Salvador Minuchin); Humanistic Experiential Family Therapy (Virginia Satir)

### **Unit IV Counselling the aged and terminally ill 10Hrs.**

Counseling the aged – definition of aging, health and morbidity in later years, problems of the aged, counseling the care recipient and the care giver, empty nest syndrome.

Counseling the terminally ill – meaning of death, reaction of the terminally ill patient to impending death, role of counselor in counseling the dying. Grief counseling- stages in grief. Normal and prolonged reactions

### Reference:

1. Linda Seligman (2000) – Developmental career Counselling and Assessment; Thousand Oaks, London, New Delhi: Sage Publications.
2. Sharf Richard Sand Sharf (2000) Theories of Psychotherapy and Counselling Concepts and Cases, 2<sup>nd</sup> Ed., Australia, Brooks Cole Publishing Co.
3. Archer, J & Mc. Carthy, C. J (2007). Theories of Counselling and Psychotherapy, : Contemporary application , New Jersey: Pearson Meril Prentice Hall.
4. Corey, Gerald (1996) Theory and Practice of Counselling and Psychotherapy; 5<sup>th</sup> Edition; New York, Brooks/Cole Publishing Company
5. Street, Eddy (1994) Counselling for Family Problems, New Delhi, Sage Publications
6. Adams J. J (1968): Counselling and Guidance- Mac. Milan.
7. Lakshmi K. S (2000): Encyclopaedia of Guidance and Counselling- 4 volumes – New Delhi- Mittal Publications.
8. Douglas Hopper and Weindey Deyden ( 1991 )- Couple therapy a handbook: Philadelphia Open University Press Milton Keynes.
9. Dame Cicely Saunders and Mary Baeries (1983): Leaving with dying the management of terminal disease: (1993 ) London, Thousand Oaks, New Delhi: Sage Publications.
10. Paul Brown. J – Counselling with senior citizens: Prentice Hall, Inc. Englewood cliff, N.J.
11. William Worden. J ( 1982 ) – Grief Counselling and Grief Therapy New York: Spreinger Publishing company.
12. Charles J. O’Leary (1999): Counselling couples and family – A person-centered approach: London, Thousand Oaks, New Delhi: Thousand Oaks, New Delhi- Sage Publications.
13. India Jai. Prakash (1999) – Psychological Gerontology- training material for Mental Health Professionals: Bangalore: Bangalore University.

## **PYS 558: SOCIAL PSYCHOLOGY**

**No of credits: 03**

**No.ofHrs:40**

### **Objective:**

- To orient students regarding social behaviour and social thought
- To introduce students to various perspectives of social psychology.
- To understand the different concepts of social psychology
- To familiarize students with research in Social Psychology
- To familiarize with applications of social psychology

### **Learning outcomes:**

- Students will be able to understand and explain social behaviour and thought
- Students will be able to understand and differentiate different perspectives of social psychology
- Students will be able to understand different concepts of social psychology
- Students will be familiarized with research in social psychology
- Students will be familiar with applications of social psychology

### **Unit I: Introduction and Social Cognition**

**10Hrs.**

Definition, new perspectives in Social Psychology and methods.

Social Cognition: Heuristics; Schemas; Automatic and controlled Processing; potential sources of error in social cognition; Social life in a connected world; Affect and cognition;

### **Unit II: Social perception:**

**10Hrs.**

Social perception: Nonverbal communication, attribution; theories and errors, Prosocial Behavior: nature and determinants, theories of prosocial motivation, steps in prosocial, impression formation and impression management. Social Cognition; Attitudes and Attitude Change; Cognitive Dissonance, Prejudice and its reduction, Violence and Aggression.

**Unit III: Aspects of social identity and interpersonal attraction****10Hrs.**

Social Influence; bystander apathy. Conformity, compliance and obedience

The beginning of attraction, becoming acquainted, moving toward friendship

**Unit IV: Application of Social Psychology****10Hrs.**

Groups, how groups affect-

individual performance, coordination in groups, perceived fairness in groups, decision making in groups social psychology in Health social psychology in workplace, social psychology in community and national affairs.

Social psychology in legal system, health related behaviour,

Group processes: nature and formation of groups, types of groups.

**References:**

1. Baron, R. A., & Byrne, D. (2003). Social Psychology (10<sup>th</sup> Ed). New Delhi: Prentice-Hall of India Pvt. Ltd.
2. Mayers, D.G. (1999). Social Psychology New York McGraw-Hill College Ward, C.D. (1970) Laboratory Manual in Experimental Social Psychology Holt, Rinehart and Winston INC
3. Giles, B. (2002), Introducing Social Psychology, London, The Brown Reference Group Plc.
4. Forsyth, D.R. (1997) Group Dynamics, India Edition, Delhi, Thomson Wadsworth Myers,
5. D.G. Social Psychology (2005), Eighth Edition, Boston, McGraw Hill
6. Franzoi, S.L. (1996), Social Psychology, London, Brown & Benchmark
7. Baron R.A. & Branscombe N.R. (2015) Social Psychology (13<sup>th</sup> Ed.) Social Psychology, Delhi, Pearson

## **PYS 559: Organizational Diagnosis**

**No. of Credits: 03**

**No. of Hours: 40**

### **Course objectives:**

- This course will help the learner to
- Demonstrate knowledge of fundamental principles of Organizational Diagnosis
- Understand the intersection of theory, method, data and values
- Demonstrate knowledge of various psychological assessments
- Interpret and report psychometric properties of tests such as reliability, validity

### **Learning Outcome**

- Explain the fundamental principles of organizational diagnosis
- Compare the various modes of data analysis methods of assessment
- Critique the psychometric tests used to engage in the process of diagnosis
- Engage in the practice of design thinking for problem solving.

### **Unit-1 Introduction**

**Hrs:10**

Introduction to Organizational Diagnosis, Importance of Organizational Diagnosis; Definition; Significance of a paradigm and relevance of Theory and Practice; Historical origin of organizational diagnosis-Models; Contemporary status of organizational diagnosis.

### **Unit-2 Ethics and Relations**

**Hrs:10**

Embedded Intergroup Relational Theory Laws of Embedded intergroup Relations, Empirical Supports, ethical practices, Methods of data collection and Modes of data analysis

### **Unit-3 Psychological Assessment in Organization**

**Hrs:10**

Psychological Assessment in Organizational Setting Psychological Assessment & Testing: Definition and Purpose of psychological assessment in an organizational setting. Advancements in the area of assessment: Use of computers. Classification of psychological tests: Behavioral observation, self- report, Standardized/ non- standardized, Objective/ Projective, Dimensions

measured. Assessment Principles: Objectivity, Standardization, Reliability, Validity, Norms Ethical & Social Considerations in Testing: Ethical principles by APA, User qualifications, Testing Instruments and Procedures, Protection of Privacy, Confidentiality, Communicating test results.

#### **Unit-4 Assessment and Application**

**Hrs. 10**

Methods of Assessment and Application, Instrument selection, Administration, Scoring and Communicating Results Questionnaires: Characteristics, Functions and Types. Interview: Types and functions of Interview, Factors affecting Interview, Advantages and Disadvantages, Important sources of error in Interview. Observation: Purposes and Types of Observation, Rating Scales: Meaning and Types of Rating scales, Application of various psychological assessments in an organizational setting. Design thinking strategy

#### **Reference:**

1. Alderfer, C. (2010). *The Practice of Organizational Diagnosis: theory & Methods*. Oxford University Press.
2. Aiken, R.L. & Groth-Marnat, G. (2006). *Psychological testing and assessment*. USA: Pearson Education.
3. Anastasi, A. & Urbina, S. (1997). *Psychological testing*. N.D.: Pearson Education.
4. Kaplan, R.M. & Saccuzzo, D.P. (2007). *Psychological testing: Principles, applications, and issues*. Australia: Thomson Wadsworth.

## **PYS 560: Theoretical Basis of Organizational Behaviour**

**No. of Credits: 03**

**No. of Hours: 40**

### **Objectives:**

- This paper is aimed to provide thorough knowledge in the theoretical basis of organizational behaviour.
- This paper is also intended to provide deeper understanding of major concepts in organizational behaviour.
- This aims to teach the different approaches used in the organization
- Also intended to orient the student towards how an organization works.
- Application of psychological principles in solving organizational problems

### **Learning Outcomes:**

- The student will be able to gain a thorough knowledge in the theoretical basis of organizational behaviour.
- The student will be able to gain a deeper understanding of major concepts in organizational behaviour.
- The student will be able to understand the different approaches used in the organization
- The student will be able to gain an insight into how an organization works
- The student will be able to learn application of psychological principles in solving organizational problems.

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

**10Hrs**

Organizational Behaviour: Meaning, Needs, purpose, Importance Classical Theories: Scientific Management, Administrative Principles, theory of Bureaucracy, Human Relations Approach; Modern Theories Systems Approach, Contingency Approach, Quantitative Approach, Behavioural Challenges and Scopes of the Organizational Psychology Approach

### **UNIT-II: Organization and Control**

**10Hrs**

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

**UNIT-III: Individual Behaviour**

**10Hrs**

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-IV: Power and Politics**

**10Hrs**

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, MJ., "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) "Organization Theory and
8. Vecchio P. R. (1995): Organizational Behavior. The Dryden Press
9. Tompkins, Jonathan Public Management". Thompson Wadsworth (2005). Harcourt Brace College Publishers

10. Wehrich Heinz & Koontz Harold (1993): Management. A Global perspective. Tenth  
Edition. International Edition

## **PYP 553: MODIFICATION OF BEHAVIOUR PRACTICAL**

**No. of Credits: 04**  
**No. of Hours: 72**

1. Jacobson's Progressive Muscular Relaxation
2. Systematic desensitization
3. Meditation
4. Assertiveness training
5. Habit reversal
6. Shaping
7. Solution Focused Brief Therapy
8. Bio-feedback training
9. Stress management – time management
10. Cognitive behaviour therapy/REBT
11. Case studies

**PYP 554: INTERNSHIP REPORT AND CASE PRESENTATION**

**Total Credits: 04**

**Total Hrs: 72**

## **PYP 555: HRD TRAINING PRACTICE**

**No. of Credits: 4**

**No. of Hours: 72**

### **Objectives:**

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

### **To conduct any 8**

- 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
8. Performance appraisal techniques used
9. Recruitment and selection procedures
10. Career growth opportunities

## **PYP 556: MANAGEMENT SKILL DEVELOPMENT PRACTICE**

**No. of Credits: 4**

**No. of Hours: 72**

### **Conduct Any 8**

1. Skill building exercises
2. Management & marketing case studies
3. Management games
4. . Criterion Development
5. Training need analysis
6. . Market Research
7. Focus group interview
8. . Secondary marketing data analysis
9. Advertisement analysis
10. Advertisement & Web designing

**PYP 552: Dissertation/Project**