



# Kristu Jayanti College

**AUTONOMOUS** **Bengaluru**  
Reaccredited 'A' Grade by NAAC | Affiliated to Bangalore University

## **DEPARTMENT OF PSYCHOLOGY**

### **M.Sc. Psychology Curriculum 2017-19**

<http://www.kristujayanti.edu.in>



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## **DEPARTMENT OF PSYCHOLOGY**

### **M.Sc. Psychology Curriculum 2017-119**

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**Dr. Molly Joy**  
**HOD Psychology**

**Prof. Gopakumar A.V.**  
**Dean Humanitie**

# **CURRICULUM OVERVIEW**

## **1. Aim of the Programme**

The MSc Psychology programme enables students to develop a holistic outlook toward life and prepare them for their careers by imparting in-depth knowledge, critical thinking and skills in various fields of Psychology.

The Psychology programme with innovations in curriculum, Goal-directed practices coupled with targeted feedback aim to provide a foundation that places behaviour and experience in a unified scientific context, to instill research temperament and to develop sensitivity to psychological dynamics for better individual and societal wellbeing.

Broad Theoretical frameworks in Psychology designed and taught by core courses along with approaches to research which encompasses both qualitative and quantitative methods.

Specialization courses to educate and train the students in Clinical Psychology, Industrial Psychology & HRDM and Counseling Psychology begins from the third semester. To impart quality research and development skills with hands-on-experience in research and experiential learning internships, dissertations and certificate courses are provided in the end semester.

## **2. Eligibility**

Candidates having a bachelor's degree in Psychology with minimum of 3 years duration or its equivalent ( under the 10+2+3 or 10+2+4 or any other pattern fulfilling the mandatory requirements from a recognized Indian/ Foreign university with 50% marks or Equivalent CGPA in Psychology subject (45% for SC/ ST )are eligible to apply. The selection of candidates based on the performance in the written entrance test conducted by the college and only short listed candidates will be called for the personal interview.

## **3. Credits**

The institute follows the concept of credits and one credit is equivalent to 1.5 hours per week. Total of 100 credits allotted for the Programme.

## **4. Attendance**

- A student should have 85 percentage of attendance in each course
- Any student who is not complying to this requirement will not be allowed to appear for End Semester Examination
- In case a student does not appear for the examination due to shortage of attendance, the student has to repeat that semester to make up for the attendance and the student will have to pay the fees for that semester as applicable.

## **5. Passing Criteria**

- No minimum pass mark for CIA
- ESE (End Semester Examination) alone 40% - (40 marks out of 100 / 28 marks out of 70)
- (ESE + CIA) aggregate 50 % or 50 marks out of 100
- Student should achieve the total number of credits assigned for each programme

## **6. Specialization Courses**

A student will have to take one specialization course and its practical from III semester onwards and one research dissertation has to be taken in the IV semester. The specializations offered are Clinical Psychology / Industrial Psychology & HRDM / Counselling Psychology

## **7. Orientation Programme**

Orientation is offered at the beginning of the programme to familiarize the students with the ambience of the college and its discipline. It basically includes sessions as mentioned below:

- Campus Culture
- Briefing of the academic and examination process
- Life skills and Attitudinal workshops
- Placement Process details

## **8. Certificate Courses**

**II semester- Counseling skills**

**IV Semester – HR skills**

**II Semester Interdisciplinary Elective - Advertising Psychology**

Aptitude and skill enhancement Training will be conducted as per the requirements.

## **9. Internship and Research Dissertation:**

The students are required to undergo Internship/Project for a period of two months as a part of their final year programme. The final semester research work can be carried out either in the institution / Industry / hospitals / health centers or Research Organization approved by the Head of the Department and will be supervised and evaluated based on certain criteria by the faculty members of the department and the industry. Students are required to submit weekly reports duly signed by the supervisor.

The dissertation will have to be printed and bound as per specifications / APA format and submitted for verification and Viva-voce examination. During the progress of the dissertation work, the students should interact with the internal / external guides. Research review and practical classes will be conducted for four hours in a week. Internal marks for the research will be based on all the reviews and practice. Final presentation and viva- voce of the dissertation should be done before the external examiners.

## **10. Skill Development Activities**

The department gives provisions for students to be a part of different social communities/NGOS for skill development in the respective domains.

## **11. Co-curricular Activities**

The department organizes various activities like:

- Research colloquium – every week
- Quiz/ NET training- every week
- Group discussion- every week
- Industrial Visits
- Guest Lectures
- Workshops
- Intra collegiate Fest – Cognizance
- National Level Inter collegiate Fest and Conference – Insight
- National level paper presentations

## **M.Sc.Psychology:Programme Outlay**

**Total Credits: 100**

<b>PART</b>	<b>CATEGORY</b>	<b>Total Credits</b>
<b>I</b>	<b>Major ( Core)</b>	<b>56</b>
<b>II</b>	<b>Major (Specialization)</b>	<b>22</b>
<b>III</b>	<b>Elective</b>	<b>04</b>
<b>III</b>	<b>Research / Dissertation</b>	<b>6</b>
<b>IV</b>	<b>Internship and Project</b>	<b>8</b>
<b>V</b>	<b>Extension</b>	<b>4</b>
<b>Total Credits</b>		<b>100</b>

## M.Sc. Psychology - Programme Matrix

**FIRST SEMESTER**

**CREDITS: 22**

Subject Code	Course	Hours per week	Total Hours/ SEM	Credits	Examination marks allotted		
					CI	ESE	Total
<b>MPS151201</b>	Cognitive Psychology	5	65	4	30	70	100
<b>MPS151202</b>	Biopsychology	5	65	4	30	70	100
<b>MPS151203</b>	Research Methods in Psychology	5	65	4	30	70	100
<b>MPS151204</b>	Indian Psychology	5	65	4	30	70	100
<b>MPS1512L1</b>	Perception & Psychophysics	4	60	3	15	35	50
<b>MPS1512L2</b>	Computer Applications in Psychology	4	60	3	15	35	50
<b>TOTAL</b>		28	380	22	15	350	500

**SECOND SEMESTER****CREDITS: 22**

Subject Code	Course	Hours per week	Total Hours/ SEM	Credits	Examination marks allotted		
					CIA	ES	Tota
<b>MPS152201</b>	Theories of personality Learning And Intelligence	5	65	4	30	70	100
<b>MPS152202</b>	Statistics in Psychology	5	65	4	30	70	100
<b>MPS152203</b>	Health Psychology	5	65	4	30	70	100
<b>MPS162204</b>	Life Span Psychology	5	65	4	30	70	100
<b>MPS1522L1</b>	Memory, Thinking and Learning	4	60	3	15	35	50
<b>MPS1622L2</b>	Assessment of Personality	4	60	3	15	35	50
<b>Total</b>		28	380	22	150	350	500

**THIRD SEMESTER****CREDITS: 26**

Subject Code	Course	Hour per week	Total Hours/ SEM	Credi	Examination marks allotted		
					CIA	ESE	Total
<b>MPS153201</b>	Positive Psychology	5	65	4	30	70	100
<b>MPS153202</b>	Social Psychology	5	65	4	30	70	100
<b>MPS163A01</b>	Clinical Psychology I	5	65	4	30	70	100
<b>MPS163B01</b>	Industrial Psychology						
<b>MPS163C01</b>	Counseling Psychology I						
<b>MPS163A02</b>	Psychotherapeutics I	5	65	4	30	70	100
<b>MPS163B02</b>	Human Resource Development						
<b>MPS163C02</b>	Counseling Psychology II						
<b>MPS163AL1</b>	Assessment of Cognitive Abilities	4	60	3	15	35	50
<b>MPS163BL1</b>	Human Resource Assessment						
<b>MPS163CL1</b>	Cognitive And Aptitude Tests						
<b>MPS163AL2</b>	Screening Tests for Children	4	60	3	15	35	50
<b>MPS163BL2</b>	Organizational behavior Profiling						
<b>MPS163CL2</b>	Counseling Diagnostics						
	Elective opted from other Discipline	4	50	4			
<b>TOTAL</b>		32	380	26	150	350	500
Note: Specialisation: <b>A</b> Clinical Psychology. <b>B</b> Industrial Psychology and HRDM. <b>C</b> Counselling Psychology							



**FOURTH SEMESTER****CREDITS: 30**

Subject code	Course	Hrs. per week	Total Hours/SEM	Credits	Examination marks allotted		
					CIA	ESE	Tota
<b>MPS164201</b>	Alternative Psychotherapeutics	5	65	4	30	70	100
<b>MPS164A01</b>	Clinical Psychology II	5	65	4	30	70	100
<b>MPS164B01</b>	Organizational Behavior						
<b>MPS164C01</b>	Areas of Counseling I						
<b>MPS164A02</b>	Psychotherapeutics II	5	65	4	30	70	100
<b>MPS164B02</b>	Industrial Relations and Labour law						
<b>MPS164C02</b>	Areas of Counseling II						
<b>MPS164AL1</b> <b>MPS164BL1</b> <b>MPS164CL1</b>	Research oriented practical, Dissertation and Viva -voce	5	65	6	50	100	150
<b>MPS164AI1</b> <b>MPS164BI1</b> <b>MPS164CI1</b>	Internship	5	300	8			
	Extension activities	4	60	4			
<b>TOTAL</b>		<b>29</b>	<b>-</b>	<b>30</b>	<b>140</b>	<b>310</b>	<b>450</b>

# **FIRST SEMESTER**

## **MPS151201 - Cognitive Psychology**

**4 Credits**

**[Total Hrs.: 65]**

### **Learning Objectives**

- To understand theories of cognition, mind and brain
- To apply the knowledge of cognitive concepts to various fields
- To develop strategies for effective reasoning and decision making
- To assess and analyze cognitive abilities

### **Unit I Introduction to Cognitive Psychology (12 Hrs.)**

History of the study of cognition; Nature; Current status ; understanding the mind - mind and brain ; Mental representation; Mental processing ; Cognition and the brain; Studying cognition - Dissociations and associations ; Behavioral methods; Co -relational neural methods; Causal neural methods; Modeling; Neural network models.

### **Unit II Attention and Perception (14 Hrs.)**

**Attention**-Selective attention – Capacity and mental effort theory; Schema theory; Neuro Psychological studies of attention; Divided attention – Dual task performance; PRP(Psychological Refractory Period); Attention hypothesis of automatization.

**Perception** - Sensory and perceptual process; perceiving objects and recognizing pattern; Bottom- up processes - Template matching; Feature analysis ; Prototype matching; Top-Down processes – Perceptual learning; Change blindness; Word perceptions; Connectionist model; Perceptual constancy; Depth perception; Perceptual bias .

### **Unit III Memory (12 Hrs.)**

Sensory memory; Short term memory; Working memory ; Long Term Memory; Models of memory – Atkinson- Schiffrin ; Tulving; Baddeley- Hitch; Craik- Lokhart ; FeatureComparison model; Exemplar approach; Proto type approach; Schemas; Meta memory ;

Forgetting and Retrieval of information-Ebbinghaus's theory; Mnemonics; Encoding Specificity.

### **Unit IV Thinking, Creativity and Language (15 Hrs.)**

Categorization - Nature; Theories; Problem Solving – Definition, process; Strategies and heuristics; Factors influencing problem solving;

**Creativity** - Nature; Creative process; Characteristics of creative individuals; Assessment of creativity; Factors affecting creativity; Structure of language; Chomsky's transformational grammar; Bilingualism; Speech errors.

### **Unit V Reasoning and Decision Making (12Hrs.)**

Reasoning – Nature, Types of reasoning; Syllogistic reasoning; Decision making Process; Heuristics - Representative heuristic, Availability heuristic, Anchoring and adjustment; Analogy; Simulation; Framing effect.

**Books for References**

- Smith,E.E&Kosslyn,S.M.(2009). *Cognitive Psychology*. New Delhi: PHI Learning PvtLtd.
- Glass,A.L.&Holyoak,K.J.(1986). *Cognition* (2<sup>nd</sup> Ed.). London: Prentice Hall Book Co.
- Hunt, R.(2004). *Fundamentals of Cognition*.McGraw Hill.
- Galotti,K.M.(2004). *Cognitive Psychology*.(3<sup>rd</sup> Ed.).India: Wadsworth.
- Matlin, M.W. (1995).*Cognition* (3<sup>rd</sup> Ed.).Harcourt Brace Publication. Bangalore India: Prism Books Pvt Ltd.
- Solso, R.L. (2001). *Cognitive Psychology* (5<sup>th</sup> Ed.).London: Allyn& Bacon.
- Sternberg,L.(1998). *Cognitive Psychology*. New York: Harcourt Brace College Publishing.

## **MPS151202 Biopsychology**

**4 Credits**

**[Total Hrs. 65]**

### **Learning Objectives**

- To provide a foundation that places behaviour and experience in a unified scientific context
- To understand the functional relationships between the brain and the mind in behavior
- To examine aspects of psychophysiology that can be used to address a wide range of behavioral and physiological problems.

### **Unit I Introduction and Neurophysiology (12 Hrs.)**

Definition; Divisions of Biopsychology; Behavioural research methods Neuropsychological testing; Fundamental genetics- Sex chromosomes and sex linked traits; Divisions and structure of the nervous system; Blood brain barrier; Neural conduction and synaptic transmission; Neurotransmitters; Effect of drugs on synaptic transmission.

### **Unit II Sensory System (10 Hrs.)**

Structural, Electrical and chemical correlates of -Vision, Audition, Mechanical (Vestibular & Somato sensation), Chemical senses (Gustatory & Olfactory); Principles of sensory system organization.

### **Unit III Neurobiology of Language, Learning and Memory (15 Hrs.)**

Specialized language areas; Types of Aphasia; Language processing in cerebral hemispheres; Studies using brain stimulation and imaging; Language acquisition; Role of hippocampus in memory and learning, cerebellum; Amygdala; Synaptic mechanisms of learning and memory - Long Term Potentiation (LTP), Memory in brain damaged humans, Memory retrieval.

### **Unit IV Biopsychology of Emotion, Eating, Wakefulness and Sleep (15Hrs.)**

Neural basis of fear and rage; Limbic system and aggression; Neural basis of pleasure; Neural basis of communication of emotions-recognition and expression; Set point theory of hunger and eating; Factors that influence appetite; Obesity; Nervosa; Rhythms of waking and sleep-endogenous cycles; Stages of sleep; Brain mechanisms of wakefulness and arousal; Brain functions in REM sleep; Biological perspectives on dreaming

### **Unit V Biopsychology of disorders (13 Hrs.)**

Structural and Neuro-chemical correlates of Delirium; Dementia and Alzheimer's disorder; Anxiety disorders; Somatoform and Dissociative disorders; Schizophrenia; Delusional disorder; Mood disorders.

**Books for References**

- Carlson, N.E. (2010). *Physiology of Behaviour*. (10<sup>th</sup> Ed.). US: Pearson Publications.
- Garrett, B. (2011). *Brain and Behaviour*. (3<sup>rd</sup> Ed). Canada: Sage Publications Inc.
- Kalat, J.W. (2004). *Biological Psychology*. (8<sup>th</sup> Ed) . Canada: Thomson Learning Inc.
- Pinel, J.P.J. (2010). *Biopsychology*. (8<sup>th</sup> Ed.). Pearson Publications.
- Rosenweig M.R, Breedlove S.M & Watson, N.V. (2005). *Biological Psychology*. (4<sup>th</sup> Ed). US: Sinauer Associates Inc.

## **MPS151203 Research Methods in Psychology**

**4 Credits**

**[Total Hrs. 65]**

### **Learning Objectives**

- To enable students to develop appropriate method for their research studies.
- To enable students to construct research tools.
- To apply the acquired knowledge to create research interest and aptitude.

### **Unit I Introduction**

**(10 Hrs.)**

Meaning of research; Objectives of research; Types of research- Descriptive, Experimental, Analytical, Applied, Fundamental, Conceptual, Empirical and others; Research approaches- Quantitative and Qualitative.

### **Unit II Planning for Research and Research Design**

**(14 Hrs)**

Research problem- identifying, Defining, Characteristics; Review of literature- Purpose, Source

**Research Design** – Meaning, Features of a good design; Types of research designs- Experimental and Non- experimental; within group and between group designs; Case study; Ex post facto studies; Survey; Factorial designs.

### **Unit III Sampling, Hypothesis and Variables**

**(12 Hrs.)**

Need for Sampling; Sampling techniques; Errors in sampling; Hypotheses-Definition, Characteristics, Types; Variables- Definition, Types.

### **Unit IV: Measurement and Test construction**

**(15Hrs)**

Measurement – nature. Levels; scaling – meaning. Scaling methods; psychological tests – characteristics, Importance of test in psychological research, Types and application of Psychological tests; Ethical issues in use of tests.

Test construction - item writing, Item analysis, item validity; Norm's development; Reliability; Validity- types and methods

### **Unit V Methods of Data Collection and Report Writing**

**(14 Hrs.)**

Data collection techniques – observation, Interview, Sociometry, Meta-analysis, Life history, Simulation and games; Primary and Secondary data; Steps involved in Report writing.

### **Books for Reference**

- Anastasi, A. (1998). *Psychological Testing*. (6<sup>th</sup> Ed.). New York: McMillan Company.
- Black, T.R. (1999). *Quantitative research designs for Social science*. Thousand Oak: Sage Publications.
- Edwards, A.K. (1976). *Experimental Designs in Behavioral research*. Prentice Hall Publications.
- Kothari, C.R. (2008). *Research Methodology: Methods and Techniques* (2<sup>nd</sup> Ed.). New Age International.
- Kaplan, R.M. & Dennis, P. (2005). *Psychological testing*. (6<sup>th</sup> Ed.). Indian edition.
- Singh, A.K. (2010). *Test measurement and research methods in Behavioural science*. Bharathi Bhavan Publishers.

## **MPS151204 Indian Psychology**

**4 Credits**

**[Total Hrs.65]**

### **Learning Objectives**

- To understand and develop integrity about the indigenous culture of India and its contribution to Psychology
- To relate Indian culture and Psychology
- To understand and differentiate the contributions of different Indian schools of thought
- To understand the different states of consciousness and altered states of consciousness
- To apply different interventions to develop wholeness

### **Unit I Introduction to Indian Psychology**

**(12 Hrs.)**

Definitions; Nature; Differentiation of concepts-Indigenous, Indian, Transpersonal Psychology, Relationship between culture and Psychology.

### **Unit II Major Schools of Indian Psychology**

**(12 Hrs.)**

Hindu Psychology; Upanishads; Advaita schools; Jain Psychology and Buddhist Psychology.

### **Unit III Indian Theories**

**(15 Hrs.)**

Indian theories of Motivation; Personality; Values; In comparison to western theories.

### **Unit IV Self**

**(12 Hrs.)**

Self and Identity in Modern Psychology and Indian thought- Ahamkara and ego- Mind its nature, States and Functions- Knowing in the Indian Tradition- Indian Perspectives on Knowledge- The nature of Knowledge and Knowing.

### **Unit V Self-Realization(14 Hrs.)**

Ignorance-removal of Ignorance-Equanimity in life-Why I am here? Implications of Self – Purushartha-karma-Satya or Truth-Methods to identify the Real Self- Nature; Meta Psychology of yoga; Yoga and conscious mind; yoga and cognition; Applied Psychology of yoga; Types of meditation and its effects.In lights of Buddha, Swami Vivekananda, Sri Aurobindo and Sri Ramana Maharishi.

### **Books for Reference**

- Ajaya, S. (1983). *Psychotherapy East and West*. Honesdale (PA): Himalayan International Institute.
- Ajit, K. & Rao, R. (2009). *Hand book of Indian Psychology*. India: Cambridge U. Press
- Berry, J.W et al. (1997). *Handbook of cross-cultural Psychology*. (1<sup>st</sup> ed). Boston: Allwyn and Bacon
- Chaudhury, H. (1975). *Yoga psychology*. London: Routledge & Kegan Paul.
- David Godman (1992). *Be as You Are*. Sri Ramana Maharishi. Penguin Books.
- Garg, K.K. & Parikh, I.J (1995). *Crossroads of Culture*. New Delhi: Sage Publications
- Geertz, C (1973). *The Interpretation of Cultures*. New York: Basic Books.
- R.M Mattheijis, Cornelissen, Girishwar Misra & Suneetvarma (2011). *Foundations of Indian Psychology- Theories and Concepts*. Pearson Publications.
- Sri Aurobindo: *The Integral yoga Sri Aurobindo's teaching and Methods of practice*



## **MPS1512L1 Perception & Psychophysics**

**3 Credits**

**[Total Hrs.: 60]**

### **Experiments**

(4 Hrs. each)

1. Constancy phenomenon
2. Depth perception
3. Phi phenomenon
4. DL for length using Average error
5. Absolute limen for sensory stimuli
6. Paired comparison and rank order method
7. Method of constant stimuli

## **MPS1512L2 Computer Applications in Psychology**

**3 Credits**

**[Total Hrs. 60]**

### **Learning Objectives**

- To orient students to working of different components of computer.
- To apply different software available for testing, assessing, and analysing in the field of Psychology.
- To access resources available for updating knowledge.

### **Part 1: Computer Applications**

MS Word - Editing features, reviewing, preparation of reports

MS Excel — Data entry, MS Power point – presentation

MS Access -Database creation/searching retrieval

Internet- Setting up individual account for email, Web-browsing —review of literature

Searching for a document and downloading SPSS - Data entry and basic statistics.

### **Part 2 – Theory/ Project and Viva Voce (Project any one topic given below)**

Experimental Laboratory control- Use of computers in designing experiments, Control of relevant variables-Time of exposure; Measurement of reaction time; Presentation of materials; Text/graphic images; Recording of data; Statistical analysis; Report Writing;Data entry; Statistical Analysis-SPSS; Cognitive Psychology — GPS, Artificial intelligence, Expert systems, Simulation/virtual reality; Clinical/Child Psychology- Computer mediated psychological testing, Virtual psychotherapy, Computer assisted counsellor training, Neuropsychological assessment - MRI, PET, Cognitive retraining, Computerized report writing, Effects of computer/internet in mental health; Industrial/organizational- Selection and placement, Computer assisted assessment, Job analysis and evaluation, Computerized performance evaluation; Educational Psychology — e-learning resources, Online assessments and evaluation.

## **SECOND SEMESTER**

## **MPS152201 Theories of Personality, Learning and Intelligence**

**4 Credits**

**[Total Hrs. 65]**

### **Learning Objectives**

- To define personality, intelligence and learning and show how these processes are studied
- To understand and analyse essential features of major theories and its implications for educational practices and research
- To apply acquired knowledge to improve self and others

### **Unit I Introduction to Personality**

**(11 Hrs.)**

Nature of personality; Meaning; determinants, Historical foundation; Current status & research on personality;

Psycho Dynamic Theory – Freud's views on personality, Neo-Freudian approaches – Adler, Jung, Current status of research and applications.

### **Unit II Behavioristic, Humanistic, Field and Factor Theories (11 Hrs.)**

Behaviouristic Theories- Skinner, Bandura; Current status of research and applications;

Humanistic theories- Rogers, Kelly; Current status of research and applications;

Field & Factor theories-, Eysenck & Cattell; Current status of research and applications.

### **Unit III Introduction to Learning**

**(10 Hrs.)**

Nature of learning theories; Determinants of learning; Applications of learning research;

Theoretical concepts- Environment, Arousal, Reinforcement, Memory, Learning;

Current research and evaluation of theories.

### **Unit IV Learning Theories(11 Hrs.)**

Thorndike; Drive Reduction Theories-Hull,; Cognitive Theory-Tolman; Neuroscience Theories- Kandel, Hebb;.Current status of research and applications.

### **Unit V Introduction to Intelligence**

**(11 Hrs.)**

Definition; History; Cognitive epidemiology; Heritability of IQ; Characteristics of

Intelligence; Neuroscience and Intelligence; Historic Psychometric Theory- Cattell, Horn, Current status of research applications.

### **Unit VI Factor and Cognitive Theories**

**(11 Hrs.)**

Theory of multiple intelligence – Howard Gardener, its application to education; Triarchic

Theory of intelligence – Sternberg; Current status of research and applications; Cognitive Theories –Piaget and Vygotsky; Current status of research and applications.

**Books for Reference**

Aiken, L.R. (1993). *Personality Theories, research and Application*. New Jersey:Prentice Hall.

Gatchel,R.J& Mears, F.G. (1982). *Personality Theory, Assessment and research*. New York: St.Martin's Press.

Hall &Lindzey.*Theories of Personality*.Wiley Eastern Publishers.

Piaget, Jean and Piercy, (2001).*The Psychology of Intelligence*.Routledge Publishers.

Morgan &King.(2004).*Introduction to Psychology*. Tata McGraw Hill Education Pvt Limited

Baron.(2006). *Psychology* (5th Ed).Pearson Publisher.

Bowrer&Hilgard.*Theories of Learning*. Prentice Hall Publication

## **MPS152202 Statistics in Psychology**

**4 Credits**

**[Total Hrs.65]**

### **Learning Objectives**

- To enable students to understand, gather information and differentiate the statistical procedures used in research.
- To compute data
- To enable the students to describe and interpret research results
- To enable students to apply different statistical procedures for hypothesis testing

### **Unit I: Introduction to Statistics**

**(12 Hrs.)**

Definition; Nature; Importance of statistics in psychological research; Frequency distributions- Tables, graphs, percentiles, percentile ranks, and interpolation; Descriptive statistics- Measures of central tendency and variability; Probability- Principles, Characteristics of Normal probability curve- Skewness, Kurtosis.

### **Unit II: Hypotheses Testing**

**(10 Hrs.)**

Logic of hypotheses testing; Errors in hypothesis testing; Hypothesis tests with t- statistic; Directional hypothesis test; one tailed test; Independent sample and related sample.

### **Unit III: Introduction to Analysis of Variance**

**(11 Hrs.)**

Logic of ANOVA- Hypotheses testing, repeated measures, independent measures, 2 Way ANOVA; MANOVA.

### **Unit IV: Correlation**

**(12 Hrs.)**

Pearson's product moment correlation; Spearman Rho; Other measures of relationship-Bi serial and Point bi serial correlations ; Introduction to regression- Linear Regression, Multiple regression, testing and Application.

### **Unit V: The Chi- Square statistic**

**(10 Hrs.)**

Chi – square test for goodness of fit; Chi – square test for independence; Application of Chi-square test; Statistical test for ordinal data-Mann Whitney tests.

### **Unit VI: Practical**

**(10 Hrs.)**

Computer assisted analysis – software packages

### **Books for Reference**

Black, TR. *Quantitative research designs for Social science*. Thousand Oak: Sage Publications.

Edwards, A. K. (1976). *Experimental Designs in Behavioural research*. Prentice hall

Frederick, J.G., & William, L.B. (2007). *Statistics for Behavioural Sciences*. (7<sup>th</sup> Ed.). Thomson Wadsworth.

Kothari, C.R. (2008). *Research Methodology: Methods and Techniques*. (2<sup>nd</sup> Ed.). New Age International.

Kaplan, R.M. & Dennis, P. (2005). *Psychological Testing*. (6<sup>th</sup> Ed.). India Edition.

Cohen, L. et al. (2000). *Research Methods in Education*. (5<sup>th</sup> Ed.)

## **MPS152203 Health Psychology**

**4 Credits**

**[Total Hrs. 65]**

### **Learning Objectives**

- To acquire knowledge about the psychological and social process in health.
- To deal effectively with health issues.
- To develop better well being

### **Unit I Introduction**

**(11Hrs.)**

Definition, Bio-psycho social model of Health Psychology; Health care services; Research Methodology - anecdotal method, case study method, correlational research, experimental method.

### **Unit II Health Promotion & Disease Prevention**

**(12 Hrs.)**

Stress; Theories of stress (any two); Dimensions of stress; Coping Strategies; Health Compromising Behavior; Alcohol Abuse; Drug Abuse; Smoking

### **Unit III Health Behavior Modification & Enhancing Behavior**

**(14 Hrs.)**

Cognitive Behavioral Approach; Classical Conditioning; Modeling; Stimulus Control; Relapse Prevention; Exercise; Weight Control; Meditation; Social Support

### **Unit IV Immune System & Pain**

**(16 Hrs.)**

Psycho-Neuro immunology; Academic Stress & Immune Function; Negative Affect & Immune Functioning; Disorders of the Immune System- Infectious Diseases; Co-factor Theory; Behavioral Factors; AIDS; Cancer **Pain:** Nature and significance of Pain; Pain control techniques; Management of Chronic Pain; Arthritis

### **Unit V Improving Health & Well Being**

**(12Hrs.)**

Personality and Individual Differences; Stress-Hardiness; Motive Patterns; Gaining Sense of Control; Enhancing Support

### **Books for Reference:**

- AshtekarShyam.(2001).*Health &Healing*.Orient Longman Ltd.
- Bernard,L&Krupat,E.(1994).*Health Psychology*.Harcourt-Brace Col.Pub.
- David Marks.(2009).*Health Psychology*.Sage Publication.
- GirishwarMisra,(1999).*Psychological Perspectives on Stress &Health*.Concept Publishing Co. New Delhi.
- Gurung.(2006).*Health Psychology a Cultural Approach*.Thomson Publication.
- Kaplan, R.M, Sallies Jr.J.F&Patterson.T.L. *Health & Human Behavior* (4<sup>th</sup>ed). McGraw Hill International Inc.
- Paul Comic &Micpaul.(2003).*Clinical Handbook of Health Psychology*.Hogrefe Pub.
- Straut O Richard.(2002).*Health Psychology*.Worth Publishers. New York.
- Taylor,S.E,(2006).*Health Psychology*.McGraw Hill International.Inc.
- Thou Teisi.(2011).*Health Psychology*.ABD Publication.
- Jane Oglan.(2002).*Essential reading in Health Psychology*.McGraw Hill Pub.

## **MPS162204 Life Span Psychology**

**4 Credits**

**[Total Hrs. 65]**

### **Learning objectives**

- To understand the most significant facts about human developmental changes
- To apply the acquired knowledge to create research interest and aptitude

### **Unit I: Introduction and theories of human development (15Hrs.)**

Meaning of developmental changes; significant facts about development; developmental task during the lifespan –infancy and early childhood, late childhood, adolescence adulthood, middle age, old age; recent focus of interest in life span. Neuromaturational theories; constructivist theories; learning theories; ethological theories; learning theories; psychoanalytical theories; theories of the child's mind; dynamical systems approach;

### **Unit II Research Methods in human development (10Hrs.)**

Methods in child development; Research data collection techniques; Magnetic resonance imaging; Clinical and non-clinical interviewing methods; cross cultural comparison; developmental testing observational methods; experimental methods parent teacher rating scales; self and peer assessment of competence and wellbeing; research design-epidemiological design, cross sectional and longitudinal design, twin and adoption studies, data analysis indices of efficacy group differences in developmental functions, multilevel modeling, structural equation modeling; ethics in research. Current research trends

### **Unit III Forming a new life (12Hrs.)**

Conception-fertilization, process of multiple birth; mechanism of heredity -genetic code and transmission, genetic and chromosomal abnormalities; prenatal development; Prenatal development- stages; Environmental influence maternal factors monitoring prenatal development.

### **Unit IV Physical and cognitive development across life span (10Hrs.)**

Development across infancy, childhood, adolescence, adulthood

### **Unit V Psychosocial and Emotional development across life span (12Hrs.)**

Development across infancy, childhood, adolescence, adulthood

### **Unit VI Dying and spirituality (8Hrs.)**

The rule of death in life; what is death?; Legal definition of Death; types of death; grieving pattern –pathological grieving.

Spirituality and death– theories of death; Frankl's, Jung's, Wilson's & Fowler's theory of Spirituality

## Books of Reference

- al, B. H. (2005). *The cambridge encyclopedia of child development* . Cambridge university press.
- al, D. E. (2010). *Human Development 9th Edition*. Tata Mc Graw Hill.
- Bremner, A. S. (2011). *An introduction to developmental psychology 2nd edition*. Black Well Publisher.
- Hopkins, B.
- Hurlock, E. B. (1981). *developmental Psychology- A life-span approach 5th edition*. New Delhi: Mc Graw Hill.
- Rider, C. K. (2006). *Life span human development 5th edition*. Thomson Wadsworth .
- Travers, J. S. (2002). *Human Development Across life span* . New Delhi: Mc Graw Hill.
- Traves, J. S. (2002). *Human devlopment across the life span 5th edition*. Boston: Mc Graw Hill.



**MPS1522LI**  
**Memory, Thinking and Learning**

**3 Credits**  
**Experiments**

**[Total Hrs. 60]**  
**4 Hrs. each**

1. Levels of processing
2. Semantic memory
3. Verbal working memory-N back test
4. Concept formation
5. Tower of London- problem solving
6. Syllogistic reasoning
7. Creativity
8. Paired associate learning- Peterson's apparatus
9. Yerkes multiple choice
10. Massed vs Spaced learning

**MPS1622L2**  
**Assessment of personality**

**3 Credits**  
**Experiments**

**[Total Hrs. 60]**  
**4 Hrs. each**

**Part A: Projective Assessment**

1. Rorschach Inkblot Test
2. Thematic Apperception Test
3. Ravens Controlled Projective Technique

**Part B: Objective Assessment**

1. 16 Personality Factors
2. FIRO-B
3. Eysenck's Personality Inventory
4. Multiphasic Personality Questionnaire
5. NEO FFI

## **THIRD SEMESTER**

## **MPS153201 Positive Psychology**

**4 Credits**

**[Total Hrs. 65]**

### **Learning Objectives:**

- To enhance students with more Positive values and different perception towards life
- To give the knowledge about various states and approaches of Human's unique virtues
- To equip the students in handling the real life adversities of life in a positive and fruitful way

### **Unit I Nature and Assessment of Positive Psychology (13 Hrs.)**

Definition of Positive Psychology; Eastern and Western Perspectives on Positive Psychology, Classifications and Measures of Human Strengths and Positive Outcomes. Positive Psychology in Context- Developing Strengths and Living Well in a Cultural Context, Living Well at Every Stage of Life.

### **Unit II Positive Emotional States and Process (13 Hrs.)**

The Principles of Pleasure; Understanding Positive Affect; Positive Emotions; Happiness and Well-Being. Making the Most of Emotional Experience; Emotional-Focused Coping; Emotional Intelligence. Subjective Well-Being: The Science of Happiness and Life Satisfaction; Concept of Flow.

### **Unit III Positive Cognitive States and Interpersonal Approaches (13 Hrs.)**

Seeing Future through Self-Efficacy – Optimism and Hope. Two Universal Virtues – Wisdom and Courage. In Search of Optimal Experiences- Mindfulness, Flow, and Spirituality. The Relationship Connection: The Role of Minding in the Enhancement of Closeness, Compassion, Psychology of Forgiveness, Love.

### **Unit IV Pro social Behaviour and Changing Human Behaviour (13 Hrs.)**

Empathy and Egotism-Portals to Altruism, Gratitude, and Forgiveness. Attachment, Love, and Flourishing Relationships. Changing Human Behavior: Balanced conceptualizations of Mental Health and Behavior. Positive Psychology in Context – Developing Strengths and Living Well in a Cultural Context; living well at Every Stage of Life.

### **Unit V Self-Based Approaches (13 Hrs.)**

The Truth about Illusions: Authenticity and Positivity in Social, Authenticity, Uniqueness Seeking. Positive self- Self Esteem- Self Efficacy- Coping strategies- Problem solving- Social support- Catharsis- Faith- Meditation- Relaxation- Reframing- Humor.

### **Books for Reference**

Dr. Alan Carr.(2004). *Positive Psychology*. Rutledge publication.

Shane J. Lopez. *Oxford Handbook of Positive Psychology*. Oxford Library of Psychology.

Snyder C.R and Lopez Shane J. *Positive Psychology*. The Scientific and Practical Explorations of Human Strengths by Sage South Asia

## **MPS153202 Social Psychology**

**4 Credits**

**[Total Hrs. 65]**

### **Learning Objectives**

- To understand the important concepts, and the fields related and scope of Social Psychology.
- To apply concepts of Social Psychology to different fields
- To develop interpersonal skills.
- To create a sensitivity toward healthy social well-being.

### **Unit I Introduction to Social Psychology**

**(11 Hrs.)**

Definition; Nature of Social Psychology; Causes of social behaviour and thought; Research methods in social psychology; New perspective in social Psychology; Application of Social Psychology.

### **Unit II Social Perception and Cognition**

**(13 Hrs.)**

Nonverbal communication; Attribution-Theories, Basic sources of attribution; Impression formation and impression management; Accuracy of social perception Social cognition-schemas; Heuristics; error in social cognition; affect and cognition.

### **Unit III Attitudes and Prejudice**

**(13 Hrs.)**

Attitude formation - Social learning, Acquiring attitudes, Influence of attitude on behavior, Resistance to persuasion, Cognitive dissonance; Prejudice- Causes; Effects; and cures.

### **Unit IV Aggression and Crime**

**(14 Hrs.)**

Aggression in the community — Definition, nature, Theories of aggressive behavior, Control and prevention of aggression; Violence-Definition, Different types of violence — Domestic and group violence, Effect, Control and prevention; Role of community psychologists in control of such behavior. Crime -Definition; Types; Causes; prevention of crime; Rehabilitation of criminals; Role of psychologists.

### **Unit V Social Influence and Pro Social Behavior**

**(14 Hrs.)**

Social influence - Conformity ; group influence; Factors affecting conformity; Resistance; Compliance; Extremes forms of social influence - Obedience to authority and Indoctrination; Pro Social behaviour- decision to help in emergency; attraction; attributions; volunteering; empathy; altruism.

### **Books for Reference**

- Baron, R. A. & Byrne, D. *Social psychology*. (10th ed), Prentice Hall Private limited
- Hernstein, N. W. (1974). *Psychology and Contemporary Problems*. California: Brooks/Cole Co.
- Bloom, M. (1996). *Primary Prevention Practices*. New Delhi: Sage Publications.
- Chelf, C. P. (1992). *Controversial Issues in Social Welfare Policy*. New Delhi: Sage Publications India Pvt. Ltd.
- Davar, B. (1999). *Mental health of Indian Women*. New Delhi: Sage Publications.
- Prakash, I. & Bhogle, S. (1998). *Psychology and Changing world*. Bangalore: Prasara. Bangalore University.
- Misra, G. and Nagpal, A. (1999). *Psychology of poverty and disadvantages*. New Delhi: Concept Publishing Co.
- Tripathi, R. C. and Misra. (1998). *Deprivation-Its Social roots and psychological consequences*. New Delhi.
- Zax, Maim and Specter, S. S. *An introduction to community psychology*. NY: John Wiley and Sons. Inc.

## **Specialisation- Clinical Psychology**

### **MPS163A01 Clinical Psychology I**

**4 Credits**

**[Total Hrs. 65]**

#### **Learning Objectives**

- To gain familiarity with the framework(s) of clinical psychology and dynamics of therapist patient relationship as the base for evidence based practice
- To enable students to become conversant with descriptive child psychopathology i.e. the symptoms and syndromes in the current classification systems used in research and clinical practice.
- To obtain an appreciation of the range of childhood developmental, emotional& behavioral disorders with medical conditions

#### **Unit I Introduction to Clinical Psychology**

**(10 Hrs.)**

Perspective of clinical psychology, the clinical attitude, the problem of individuality variables individual differences and persons, persons and types, environment and social system brief history of clinical psychology, origins: psychometric tradition and dynamic tradition models for understanding psychopathology, Need for and types of classification-DSM and ICD.

#### **Unit II Developmental Disorders**

**(15 Hrs.)**

Mental Retardation, Learning and motor skill disorders

Communication disorders-Expressive Language and Mixed, Receptive-expressive language disorder, Phonological disorder, stuttering;

Pervasive Developmental Disorders-Autistic disorder, Rett's disorder, Childhood Disintegrative disorder. Asperger's disorder;

#### **Unit III:Emotional and Behavioural Disorders**

**(14 Hrs.)**

Attention deficit disorders-Attention deficit/Hyperactivity disorder, Conduct disorder; Tic disorders- Tourette's disorder, Chronic Vocal or motor Tic disorder, Transient Tic disorder.

Anxiety disorders-Separation Anxiety disorder, Selective Mutism; Reactive Attachment disorder in infancy/early childhood.

#### **Unit IV: Feeding, Eating and Elimination disorders**

**(14 Hrs.)**

Feeding and Eating disorders in infancy or early childhood-Feeding disorder, Rumination disorder, Pica; Elimination disorders- Enuresis, Encopresis.

#### **Unit V Childhood medical conditions**

**(12 Hrs.)**

Diagnosis, Etiology and psychological care of HIV, Cystic Fibrosis, Gastrointestinal Disorders, Diabetes, Asthma, Cancer, Childhood Pain & Burns, Sickle Cell Anemia

**Books for References**

First,M.B&Tasman,A.(2004). *DSM IV TR Mental Disorders.Diagnosis, Etiology and treatment*. John Wiley and Sons

Sadock,B.J&Sadock,V.A.(2007).*Synopsis of Psychiatry:Behavioral Sciences/Clinical psychiatry*.(10<sup>th</sup> ed.).Lippincott Williams & Wilkins

Gelder,M.G& Lopez-Ibor,J.J.(2003).*New Oxford Textbook of Psychiatry*.Oxford University Press

Ahuja,N.(2006).*A Short Textbook of Psychiatry*.(6<sup>th</sup> ed.). Delhi:Medical Publishers Pvt Ltd.

Korchin, S. J. (1976). Modern clinical psychology. New York: Basic Books

## **Specialisation- Clinical Psychology**

### **MPS163A02 Psychotherapeutics I**

**4 Credits**

**[Total Hrs. 65]**

#### **Learning Objectives**

- To familiarize students with the premises of the dominant schools of psychotherapy.
- To identify the link between theory and intervention.
- To understand the role of personal therapist characteristics that impacts the delivery of a psychological intervention.
- To begin to develop an implicit working model of circumstances under which interventions are warranted.

#### **Unit I Introduction to Psychotherapy**

**(10 Hrs.)**

Origin; Definitions of Psychotherapy; Perspectives; Common & Specific factors; Course of intervention; Stages of change; Psychotherapy in India.

General issues in psychotherapy, Ethics code, training and supervision; Methods, applications, Ethics versus law

#### **Unit II Psychoanalysis and Psychodynamic Psychotherapy**

**(10 Hrs.)**

Theoretical Assumptions; Practice; Major techniques and limitations of Classic psychoanalysis and Psychodynamic psychotherapy- Case Studies

#### **Unit III Person Centered and Existential Therapy**

**(12 Hrs.)**

Theoretical Assumptions; Practice; Major techniques and limitations of classic psychoanalysis and Person Centered therapy and Existential therapy-Case Studies

#### **Unit IV Cognitive and Behavioral therapy**

**(13 Hrs.)**

Theoretical Assumptions; Practice; Major techniques and limitations of Cognitive therapy and Behavioral therapy-Case Studies

#### **Unit V Applied Behavior Analysis**

**(10 Hrs.)**

Introduction: Operant conditioning vs. Respondent conditioning, History of ABA, what is not ABA; behavior, Observable & Measurable, Public events & Private events, 3 - term contingency ( A – B – C); Behavior change Reinforcement Punishment Extinction; Measurement of behavior Why measurement, Types of measurement, Indirect and Direct Direct – frequency, duration, latency.

#### **Unit VI Techniques of Applied Behavior Analysis**

**(10Hrs)**

Teaching Techniques DTT, NET, Incidental Teaching; ABA & Language, Basic verbal operants; ABA & Language, Basic verbal operants; Social relevance of ABA, Social, acceptable, Independence; Uses of ABA Autism, OBM, Developmental Disabilities, Daily life



**Books for Reference**

- Bellack A. S., & Hersen, M. (1980). *Introduction to Clinical Psychology*. Oxford: Oxford University Press.
- Bernstein, D. A. & Nietzel, M. T. (1980). *Introduction to Clinical Psychology*. New York: McGraw Hill.
- Carson, R. C., Pincka, S., & Butcher, N. (1999). *Abnormal Psychology and Modern Life*. (11th ed.) New York: Addison Wesley Longman Inc.
- Choca, J. P. (1986). *Manual for Clinical Psychology Trainees*. New York: Brunner Mazel
- Hersen, M., Kazdin, A. E., & Bellack A. S. (1983). *The Clinical Psychology Handbook*. NY: Pergamon Press.
- Walker, C. E. (1991). *Clinical Psychology*. New York: Plenum Press.
- Wolman, B. B. (1965). *Handbook of Clinical Psychology*. (10<sup>th</sup> ed): New York: McGraw Hill.

## **Specialization- Industrial Psychology and HRDM**

### **MPS163B01 Industrial Psychology**

**4 Credits**

**[Total Hrs. 65]**

#### **Learning Objectives**

- To understand and analyze the role of a psychologist in organizations, with emphasis on the various personnel functions, as well as recent trends.
- To understand individual and group behavior at work.
- To develop training modules.

#### **Unit I Introduction to Industrial Psychology (13 Hrs.)**

Scope of industrial psychology; Historical development and current status of Industrial Psychology in India; scope of the industrial psychologists at work.

**Personnel Selection-** Selection models; Steps in selection procedure; Techniques of selection. Psychological Testing, Interview, Reference letters and other selection devices; Strategies for retention.

#### **Unit II Learning and Development (13Hrs.)**

Principles of learning in the context of organization; Reinforcement -Reward and punishment systems; Behavioural management and OB modifications.

**Training** - Definition; Need and importance of training; System approach to training; Modern methods of training- On the job training and off-the-job training- Both managerial and non-managerial category; Factors determining the effectiveness of training ; Measurement and evaluation of training effectiveness.

#### **Unit III Performance Appraisal and Compensation Management: (16 Hrs.)**

Definition of performance appraisal; Need and objective of appraisal; Technique and methods of performance appraisal; Traditional methods and modern methods; ISO; 6- sigma; Quality circles for the performance appraisal.

Introduction; Definition; Need for sound salary administration; Objectives; Factors affecting wages/ salary levels; Benefits-Incentive and wage plan.

#### **Unit V Work Environment and organizational Change (13 Hrs.)**

Physical and psychosocial environment impact on work performance; Man and machine Integration; Person environment fit theory; Effect of environmental factors on performance- Fatigue, Boredom, Monotony; Determination of ideal work environment

**Organizational Change-** Forces of change; Managing planned change; Resistance to change; Contemporary issues in organizational change- Work stress, Stimulating innovations, Knowledge management;

#### **Unit VI Behavioral Issues in Industry and counseling (10 Hrs.)**

Employee stress; Absenteeism; Alcoholism; Attrition rate; Gender differences; Accidents; counseling & Intervention techniques for handling behavioural issues.

**Books for Reference:**

- Berry, L.M. (1998). *Psychology at work- an introduction to organizational and industrial Psychology*. McGrawHill International.
- Disboye, R.L., Smith, C.S., Howell, W.C. (1994). *Understanding Industrial organizational psychology*. New York: Harcourt Brace International
- Duane Schultz & Ellen Schultz (2006). *Psychology & work Today* (8<sup>th</sup> ed), Pearson Education
- Hersey, Paul & Blanchard, K.H. (1992). *Management of organizational behavior*. New Delhi: PHI.
- John W. New Storm & Keith Davis (2000). *Human Behaviour at work*, Tata McGraw Hill Inc.
- Udai Pareek 2002. *Training Instruments in HRD and OD*, Second edition, Tata McGraw-Hill, New Delhi

## **Specialization: Industrial Psychology and HRDM**

### **MPS163B02 Human Resource Development**

**4 Credits**

**[65 Hrs.]**

#### **Learning Objectives:**

- To understand the Concepts, Techniques and Practices of Human Resource Development.
- To apply the Principles and Techniques as Professionals for Developing Human Resources in an Organizational setting.
- To understand the Dynamics of Individual and Group behaviour at work, Design Organizational development initiatives based on the understanding of Psychological Principles of Organizational Behaviour.
- To enable students apply Organizational Development Theory and Tools in a practical setting

#### **Unit I-Introduction to Human Resource Development: (10 Hrs.)**

Relationship between Human Resource Management and Human Resource Development: HRD Mechanisms, Processes and Outcomes: HRD Matrix: HRD Interventions: Roles and Competencies of HRD Professionals: Challenges in HRD.

#### **Unit II-HRD Processes (15 Hrs.)**

Assessing the need for HRD: Designing and Developing Effective HRD Programs: Implementing HRD Programs: Evaluating Effectiveness of HRD Programs: HRD Audit: Using instruments for HRD –Purpose, Selection, Administration, Implication of the Instruments: Developing Instruments- Steps involved, Format of the Instruments, Action learning – Assessment and Development Centres. Training – Modern Technologies and Tools in a Learning Organization.

#### **Unit III Instruments for Personal and Interpersonal behavior (13 Hrs.)** **(Two instrument for each)**

**Personal efficacy and effectiveness-** Self-awareness, Motivation, Proactivity, Action orientation.

**Personal effectiveness** - Johari window, Locus of control and attribution and health, optimism, Rumination and flow

**Bases of power-** Dichotomy, Coercive, Persuasive, Perceived importance; Value orientation.

#### **Unit IV: Instruments for the Role (13 Hrs.)** **(Two instrument for each)**

**Role-** Concepts, Role efficacy and its dimension; Role Stress; Conflict -Role space, Role set; Coping and styles; Role satisfaction

#### **Unit V: Instruments for the Organization (14Hrs.)** **(Two instrument for each)**

**Organization-** Concepts; Team effectiveness; Team building and approaches;

**Leadership-** Transactional; Transformational; Visioning – creating, communicating, concretizing

**Delegation** - Process; forces; factors.

**Organizational learning** – Elements, Mechanisms, Learning organizations

### **Books for Reference**

- Dhaani, P. and Sinha, T. (1998). Group Team Building and Organizational Development  
Delhi: Indian Society for Applied Behavioral Science.
- Greenberg, J. and Baron, R. (1999). Behaviour in organizations. (5th ed). New Delhi: PHI
- Haldar, U. K., Human resource development, Oxford University Press India.
- Kumar, Akshaya. (1997). Organizational design and structure. New Delhi: Common Wealth  
Publishers .
- Luthans, F. (1998). Organizational Behaviour. (8 ed). Irwin McGraw Hill.
- Mankin, D., Human resource development, Oxford University Press India.
- Miner, J. B. (1992). Industrial Organizational Psychology. McGraw Hill. Inc.
- Nadler, L., Corporate human resources development, Van Nostrand Reinhold
- Rao, T. V., Future of HRD, Macmillan Publishers India.
- Robins, S. (1996). Organizational behavior (1<sup>st</sup> ed). New Delhi: PHI.

## **Specialisation- Counselling Psychology**

### **MPS163C01- Counseling Psychology I**

**4 Credits**

**[Total Hours: 65]**

#### **Learning Objectives**

- To enhance well-being and the quality of life which encompasses the domains of Being, Belonging and Becoming.
- To introduce the theoretical aspects of various techniques in individual counseling
- To apply the knowledge of individual counseling techniques

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

**(10 Hrs.)**

Meaning; Nature; Definition and Scope of counseling; Historical Development and Current Status; Goals of counseling; Counseling in Multicultural Society and India; Theoretical Approach to counseling- Psychoanalytical, Behavioristic, Interpersonal and Humanitarian perspective; The Counselor and the Professional issues- Personal and professional qualities: Personal Characteristics of an effective counselor; Ethical and Professional issues- Profession identity, public policy; Legal concerns; Selection and Training of counselor.

#### **UNIT II Counseling Process & Skills**

**(14 Hrs.)**

Stages in counseling- Assessment, Exploration, Action Stage; Characteristics issues and challenges; Planning Psychological Counseling and Documentation Techniques; Attending Behavior; Observation skills; Skills of active listening; Integrative skills; influencing skills; Capacity Forming Skills ; Eliciting and reflective skills; Rapport building Technique ; Opening Technique; Reflective Relationship Technique; Acceptance; Structuring Technique; Confrontation Skills; Empathy; Listening Techniques; Leading Technique; Reassurance and suggestion methods; Termination skills; Barriers in Relations- Transference, Counter Transference.

#### **Unit III Client Appraisal Techniques and Skills Training**

**(14 Hrs.)**

Client Appraisal Techniques: Use of psychological tests; Autobiography; Anecdote; Cumulative Records; Case Study; Rating Scale; Sociometry technique; People data Questionnaire; Interview and Dairies. Skills Training: Techniques and procedures, applications, indications and contraindications, evaluation, research, current developments of life skills training, social skills deficits, assertiveness training , problem solving, negotiating, communication skills.

#### **Unit IV Techniques of Individual Counselling- I**

**(14 Hrs.)**

Person Centered Approach- Basic concepts of Rogers; Process; techniques and procedures; applications; indications and contradictions, evaluation, research, current status; Gestalt views of human nature; basic concepts and principles, process, techniques and procedures, research, current status. Behavioral Approach- Classical conditioning- systematic desensitization, exposure techniques, aversive techniques, Applications, limitations, ethical issues and current status; Operant conditioning -shaping, fading, contingency management, token economy, modeling, techniques, based on Vicarious learning Applications, limitations, ethical issues and current status.

#### **Unit V Techniques of Individual Counselling-II**

**(13 Hrs.)**

Cognitive Approach: Basic concepts and principles, therapeutic process, techniques and procedures, applications, coping skills, Current research developments of Albert Ellis,

Aaron Beck and Donald Meichenbaum. Eclectic and Integrative approaches Concepts, approaches, nature, techniques, Lazarus multimodal approach; Anthony Ryle's cognitive analysis; Solution focused approaches; brief counseling approaches.

### **Books for Reference**

Anthony, John OFM. Psychotherapies in Counseling. Anugraha Publishers.  
Aretha Faye Marbley.(2011).Multicultural Counseling.Routledge  
Capuzzi and Gross. 2008. Counseling and Psychotherapy: Theories and Interventions. Dorling Kindersley Pvt Ltd.  
Charles Gelso and Bruce Fretz (2011). Counseling Psychology: practice, issues and interventions Cengage Learning pvt ltd  
Culley and Bond. (2011). Integrative counseling skills in Action. Third Edition. SAGE publications.  
Gerald Corey ( 1996) Theory and practice of counseling and Psychotherapy ( 5<sup>th</sup> ed), Brooks/Cole publishing company  
John McLeod. (2008) Introduction to Counseling, 3rd Ed.Rawat Pub  
Jones, Richard Nelson(2012).Basic Counseling Skills, 3rd Ed.Sage Publication  
Janet Tolan (2012). Skills in Person-Centred Counseling and Psychotherapy, 2nd Ed., Linda Seligman and Lourie W.Reichenberg (2010) Theories of counseling and Psychotherapy: Systems, Strategies and Skills , PHI learning Private limited  
Paterson LE & Welfel ER. The Counselling Processes. Brooks/Cole Thomson Learning.

## **Specialization-Counselling Psychology**

### **MPS163C02Counselling Psychology II**

**4 Credits**

**[Total Hrs. 65]**

#### **Learning Objectives**

- To provide the basic concepts of group counseling ,techniques and strategies to group process
- To understand groupcounseling process from a multi theoretical and cross cultural perspective.

#### **Unit I Introduction to group work**

**(14 Hrs.)**

Goals; Functions; Definitions of group counseling and group therapy; Types of groups- structured and psycho educational, theme centered, theory based integrative styles.

Ethical and professional issues in group counseling; Ethical guidelines for group counselors, Rights of group participants; Group work in multi-cultural settings and integrative eclecticperspectives; Professional issues and current trends.

#### **Unit II Leadership and process issues**

**(10 Hrs.)**

Definition of group leader, Personnel characteristics of effective leaders , Impact of leaders values on the group ; Professional competency and training - role and functions of leader - co - leadership: problems and issues, evaluation of leadership. Group leadership skills, special skills for opening and closing group sessions.

#### **Unit III Skills and Stages in Group processes**

**(15 Hrs.)**

Stages in Group processes- Session opening; Identifying commonalities and differences; Identifying group course and needs norming; Eliciting group response, Eliciting group observation; Positive assets search eliciting Emphatic reactions, Clarifying: labeling group behavior, mutual feedback.

Skills- reflecting, responding to feelings, identifying non-verbal behaviors, validating extinguishing, leading, pacing, linking, transitioning, task focusing, interpreting, negotiations, modeling, rewarding, mediating, gate keeping, supporting, confrontation, blocking and evaluating and closing skills.

#### **Unit IV Stages in Group Development**

**(12 Hrs.)**

Pre-group issue, formation of the group, initial stage orientation and exploration, transition - dealing with resistance: working stage cohesion and productivity, final stage, consolidation and termination. Post group issues- follow up and evaluation.

#### **Unit VTechniques of Group Counseling and therapy**

**(14 Hrs.)**

Techniques based on Psycho analytic; Adlerian; Transactional Analysis;psycho drama;Existential; Person centered;Gestalt;Behavioral and REBT- Evaluation and contemporary trends.



### **Books for References**

American counselling association. (1995). Code of ethics and standards of practice, Alexandria :VA.

American psychological association. (1995). Ethical principles of psychologist and code of conduct Washington D.C

Association for group specialist in group work (1989). Ethical guidelines for group counsellors Alexandria: VA.

Blatner, A(1988).*Foundations of psycho drama* : History theory and practice, Newyork: Springer.

Capuzzi,D.(2002). *Approaches to group work* . A hand book for practioners. (ed) London : Prentice Hal.

Corey, G.(2004). *Theory and practice of group counseling*. (6th ed.).pacific Grove, CA: Brooks / Cole.

Kaplan, H,I., and Sadock, B.J.(1983). *Comprehensive group therapy*.(2<sup>nd</sup>.ed) Baltimore . Williams and Wilkins.

Yalom, L,D (1995) .*The theory and practice of group therapy*.4th edition Newyork Basic books.

## **MPS163AL1 - Clinical Psychology Assessment of Cognitive Abilities**

**3 Credits**  
**Experiments**

**[Total Hrs. 60]**  
**4 Hrs. each**

1. Assessment of attention using Knox Cube Imitation Test
2. Assessment of memory abilities using PGI Memory Scale
3. Assessment of intelligence using Bhatia's Performance test of intelligence
4. Assessment of verbal intelligence using Jalota's general mental ability test
5. Assessment of planning ability using the Porteus Maze Test
6. Assessment of Neuropsychological functioning using NIMHANS battery
7. Assessment of Neuropsychological functioning using Bender Gestalt Test

## **MPS163AL2- Clinical Psychology Screening Test for Children**

**3 Credits**  
**Experiments**

**[Total Hrs.: 60]**  
**4 Hrs. each**

1. Assessment of intelligence using Seguin Form Board
2. Assessment of intelligence using WISC (performance only)
3. Screening for learning disability using NIMHANS index for SLD
4. Assessment of intelligence and personality using Draw a Man test
5. Assessment of personality through CAT
6. Screening for Development psychopathology using DPCL — (MalavikaKapur)
7. Determination of Development Quotient using Developmental Screening test  
(Bharath Raj)

## **MPS163BL1- Industrial Psychology and HRDM Human Resource Assessment**

**3 Credits**

**[Total Hrs. 60]**

**Experiments:**

**4 Hrs. each**

1. Assessment of intelligence using -Cattell's Culture Fair Test
- 2 Assessment of Performance Quotient using WAPIS
- 3 .Assessment of verbal intelligence using the General mental Ability Test
4. Assessment of aptitudes using DBDA
5. Assessment of intelligence using the Raven's Standard Progressive Matrices
- 6.Work Preference scale – Udai Pareek
7. Administration of the Minnesota clerical tests

## **MPS163BL2 Industrial Psychology Organizational Behaviour Profiling**

**3 Credits**

**[Total Hrs. 60]**

**Experiments**

**4 Hrs. each**

1. Assessments of Occupational stress
2. Assessment of Burn out
3. Assessment of Job satisfaction
4. Assessment of Work motivation
5. Behavioural Inventory – Extension Disposition – Udai Pareek
6. Assessment of Quality of work life
7. Assessment of Leadership skills

## **MPS163CL1 Counselling Psychology**

### **Cognitive and Aptitude Assessment for Counselling**

**3 Credits**

**[Total Hours 60]**

**Experiments:**

**4 Hrs. each**

1. Assessment of planning ability using Porteus Maze test
2. Assessment of memory abilities using PGI Memory Scale
3. Assessment of intelligence using Bhatia's Performance test of intelligence
4. Assessment of verbal intelligence using Jalota's general mental ability test
5. Assessment of intelligence using Seguin form board
6. David's Battery of Differential Ability (DBDA)
7. Assessment of intelligence using the Raven's Standard Progressive Matrices

## **MPS163CL2 Counselling Psychology**

### **Counselling Diagnostics**

**3 Credits**

**[Total Hours 60]**

#### **PART A**

##### **Behavioural Techniques**

1. Behavior analysis
2. Behavioural techniques -Systematic Desensitization (Joseph Wolpe) & Jacobson's progressive muscular relaxation
3. A-B-C-D-E analysis – Albert Ellis
4. Role Playing & Role Reversal – (Steven Beck)
5. Self-instructional Training – (Donald H. Meichenbaum)
6. Sociogram

#### **PART B**

##### **Process of Group Counselling**

**I: Pre-Training Assessment:**

**For enhancing self-understanding, self-awareness and personal growth**

Assessment of belief, attitude and value. Self-exploratory assessments of personality and personal issues, interpersonal orientation of feelings and behaviour.

**II: Developing Generic Skills:** Establishing contacts with clients, Ensuring structured settings, Developing relationship, Monitoring intentions/ covert behaviour.

**III: Developing Micro-And Macro-Skills:**

**Listening/ Identifying / experiencing / Eliciting/ exercising and responding:** employing the following skills: Attending, Observing, Paraphrasing, Reflective feelings, Empathy, Positive assets search, Questioning, Analyzing consequences, Interpreting and Feedback, Summarization, Focusing, Reflective meaning , Self- disclosure, Confrontation.

## **Advertising Psychology (Interdisciplinary Elective)**

**4 Credits**

**[Total Hrs. 50]**

### **Learning Objectives**

To introduce several basic principles in Psychology and show how they relate to, and can be applied to advertising and marketing in the business environment.

### **Unit I Introduction:**

**(16 Hrs.)**

Perspectives on advertising; Advertising and society; The Psychology of buying; Psychological appeals in advertising.

### **Unit II Consumer Perception**

**(17 Hrs.)**

Meaning and dynamics of perception; Absolute and differential threshold; Selective perception; Consumer imagery- Brand image, Perception of Quality, Perception of risk, Perceptual organization, Categorization; Inference.

### **Unit III Managing Advertising**

**(17 Hrs.)**

Developing and managing an advertising Program; deciding on media and measuring effectiveness; Segmentation and positioning Strategies.

### **REFERENCE**

Kotler, Philip (2001): *Marketing Management*, Millenium edition, Eastern Economy, Prentice Hall India, New Delhi.

Batra, Rajesh; Myers, John.G.; Aaker, David, A.(1997) *Advertising Management*, Prentice Hall of India, New Delhi

Hoyer, Wayne D. & MacInnis, Deborah J. (2013) *Consumer Behavior*(6th edition). South-Western Cengage Learning.

## **FOURTH SEMESTER**

## MPS164201 Alternative Psychotherapeutics

**4 Credits**

**[Total Hrs. 65]**

### **Learning objectives**

- To impart awareness knowledge and understanding of different Alternative psychotherapeutic techniques/methods
- To impart theoretical and practical concepts and practices for understanding and practical application of Alternative psychotherapeutic
- To impart practical training to students to empower them as better practitioners

### **PART A**

#### **Unit I Introduction to Alternative Psychotherapy**

**(12 Hrs.)**

Brief History of Alternative psychotherapy, Medical and historical precursors, Alternative psychotherapy methods: Developing views, Holistic Health: concept and meaning

#### **Unit II Alternative Psychotherapies I**

**(12 Hrs.)**

**Energy therapies:** Human Energy System, Healing through the sense of Taste, Smell, Sound, Sight, Touch;

**Movement therapy:** Conceptual basis in MT, Phases in movement therapy warming up and getting started, incubation and elimination, letting go the darkness and seeing the light, Evaluation, Illumination

#### **Unit III Alternative Psychotherapies II**

**(12 Hrs.)**

**Drama Therapy:** Conceptual basis, Frame work and goals in treatment. Phases –Dramatic play; Scene work; Role play; Culminating Enactment; Catharsis.

**Transcendence:** Understanding self; knowing the mind within the mind; Factors affecting the mind within the mind-stress, anxiety, anger, mood and addiction; Road to transformation self-actualization.

### **PART B: Practical and Case Studies of the above therapies**

**(29Hrs.)**

### **Books for Reference**

Andrews, T. (2003). *The healers Manual, beginners guide for energy therapies*. Llewellyn .

D, N. E. (2012). *Transcendence Healing and transformation*. Penguin.

Emunah, R. (1994). *Drama Therapy, Process technique and Performance*. Brunner Routledge.

## **Specialization -Clinical Psychology**

### **MPS161A01 Clinical Psychology II**

**4 Credits**

**[Total Hrs. 65]**

#### **Learning Objectives**

- To describe and classify disorders occurring in adulthood and analyse treatment methods.
- To gain increased understanding of the nature of adult psychopathology, and how it differs from normal development.
- To improve the ability to differentiate various psychopathological disorders in adulthood.
- To improve understanding of the relationship of assumed or known causal factors to demonstrated problems.

#### **Unit I Neurotic Disorders and Impulse Control Disorders (13 Hrs.)**

Panic disorder with and without Agoraphobia, Social and Specific phobias, OCD, PTSD, Acute stress disorder and GAD.

Impulse Control disorders-Intermittent explosive disorder, Kleptomania, Pathological Gambling, Trichotillomania, Adjustment disorder

Eating disorders-Anorexia Nervosa, Bulimia Nervosa and Binge eating disorder.

#### **Unit II Psychotic Disorders (13 Hrs.)**

Schizophrenia, Schizoaffective disorder, Brief psychotic disorder, schizophreniform disorder, Delusional disorder.

Major depressive disorder, Dysthymic disorder, Premenstrual Dysphoric disorder, Bipolar disorders.

#### **Unit III Somatoform and Dissociative disorders (13 Hrs.)**

Somatoform disorders-Somatization disorder, Conversion disorder, Pain disorder, Hypochondriasis, Body Dysmorphic disorder, Factitious disorders Dissociative disorders-Dissociative amnesia, Dissociative Fugue, Depersonalisation disorder, Dissociative Identity disorder, Dissociative Trance disorder

#### **Unit IV Degenerative and Substance Related Disorders (13 Hrs.)**

Delirium, Dementia-Dementia of Alzheimer's type, Vascular dementia, Dementia due to HIV, other medical conditions, Substance induced Persisting dementia, Amnesic disorders.

**Substance Related Disorders** - Substance disorders from use of Alcohol, Amphetamine, Caffeine, Cannabis, Cocaine, Hallucinogens, MDMA, Inhalants, Nicotin, Opioids, Phenylcyclidine, sedatives, hypnotics and anxiolytics; Kleptomania, Pathological Gambling, Trichotillomania, ; Adjustment disorder.

#### **Unit V Personality and Sexual Disorders (13 Hrs.)**

Personality disorder: Cluster A, B, C, Sexual disorders-sexual dysfunctions, Female sexual arousal disorder, Male erectile disorder, Female/Male Orgasmic disorder, premature ejaculation, Dyspareunia, Veganism's, dysfunctions due to GMCs, substance induced, Gender Identity disorder, Paraphilia



### **Books for Reference**

First,M.B&Tasman,A.(2004).*DSM IV TR Mental Disorders*. Diagnosis, Etiology and treatment.John Wiley and Sons.

Sadock,B.J&Sadock,V.A.(2007).*Synopsis of Psychiatry-Behavioral Sciences/Clinical psychiatry*.(10<sup>th</sup> ed.). Lippincott Williams & Wilkins.

Gelder,M.G& Lopez-Ibor,J.J.(2003).*New Oxford Textbook of Psychiatry*.Oxford University Press.

Ahuja,N.(2006).*A Short Textbook of Psychiatry*.(6<sup>th</sup> ed.).Delhi:Medical Publishers Pvt Ltd

## Specialization - Clinical Psychology

### MPS164A02 Psychotherapeutics II

4 Credits

[Total Hrs. 65]

#### Learning Objectives

- To learn the basic underpinnings of the major paradigms of psychotherapy with an emphasis on proposed mechanisms of both Aetiology and curative or change factors.
- To develop skills in basic interventions of family therapy based on major theoretical positions.
- To promote skill development in and understanding of case management strategies and issues in time-limited therapy.

#### Unit I Introduction

(10 Hrs.)

Foundations; Evolution of family therapy; Early models and basic techniques-Stages, Assessment, Ethical dimension, Fundamental concepts.

#### Unit II Family systems and Structural Family Therapy (13 Hrs.)

Theoretical formulation; Goals of therapy; Conditions for change; Assessment and therapy techniques in Bowen's Family systems therapy and Structural Family therapy. Case analyses

#### Unit III Cognitive Behavioural Family therapy (14 Hrs.)

Theoretical Formulations, Normal family development, Goals of therapy; Conditions for change; Behavioural training for parents and couples; Case analyses

#### Unit IV Strategic and Solution focused therapy (13 Hrs.)

Theoretical Formulations; Normal family development; Goals of therapy; Conditions for change; Assessment and therapeutic techniques in Strategic Family therapy and Solution focused family therapy; Case analyses

#### Unit V Psychoanalytic, Experiential and Narrative therapy: (15 Hrs.)

Theoretical Formulations; Normal family development; Goals of therapy; Conditions for change; Assessment and therapeutic techniques in Psychoanalytic Family therapy; Experiential therapy and Narrative therapy; Case analyses

#### Books for Reference:

Hersen, M., Kazdin, A.E. & Bellack, A. S. (1983). *The Clinical Psychology Handbook*. NY: Pergamon Press.

Corey, G. (2004). *Theory and practice of group counseling*. (6th ed.). Pacific Grove, CA: Brooks / Cole.

Kaplan, H.I., and Sadock, B.J. (1983). *Comprehensive group therapy*. (2<sup>nd</sup> ed) Baltimore. Williams and Wilkins.

Yalom, L.D. (1995). *The theory and practice of group therapy*. 4<sup>th</sup> edition New York Basic books.

Nichols MP (2012). *Family Therapy Concepts and Methods*. (10<sup>th</sup> edition) USA Pearson

# **Specialisation-Industrial Psychology and HRDM**

## **MPS164B01 Organisational Behaviour**

**4 Credits**

**[Total Hours: 65]**

### **Learning Objectives**

- To understand the psychological factors that influence behaviour of individuals in organizations/industries.
- To understand individual and group behaviour at work
- To help students understand ways to apply content about Organizational Behaviour to the real world sensitivities, demands, and practices.

### **Unit I Introduction to Organizational Behavior and Macro Dynamics (14 Hrs.)**

**Organizational Behavior** - Definition; Nature; Goal; Historical Background; Challenges and opportunities for OB; Managerial perspectives, Information technology.

Group Dynamics- Meaning; Perception of group dynamics - Normative view, Technical view, Nature view; Group formation- Tuckman and Jensen theory, Teams in Modern Workplace.

### **Unit III Psychological processes at work (14 Hrs.)**

**Perception** - Importance of perception; Perceptual organization; Factors of perception, perceptual set, attribution, stereotyping, halo effect, perceptual context, perceptual defense; Social perception; Impression Management.

**Personality and Attitudes**-Antecedents, Implications of personality and attitude on work performance; Individual differences — Self efficiency; Emotional Intelligence; Optimism

### **Unit V Job Satisfaction and Organizational Commitment (13 Hrs.)**

Theories and measure of job satisfaction; Consequences of job dissatisfaction and how to avoid them; Organizational commitment- Types; Ways to develop organizational commitment.

### **Unit VI Organizational Culture and Climate (12 Hrs.)**

**Organizational Culture** - Ethos- Openness, confrontation, Trust, Authenticity, Pro –action-thinking level, action level.

**Organizational Climate** – Litwin and Stringer Model; organizational atmosphere

### **Unit VI Consumer Behaviour (12Hrs.)**

Introduction to consumer behavior; Role of consumer behaviour in marketing; Development of consumer behavior; Consumer behaviour model- Howard Sheth model of buying behavior.

**Books for Reference:**

Aswathappa, K.(2012). *Organizational Behaviour*.(10<sup>th</sup> revised ed).Himalaya publishing House .

Kumar, Akshya. (1997). *Organizational design and structure*. New Delhi: Common Wealth Publishers.

Sinha, D.P (1998). *Group Team Building and Organizational Development*. Indian Society for,Applied Behavioural Science.Delhi.

Greenberg, J. and Baron, R.(1999). *Behaviour in organizations*. (5th ed ). New Delhi:PHI.

Luthans, F. (1998).*Organizational Behaviour*.(8ed).Irwin McGraw Hill.

Miner, J .B. (1992).*Industrial organizational psychology*.Tata McGraw Hill.Inc.

Robins, S. (1996). *Organizational behaviour*. (1<sup>st</sup>ed). New Delhi:PHI\

John W. New Storm & Keith Davis (2000). *Human Behaviour at work* , Tata McGraw Hill.Inc.

UdaiPareek 2002. Training Instruments in HRD and OD , Second edition ,Tata MCGraw-Hill ,New Delhi

## **Specialization- Industrial Psychology and HRDM**

### **MPS164B02 Industrial Relations and Labor Law**

**4 credits**

**[Total Hrs.: 65]**

#### **Learning Objectives**

- To provide an understanding of industrial relation and labor law based on various sectors
- Understand the concept of employee in the organisational context of the modern business environment and the dynamics of industrial relations. Developing the necessary skills and understanding for managing and executing roles in general and in the Indian context in particular in corporate, NGO's/any other organizational setting.
- Develop conceptual clarity on various legislations pertaining to labour welfare in India.

#### **UNIT I - Industrial Relations**

**(10 Hrs.)**

Industrial relations: meaning, concept, dynamics, definition, objectives and importance of industrial relations. Growth of Industrial relation: IR issues in Organization: Contemporary issues in IR, IR in India.

#### **UNIT II - Industrial Conflict and Disputes Resolution:(13 Hrs.)**

Industrial Relations Machinery in India; Provisions under the Industrial Disputes Act, 1947- Authorities under the Act; Reference of disputes to boards; Courts or Tribunals, Procedures, Powers and duties of authorities; Strikes, Lockouts, Layoff and retrenchments, unfair labor Practices, Penalties.

#### **UNIT III - Laws Relating to Labor Welfare and Service Regulations (13 Hrs.)**

Minimum Wage; ILO standard for labor;International Convention for labor welfare; UDHR: ICCPR;Labor and Human Rights; Unorganized Sector and Labor Law; Agricultural Labourer.Laws relating to Service regulation; Service Law; Recruitment Procedure; Contractual Employment;Misconduct and Discipline of Employees; Judicial review Central Administrative Tribunal;State Administrative Tribunal.

#### **UNIT IV-Industrial Relations, Discipline and HRM Performance (13 Hrs.)**

Unions and Productivity; Union, Industrial Relations, Climate and Performance; The Conciliation and Arbitration System and Performance; Labor Market and Economic Performance; Nature of Grievances and Grievance Procedures; Handling Employee Grievances, Salient features of Industrial Employment (Standing Orders) Act, 1946; Disciplinary Action and Termination of Employment Contract.; Linking IR Strategy and HRM Strategy.

#### **Unit V-Trade Unionism, Negotiations, Collective bargaining and Related Laws (16 Hrs.)**

Concept, Nature, functions and Types of Collective bargaining; Collective bargaining in the Indian context; Negotiating a collective bargaining agreement.Laws relating to Industrial Relation: Collective Bargaining, Industrial Dispute act-layoff, Retrenchment, Compulsory Retirement, VRS, Superannuation. Industrial Dispute Resolution-Conciliation, Voluntary arbitration, compulsory adjudication, Power of reference; Trade Union Act, 1926- Definitions, Legislations of Trade unions. Provisions of Trade Union Act, 1926- Definitions, Legislations of Trade Unions, Rights and Liabilities of Registered Trade Union, Regulations, Penalties and Procedure; Management of Labor; Management Control Strategies; Business Strategies and Industrial Relations; Role of Market Conditions; Structure for Management of Industrial Relations.

## **Books for References**

- Bray, M, Deery.S, Walsh.J, and Waring P, Industrial Relations: A Contemporary Approach, Tata McGraw Hill.
- Dwivedi, R.S., Managing Human Resources: Industrial Relations in Indian Enterprises, New Delhi, Galgotia Publishing Company.
- Edwards, P. Industrial Relations: Theory and Practice in Britain. U.K. Blackwell Publishing.
6. Kaufman, B. The global evolution of industrial relations: events idea and the IIRA. Geneva: International Labour Office.
- Mamoria C.B. & S. Mamoria: Dynamics of Industrial Relations in India. Mumbai.Himalaya Publishing House.
- Michael Salamon, Industrial Relations—Theory & Practice. London. Prentice Hall.
- Singh, P., & Kumar, N. Employee Relations Management. New Delhi: Pearson Education India.
- Ramaswamy, E.A. The Rayon Spinners —Strategic Management of Industrial Relations, New Delhi.Oxford University Press.
- Venkataratnam, C. S. Industrial Relations: Text and Cases. Delhi. Oxford University Press..

## **Specialization- Counselling Psychology**

### **MPS164C01 Areas of Counselling I**

**4 Credits**

**[Total Hours 65]**

#### **Learning Objectives**

- To understand the counseling needs and to familiarize the strategies of different section of children and adolescents.
- To create awareness about the enhancement of mental well-being in children and adolescents.

#### **Unit I Basic understanding of Counseling Children and Adolescents (12 Hrs.)**

Differences in Counseling Children from Counseling Adults; Importance and role of family in the Counseling process; Counseling skills for working with children-rapport building and dealing with children's resistance; Interview strategies for children, parents and teachers; Consent and parental authority; Boundaries of professional relationships with parents, teachers and significant others related to children and adolescents; Ethical considerations.

#### **Unit II Counseling in Educational set up (12 Hrs.)**

Guidance needs related to Education; Role of a Counselor in school; Setting up of a Counseling center in the school; Counseling orientation to Administrators, Parents and Public; School personnel; Mental health and behavioral problems of students in Indian context; Children initiating self-referrals; Assessment of Learning disabilities, ADHD and Giftedness; Counseling the students from pre-school, elementary school, high school and college.

#### **Unit III Vocational Counseling and Guidance (12Hrs.) Definition;**

Differences between career, vocation and occupation; Career development; Factors affecting career development; Theories of career development; Gender and career development; Issues in career counseling; Psychometric assessments-aptitude and interests.

#### **Unit IV Special Issues in Counseling Adolescents (15 Hrs.) Psychosocial**

development-Identity, Autonomy, Intimacy, Sexuality and Achievement; Counseling for psychosocial problem in adolescence- Youth and Substance abuse, Anti-social behavior, Teen violence and other externalizing problems, Depression, Suicide and other internalizing problems, Stress and coping in adolescence, Sexuality and Peer pressure.

#### **Unit V Counseling Special Groups (14 Hrs.) Counseling children with**

Behavioral problems, Emotional problems, Conduct disorders, Developmental problems; Children experiencing death and bereavement; Child maltreatment and abuse; Supportive measures for cognitively challenged and autistic children; Counseling physically challenged; Counseling sensory handicapped, Spastics; Counseling the socially disadvantaged-Street children and delinquents.

## **Books for Reference**

- Geldard & Geldard. (2013). Counselling Adolescents. SAGE Publications.
- Geldard & Geldard. (2009). Relationship Counselling for Children, Young people and Families. SAGE publications.
- Howard, Alex. 2005. Counselling and Identity. Palgrave Mac Millan Publication.
- John McLeod. (2008) An Introduction to Counselling, 3rd Ed. Rawat Pub
- Naik Parul. S. 2012. Counselling Skills for Educationist. ABD Publications.
- Narayana Rao, S. 2000 Counselling and Guidance. Tata Mc Graw Hill Education.
- Nathan, Robert. (2005). Career Counselling. T . M . H. Publications.
- Neukrug, Edward. (2012). Counselling theory and Practice. Cengage Learning
- Pandey V.C (2004). Child Counselling And Education. Isha Books
- Wright, Robert J. (2012). Introduction to School Counselling. SAGE Publications.
- Safaya. (2002). Guidance and Counselling. Chandigarh- Abhishek Publications.
- Varghese, George. (2014) A study Book on Counselling. Tiruvalla-Christava Sahitya Samithi.



## **Specialization- Counselling Psychology**

### **MPS164C02 Areas of Counseling II**

**4 Credits**

**[Total Hours: 65]**

**Learning Objective:**

- To become familiar with different areas and stages, approaches, procedure and techniques of counseling.
- To get acquainted with the role function and qualities of effective counselor.
- 

**Unit 1: Trauma and Stress counseling**

**(15 Hrs.)**

Definition; Types of trauma, post-traumatic stress, Traumatic grief; Trauma Assessment and Conceptualization; Integrated Model of Trauma Counseling, Guidelines for crisis, Counseling Incident Stress Debriefing Models; Trauma Aftercare- Four Stage Model; Stress, coping, and wellbeing; Counseling intervention (individual, family and community based interventions).

**Unit 2: Health counseling**

**(13 Hrs.)**

HIV and AIDS counseling; Eating disorder; Obesity; Terminal illness, Chronic illness,; Psychosomatic illness; Menopause; Sleep; Hygiene; Hypertension,; head injury and victims of RTA; Anxiety disorders; Adult depressive disorders and suicide; Personality disorders; Positive mental health.

**Unit 3: Addiction counseling**

**(15 Hrs.)**

Definition; Concepts- addiction, addiction practice; client treatment and prevention ; goal setting; Overview of addiction treatment: Treatment methodology, natural recovery, twelve-step recovery, psychodynamic approaches, cognitive-behavioral therapies, motivational enhancement therapy; Stages-of-change model; problem-oriented treatment, solution-focused treatment, group therapy, family therapy and community based interventions.

**Unit 4: Workplace Counseling**

**(12 Hrs.)**

Understanding workplace counseling; Models of workplace counseling; Impact of organization on workplace counseling; Integrative model of Individual employee counseling; Employee assistance programs; Career Counseling; Stress management; Current trends and Ethical issues.

**Unit 5: Other Modalities of Counseling**

**(10 Hrs.)**

Telephone counseling including hotlines for women, children and elderly; Brief Counseling model; E- Based Counseling; Counseling minorities and multicultural Counseling competencies; Crisis intervention; Co Counseling.

## **Books for Reference**

- Coles Adrian. (2005). Counselling in the Work Place. Open University Press
- Evans, James. (2009). Online Counselling and Guidance Skills. SAGE Publications.
- Miller, Geri. (2010). Addiction Counselling. Wiley and Sons INC
- Newsome and Gladding. (2014). Clinical Mental Health, Counselling in Community and Agency Settings. Pearson Education.
- Reddy, Michael 1987 The Managers Guide to Counselling at work. University Press
- Sanderson, Christiane. (2010). Introduction to Counselling. Survivors of Interpersonal Trauma. Jessica Kingsley pub
- Sangeetha, K. (2008). Art of Workplace Counselling. The ICFAI University press
- Sharma, Aditya. (2014). Basics of Hospital Counseling and Rehabilitation Services. New Delhi- ANVI Composers.
- Zunker, Vernon. (2006) "Career Counselling: A Holistic Approach" 7th Edition. Thomson Publications.

**MPS164AL1 / MPS164BL1/MPS164CL1Research Oriented Practical /  
Dissertation and Viva Voce**

**6 Credits**

**[Total Hrs. 65]**

**Learning Objectives**

- To enable students to understand, gather information and differentiate the statistical procedures used in research.
- To enable the students to describe and interpret research results
- To enable the students to apply different statistical procedures for hypotheses testing
- To develop research inquiry and systematic research procedure.
- To Develop skill of research and report writing

**Topic: Contemporary research areas**

Marks 150

**Evaluation process**

Research process	50 marks
Dissertation	60 marks
Viva Voce	40 marks
Total	150 marks

## **MPS164AI1 / MPS164BI1, MPS164CI1 Internship**

**8 Credits**

**[ Total Hrs. 300]**

### **Learning Objectives:**

- To develop Clinical and Organizational competencies for the following abilities
- Ability to adapt to a variety of tasks like assessing client needs, exploring clinical/organizational issues, enacting timely interventions and skills
- Decision-making, judgments, setting priorities and develop understanding in the use of psychological assessment.
- Persistence to complete tasks and to develop work habits.

### **Evaluation process**

- Supervisory evaluation on a “5-point scale based on personal and professional abilities.
- Case writing and assessment seminar

## **Extension Activities**

**4 Credits**

**[Total Hrs. 60]**

### **Learning Objectives**

- To develop co-operative action involving participatory activity for a common cause
- To conduct research projects