

ST. PHILOMENA'S COLLEGE(AUTONOMOUS)

Affiliated to University of Mysore
Accredited by NAAC with 'B++' Grade
Bannimantap, Mysore, Karnataka,
India-570015



DEPARTMENT OF PSYCHOLOGY

The Board of Studies in Psychology which met on 28- 09-2024

Approved the syllabus and pattern of examination for

Semesters 1st, 2nd, 3rd, and 4th for the

Academic Year 2024 onwards

BOS COMMITTEE MEMBERS

Sl. No.	Name	Designation	BOS Members
1	Ginson George	HOD& Asst. Professor	Chairperson
2	Dr. Lancy D'Souza	Professor	University Nominee
3	Dr. Elizabeth Jasmine	Professor	Member
4	Dr. Sampath Kumar	Professor	Member
5	Dr. Yashodhara Kumar	Clinical Psychologist	Member
6	Dr. Jini K Gopinath	Clinical Psychologist	Member
7	Ms. Nithya Johnson	Asst. Professor	Member

POSTGRADUATE PROGRAMMES

The Master's Degree Programmes will be conducted under the existing regulations governing two year- four semesters Choice Based Credit System (CBCS) and Continuous Assessment Grading Pattern (CAGP) with Learning Outcome Curriculum Framework under Autonomous Structure.

1.0 PREAMBLE

Over the past decades, the higher education system of our country has undergone substantial structural and functional changes resulting in both quantitative and qualitative development of the beneficiaries. Such changes have gained momentum with the introduction of the Choice Based Credit System (CBCS).

To compete with global Universities the need for learning outcome-based education is introduced giving more focus on the cognitive, affective, and psychomotor behavior of the students. The learning outcome-based education provides very specific targets from which a teacher can achieve through the selected instructional process. This will help the teachers to visualize the curriculum more specifically in terms of the learning outcome expected from the students at the end of each course.

The proposed curriculum is drafted based on guidelines suggested by the University Grants Commission. The concerns, needs and interests of students, teachers as well as societal expectations have been taken into consideration by introducing core and elective courses with a special focus on technical, communication, and course-specific skills through practical, research, and other innovative transactional modes to develop their employability skills. On completion of the programme, the student will acquire competency in communication skills, critical thinking, psychological skills, affective skills, problem-solving, analytical, reasoning, research, teamwork, digital literacy, leadership, environmental, moral, ethical awareness, and other cutting-edge issuers.

The existing curriculum of PG programmes is redesigned with additional courses to meet all the requirements of the preamble based on the following criteria.

- i) The Vision and Mission of the College

- ii) The Vision and Mission of the Department (shall be framed keeping in view the Vision and the mission of the College)
- iii) The content of the curriculum reflects the Vision and Mission of the College / the department and what a student should achieve on completion of the programme.
- iv) The redesigned PG Programme curriculum is defined with -
 - a) Programme Educational Objectives (PEOs)
 - b) Programme Outcomes (POs)
 - c) Programme Specific Outcomes (PSOs)
- v) Based on criteria 4 (a, b and c) the course content is framed with definite
 - a) Course Objectives (COs)
 - b) Course Learning Outcomes (CLOs) or (COs)
 - c) Mapping of (CLOs) or (COs) with PSOs and six cognitive levels
- vi) The learning outcome-based curriculum offers the following courses:
 - a) Discipline-Specific Core (DSC)
 - b) Discipline-Specific Electives (DSE)
 - Discipline-Specific (General)
 - Interdisciplinary
 - Self-Study
 - Ability Enhancement
 - Skill Enhancement
 - Generic Elective
 - c. Project Work/Internship/Practicum/Fieldwork
 - d. MOOC Online Courses (Extra Credit)
 - e. Value Added Courses (Extra Credit)

GUIDELINES/REGULATIONS

2.0 Eligibility for Admission

The qualification and the percentage of marks for admission shall be as per the guidelines

3.0 Duration of the Programme

The duration of the programme shall extend over 4 semesters (two academic years) of 20 weeks each including instructions and semester-end examinations.

4.0 Maximum Period for Completion of the Programme

The candidates shall complete the programme within 4 years from the date of admission. The term completion of the programme means passing all the prescribed examinations of the programme to become eligible for the degree. No candidates' shall be permitted to appear for the examinations after the prescribed period for completing the programme. Whenever a candidate opts for blank semesters/ dropped courses, he/she has to study the prevailing courses offered by the department when he /she continues his /her studies.

5.0 Medium of Instruction

The medium of instruction shall be in English

6.0 Hours of Instruction per Week

There shall be 16-24 hours of instruction per week in course without practical/fieldwork and 20-26 hours of instruction per week in course with practical/fieldwork. These hours may be distributed per lectures, seminars, tutorials, practical, project work, and other modes of instruction that individual courses may demand.

7.0 Attendance

Each course (theory/practical) shall be treated as an independent unit for attendance. A student shall attend a minimum of 75% of the total instruction hours in a course (theory/practical) including tutorials and seminars each semester. There shall be no provision for condonation of shortage of attendance and a student who fails to secure 75% attendance in a course shall be required to repeat that semester with the payment of

8.0 Guidelines to Implement CBCS and CAGP

Course: Every course offered will have three components associated with the teaching-learning process - **L**, **T**, and **P**. Here, **L** - stands for Lecture session, and **T**- stands for Tutorial session consisting of participatory discussion/self-study/desk work/ seminar presentations by students and such other novel methods that make a student absorb and assimilate more effectively the contents delivered in the lecture classes, and **P**- stands for Practical session and it consists of Hands on experience/laboratory experiments/field. In terms of credits, every one-hour session of L or T amounts to one credit per semester and a minimum of the two-hour session of Practical or Project Work/ Internship amounts to one credit per semester, over one semester of 16 weeks of the teaching-learning process. The total duration of a semester is 20 weeks inclusive of the semester-end examination

The course shall have either one or two or all three components. That means a course may have only a lecture component or only a practical component or a combination of any two or all the three components.

The total credits earned by a student in a course at the end of the semester, upon completing that course is equal to the algebraic sum of the credits earned separately under

9.0 a) Defining and Labeling of Different Courses of Study

Discipline-Specific Core (DSC) - Compulsory course. A course that should compulsorily be studied by a candidate as a core requirement.

b) Discipline-Specific Elective (DSE)

Generally, a course that can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/course of study or which provides an extended scope or which enables exposure to some other discipline/course/domain or nurtures the candidate's proficiency/skill is called an elective course. Elective courses may be offered by the main discipline course of study or by *The following elective courses may be considered discipline-specific elective courses*

i) General (DSE-G)

If there is a choice or an option for the candidate to choose a paper from a pool of papers from the main discipline course of study or a sister/related discipline which supports the **Interdisciplinary (DSE-ID).**

ii)

If there is a choice or an option for a candidate to choose a course from a pool of courses offered from a sister / related discipline of study which supports the main discipline.

iii)

Self-Study (DSE-SS).

A course designed to acquire special/advanced knowledge, as a supplement study/support study or project work, and if a candidate studies such a course on his own with advisory support by the faculty.

iv)

Ability Enhancement (DSE-AE).

An elective course is chosen from a pool of courses designed within the discipline to provide value based knowledge to increase their employability.

v)

Skill Enhancement (DSE-SE).

These courses are chosen from a pool of courses designed to provide value-based and/or skill-based knowledge and should contain both theory and practical/hands-on training/fieldwork. The disciplines should offer courses to the students under this category, based on their expertise, specialization, requirements, scope, and need to increase their employability.

vii) Project work / Internship.

It is a special course involving the application of knowledge in solving/analyzing/ exploring a real-life situation / difficult problem. A project work/internship may be hard or soft-core as decided by the BOS. It may be of 02 to 12 credits. A project work of 2- 6 credits is called

viii) SWAYAM MOOC online courses.

SWAYAM is a programme initiated by the Government of India and is designed to achieve the three cardinal principles of Education Policy viz., access, equity, and quality.

The objective of this effort is to take the best teaching-learning resources to all, including the most disadvantaged. SWAYAM seeks to bridge the digital divide for students who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy. All the students should compulsorily study at least one MOOC course before completion of the programme. The credits earned by the students will be treated as additional credits.

ix) Value Added Courses (Extra Credits):

These are online courses and students who wish to learn additional skills can take these courses in any of the semesters during their study. These courses are open to all the students irrespective of the programme they study provided the course content is not a part of their curriculum. The credits earned by students will be mentioned separately on their credit cards.

10.0 Scheme of Instruction

The effective teaching strategies to be adopted to develop competency in communication skills, critical thinking, effective skills, problem-solving, analytical, reasoning, research skills, teamwork, digital literacy, moral and ethical awareness, and leadership readiness with other learner-centric modes which individual courses may demand. Some important and relevant teaching and learning processes are listed below:

1. Flipped, hybrid /blended, and e-learning classes
 - a) Seminars/ Presentations
 - b) Tutorials
 - c) Group discussions and Workshops
 - d) Framing Questions
 - e) Peer teaching and learning
 - f) Laboratory-based practical components and Technology-enabled learning
 - g) Extension activities to learn moral and ethical awareness.
 - h) Self-Study enabled learning
 - i) Visit Research Institutions/ Industries.
 - j) Deputing students to participate and present research articles in National/ International Seminars/Workshops/ Conferences.
 - k) Publication of research articles in peer-reviewed Journals.
 - l) Project, Internship, Practicum, and Field-based learning to enhance the knowledge beyond the discipline.
2. Value Added courses for the students to learn to add on skills.

11.0 a. Award of Credits

For the successful completion of any PG Programme, a candidate has to earn a minimum of **76 credits**, as given in the following Table

Course Type	Credits
Discipline-Specific Core -DSC	A minimum of 42 but not exceeding 48
Discipline-Specific Elective-DSE	A minimum of 16
Interdisciplinary- DSE-ID	A minimum of 04
Self-Study- DSE-SS	A minimum of 02

- b. A candidate can enroll for a minimum of 18 credits and a maximum of 22 credits per semester
- c. A candidate can also opt to earn more than 76 credits. In such cases wherein, a candidate opts to earn at least 4 extra credits in the same or different discipline/courses in addition to a minimum of 76 credits as said above, then a value-added *proficiency certification* will be issued to the candidate.

12.0 a) Continuous Comprehensive Assessment (CCA)

The evaluation and assessment of the performance of the candidate shall be based on continuous assessment. For reporting purposes, the continuous assessment and evaluation process is divided into 3 distinct components and is identified as C₁, C₂, and C₃.

- b) i) The performance of a candidate in a course (theory or practical) will be evaluated and

Component	Syllabus in a course to be included	Weight age	Period of continuous assessment
C ₁	First 50%	15%	During the 8 th week of the
C ₂	Remaining 50%	15%	During the 16 th week of the
C ₃	Semester-end examination (Content of all modules of the courses)	70%	To be completed during the 18 th – 20 th Week

ii) The first component C₁ is for 15 marks and should be assessed periodically in the first half of the semester. The assessment will be based on the different rubrics such as Test, Assignment, Seminar, Quiz, and or any other modes as decided by the respective departments. It may be noted that the C₁ theory or practical test in any course be conducted only during the 8th week of the semester by completing the first half of the assigned syllabus. C₁ marks from all the components should be consolidated at the end of the 8th week of the semester. Beyond the 8th week, making any changes in C₁ marks is not permitted.

The second component C₂ is also for 15 marks and should be assessed (as in C₁) only during the second half of the semester. It may be noted that the C₂ theory/practical test be conducted only during the 16th week of the semester by completing the second half of the assigned syllabus. C₂ marks should be consolidated at the end of the 16th week of the semester. The marks scored by the candidates in C₁ and C₂ shall be consolidated and displayed on the notice board during the 17th week of the semester. The grievances of the students (if any) are to be resolved by the HODs of the respective departments.

The outline for continuous assessment activities for Components (C₁ and C₂) will be followed as per the UUCMs rubrics.

The students should be informed about the modalities of the assessments well in advance by notifying them on the departmental notice board.

The evaluated scripts/assignments during the C₁ and C₂ assessments are immediately returned to the candidates after obtaining acknowledgment in the register maintained by the concerned teacher for this purpose.

In the case of the courses involving only practical, the same assessment procedure for theory components (C₁ and C₂) may be adopted as discussed and decided in the respective departmental staff meetings well in advance.

During the 18th – 20th week of the semester, a semester-end examination shall be conducted for each course. This forms the third/final component of assessment (C₃) and the maximum marks for the final component in each course will be 70

13.0 a) The setting of Question Papers and Evaluation of Answer Scripts

A blueprint of the question paper is to be prepared along with the curriculum and shall be placed before the BOS for approval. The questions in the question paper should be framed in such a way that an average student should be able to answer for at least 50% marks, good students for 80%, and intelligent students for 100%.

- b)** The setting of an effective question paper is very important for assessing the learner's outcome in terms of achievements concerning the objectives. Suitable assessments during the teaching-learning process stimulate and motivate learners and enhance learning. The summative evaluation of achievements and competencies developed in learners can be accessed through suitable question papers. The phrases used in framing the questions should convey the desired meaning to achieve maximum clarity and understanding for the students to express their learned knowledge and skills.

c) List of phrases to be used during question paper setting

- i) **Remembering (Recall and recognition):** Define, Identify, Label, Match, Name, Outline, elect, State, List, Reorganize etc.
- ii) **Understanding (Translate, Interpret, Extrapolate, Etc.):**
Define in your own words, Convert, Distinguish, Compare, Estimate, explain in your own words, give examples, Infer, Predict, Manipulate, Verify, Discriminate, Classify, Construct, Represent, Record, Rearrange etc.
- iii) **Application (Problem-solving)**
Compute, Demonstrate, Modify, Change, Find, Calculate, Prepare, Produce, Solve, Use, Show, Establish, Apply etc.
- iv) **Thinking, Analyze, Evaluate and Creative (Analysis, Produce, Synthesize, Judge, Evaluate, Solve, Etc.)**

Differentiate, Distinguish, Illustrate, Outline, find a relationship, Derive, Categorize, Design, Organize, Formulate, Reconstruct, write a theme, Criticize, Justify, Infer, Predict Etc.
- v) **Skill- (Sketching, Drawing, Computing, Reading, and Table/Diagram Etc.):**

Sketch, draw picture/graph, compare, find, calculate, read the chart, use chart/graph Etc.

d) The question papers (in 3 sets) shall be placed before the BoE.

e) The members of the Board of Examiners shall scrutinize and approve the question papers.

f) There shall be a single valuation for all theory papers by internal and external examiners in the ratio of 60 : 40 respectively. A scheme of valuation is to be prepared by the department and to be provided to the examiner along with the coded answer scripts.

g) The examination for Practical Work / Field Work / Project Work will be conducted jointly by an internal and external examiner. However, under special circumstances, the BOE at its discretion can also permit two internal examiners from the College.

If a course is full of (L = 0): T: (P=0) types, then the examination for C₃Component will be

- h) The details of the continuous assessment are summarized in the following table:

Component	Syllabus in a course to be included	Weightage	Period of continuous assessment
C ₁	First 50%	15%	During the first half of the
C ₂	Remaining 50%	15%	During second half of the semester
C ₃	Semester-end examination (syllabus of all units of the course)	70%	To be completed during 18 th – 20 th Week

- i) A candidate's performance from all 3 components will be in terms of scores, and the sum of all three scores will be for a maximum of 100 marks (15+15+70).
- j) Finally, awarding the grades should be completed latest by the 24th week of the Semester

14.0 Evaluation of Minor / Major Projects and Internships:

Right from the initial stage of defining the problem, the candidate has to submit the progress reports periodically and also, present his / her progress in the form of seminars in addition to the regular discussion with the guide. Components of evaluation are as follows:
 C1 Component : Periodic progress and progress reports – 15 marks

C2 Component : Results of work and the draft reports – 15 marks

15.0 a) Declaration of Results:

For a candidate to pass a course he/she should score a minimum of 40% from C1, C2 and C3 put together in that course provided he/she scores a minimum of 30% (09 marks) in C1 and C2 put together and 30% (21 marks) in C3.

- b) In case a candidate secures less than 30% (09 marks) in C1 and C2 put together in a course, the candidate is said to have **DROPPED** that course, and such a candidate is not allowed to appear for C₃ Component in that course.
- c) In case a candidate's class attendance in a course is less than 75% or as stipulated by the college, the candidate is said to have **DROPPED** that course, and such a candidate is not allowed to appear for C₃ in that course.
- d) Teachers offering the courses will place the above details in the PG Departmental Staff Meeting at the end of the 16th week of the semester or well before the commencement of the C₃ examination. Subsequently, a notification about the above will be brought out by the Principal of the college before the commencement of the C₃ examination. A copy of this notification shall also be sent to the office of the Controller of Examinations for information.

- e) In case a candidate secures less than 30% (21marks) in C3 he/she may choose the DROP/MAKEUP option. A candidate exercising his/her option to MAKEUP examination shall be declared pass if he/she secures more than or equal to 40% in C1+C2+C3 put together provided he/she fulfils the conditions mentioned in Para 15a to 15c. No separate MAKEUP examination shall be conducted for candidates who appeared and failed in the said examination. Such a candidate has to appear for the examination as and when the C3 component examination is conducted for Odd and Even semesters of that academic year along with the regular candidates.
- f) A candidate has to re-register for the DROPPED course when the course is offered again by the department. If it is a DSC course the candidate may choose the same or an alternate core or elective in case the dropped course is a core/ elective course. A candidate who is said to have DROPPED project work has to re-register for the same within the stipulated period. The details of any dropped course will not appear on the grade card.
- g) The tentative/provisional grade card will be issued by the Controller of Examinations, at the end of every semester indicating the courses completed. This statement will not contain the list of DROPPED courses.

16.0 The Grade (G) and the Grade Point (GP)

The Grade (G) and the Grade Point (GP) earned by the candidate in any course will be as given below:

Marks Obtained / Percentage in a course (M)	Grade (G)	Grade Point
90-100	9.0 - 10.0	GP = C x G
80-89	8.0 – 8.9	
70-79	7.0 – 7.9	
60-69	6.0 – 6.9	
50-59	5.0 – 5.9	
40-49	4.0 – 4.9	

17.0 a) The Semester Grade Point Average (SGPA)

The Semester Grade Point Average (SGPA) of a candidate after completing the required number of credits is given by

$$SGPA = \frac{\sum GP}{\text{Total number of credits}}$$

The Final Cumulative Grade Point (FCGP) of a candidate after successful completion of the required number of credits (76) is given by

$$FCGP = \frac{\sum GP \text{ of all the four Semesters}}{\sum \text{Credits of all the Semesters}}$$

b)

Final Cumulative Grade Point(FCGP)	ALPHA- Sign Grade	
<i>9.00 - 10.00</i>	<i>O</i>	Outstanding
<i>8.00 - 8.99</i>	<i>A⁺</i>	Excellent
<i>7.00 - 7.99</i>	<i>A</i>	Very Good
<i>6.00 - 6.99</i>	<i>B⁺</i>	Good
<i>5.00 - 5.99</i>	<i>B</i>	Above Average
<i>4.00 - 4.99</i>	<i>C</i>	Average

A candidate can withdraw from any course within ten days from the date of notification of the final results of that semester. Whenever a candidate withdraws from a course, he/she has to register for the same course in case it is a hard-core course, the same course, or an alternate course if it is a soft-core/open elective.

18.0 The **DROPPED** course is automatically considered a course **withdrawn**.
Classification of Results and Overall Percentage

The classification of final results is based on FCGP secured by the candidates.

The details are as given in the following Table:

FCGP	FCGP	
	Numerical Index	Qualitative Index
9.00 and above	10	DISTINCTION
8.00 to 8.99	9	
7.00 to 7.99	8	FIRST CLASS
6.00 to 6.99	7	
5.00 to 5.99	6	SECOND CLASS
4.00 to 4.99	5	
Overall percentage = 10 x FCGP		

SUBJECT	PAPER	CREDITPATTERN			CREDIT VALUE
		L	T	P	
I SEMESTER					
HARDCORE	ResearchMethodology	4	0	0	4
HARDCORE	Biopsychology	4	0	0	4
SOFTCORE	HistoryandPhilosophyof Psychology	4	0	0	4
SOFTCORE	ChildPsychopathology	4	0	0	4
SOFTCORE	FoundationsofOrganizationalBehavior	4	0	0	4
SOFTCORE	Essentials ofSocialPsychology	4	0	0	4
HARDCORE	PracticalI&II	0	0	4	4
II SEMESTER					
HARDCORE	LearningTheories	4	0	0	4
HARDCORE	AdvancedCognitivePsychology	4	0	0	4
SOFTCORE	Psychometrics	4	0	0	4
SOFTCORE	Adult Psychopathology	4	0	0	4
SOFTCORE	HumanResourceManagement	4	0	0	4
SOFTCORE	AdvancedSocial Psychology	4	0	0	4
HARDCORE	Practical III&IV	0	0	4	4
OPENE LECTIVE	Application ofPsychologyinEverydayLife	4	0	0	4
III SEMESTER					
HARDCORE	PersonalityTheories	4	0	0	4
HARDCORE	StatisticsinPsychology	4	0	0	4
SOFTCORE	ClinicalAssessment	4	0	0	4
SOFTCORE	OrganizationalStructureandCulture	4	0	0	4
SOFTCORE	Cross-culturalPsychology	4	0	0	4
HARDCORE	Internship	0	0	4	4
OPENE LECTIVE	LifeSkillsPsychology	4	0	0	4

IV SEMESTER

HARDCORE	Positive Psychology	4	0	0	4
SOFTCORE	Counseling Psychology and Psychotherapy	4	0	0	4
SOFTCORE	Rehabilitation Psychology	4	0	0	4
SOFTCORE	Power in Organizations	4	0	0	4
SOFTCORE	Indian Psychology	4	0	0	4
SOFTCORE	Qualitative Analysis And Contemporary Trends in Psychological Research	4	0	0	4
HARDCORE	Dissertation	0	0	4	4

SEMESTER – I

RESEARCH METHODOLOGY

Course Objectives

1. To provide foundational knowledge of research methodology, including scientific methods, research concepts, and ethics in psychological research.
2. To introduce various research designs and methodologies, encompassing experimental, non-experimental, qualitative, and quantitative approaches.
3. To develop skills for effectively conducting the research process, including problem identification, hypothesis formulation, sampling, data collection, and hypothesis testing.
4. To equip students with the knowledge and techniques required for data interpretation, report writing (APA format), and presenting research findings while adhering to ethical standards.

Course Learning Outcomes

1. Demonstrate a clear understanding of research methodology concepts, scientific methods, and ethical principles in psychological research.
2. Analyze and apply appropriate research designs and methods based on the research problem and objectives.
3. Conduct the research process, including literature review, hypothesis formulation, data collection, and hypothesis testing, using qualitative and quantitative techniques.
4. Interpret research findings effectively, write structured research reports in APA format, and present research results ethically and professionally to diverse audiences.

Unit1-IntroductiontoResearchMethodology

- Knowing Methods, Science and Scientific Methods
- Meaning, Objectives and Basic Concepts of Research Methodology: Concepts and Constructs; Variables, Problem, & Hypothesis: Definition and types
- Methods of research: Exploratory & Explanatory Research
- Ethics in Psychological Research : APA Ethics Code (Responsibility, Protection from Harm, Informed Consent, Privacy and Freedom from Coercion, Deception, Debriefing, Role of Research Participant)

Unit2-Research Process: Research Design

- Research designs: Meaning, principles and purpose of research design; Adequate and inadequate designs; Between-group and within-group designs
- Types of research design- Experimental; Non-experimental: Quasi-experimental; Factorial: Latin square, Greco-

Latin; Developmental: Longitudinal, Cross-sectional, Cohort

- Methods of Research: Qualitative and Quantitative; Laboratory experiments, Field experiments and Field studies; Cross-Cultural Studies, Phenomenology, Grounded theory, Focus groups, Narratives, Case studies, single case design, Ethnography; Observation, Interview, Survey (Questionnaires), Correlation methods, Ex-post facto studies

Unit 3- Research Process: Sampling, Data Collection and Hypothesis Testing

- Problem Identification, Review of Literature, Formulation of Problem & Hypothesis
- Sampling Technique: Probability and Non-probability Sampling Technique
- Data Collection Methods: Primary (Qualitative and Quantitative) and Secondary Data Collection Methods
- Hypothesis Testing: Types of Hypothesis, Errors in Testing

Unit 4- Interpretation and Report Writing

- Interpretation of data: Meaning of Interpretation, Technique of Interpretation, Precaution in Interpretation
- Report writing (APA Format): Structure and components of research proposal, Different Steps in Writing Report, Layout of the Research Report, Type of Reports, Significance of Report Writing, Precautions for Writing Research Reports
- Presenting Research Findings: Effective oral and visual presentation skills, Strategies for communicating research results to diverse audiences, Ethical considerations in disseminating research findings
- Role of Information & Communication Technology (ICT) in Research
- Ethics in Scientific Writing

Références

- Foundations of Behavioral Research- Fred N Kerlinger, New Delhi: Surjeet Publications.
- Research Methodology: A step-by-step guide for beginners (4th ed, 2023)- Ranjit Kumar – Sage Publications
- Research design: Qualitative, Quantitative and Mixed methods approaches (5th ed, 2018)- Join W. Creswell and J. David Creswell- Sage Publications

- ResearchMethodologyinBehavioralSciences(2013)-SKMangal,andShubhraMangal
–PrenticeHall,India
- ResearchMethodology(2nded,2013)-R.Panneerselvam-PrenticeHall,India
- ExperimentaldesigninBehavioralResearch(2006)-KDBroota–NewageInternational
Publishers

BIOPSYCHOLOGY

Course Objectives

1. To introduce the foundational concepts of biopsychology, including its nature, scope, methods, and ethical considerations.
2. To explore the genetic and neuropsychological bases of behavior, emphasizing the interplay between hereditary factors, brain functions, and environmental influences.
3. To provide an in-depth understanding of the nervous and endocrine systems, sensory mechanisms, and their role in behavior and cognitive functions.
4. To examine biological processes like sleep, emotional regulation, reproductive behaviors, and the biological underpinnings of psychopathology and brain impairments.

Course Learning Outcomes

1. Explain the principles of biopsychology, including evolutionary influences, behavioral genetics, and ethical considerations in biological research.
2. Apply knowledge of brain structures, functions, and assessment techniques to understand the neural and hormonal mechanisms underlying behavior.
3. Analyze sensory systems and processes, including their role in perception and related disorders.
4. Evaluate the biological processes regulating sleep, emotions, reproduction, and brain development, and their impact on normal and pathological behavior.

Unit1-IntroductiontoBiopsychology

- Biopsychology-Nature andScope.
- Biological roots- Principles of evolution of human behaviour - Reflexes, Instincts;Environmentalinfluencesonbehaviour;CurrentandControversialissuesandre searchin evolutionarybiopsychology
- Methods of studying the brain-Invasive techniques: Ablation, Split Brain research,Lesion studies, Electro-physiological methods. Non-invasive techniques: RecordingandSimulationMethods,NeurochemicalMethods,Brainimagingtechniques (fMRI, MRI, CT, MEG, PET, EEG), Clinical Case studies. Ethology and experimentation in ethologicalstudies
- EthicsinBiopsychology

Unit2-BehaviorGenetics

- Behaviorgenetics: Natureandscope,Methods of studyandresearchtechniques
- DNA,DNAreplication,Chromosomalfunctions

- Chromosomal Aberrations and Genetic Abnormalities
- Hereditary determinants of behavior; Eugenics, genetic counseling.

Unit 3-Neuro-Psychology

- Nervous systems.—Structure and functions; Neurons—Structure, types and functions of neuron. Neuronal conduction, Neurotransmitters—categories and functions; Neurological disorders
- Structure and Functions of Brain—Brainstem, Medulla, Pons, Limbic System, Amygdala, Hippocampus, Thalamus, Basal Ganglia, Cerebellum, Cerebral Cortex, Lobes—Structure and Functions, Lateralization and Localization
- Introduction to Endocrine system: Functions and effects of endocrine glands, Endocrine disorders; Introduction to Sensory Mechanisms (Visual and Audition): Structure and Functions of eye, color vision, visual space perception; Structure and Functions of ear, Audition localization, hearing loss; Gustatory Senses, Olfactory Senses, (Somato-Sensory)-Skin senses, pressure, temperature and pain, Kinesthesia and Equilibrium; Sensory Disorders
- Neuropsychological Assessment—Halstead-Reitan, Luria-Nebraska and Bender-Gestalt test, Neuro-cognitive assessment, NIMHANS battery

Unit 4-Biological Processes and Behavior

- Sleep—Nature and functions of Sleep, Physiological mechanisms of sleep and waking, Biological Rhythms, Disorders of Sleep.
- Temperature Regulation, Fluid Regulation, Food and Energy Regulation
- Emotions—Hormonal and Neural basis of Emotion, Aggressive Behavior.
- Reproductive Behaviors—Hormonal and Neural Control of Sexual Behavior, Parental Behavior.
- Biological model of Psychopathology, Brain-Behavior Impairments
- Brain development; Brain injuries and impact on behavior.

Références

- Neil.R.Carlson(2005)Foundations of Physiological Psychology.6thed.Pearson.
- David.M.Buss(2005)The Handbook of Evolutionary psychology, John Wiley and Sons.
- Handbook of Biological Psychology—Sage publications.
- Pinel.J,Barnes.S.,(2016)Introduction to Biopsychology.9thed.Pearson

HISTORY AND PHILOSOPHY OF PSYCHOLOGY

Course Objectives

1. To provide an understanding of foundational knowledge paradigms in psychology, including ontology, epistemology, and methodology, with an emphasis on diverse philosophical perspectives.
2. To trace the historical development of psychological thought, exploring major schools and their contributions to the evolution of the field.
3. To critically examine contemporary trends in psychology and the emergence of Indian psychology, addressing its challenges and need for a distinct identity.

Course Learning Outcomes

1. Explain key paradigms of psychology, comparing Western and Eastern perspectives and addressing paradigmatic controversies.
2. Analyze the historical progression of psychological thought, from Greek heritage to modern schools such as structuralism, behaviorism, and humanistic psychology.
3. Evaluate contemporary trends, including cognitive revolution, positive psychology, and multiculturalism, and their implications for the discipline.
4. Discuss the development of Indian psychology, its academic emergence, and the need for indigenous approaches in addressing local and global psychological challenges.

Unit 1- Essentials of Knowledge Paradigms

- Ontology, epistemology, and methodology.
- Paradigms of Psychology: Positivism, Post-Positivism, Critical perspective, Social Constructionism, Existential Phenomenology, and Co-operative Enquiry.
- Western and Eastern perspectives on Psychology - Comparison and Paradigmatic Controversies

Unit 2- Historical traces of Psychological Thought

- Psychological thought in Greek heritage and medieval period
- Modern period: Structuralism, Functionalism, Psychoanalytical, Behaviorism, Gestalt, Existential, Humanistic

Unit 3- Trends in Psychology

- Miniature systems in Psychology
- Contemporary trends: Transpersonal, Cognitive revolution, Multiculturalism and Positive Psychology.

Unit4-Psychology inIndia

- AcademicpsychologyinIndia:Emergenceof Indianpsychologyinacademia.
- NeedforIngeniousPsychology
- Issues:Lackofdistinctdisciplinaryidentity.

Références

- Cornelissen,R.M.M.,Misra,G.,Varma,S.(2010)FoundationsofIndianPsychology-Part 1-PearsonEducation,India
- AHistoryofPsychology:IdeasandContext(3rded,1993)- DBrettKing,WilliamDouglasWoody, andWayneViney-PearsonEducation, India
- TheHandbookofCriticalPsychology(2015)-editedbyIanParker- RoutledgeInternational Handbooks
- PsychologyinIndiarevisited-Developmentsinthediscipline(2000):Volume1- editedbyJanakPandey-Sagepublications,India
- TheOxfordHandbookoftheHistoryofPsychology:GlobalPerspectives(2012)- editedbyDavid B Baker– Oxford UniversityPress
- TheFoundationsofSocialresearch:MeaningandPerspectivesintheResearchprocess(19 98) -byMichaelCrotty–Sagepublications
- Contemporarytheoriesandsystems inPsychology(1981)2ndEdition.NewYorkPlenumP ress.
- SystemsandTheoriesofPsychology(1962)J.P.ChaplinandT.S.Krawiec.RinehartandW inston,NewYork.
- HistoricalIntroductiontoModernPsychology(1960).GardnerMurphy.RoutledgeandK egan PaulLtd.
- SevenPsychologies(1933)EdnaHeidbreder.Appleton-Century-Crofts,Inc.
- Currentsystems inPsychology:History,Theory&Applications-NoelW.Smith- WadsworthThomasLearning
- HandbookofIndianPsychology-RamakrishnaRao,AnandCParanjpe,andAjitKDalal- FoundationsBooks

CHILD PSYCHOPATHOLOGY

Course Objectives

1. To introduce the foundational concepts of psychopathology, including its historical development, paradigms, and classification systems (DSM and ICD).
2. To examine neurodevelopmental disorders in childhood, focusing on symptomatology, etiology, and treatment approaches.
3. To explore behavioral disorders in children, understanding their causes, manifestations, and therapeutic interventions.
4. To study other childhood disorders, including anxiety, feeding, eating, and elimination disorders, with an emphasis on comprehensive diagnosis and treatment.

Course Learning Outcomes

1. Define and explain the historical and scientific foundations of psychopathology, including various paradigms and classification systems.
2. Identify and describe the symptoms, causes, and treatment options for neurodevelopmental disorders such as intellectual disability, ADHD, and autism spectrum disorder.
3. Analyze behavioral disorders in children, including oppositional defiant disorder and conduct disorder, and evaluate evidence-based treatment approaches.
4. Discuss the symptomatology, etiology, and therapeutic interventions for other childhood disorders such as selective mutism, separation anxiety, and elimination disorders.

Unit 1-Introduction to Psychopathology

- Definition, historical & Scientific considerations of Psychopathology
- Paradigms- Psychoanalytic, Behavioral, Cognitive, Humanistic and Existential
- Need for and types of classification- DSM and ICD
- Methods in the study of Abnormal Behavior

Unit 2- Neurodevelopmental disorders--Symptomatology, Etiology, and Treatment

- Intellectual Disability; Learning disability
- Communication disorders: Language disorder; Speech Sound Disorder; Social Communication disorder; Stuttering
- Tic Disorders: Tourette's disorder; Persistent Motor or Vocal Tic Disorder, Provisional Tic Disorder.
- Attention-Deficit/Hyperactivity Disorder

- Autism Spectrum Disorder

Unit 3- Behavioral disorders- Symptomatology, Etiology, and Treatment

- Oppositional defiant disorder
- Conduct disorder
- Intermittent explosive disorder

Unit 4- Other childhood disorders- Symptomatology, Etiology, and Treatment

- Selective Mutism
- Separation anxiety disorder
- Feeding, Eating Disorders and Elimination disorders:-
Rumination Disorder; Encopresis, Enuresis

Références

- Child and Adolescent Psychopathology: A Casebook (5th ed, 2021) by Linda A. Wilmshurst – Sage publications
- Developmental Psychopathology, Vol 1: Theory and Method (2015) - Edited by Dante Cicchetti - John Wiley & Sons, Inc
- Child and Adolescent Psychopathology (2017) edited by Theodore P. Beanchaine and Stephen P. Hinshaw – John Wiley & Sons
- Handbook of Developmental psychopathology (2013) edited by Arnold J. Sameroff, Michael Lewis, and Suzanne M. Miller - Springer publications
- Abnormal Child Psychology (7th ed) - Eric J. Mash, and David A. Wolfe – Cengage Learning
- Psychopathology in India (2020) - SK Mangal – Sterling Publishers Pvt Ltd

FOUNDATIONS OF ORGANISATIONAL BEHAVIOR

Course Objectives

1. To introduce the foundational concepts, theories, and principles of organizational behavior, emphasizing its historical evolution and relevance in contemporary organizations.
2. To explore individual-level factors such as abilities, personality, perception, and decision-making and their influence on workplace dynamics.
3. To examine positive organizational behavior concepts like thriving, forgiveness, values, and job satisfaction, with a focus on ethical behavior and commitment.
4. To analyze the historical and contemporary context of organizational behavior in India, addressing challenges in indigenization and organizational issues.

Course Learning Outcomes

1. Define organizational behavior, explain its nature, scope, and historical evolution, and analyze classical and modern theories in the field.
2. Evaluate the role of individual differences in abilities, personality, and perception, and their impact on workplace behaviors and decision-making.
3. Apply concepts of positive organizational behavior to enhance job satisfaction, ethical behavior, and organizational commitment.
4. Discuss the unique challenges of organizational behavior in India, including its historical antecedents, indigenization efforts, and contemporary organizational issues.

Unit1-Introduction to Organizational Behavior

- Organizational Behavior: Meaning, Need, Nature and Scope of Organizational Behavior; Historical background, approaches, challenges and opportunities, fields of Organizational Psychology; principles of organizational behavior
- Theories of Organizational Behavior: Classical Theories: Scientific Management, Human Relations Approach; Modern Theories: Systems Approach, Contingency Approach, Behavioral Approach.
- Contribution of Behavioral Sciences, Human Relations Movement
- Emerging area of positive organizational behavior, Internet Revolution and organizational behavior

Unit2 -The Individual

- Ability: Intellectual Ability, Physical Ability, Job-Fit Ability
- Personality: Personality Determinants, Major Personality Attributes influencing organizational behavior, Matching Personalities and Jobs

- Perception: Factors influencing Perception, Attribution Theory, Person Perception, Shortcuts in Judging Others, Interpersonal Perception
- Decisionmaking: Rational decisionmaking model, bounded rationality, Intuitive Decision Making, Common Errors.

Unit3-Positive Organizational Behavior

- Positive organizational behavior, thriving in organization, forgiveness in organizations
- Values: Importance of Values, Types of Values, Values, Ethical Behavior in organizations
- Attitudes: Sources of Attitudes, Types of Attitudes, Job Attitude.
- Job Satisfaction: Job involvement, organizational commitment, Perceived organizational support

Unit4-Organizational Behavior in India

- Historical antecedents of organizational behavior in India and the contemporary context, Indigenization of organizational behavior research and its challenges.
- Issues in Organizations of India

References

- Organization Behavior: Improving Performance and Commitment in the Workplace- Jason A. Colquitt, Jeffery A. LePine and Michael J. Wesson
- Organizational Behavior (15th ed)- Stephen P. Robbins and Timothy A. Judge- Pearson
- Work Psychology: Understanding Human Behavior in the Workplace (6th ed) by John Arnold, Ray Randall, and Fiona Patterson- Pearson
- Organizational Behavior: An Evidence-based Approach- Fred Luthans
- Oxford Handbook of Psychology- edited by Girishwar Mishra
- Positive Organizational Behavior: Accentuating the Positive at Work (2007)- Debra Nelson and Cary L. Cooper- Sage Publications
- Positive Organizational Behavior: A Reflective Approach- Thomas A. Wright

ESSENTIALS OF SOCIAL PSYCHOLOGY

Course Objectives

1. To provide foundational knowledge of social psychology, including its history, scope, research methods, and modern trends such as multicultural and cognitive approaches.
2. To explore concepts of social perception, cognition, and attribution, with a focus on understanding how individuals perceive themselves and others in social contexts.
3. To analyze the dynamics of social influence, including conformity, obedience, group behavior, aggression, and pro-social interactions.
4. To examine social identity, intergroup relations, and strategies to reduce prejudice, discrimination, and intergroup conflict while promoting cooperation and harmony.

Course Learning Outcomes

1. Define social psychology and explain its nature, scope, and evolution, applying research methods and ethical considerations in socio-psychological studies.
2. Evaluate processes of social perception, cognition, and attribution, including the role of heuristics, schemas, and impression management in understanding social interactions.
3. Analyze social influence mechanisms such as conformity, obedience, group dynamics, and their effects on pro-social and aggressive behaviors.
4. Discuss social identity, the formation of stereotypes, and strategies for reducing intergroup conflict, fostering intergroup cooperation, and promoting social harmony.

Unit1-Introduction to Social Psychology

- Definition, Nature, Scope and history of Social Psychology
- Research Methods in Social Psychology: Experimental designs, Data collection methods; Ethical considerations in socio-psychological research
- Modern Trends in Social Psychology: Cognitive, Multicultural, Evolutionary, Neuroscience, Implicit Processes and Social Diversity.

Unit2-Social Perception and Cognition

- Perceiving ourselves: Self-concept, Self-Esteem and Self- Presentation and Self-expression; perceiving others (social perception): Non-Verbal Communication, Basic Channels, Gazes and Stares, Body Language and Touching, Recognizing Deception, and Individual Differences.
- Attribution: Kelley's theory of Causal attribution, Jones and Davis theory of Correspondent Inference; Impression formation and Management.

- Social Cognition: Definition, Basic concepts in Social Cognition; Schemas and Prototypes – Heuristics: Types of Heuristics; Errors in Social cognition: Negativity bias - Optimistic bias - Counterfactual thinking Thought Suppression - Limits on Abilities.

Unit3-SocialInfluence

- Conformity: Solomon Asch's conformity experiments, Factors influencing conformity
- Obedience: Stanley Milgram's obedience experiments, Ethical considerations in obedience research
- Social Norms and Compliance: Definition and types of social norms, Factors influencing compliance and resistance
- Group Dynamics: Group formation and structure, Group think and social identity theory
- Positive social influences: Pro-social behavior; Interpersonal attraction – internal and external determinants; Affiliation and intimate relationships
- Aggression and violence. Conceptual issues and theoretical explanations; determinants, Interpersonal and intergroup forms of aggression; Strategies for reducing aggression and violence

Unit4-SocialIdentityandIntergroupRelations

- Social Identity Theory: Definition and components of social identity, In-group favoritism and out-group derogation
- Stereotypes, Prejudice, and Discrimination: Understanding the formation and impact of stereotypes, Consequences of prejudice and discriminatory behavior
- Social Categories and Social Comparison: Importance of social categories in identity formation, The role of social comparison in intergroup relations
- Intergroup Conflict and Cooperation: Causes and dynamics of intergroup conflict, Strategies for promoting intergroup cooperation and harmony

Références

- Social Psychology (9th ed) - Elliot Aronson, Timothy D. Wilson and Robert M. Akert - Pearson
- The Social Animal (10th ed) - Elliot Aronson - Worth Publishers
- Influence: Science and Practice - Robert B. Cialdini
- Handbook of Social Psychology (5th ed) - edited by Susan T. Fiske, Daniel T. Gilbert, and Gardner Lindzey - John Wiley & Sons
- Social Identity: Context, Commitment and Content - edited by Naomi Ellemers, Russell Spears, and Bertjan Doosje
- Social Change in India - B. Kuppaswamy
- Social Psychology - David G. Myers

PRACTICALSI&II

Note:

- Practical I is compulsory and Practical II depends on the Specialization, either (A)/(B)/(C) opted by the student.
- A minimum of seven (07) experiments each to be taught from Practical I and Practical II respectively.

PRACTICALSI(Compulsory)

PsychophysicsandPerception

1. FactorsinMuller-LyerIllusion
2. ALfortwo pointdiscrimination
3. GaltonbarExperiment
4. Depthperception
5. SizeConstancy
6. ShapeConstancy
7. AuditoryLocalization
8. RankOrderMethod
9. Mappingthe ColorZoneonRetina
10. Size-weightIllusion

PRACTICALSII(BasedonSpecialization)

(A) ClinicalPsychology

1. BriefSymptomInventory
2. CarolRyff'sPsychological Well-Beingscale
3. COPEscale
4. Stress,Anxiety,DepressionScale
5. MMPI– MinnesotaMultiphasic PersonalityInventory
6. RorschachInk BlotTest
7. SentenceCompletion Test
8. EmotionalMaturityScale
9. Jacobson'sProgressiveRelaxationTechnique
10. BenderGestalt Test

(B) OrganizationalBehavior

1. CareerPreferenceRecord
2. TeamEffectivenessQuestionnaire
3. OrganizationalRoleStressScale

4. Organizational Culture: OCTAPACE Profile
5. Occupational Aspiration Scale
6. Organizational Commitment Scale Managerial Effectiveness Scale
7. Job Value Questionnaire
8. Quality of Work life Scale
9. Differential Aptitude Test

(C) Social Psychology

1. Vineland Social Maturity Scale
2. Sodhi's Attitude Scale
3. Social Skills Scale
4. Social Competency Scale
5. Interpersonal Judgment (Attraction) Scale
6. Loneliness Scale-Indian Version
7. Stereotype Scale
8. Prejudice Scale
9. Compliance and Obedience Scale
10. Social Cognition Scale

References:

- Experimental Psychology (3rd ed, 2008) – Woodworth & Schlosberg - Surjeet Publications
- Manual of Experimental Psychology (2002) - Nataraj - Srinivasa Publications
- Experimental Psychology (2002) – SP Chaube - Lakshmi Narain Agarwal, Agra

SEMESTER - III LEARNING THEORIES

Course Objectives:

1. Understand the foundational principles and theories of learning and their applications across various contexts.
2. Evaluate the effectiveness of different learning theories in enhancing educational practices.
3. Analyze the contributions of key theorists to the field of learning psychology.
4. Develop critical insights into cognitive and behavioral approaches to learning.

Learning Outcomes:

1. Remembering: Define and recall the key principles and features of associationistic, functionalistic, and cognitive learning theories.
2. Understanding: Explain the concepts of conditioned reflexes, operant conditioning, and insightful learning in educational contexts.
3. Applying: Demonstrate the practical applications of Skinner's reinforcement techniques or Bandura's observational learning in modern-day teaching strategies.
4. Evaluating: Critically assess the relevance and limitations of Pavlov's and Guthrie's theories in real-world learning scenarios.

Unit1-Overviewof Learning

- Meaninganddefinitionoflearning,Natureoflearning,Typesoflearning,Factorsaffectinglearning
- NeedforLearningtheories,Evaluationframeworkforlearningtheories
- Applicationsoflearningtheories

Unit 2-AsociationisticTheories

- Ivan P Pavlov: Conditioned Reflex. Relation Between CS and US ,ExperimentalExtinction,SpontaneousRecovery,Generalization,Discrimination, Higherorderconditioning,Application &Evaluation OfPavlov'sTheory
- EdwinRayGuthrie:One lawofLeaning, OneTrialLearning,RecencyPrinciple,Movement produced stimuli, Guthrie Horton Experiment, Habits, Transfer ofTraining,Application&EvaluationofGuthrie'sTheory

Unit3-FunctionalisticTheories

- ELThorndike : Connectionism,Thorndikebefore1930,Thorndikeafter 1930, Laws of Learning, Thorndike in Education , Application &Evaluation ofThorndike'sTheory
- B F Skinner : Radical Behaviorism, Type SType R Conditioning, Operantconditioning Principles, Theoretical notions: Shaping, Extinction, SpontaneousRecovery, Chaining, Positive, negative reinforcement, punishment, Schedules ofreinforcement, PremackPrinciple.Application&EvaluationofSkinner'sTheory
- Clark L Hull: Hypothetico-deductive learning, Hull's Postulates, Incentivemotivation(K), HabitFamilyHierarchy,Application&Evaluation ofHullsTheory.

Unit4-CognitiveTheories

- Kohler:Insightfulllearning,Application&EvaluationofKohler'stheory.
- Tolman:MolarBehavior,Purposivebehaviorism,VicarioustrialandError,LatentLearn ing, Place learning Versus response Learning , Variables in learning(individual,environmental,intervening)Reinforcement Expectancies,Application&EvaluationOfTolman's theory
- Albert Bandura : Observational Learning, Variables affecting ObservationalLearning, Reciprocal Determinism, Social Modeling; Application & Evaluation OfBandura's theory

Références

- TheoriesofLearning(4th ed)-Hilgard and Bower-PrenticeHallofIndiaPvtLtd
- ContemporaryTheoriesofLearning-Learningtheories...intheirownwords- editedbyKnudlleris,Routledge

- Accelerated learning handbook (2000) - Dave Meier - McGraw Hill
- Introduction to theories of learning (1976) - Sahakian - Rand McNally College Publishing Company

- An Introduction to Theories of Learning (9th ed-2008)-Olson & Herganhan-Pearson Prentice Hall
- Educational Psychology books

ADVANCED COGNITIVE PSYCHOLOGY

Course Objectives:

1. Explore the scope and significance of cognitive psychology in understanding brain functions.
2. Examine historical and emerging trends, including AI and metacognition, within cognitive psychology.
3. Develop a comprehensive understanding of basic and higher-order cognitive processes.
4. Investigate the interactions of memory, language, perception, and culture in shaping cognition.

Learning Outcomes:

1. Remembering: List and describe the key milestones in the development of cognitive psychology, including AI applications.
2. Understanding: Discuss the factors affecting attention and perception and their influence on human behavior.
3. Applying: Illustrate problem-solving techniques and decision-making strategies using real-life examples.
4. Analyzing: Compare models of memory and evaluate their effectiveness in explaining memory processes and forgetting.

Unit 1- Introduction to Cognitive Psychology

- Meaning, Definition, Nature and Scope of Cognitive Psychology
- History: the Emergence of Cognitive psychology, Cognitive development theories and perspectives
- Current status and trends in cognitive Psychology: Metacognition, Robotics, Artificial Intelligence.

Unit 2- Sensation, Attention and Perception

- Sensation: Definition, concepts of threshold, absolute and difference thresholds, signal detection and vigilance
- Attention: Definition, Factors affecting attention, Types of attention, Theories and models of attention- Broadbent's Filter Model, Treisman's Attenuation Model

- Perception: Definition and concept of perception, Biological factors in perception; Perceptual organization, Factors Influencing perception, The plasticity of perception; Extrasensory perception; Culture and perception

Unit 3-Memory and Language

- Memory processes: Encoding, Storage, Retrieval ; Types of Memory; Models of memory: Information Processing, Tulvin's model, Lockhart model; Organization and Mnemonic techniques to improve memory; Theories of forgetting: decay, interference and retrieval failure; Metamemory
- Language: Language acquisition (cognitive theory), Language processing (comprehension and language expression), Multilingualism

Unit4-HigherCognitiveProcesses

- Reasoningdefinition,types,influencingfactors;conditionalandsyllogisticreasoning; Moral reasoning
- ProblemSolving&DecisionMaking:Natureofproblemsolvingandprocesses,Stagesand strategies,Theoreticalapproaches,Impediments
- Creativity:definition,stepsinvolvedincreativeprocess,obstaclesinvolvedincreativity,e nhancingtechniques ofcreativity.
- Metacognition: MetacognitiveknowledgeandMetacognitiveregulation

Références

- Galotti,K.M.(2017).CognitivePsychologyinandoutofthelaboratory.6thedition.Cengage Learning
- Matlin,M.W.,Farmer,T.A(2023) Cognition.11thedition.WileyJohnandSons.
- Sternberg,R.J& Sternberg, K (2016). Cognitive Psychology. 7th ed. Wadsworth CengageLearning
- Solso,R.L.,Maclin, H.O.,Maclin,M.K.(2008). CognitivePsychology(8thed).Pearson
- Eysenck,M.W.,&Keane,M.T(2010).CognitivePsychology.StudentsHandbook,6thed.Psyc hologyPress.Taylor& Francis
- Goldstein,E.(2009)..SensationandPerception (8thed).CengageLearning

PSYCHOMETRICS

Course Objectives:

- To introduce the concepts of psychological measurement with emphasis on theory and application.
- To understand technical, ethical, and legal aspects of psychological testing.
- To analyze the psychometric properties of tests and apply them in diverse contexts.
- To construct, interpret, and standardize psychological assessments effectively.

Learning Outcomes:

1. Remembering: Define key concepts like reliability, validity, and standardization in psychometrics.
2. Understanding psychometric properties of an existing psychological test.: Explain the historical development and ethical considerations in psychological testing.

3. Applying: Construct sample test items based on guidelines and conduct basic item analysis.
4. Evaluating: Critically appraise the

Unit1-IntroductiontoTestingandMeasurement

- Definition,Nature,ScopeandHistoricaldevelopmentofPsychologicalTesting
- Typesofpsychologicaltestsandassessments
- Levelsofmeasurement
- UsesandLimitationsofPsychologicalTests,

- Ethical Issues in Psychological testing
- Current developments in psychological testing: use of computers

Unit 2- Properties of Psychometry

- Reliability: Meaning and types of reliability, Estimation and interpretation of reliability coefficient, Sources of unreliability;
- Validity: meaning, types, and factors affecting validity.
- Standardization and Norms- Meaning, types of Norms- Developmental Norms, Within-Group norms, Relativity of Norms, Computer use in Interpretation, Domain-Referenced test interpretation

Unit 3- Theories of Test Construction

- Classical Test Theory (CTT)
- Item Response Theory (IRT)
- Differential Item Functioning (DIF)
- Computerized Adaptive Testing (CAT) model

Unit 4- Test Construction and Standardization

- General steps in Test Construction
- Item Writing- Meaning and Types of Items, General Guidelines for Item Writing and Response formats;
- Item Analysis- Meaning and functions, Steps in Item Analysis; Item Difficulty, Item Discrimination and Item Characteristics Curve
- Factor analysis: Factor analysis and extraction of factors for test finalization
- Preparation of Manual
- Applications in Speed, Power and Ability testing

Références

- Psychological Testing: Principles, Applications, and Issues (9th ed, 2017) by Robert M. Kaplan and Dennis P. Saccuzzo- Wadsworth Publishing Co Inc.

- Psychological Testing (7th ed, 2016) - Anne Anastasi and Susana Urbina - Pearson, India

Foundations of Psychological Testing: A Practical Approach (6th ed, 2019) by Leslie A. Miller and Robert L. Lovler - Sage Publications

- Psychometrics: An Introduction (2nd ed, 2013) by R. Michael Furr and Verne R. Bacharach- Sage Publications
- Handbook of Psychological Testing (2nd ed, 1999) by Paul Kline- Routledge
- Standards for Educational and Psychological Testing by American Educational Research Association, American Psychological Association, National Council on Measurement in Education- American Educational Research Association, APA
- Psychometric methods (2nd ed)- Guilford- McGraw Hill Book Company
- Psychological Testing (2018)- Freeman- Oxford & IBH Publishing

ADULT PSYCHOPATHOLOGY

Course Objectives:

- To provide in-depth understanding of psychological disorders affecting adults.
- To analyze the clinical features, etiology, and treatment approaches for various disorders.
- To evaluate the implications of adult psychopathology on functioning and therapy outcomes.

Learning Outcomes:

1. Remembering: Identify the diagnostic criteria for anxiety, mood, and dissociative disorders.
2. Understanding: Compare and contrast different personality disorders based on cluster categorization.
3. Applying: Illustrate treatment strategies for schizophrenia spectrum disorders.
4. Analyzing: Examine the biopsychosocial factors contributing to substance-related disorders.

Unit 1- Anxiety, Somatic Symptom and Dissociative Disorder

- Anxiety Disorders: Generalized anxiety disorder, panic disorder, social anxiety disorder, and specific phobias
- Obsessive-Compulsive Disorder
- Somatic Symptom and related disorders: Somatic symptom disorder, Illness Anxiety disorder, Functional neurological symptom disorder

- Dissociative Disorders: Dissociative identity disorder, Dissociative Amnesia, Depersonalization/Derealization Disorder

Unit:2- Personality and Mood disorders

- Personality Disorders: Cluster A: Paranoid Personality Disorder, Schizoid Personality Disorder, Schizotypal Personality Disorder; Cluster B: Antisocial Personality Disorder, Borderline Personality Disorder, Histrionic Personality Disorder, Narcissistic Personality Disorder; Cluster C: Avoidant Personality Disorder, Dependent Personality Disorder, Obsessive Compulsive Personality Disorder
- Major Depressive Disorder and Bipolar Disorders

Unit3-Schizophrenia Spectrum Disorders

- Delusional Disorder
- Schizophrenia
- Schizoaffective Disorder, Schizophreniform Disorder, Brief-Psychotic disorder

Unit4-Neurocognitive, Substance related and Eating Disorders

- Eating Disorder: Anorexia Nervosa, Bulimia Nervosa, Binge-eating disorder
- Alcohol & Substance Related Disorder: Alcohol related disorder, Caffeine related disorder, Cannabis related disorder, Inhalant related disorder, Stimulant related disorder, opioid related disorder, Cocaine related disorder.
- Neurocognitive Disorders: Alzheimer's, Parkinson's

Références

- Diagnostic and Statistical Manual of Mental Disorders (DSM-5)-American Psychiatric Association
- Abnormal Psychology- Carson & Butcher et al. (17th ed, 2018)-Pearson Education
- Abnormal Psychology by Ronald J. Comer and Jonathan S. Comer (10th ed, 2018)-Worth Publishers Inc.
- Psychopathology: Foundations for a Contemporary Understanding (5th ed, 2019) by James E. Maddux and Barbara A. Winstead-Routledge
- Clinical Handbook of Psychological Disorders: A Step-by-Step Treatment Manual (5th ed, 2014) edited by David H. Barlow-The Guilford Press
- Comprehensive Textbook of Psychiatry (10th ed, 2017) edited by Benjamin J. Sadock, Virginia A. Sadock, and Pedro Ruiz-Wolters Kluwer- Lippincott William & Wilkins
- Abnormal Psychology in Modern Life (1984)-Coleman-Pearson
- Abnormal Psychology (11th ed, 2017)-Sarason & Sarason-Pearson education

HUMAN RESOURCE MANAGEMENT

Course Objectives:

- To familiarize students with HR practices for effective organizational management.
- To understand workforce diversity and its influence on HR functions.
- To apply motivational theories in managing workplace dynamics.
- To analyze trends in compensation, attrition, and employee retention strategies.

Learning Outcomes:

1. Remembering: List the objectives and functions of human resource management.
2. Understanding: Explain the impact of globalization on workforce diversity.
3. Applying: Demonstrate recruitment techniques and performance appraisal processes.
4. Analyzing: Assess strategies for handling employee grievances and retention.

Unit1-IntroductiontoHumanResourceManagement

- Definition, Nature, Scope, Functions, Objectives and History of Human Resource Management
- Workforce diversity and multicultural factors, Globalization and changing economy and their effects on HRM
- Ethical and Legal consideration in Human Resource Management

Unit2-Employmentand Developmentof Personnel

- Human Resource Planning- Job Analysis, Job Description, Job Specifications, Performance Standard, Work Rules
- Recruitment and Selection Process- Factors affecting Recruitment, Steps in Recruitment Process, Techniques of Recruitment,
- Training & Developing job skills: Types of Training (Internal & External, Experimental & Non-experimental), Performance evaluation and Appraisal
- Theories of Work Motivation: Content Theories - Maslow, Herzberg, Alderfer, McGregor, McClelland; Process Theories- Vroom, Porter and Lawler's Expectancy Model, Adams Equity Model, Skinner's Reinforcement Model, Goal Setting Theory. Applications of Motivation Theory – Management by Objective (MBO) – Employee recognition and involvement program. Job satisfaction, Equity, Expectancy and goal setting, Organizational application of motivational concepts, Self-

development in organizations

Unit3-Human Relations

- GroupDynamics-
FormalandInformalGroups,ProcessofGroupFormation,GroupBehavior
ModelsofHofman
- Communication in Organizations- Nature, types and Models of
Communication,methodsto improvecommunication;
- Interactive Conflict and Negotiation skills: Intra-individual, interpersonal, inter-
group andintra-groupconflicts, organizational conflicts, negotiationskills
- ManagementofGrievances-
SourcesofGrievances,GrievanceRedressalMachinery,Stepsingrievancemanagement,
Do'sandDont'sinHandlingGrievance
- EmployeeAttrition-meaning,causesand consequences ofemployee attrition
- EmployeeRetention-meaning,strategiesforretainingemployees

Unit 4-Wage andSalaryAdministration

- MeaningandnatureofCompensation,Reward,WagelevelsandWageStructure;
- WageDeterminationProcess:WageAdministrationRules,ClassificationofRewards.
- EmployeeBenefitsandEmployeeServices-
PrinciplesofFringes,ServiceProgrammes,Administration ofBenefits and Services.
- FutureTrends inHumanResourceManagement

Références

- Workinthe21stcentury:AnIntroductiontoIndustrialandOrganizationalpsychology-
FrankJLandyand JeffreyM.Comte
- PersonnelManagement-Text&Cases-C.B.MamoriaandS.V.Gankar
- HumanResourceandPersonnel Management-K.Aswathappa

ADVANCED SOCIAL PSYCHOLOGY

Course Objectives:

- To explore cognitive and behavioural processes in a social context.
- To evaluate the effects of globalization and culture on social psychology.
- To promote social change through psychological interventions and research.

Learning Outcomes:

1. Remembering: Define key concepts like implicit social cognition and embodied cognition.
2. Understanding: Discuss the role of digital media in social influence processes.
3. Applying: Use attachment theory to analyze adult relationship dynamics.
4. Evaluating: Develop interventions to reduce prejudice and promote inclusivity.

Unit 1-Advanced Social Cognition

- Dual-Process Models: Elaboration likelihood model and heuristic-systematic model, Applications in understanding social judgments
- Implicit Social Cognition: Implicit attitudes and implicit measures, Unconscious influence on social perception
- Social Neuroscience: Neural mechanisms underlying social cognition, Applications of neuroimaging techniques in social psychology research
- Embodied Cognition: The role of the body in shaping social cognition, Influence of physical experiences on social judgments

Unit 2-Advanced Social Influence Processes

- Minority Influence: The impact of minority opinions on group attitudes, Factors influencing the success of minority influence
- Social Influence in the Digital Age: Social media and online influence, Viral communication and digital persuasion
- Reactance and Resistance: Psychological reactance as a response to perceived threats to freedom, Strategies for overcoming resistance to persuasion
- Social Influence in Political and Cultural Contexts: Role of social influence in political movements, Cultural factors influencing conformity and dissent

Unit 3-Interpersonal Relationships

- Interpersonal Attraction and Relationships: Theories of attraction and relationship formation, Factors influencing the development and maintenance of relationships

- Attachment Theory: Bowlby's attachment theory and its applications in adult relationships, Impact of attachment styles on interpersonal dynamics
 - Relationship Satisfaction and Maintenance: Factors contributing to relationship satisfaction, Strategies for maintaining healthy relationships
 - Close Relationships and Well-being: The connection between social relationships and mental health, Interventions to enhance well-being through social connections

Unit 4 - Social Psychology and Social Change

- Social Justice and Activism: The role of social psychology in promoting social justice, Strategies for effective social activism
- Environmental Psychology and Conservation Behavior: Applying social psychology to address environmental issues, Motivating pro-environmental behavior and conservation efforts
- Reducing Prejudice and Discrimination: Interventions to reduce stereotypes and promote inclusion, Contact hypothesis and intergroup contact programs
- Globalization and Cross-Cultural Social Psychology: Social psychological perspectives on globalization, Cross-cultural research and its implications for understanding human behavior

Références

- Social Cognition: From Brain to Culture (3rd ed) - Susan T. Fiske and Shelley E. Taylor
- The Oxford Handbook of Social Influence edited by Stephen G. Harkins, Kipling D. Williams, and Jerry M. Burger
- The Science of Social Influence: Advances and Future Progress edited by Anthony R. Pratkanis
- Interpersonal Relationships: Across the Lifespan edited by Patricia Noller and Judith A. Feeney
- Social Psychology and Social Change: Strategies for Action by June Price Tangney and Mark Leary

PRACTICALS–III&IV

Note:

- Practical III is compulsory and Practical IV depends on the Specialization-(A)/(B)/(C) opted for.
- A minimum of seven experiments each to be taught from Practical III and Practical IV respectively.

PRACTICALS–III(Compulsory)

Learning, Memory, and Intelligence

1. PGIMemoryScale

2. Knox cube imitation test
3. Effect of chunking on recall
4. Developmental Screening Test
5. Seguin Form Board
6. Standard Raven's Progressive Matrices
7. Zeigarnik Effect
8. Concept Formation
9. Learning via Paired Association
10. Position effect on serial learning
11. Habit Interference

**PRACTICALS – II (Based on Specialization)(A)-
Clinical Assessment and Personality**

1. Clinical Analysis Questionnaire
2. Mental Health Battery
3. Frisch's Quality of Life Inventory
4. Beck's Depression Inventory
5. Eysenck's Personality Inventory
6. Thematic Apperception Test
7. NEO-PI
8. Triguna Questionnaire
9. Type A-Type B Personality test- Indian version
10. California Psychological Inventory

(B)-Organizational Behavior

1. Finger Dexterity
2. Manual Dexterity
3. Myer's Briggs Type Indicator
4. Johari window
5. Fatigue in Mental Work
6. Organizational Climate Inventory
7. Fundamental interpersonal relations orientation (FIRO-B)
8. Steadiness Tester Electrical with Impulse
9. Styles of learning and Thinking (SOLAT)
10. Edwards Personal Preference Schedule

(C)-Social Psychology

1. Social Support scale
2. Group Decision Making (Nominal Group/Delphi)
3. Peterson's Test of Rational Learning
4. Rumor Experiment

5. Bogardus Social Distancescale
6. Prestige Suggestion Scale
7. Cooperation vs Competition
8. Sociometry
9. Sinha and Singh's Social Adjustment Inventory
10. Levels of Aspiration

Références

- Experimental Psychology (3rd ed, 2008) – Woodworth & Schlosberg – Surjeet Publications
- Manual of Experimental Psychology (2002) – Nataraj – Srinivasa Publications
- Experimental Psychology (2002) – SP Chaube – Lakshmi Narain Agarwal, Agra

OPEN ELECTIVE

APPLICATION OF PSYCHOLOGY IN EVERYDAY LIFE

Course Objectives

1. To introduce the foundational concepts, goals, and branches of psychology, and explore its application in understanding everyday human behavior.
2. To provide an understanding of basic psychological processes such as learning, memory, and personality, and their relevance to daily life.
3. To help students understand themselves better by exploring motivation, emotions, and emotional intelligence.
4. To educate students on the concept of stress, its effects on the mind and body, and effective techniques for managing stress.

Course Learning Outcomes

1. Define and explain the fundamental concepts and branches of psychology and apply psychological approaches to understand human behavior.
2. Analyze basic psychological processes like learning, memory, and personality, and utilize this knowledge in practical situations.
3. Demonstrate an understanding of motivation and emotions, and apply emotional intelligence in managing personal and interpersonal dynamics.
4. Identify sources of stress, understand its physiological and psychological effects, and implement techniques to manage stress effectively in everyday life.

Unit 1-Introduction

- Definition, goals, and branches
- Approaches of understanding human behavior
- Attention and Perception-Definition and determinants

Unit 2-Basic Psychological Processes

- Learning :Meaning & Definition, Types of Learning, Principles of learning & Applications
- Memory: Meaning & Definition, Memory process, Memory techniques, Forgetting
- Personality: Meaning & Definition, Classification & Assessments

Unit3-UnderstandingSelf

- UnderstandingMotivation-
understandingneeds,basicneeds,Psychologicalmotivesand Personal motives
- UnderstandingEmotions-
whatareemotions,Experiencingemotions,ExpressingandManagingemotions,Emotion
alIntelligence

Unit4-ManagingStress

- UnderstandingStress,ConceptualizingStress
- Reactionstostress-PhysiologicalandPsychological
- TechniquesofManagingstress

References

- UnderstandingPsychology(4th ed,1996)-Feldman,A.R- McGraw Hill,New Delhi
- Psychology(3rded,1996)-Baron,A.R-PrenticeHall of India,NewDelhi
- IntroductiontoPsychology(7thed,1993)-Morgan,King,Weisz,&Schopler-
TataMcGrawHill, NewDelhi
- ThemesandVariations(3rded,2004)-Weiten,W-ColeandThompson

SEMESTER - II PERSONALITY THEORIES

Course Objectives:

- To enable students to compare and contrast the basic concepts and principles of major personality theories.
- To analyze the contribution of personality theories to understanding human behaviour and development.
- To evaluate frameworks of personality theories and integrate perspectives.
- To apply personality theories in explaining everyday behaviour.

Learning Outcomes :

1. Remembering: Define and describe key terms such as personality and major frameworks for evaluating personality theories.
2. Understanding: Summarize Freud's psychoanalytic approach and the contributions of neo-psychoanalytic theorists.
3. Applying: Use concepts from trait approaches like the Five-Factor Model to explain individual differences in behaviour.
4. Evaluating: Critically evaluate the humanistic and Eastern approaches to personality development.

Unit1-Introduction toPersonalityandPsychoanalyticTheories

- Meaning,definitionandneedforstudyofpersonality,Evaluationframeworkforpersonality theories,Assessment ofpersonality
- PsychoanalyticApproach:SigmundFreud
- Post-Freudians:CarlJung,AlfredAdler
- Neo-psychoanalyticApproaches- KarenHorney,ErichFromm,HarrySullivan,ErikErikson

Unit2-BehavioralandCognitiveApproaches

- BehavioralApproach:B.F.Skinner-SchedulesofReinforcement,andBehavior Modification
- CognitiveApproach:CognitiveMovementinpsychology,GeorgeKelly- PersonalConstructTheory,Albert Bandura-Social CognitiveTheory

Unit 3-TraitApproaches

- Introduction toTraitApproaches
- HansEysenck,GordonAllport,RaymondCattell,andFive-factormodel

Unit4-Humanisticand EasternApproaches

- HumanisticApproach:Basictenets;Maslow'stheory,Roger'sperson-centredtheory,andRollo May'sExistentialtheory
- YogaandHindutradition:StructureandDynamicsofpersonality,personalitydevelopment
- ZenandBuddhistTradition:fourNobleTruths,Eightfoldpath
Structureand
Dynamics ofpersonality

Références

- Personality: Classical Theories and Modern Research (5th ed, 2010) - Howard S. Friedman and Miriam W. Schustack - Pearson
- Theories of Personality (4th ed, 1997) - Calvin S. Hall, Gardner Lindzey - Wiley
- Theories of Personality (10th - Indian edition, 2013) - Duane P. Schultz and Sydney Ellen Schultz – Cengage Learning
- Personality and Personal Growth (7th ed, 2012) - Robert Frager and James Fadiman – Pearson.

STATISTICS IN PSYCHOLOGY

Course Objectives:

- To develop a strong foundation in statistical reasoning and its relevance in psychology.
- To explain the application of statistical methods in psychological research.
- To compute and interpret statistical tests.
- To integrate the use of statistical software in data analysis.

Learning Outcomes :

1. Remembering: Identify types of data and statistics used in psychology, including descriptive and inferential methods.
2. Understanding: Explain the principles of the normal probability curve, standard error, and skewness in psychological data.
3. Applying: Perform statistical tests such as t-tests and ANOVA, and interpret the results in a psychological context.
4. Analyzing: Differentiate between parametric and non-parametric tests and assess their suitability in psychological research.

Unit1-Introduction to Statistics in Psychology

- Fundamentals of Statistics: Definition and role of statistics in psychological research
- Types of data: categorical vs. continuous
- Types of statistics used in psychology: Descriptive vs. inferential statistics
- Probability: Principles, characteristics and properties of normal probability curve; Kurtosis and Skewness
- Concept of Standard error and its applications

Unit2-Parametric Statistics

- Introduction to inferential statistics; Parametric vs. Non-Parametric Statistics.
- Parametric Tests: Assumptions and characteristics of parametric tests, Independent and dependent variables in experimental designs

- Common Parametric Tests: t-tests for independent and paired samples, Analysis of variance (ANOVA) and post-hoc tests, Linear regression and correlation analysis (Calculation and interpretation)
- Introduction to Factor Analysis

Unit 3-Non-Parametric Statistics and Computer Applications of Statistics

- Introduction to Non-Parametric Tests: When to use non-parametric tests, Advantages and limitations of non-parametric analysis
- Common Non-Parametric Tests: Mann-Whitney U test and Wilcoxon signed-rank test, Kruskal-Wallis H test and Friedman test, Chi-square test for independence (Calculation and interpretation)

Unit 4-Non-Parametric Statistics and Computer Applications of Statistics

- Use of software in statistics and graphical representation
- Microsoft Excel, SPSS, JASP, JAMOVI- Working out statistical technique

Note: 50/50/ weightage to be given to theory and calculation

Note: 50/50 weightage to be given to theory and calculation.

References

- Statistics for Psychology (6th ed, 2019) by Arthur Aron, Elliot Coups, and Elaine N. Aron-Pearson, India
- Discovering Statistics Using IBM SPSS Statistics (4th ed, 2019) by Andy Field- Sage publications
- Introduction to the Practice of Statistics (9th ed, 2017) by David S. Moore, George P. McCabe, and Bruce A. Craig- W.H. Freeman & Co Ltd
- Research Methods and Statistics in Psychology (7th ed, 2018) by Hugh Coolican- Routledge
- An Introduction to Statistics in Psychology: A Complete Guide for Students (5th ed, 2010) by Dennis Howitt and Duncan Cramer- Prentice Hall
- Statistics in psychology and Education (2005)- Garrett, H.E- Paragon International Publishers
- Introductory Statistics (9th ed, 2017)- Prem S. Mann- Wiley

CLINICAL ASSESSMENT

Course Objectives:

- To develop skills in clinical history-taking and psychological assessment.
- To understand the concepts, processes, and tools of clinical assessment.
- To evaluate the reliability, validity, and limitations of various assessment methods.
- To integrate clinical information to make sound judgments.

Learning Outcomes:

1. Define clinical assessment and describe its purpose, nature, and methods.
2. Explain the process of conducting a clinical interview and interpreting interview data.
3. Conduct behavioral assessments using self-report inventories and interpret the results.
4. Assess the appropriateness of psychological tests based on referral questions and clinical contexts.

Unit 1-Introduction to Clinical Assessment- concepts and processes

- Meaning and definition of term assessment, value and nature of clinical assessment, purpose of clinical assessment, methods of clinical assessment
- Psychological assessment and the nature of measurement: situational versus trait-like response; classifying behavior through measurement
- The process of psychological assessment : Identifying the problem; Selecting and implementing the assessment tools; Integrating source of information around the problem; Deriving and reporting conclusions, opinions & recommendations

Unit 2-Assessment through Interview

- The assessment interview: History and development; issues related to reliability and validity; assets and limitations
- Clinical interview and case history, History-taking, Mental status examination
- Formats and strengths of Interview: Unstructured, Structured, Semi-structured
- Interpreting interview data

Unit 3-Behavioral Assessment

- History and Development; issues related to reliability and validity; assets and limitations
- Strategies of behavioral assessments
- Self-report inventories

Unit 4-Assessment contexts and related issues

- Assessment context and referral questions: Psychiatric; general medical; legal; vocational; psychological, social
- Guidelines and cautions for using tests

- Selecting psychological tests; Maximizing clinical judgment
- Computer-assisted assessment

References

- Integrative assessment of adult personality (2nd ed, 2003) - Beutler, L.E., Groth-Maranat - New York, The Guilford Press
- Handbook of Psychological Assessment (4th ed, 2003) - Groth-Maranat - John Wiley & Sons
- Assessing Child & Adolescent Disorders: A Practical Manual - Hoghughi, M. - Sage publications, New Delhi

Course Objectives:

- To understand the design and behavioural implications of organizational structures.
- To explore the influence of organizational culture on employee behaviour and attitudes.
- To analyze strategies for managing organizational change.
- To evaluate the relationship between organizational design and job satisfaction.

Learning Outcomes :

1. Identify key concepts related to organizational structure, design, and culture.
2. Explain the functions and layers of organizational culture, using Hofstede's dimensions as a framework.
3. Develop strategies for overcoming resistance to organizational change based on Lewin's model.
4. Critique the impact of organizational structure and culture on employee satisfaction and engagement.

Unit1-Organizationalstructure

- OrganizationalStructureandDesign:Nature,organizationaldesigns,andbehavioral implications ofdifferent organizationaldesigns.
- Managing evolving organizations:Organization chart, Organization asmilitary/mechanicalbureaucracies,Organizationasbiologicalsystem,Organizationa scognitivesystems,Contingencyapproachtodesigningorganization,Virtualorganizatio ns.
- Organizationdesign -verticalandhorizontaldimensions.
- Organizationalstructure-Meritsanddemerits.

Unit2-OrganizationalCulture

- OrganizationalCulture:Natureandtypes,creatingandmaintainingculture,Socializationa nddevelopingGlobalManagers,Layersoforganizationalculture,
- Functionsoforganizationalculture:Ethnocentrism,Removingethnocentrism,Hofstedes tudyGLOBEprojects.
- SocietalCultureandOrganizations
- DimensionsofCulture:ModelsandApproaches,TheIndianculturalcontext,indigenous work values, and modern management, Challenges of cultural change,Socialization and integration ofindividualswithorganizations.

Unit3-OrganizationalChange

- Organizationalchangeanddevelopment:Natureofchangeprocess,strategicplanning

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

Unit 4- Impact of Organizational Structure and Culture on Employees

- Employee Behavior and Satisfaction: Influence of Organizational structure on job roles and responsibilities, Employee motivation and engagement within different structures, Relationship between organizational culture and job satisfaction.
- Occupational Stress: Meaning; Causes- Individual and Organizational Stressors; Effects - Physical; Psychological and Behavioral; Coping Strategies- Individual and Organizational strategies
- Learning culture: Knowledge Management and people issues, Competency Mapping and Psychological Processes, Coaching, Mentoring and Counseling

References

- Organizational Theory, Design, and Change by Gareth R. Jones
- Understanding Organizational Culture by Mats Alvesson
- Managing Organizational Change: A Multiple Perspectives Approach by Ian Palmer, Richard D. unford, and Gib Akin
- Organizational Behavior by Stephen P. Robbins and Timothy A. Judge
- The Handbook of Organizational Culture and Climate edited by Neal M. Ashkanasy, Celeste P. M. Wilderom, and Mark F. Peterson.

CROSS-CULTURAL PSYCHOLOGY

Course Objectives:

- To introduce students to cultural variations in human cognition, behaviour, and personality.
- To examine the impact of culture on development and psychological processes.
- To evaluate cross-cultural research methods and their applications.
- To apply cultural competence in psychological research and practice.

Learning Outcomes :

1. Recall cultural dimensions like individualism-collectivism and uncertainty avoidance.
2. Discuss the impact of culture on parenting styles and child development.
3. Analyze cultural variations in emotion expression and subjective well-being.
4. Assess the ethical considerations and biases in cross-cultural counseling and therapy.

Unit1-FoundationsofCross-Cultural Psychology

- Introduction to Cross-Cultural Psychology: Definition and scope of cross-cultural psychology, Historical development and key theories
- Methodological Issues in Cross-Cultural Research: Challenges and considerations in conducting cross-cultural studies, Strategies for addressing cultural biases in research
- Cultural Dimensions: Exploration of cultural dimensions (e.g., individualism-collectivism, power distance, uncertainty avoidance), Application of cultural dimensions to psychological research
- Cultural Competence and Ethics: Developing cultural competence in research, Ethical considerations in cross-cultural psychological studies

Unit2-Cultural Influence on Human Development

- Cultural Perspectives on Child Development: Cultural variations in parenting styles and child-rearing practices, Impact of culture on cognitive and socio-emotional development
- Language and Communication: Cultural influences on language acquisition, Communication styles and nonverbal behavior across cultures
- Socialization and Identity Formation: Cultural influences on the socialization process, Formation of cultural and personal identities
- Cultural Perspectives on Aging: Attitudes toward aging in different cultures, Intergenerational

onal relationships and caregiving practices

Unit 3-Cultural Variations in Psychological Processes

- Cognition and Perception: Cultural influences on cognitive processes (e.g., problem-solving, memory), Cultural variations in perception and attention, Cognitive styles across cultures
- Emotion and Well-being: Cultural expressions of emotions, Cultural factors influencing subjective well-being
- Personality Across Cultures: Cultural variations in personality traits, Indigenous approaches to understanding personality
- Language and Thought: Impact of language on cognition, Cultural variations in linguistic relativity
- Intelligence and Testing: Cross-cultural considerations in intelligence testing, Addressing bias in cognitive assessments

Unit 4-Applied Cross-Cultural Psychology

- Cross-Cultural Counseling and Therapy: Approaches to counseling in diverse cultural contexts, Ethical considerations in cross-cultural therapy
- Cross-Cultural Organizational Psychology: Diversity management in organizations, Leadership styles and organizational behavior across cultures
- Mental Health and Well-being: Cultural perspectives on mental health, Cultural competence in clinical practice
- Health Psychology and Cross-Cultural Health Care: Cultural Competence in Healthcare, Cultural Influences on Health Behaviors

Références

- Handbook of Cross-Cultural Psychology edited by John W. Berry, Paul R. Dasen, and Thomas S. Saraswathi
- Cross-Cultural Psychology: Critical Thinking and Contemporary Applications by Eric B. Shiraev and David A. Levy
- Culture and Psychology by David Matsumoto and Linda Juang

- Cultural Psychology by Steven J. Heine
- Handbook of Cultural Psychology edited by Dov Cohen and Shinobu Kitayama

INTERNSHIP

Course Objectives:

- To provide practical exposure to real-world psychological applications.
- To familiarize students with professional environments such as hospitals, NGOs, and rehabilitation Centers.
- To bridge the gap between theoretical knowledge and practical skills.
- To enhance report-writing and reflective practices.

Learning Outcomes :

1. Outline the structure and purpose of an internship program in psychology.
2. Explain the roles and responsibilities of a psychologist in various professional settings.
3. Demonstrate the use of psychological theories and tools in practical applications.
4. Prepare and present a comprehensive internship report that reflects theoretical and practical integration.

Guidelines:

- Students will carry out internships in organizations, organizations, hospitals, special schools, rehabilitation centres, half-way homes, NGOs and any other institute of relevance.
- The students will work under supervision and will be given orientation to internship by their respective guides.
- Students will have a subject supervisor within the department and an internship supervisor in the respective organization.
- They have to work with the supervisor in determining the visits and have to submit the report after each visit to the supervisor which will be added to the record of this paper.

Evaluation scheme:

- Internal assessment marks will be awarded by the supervisor.
- Semester end evaluation: Evaluation based on internship report and viva voce.

**OPENELECTIVE
LIFESKILLSPSYCHOLOGY**

Unit1-Introduction

- Definition and Importance of Life Skills
- Types of Life Skills - Thinking skills and Social Skills
- Life Skills Training - Models
- Life Skills Education in Indian Context

Unit 2 - Skills for Personal Development

- Self-Awareness - Definition, Types of Self - Self Concept, Body Image, Self Esteem
- Techniques used for Self-Awareness: Johari Window, SWOT Analysis
- Coping with Emotions - Definition, Characteristics, Types -
Classification: Wheel Model, Two-Dimensional Approach - Coping

(Explain how self-awareness helps in Personal development and how to build self-esteem in oneself and others)

Unit 3 - Skills for Social Development

- Communication Skills, Listening Skills, Writing Skills
- Non-Verbal Communication and Body Language, Interview Skills, Group Discussion, Presentation Skills

(Explain how Communication skills, Listening skills, being assertive is important and how to develop these skills)

- Coping with Stress - Definition, Stressors - Sources of Stress -
The General Adaptive Syndrome Model of Stress

Unit 4 - Interpersonal Relationship Skills

- Meaning of Interpersonal skills, Components of Interpersonal skills, Need to develop interpersonal skills, Techniques of improving interpersonal skills
- Benefits of effective interpersonal skills.

References

- Life Skills Education: Creating a Positive School Environment by A.G. Vijaya Kumari
- Developing Communication Skills by Krishna Mohan and Meera Banerji
- Interpersonal Skills at Work by John Hayes
- The Relaxation and Stress Reduction Workbook by Martha Davis, Elizabeth Robbins Eshelman, and Matthew McKay

SEMESTER - IV

POSITIVE PSYCHOLOGY

Course Objectives

1. To provide an in-depth understanding of positive psychology, its historical background, core concepts, and its relationship with other fields of psychology.
2. To explore positive emotional and cognitive states, including happiness, hope, optimism, resilience, self-efficacy, and mindfulness, and their impact on well-being.
3. To examine character strengths, virtues, and their role in fostering personal growth, meaningful relationships, and societal well-being.
4. To apply positive psychology principles and interventions in various settings such as clinical practice, education, and community development.

Course Learning Outcomes

1. Define and discuss the goals, assumptions, and historical development of positive psychology, including its application in Indian and cross-cultural contexts.
2. Analyze positive emotional and cognitive processes, such as happiness, resilience, and mindfulness, and implement strategies to cultivate them for personal and interpersonal well-being.
3. Identify and apply character strengths and virtues, including forgiveness, gratitude, and authenticity, to enhance self-growth and social relationships.
4. Design and evaluate positive psychological interventions in clinical, educational, and community settings, fostering well-being at individual and collective levels.

Unit1-Introduction

- Meaning and definition; Goals of Positive Psychology; Assumptions; its relationship with other fields.
- Historical background: Western and Eastern views on Positive psychology and its application; Positive Psychology in India.
- Conceptualization of Pro-social Behavior, Altruism, Positive Emotion, Happiness & Well-Being, Hope & Optimism, Resilience, Self, Character Strengths & Virtues, Flow & Mindfulness, Forgiveness

Unit2-Positive emotional states and processes

- Positive Emotion: Defining Emotional Terms; Distinguishing the Positive and the negative affect; Broaden-and-Build Theory; Cultivating Positive Emotion, Emotional Intelligence

- Happiness and well-being: Meaning; Determinants of happiness; Hedonic and Eudemonic Approach to Happiness, Measuring happiness, The strategies for enhancing happiness, Happiness across Lifespan, Ageing, Gender, Culture, Relationships, Money, Health; Different perspectives on well-being, Quality of Life and Life Satisfaction.
- Hope and optimism: Defining hope and optimism, Antecedents and Consequences of hope and optimism, Measuring hope, Strategies to enhance optimism, Influence of hope on optimism, Hope Therapy.
- Resilience: Meaning of Resilience, Antecedents and Consequences of resilience, measuring resilience Strategies to enhance resilience, Resiliency skills; Positive parenting and resiliency; Resilience in Indian culture.

Unit 3-Positive cognitive states and processes

- Self: Self-concept, Self Esteem, Self-regulation, Self-Efficacy
- Character strengths and virtues: Classification of strength; Positive psychology approach to virtues; Virtues and work. Virtues in the Indian culture
- Promoting positive self and relationships: Compassion, Forgiveness, Gratitude, Empathy, Authenticity and positivity in social relationships, Mindfulness meditation
- Flow and Mindfulness: Defining flow and mindfulness, mindfulness and savoring, Components of Flow experience, Benefit of flow, Benefit of mindfulness, Mindfulness based interventions

Unit 4-Positive Psychology in Practice

- Positive Psychology in the consulting room: Positive Clinical Psychology, Positive Psychological theory for therapy, Positive Psychological Interventions
- Building better communities: Individualism and Collectivism, Social Inclusion, balancing Me and We.
- Young People and Education: Positive schooling, Positive teacher, assessing educational success

References

- Positive Psychology: The Science of Happiness and Flourishing (3rd ed, 2019) by William C. Compton and Edward L. Hoffman-Sage Publications
- The Oxford Handbook of Positive Psychology (2nd ed, 2011) edited by C.R. Snyder and Shane J. Lopez—Oxford Library of Psychology

- Flourish: A Visionary New Understanding of Happiness and Well-being (2012) by Martin E. P. Seligman - Atria books
- Character Strengths and Virtues: A Handbook and Classification (2011) by Christopher Peterson and Martin E. P. Seligman - Open University Press
- Positive Psychology: Theory, Research and Applications (2011) by Ilona Boniwell, Susan A. David, and Amanda Conley Ayers - Open University Press
- Applied Positive Psychology: Integrated Positive Practice (1st ed) by Tim Lomas, Kate Hefferon, and Itai Ivtzan - Sage publications

Course Objectives

1. To provide foundational knowledge about counseling and psychotherapy, including definitions, distinctions, historical roots, and professional roles in various settings.
2. To develop counseling skills, techniques, and self-care strategies, while emphasizing professional development and ethical considerations.
3. To introduce and critically analyze major therapeutic approaches, including psychoanalytic, humanistic, behavioral, cognitive, and family systems therapies.
4. To explore specialized areas of counseling practice, such as trauma intervention, substance abuse, child and adolescent therapy, and geriatric counseling.

Course Learning Outcomes

1. Differentiate between counseling, psychotherapy, and related terms, and understand the historical and multicultural perspectives of the field.
2. Apply counseling stages, micro and macro skills, and self-care practices in professional settings while adhering to ethical standards and mental health laws.
3. Compare and implement various therapeutic approaches, including psychoanalytic, behavioral, cognitive, and family systems therapies, based on client needs.
4. Address the specific challenges of specialized counseling areas, including trauma, addiction, child and adolescent therapy, and geriatric counseling, by using appropriate interventions and techniques.

Unit1-Introduction toCounselingandPsychotherapy

- Definitions; distinctions between counseling, psychotherapy, and related terms(guidance,suggestions, psycho-educationetc.)
- Historical rootsandemergingtrendsinthefield
- Professional roles and settings in counseling and psychotherapy- Role ofPsychologists, Psychiatrists, Counseling psychologists, Psychotherapists,Psychiatric-socialworkers, Psycho-metricians
- Ethicalcodes,standards ofpractice, andMentalhealthAct
- MulticulturalandDiversityPerspectives in counselingandpsychotherapy

Unit2-CounselingSkillsand Techniques

- Stagesofcounseling
- Micro and Macro Counseling skills; SOLAR; Practical consideration in designingtheideal spacefor counselingsessions
- Techniques of Self-care:Burnout PreventionStress management, work-lifebalance,self-compassion practices
- Professional Development and Supervision-Continuing Education and ProfessionalDevelopment; lifelong learning; Supervision and Consultation in

Counseling Practice; Models of supervision, group supervision, peer consultation

Unit 3- Therapeutic approaches

- Psychoanalytic and Psychodynamic therapies- Freudian psychoanalysis, transactional analysis
- Humanistic and Existential Therapy- Person-centered therapy, existential therapy, gestalt therapy
- Behavior Therapy and Techniques: behavioral modification, systematic desensitization, exposure therapy, aversion therapy, relaxation therapy, Bio-feedback
- Cognitive-Behavioral Therapy (CBT), Rational Emotive Behavior Therapy (REBT)
- Family Systems therapy- Structural family therapy, strategic family therapy, narrative therapy

Unit 4- Specialized Areas of Practice

- Trauma and Crisis Intervention- Trauma-informed care, PTSD treatment, crisis response models
- Substance Abuse and Addiction Counseling- Motivational Interviewing, relapse prevention, harm reduction
- Child and Adolescent Counseling- Play therapy, cognitive-behavioral interventions, parent-child interaction therapy
- Geriatric Counseling- Age-related issues, caregiver support, end-of-life counseling

Références

- Corey, G. (2017). Theory and practice of counseling and psychotherapy (10th ed.). Cengage Learning.
- Prochaska, J. O., & Norcross, J. C. (2018). Systems of psychotherapy: A trans-theoretical analysis (9th ed.). Oxford University Press.
- Dobson, D., & Dobson, K. S. (2018). Evidence-based practice of cognitive-behavioral therapy (2nd ed.). Guilford Press.
- Briere, J., & Scott, C. (2015). Principles of trauma therapy: A guide to symptoms, evaluation, and treatment (2nd ed.). Sage Publications.
- Gehart, D. R. (2018). Mastering competencies in family therapy: A practical approach

to theory and clinical case documentation (3rd ed.). Cengage Learning.

- Substance Abuse and Mental Health Services Administration. (2019). Treatment improvement protocol (TIP) series. <https://store.samhsa.gov/>
- Falender, C. A., & Shafranske, E. P. (2021). Supervision essentials for the practice of competency-based supervision. American Psychological Association.
- Norcross, J. C., & VandenBos, G. R. (2018). Leaving it at the office: A guide to psychotherapist self-care (2nd ed.). Guilford Press.

REHABILITATION PSYCHOLOGY

Course Objectives

1. To introduce the philosophy, goals, and multidisciplinary approaches of rehabilitation psychology, emphasizing its historical context and ethical considerations.
2. To examine the classification, prevalence, and life-span challenges of various disabilities, while addressing the associated mental health, vocational, and social issues.
3. To explore key areas of rehabilitation, including family, vocational, socio-economic, community-based, and disaster rehabilitation.
4. To provide an understanding of psychological interventions, assistive technology, and strategies for empowering individuals with disabilities through education, advocacy, and community inclusion.

Course Learning Outcomes

1. Define and critically analyze the scope, functions, and ethics of rehabilitation psychology, including relevant policies and acts such as the Persons with Disabilities Act and UNCRPD.
2. Classify various disabilities, understand their unique challenges across the life-span, and apply adaptive strategies to support individuals with disabilities.
3. Design and evaluate rehabilitation programs in diverse areas, including family, vocational, and community settings, and address emerging challenges in disaster and addiction rehabilitation.
4. Apply psychological interventions, assistive technology, and community-based strategies to promote resilience, inclusion, and quality of life for individuals with disabilities, while collaborating with NGOs and community resources.

Unit 1-Introduction to Rehabilitation Psychology

- Definition; Philosophy of Rehabilitation, Goals and objectives of rehabilitation; historical perspective; Scope and Methods, Functions of Rehabilitation Psychologists: General functions and special functions
- Multi-disciplinary approach to rehabilitation: Biological, medical, psychological, educational and social aspects.
- Ethics and policy issues: Rehabilitation ethics, rehabilitation policies and Acts (Persons with Disabilities Act, Mental Health Care Act, Rehabilitation Council of India Act, UNCRPD), assistance, concessions, social benefits support from government, and voluntary organization contemporary challenges, empowerment issues, civil rights and legislation empowerment issues
- Training, Licensing and Professional development

Unit2-Disability

- Disability - Concept and definitions, Classification of various disabilities, Incidenceandprevalence
- Disability through life-span Specific problemspertaining toeachstageof life-childhood, adolescence, young adulthood, middle age, and older adulthood, andadaptingstrategies
- Types of disability: Vision impairment, Hearing Impairment, Locomotor Disability,Intellectual Disability, Mental Illness, Autism Spectrum Disorder, Cerebral Palsy,SpecificLearningDisabilities,SpeechandLanguagedisability,MultipleDisabiliti es
- IssuesinDisability: Mentalhealth,vocational,socialandfamilyissues
- PreventionofDisabilities

Unit 3-Areas ofRehabilitation

- FamilyandMaritalRehabilitation
- Socio-economicrehabilitation forpersonswithdisabilities
- Vocationalrehabilitation
- Addictionrehabilitation
- Community-basedrehabilitation
- Disasterrehabilitation/ reconstruction

Unit4-Interventions inRehabilitation

- **Psychological Interventions in Rehabilitation** : Counseling and Psychotherapy inRehabilitation:Individualcounseling,Grouptherapy,Family systemsapproach;CognitiveandBehavioralInterventions:Cognitive-behavioraltherapy(CBT),Behavior modification techniques, Coping skills training; Motivational InterviewingandGoalSetting:Techniquesforenhancingmotivation,Goal-settingstrategies,Client-centered approaches; Adjustment to Disability: Stages of adjustment, Identityandself-esteemissues, Resilience-buildingstrategies
- **Community based Rehabilitation**-Goals and Objectives: Definition of CBR, Goalsand objectives, key principles, components of CBR, Role of CBR professionals;CBR Models and Strategies: Home-based rehabilitation, Inclusive education andemployment;AdvocacyandSocialInclusion:Promotingequalopportunities,Eliminatingbarrierstoparticipation;CollaborationwithCommunityResources,WorkingwithNG Osandcommunityorganizations,Buildingpartnershipsforsustainablerehabilitation
- AssistiveTechnologyandrestorativetechniquesinRehabilitation:Overviewofassistive

technology, Assessment and implementation, Impact on independence and quality of life

- Special education:—aims objectives and functions, Emerging trends in special education. Educational assessment and evaluation for persons with disabilities, Educational technology for disabled

Références

- Diverse Populations, Volume 9. Elsevier Science, Pergamon.
- Alan Hilton & Ravic Ringlaben, 1998. Bestand Promising Practices in Developmental Disabilities. Pro-Ed, Texas.
- Ali Baquer & Anjali Sharma, 1997. Disability: Challenges Vs Responses. Concerned Action Now, New Delhi.
- Gerald Hales, 1996. Beyond Disability: Towards an Enabling Society. SAGE Publications, New Delhi.
- John Swain, Vic Finkelstein, Sally French & Mike Oliver, 1994. Disabling Barriers—Enabling Environments. SAGE Publications, New Delhi.
- Jose Murickan & Georgekutty, 1995. Persons with Disabilities in Society. Kerala Federation of the Blind, Trivandrum.
- Rehabilitation Counseling: Integrating Theory and Practice" by Sushil Kumar and V. Paul Carlin
- Kundu, C.L., 2000. Status of Disability in India—2000.
- Rehabilitation Council of India, New Delhi.

POWER IN ORGANISATION

Course Objectives

1. To introduce students to the foundational concepts of power in organizations, including its definitions, sources, types, and the theoretical frameworks used to study organizational power dynamics.
2. To examine power structures within teams and groups, with a focus on influence tactics, conflict resolution, and strategies for empowerment and employee participation.
3. To explore the relationship between leadership and power, emphasizing leadership styles, approaches, and challenges in organizational settings.
4. To critically analyze the role of power and politics in organizations, including the ethical considerations involved in power dynamics and organizational responsibility.

Course Learning Outcomes

1. Define organizational power and identify various sources and bases of power, as well as apply theoretical perspectives such as social exchange and social identity theory to organizational power dynamics.
2. Assess power dynamics within teams and groups, including social influence processes and strategies for resolving power struggles and enhancing team decision-making.
3. Analyze different leadership styles and approaches, understand the relationship between leadership and organizational culture, and discuss the challenges of developing ethical and effective leaders in contemporary organizations.
4. Critically evaluate the role of power and politics in organizations, understand ethical dilemmas related to power, and propose solutions for balancing organizational goals with social responsibility and ethical considerations.

Unit 1- Foundations of Power in Organizations

- Introduction to Organizational Power: Definition and conceptualization of power in organizational psychology, Historical perspectives on the study of power in organizations, Types of power
- Sources and Bases of Power: French and Raven's bases of power: legitimate, reward, coercive, expert, referent; Sources of power dynamics in organizational settings; Power paradox
- Theoretical Perspectives on Organizational Power: Social exchange theory, social identity theory, and power; Critical perspectives on power in organizational contexts
- Conflict and Power Struggles: Causes and consequences of power-related conflicts, Strategies for managing and resolving power struggles in organizations

Unit2-PowerDynamicsinTeamsandGroups

- TeamPowerStructures:Powerdistributionwithinteamsandworkgroups,Influencetactics and strategies in team settings
- SocialInfluenceinOrganizations:Socialinfluenceprocesseswithingroups,Norms,conformity,and resistancein teamdynamics
- Group Decision-Making and Power: Power dynamics in decision-makingprocesses,Roleofpower in consensus-buildingandconflictresolution
- EmpowermentandEmployeeParticipation:Strategiesforempoweringemployees,Employeeinvolvement programs andtheirimpacton organizational power

Unit3-LeadershipandPower

- LeadershipinOrganizations:Definitionandnatureofleadership,LeadershipStyles, Skillsroleand activities ofleader
- Approaches to leadership- Trait model, Behavioral model, Contingency approach,TransformationalLeadership approach, Servant leadership
- Leader and Culture creation: Role of founder in development of cultures, the role ofleadersin embedding culture, reinforcingmechanisms.
- Challenges of Leadership: Issues and Challenges of Leadership Development andDevelopingWomenLeaders,DevelopingEthicalLeadership,ServantandAuthentic Leadership

Unit4-Power,PoliticsandEthics

- Power and Politics in Organizations: Bases of Power and Power tactics; Causes andconsequencesofpoliticalbehavior,factorscontributingtopoliticalbehavior,Positive and negativeimpact ofpolitical behaviorin theworkplace
- Power and Social Responsibility: Organizational social responsibility and power,Balancingorganizationalgoalswith societal expectations
- Ethical Considerations in the Exercise of Power: Ethical dilemmas related to powerinorganizations,Codesofconductandethicguidelinesforpower-relateddecisions

References

- PowerinOrganizations"byJeffreyPfeffer
- LeadershipandPower:IdentityProcessesinGroupsandOrganizationseditedbyDaanvanKnippenbergand MichaelA.Hogg
- Leadership:TheoryandPracticebyPeterG. Northouse
- ManagingwithPower:Politicsand InfluenceinOrganizationsbyJeffreyPfeffer
- The EthicsofOrganizationalPower:Accountability inComplexOrganizationsbyRalph

INDIAN PSYCHOLOGY

Course Objectives

1. To introduce students to the historical development, key principles, and sources of Indian Psychology, along with its theoretical frameworks rooted in classical Indian traditions such as Vedanta, Samkhya, and Yoga.
2. To explore Indian concepts of self, consciousness, and transpersonal psychology, focusing on their implications for personality development, life choices, and contemporary psychological practices.
3. To examine traditional Indian models of cognition, emotion, and personality, and compare them with Western psychological perspectives.
4. To understand the mind-body complex in Indian psychology, with a focus on Ayurvedic psychology and holistic approaches to mental and physical health.

Course Learning Outcomes

1. Understand the foundational principles and historical development of Indian Psychology, and critically engage with theoretical frameworks derived from Vedanta, Samkhya, Yoga, and other Indian traditions.
2. Analyze the Indian perspectives on the self and consciousness, particularly in relation to reincarnation, karma, and transpersonal psychology, and appreciate their relevance to contemporary psychology.
3. Examine Indian models of cognition, emotion, and personality, and evaluate their integration with or differences from Western psychological theories.
4. Explore the mind-body connection in Indian psychology, understand Ayurvedic psychological principles, and apply holistic approaches to mental and physical well-being.

Unit1-Introduction to Indian Psychology

- Psychology in the Indian Tradition: Principles, Scope, Sources of Indian Psychology, Historical development of Indian Psychology
- Theoretical Frameworks in Indian Psychology: Overview of classical Indian psychological concepts, including those from Vedanta, Samkhya, Bhagavadgita and Yoga
- Research Methods in Indian Psychology: Experimental Methods, Phenomenological Methods, Other Methods of Relevance

Unit2-Concepts of Self and Consciousness

- Self : Theories of the “SELF” in Indian Thought, The Concept of Anatta and the Denial of the Self in Buddhism, The Concept of Self in Vedānta and Sāṃkhya-Yoga
- The Nature of Consciousness: Perspectives on consciousness from Vedantic and Buddhist traditions, Relationship between individual consciousness (Jivatman) and universal consciousness (Brahman)
- Centrality of Consciousness: Advaita Metaphysics of Consciousness, Buddhist Phenomenology of Consciousness, Elements of Consciousness, Four Planes of Consciousness, Psychology of Consciousness in Sāṃkhya-Yoga
- Reincarnation and Karma: Examination of the concepts of reincarnation and karma, Influence of these concepts on personality development and life choices
- Transpersonal Psychology in Indian Traditions: Integration of transpersonal perspectives in Indian Psychology, Application of transpersonal concepts in contemporary psychological practices

Unit3-Cognition, Emotion and Personality

- Indian Models of Cognition: Traditional Indian perspectives on cognition and knowledge acquisition, Śāṅkara’s Views of Cognition and Knowledge, Comparison with Western cognitive models and their implications
- Indian Model of Emotion: Bharata on Emotions and Aesthetic Moods, Implications of the Concept of Rasa
- Emotional Well-being in Indian Thought: Exploration of emotional intelligence and well-being in Indian philosophical traditions, Application of emotional regulation strategies from Indian psychology
- Personality in Indian Psychology Concept of Personality in the Bhagavad Gītā and according to Āyurveda, A Buddhist Perspective on Personality Types, Psychometric Studies of Guṇa
- Integration of Indian personality theories with contemporary Western perspectives

Unit4-Mind–Body Complex

- Mind in Indian Psychology: Vedic Conception of the Mind, Sāṃkhya Yoga Conception of Mind, Mind in Advaita Vedānta, Mind in Buddhism
- Ayurvedic psychology: Approach to mind-body complex, impact of dosha system on psychological and physiological states.
- Mind-Body Connection in Indian Psychology: Holistic approach to mind-body integration, Practical applications of mind-body practices

Références

- Indian Psychology- Raghunath Safaya
- Sourcebook of Ancient Indian Psychology- B. Kuppaswamy
- Foundations and Applications of Indian psychology-
R.M. Matthejs Cornelissen, Girishwar Misra, Suneet Verma
- Handbook of Indian Psychology-
edited by K. Ramakrishna Rao, Anand C. Paranjpe, Ajit K Dalal.
- Science and Spirituality in Modern India- edited by Makarand Paranjape

QUALITATIVE ANALYSIS AND CONTEMPORARY TRENDS IN PSYCHOLOGICAL RESEARCH

Course Objectives

1. To introduce students to the foundations of qualitative research, its philosophy, characteristics, and methodologies, and to guide them through the steps of designing and conducting qualitative studies.
2. To explore the various data collection and analysis techniques used in qualitative research, emphasizing the importance of rigor, trustworthiness, and interpretation in qualitative data.
3. To understand the integration of qualitative and quantitative research methods through mixed methods, and to assess the benefits and challenges of combining these approaches.
4. To examine contemporary trends in psychological research, including issues of reproducibility, the use of technology, cross-cultural perspectives, and ethical considerations in the context of modern research practices.

Course Learning Outcomes

1. Understand and apply qualitative research methods in psychology, including designing research studies, selecting appropriate methodologies, and collecting data using interviews, focus groups, and other qualitative techniques.
2. Critically interpret and report qualitative research findings, ensuring trustworthiness and rigor, and effectively communicate these findings through written reports and visual representations.
3. Integrate qualitative and quantitative approaches in research design, utilizing mixed methods to address complex research questions and analyzing the challenges involved in combining both approaches.
4. Navigate contemporary issues in psychological research, including open science practices, the ethical use of technology, cross-cultural research considerations, and maintaining ethical standards throughout the research process.

Unit1-Foundations ofQualitativeResearch

- Definition and purpose of Qualitative Research ; The Philosophy of qualitative research, Characteristics of qualitative research; The main steps in qualitative research;
- Research Design in Qualitative Studies: Selection of research questions, Choice of qualitative methodologies (e.g., phenomenology, grounded theory), Sampling techniques in qualitative research, Reliability and validity in qualitative research;
- Data Collection Methods: In-depth interviews, Focus groups, Participant observation, Document analysis
- Data Analysis Techniques: Thematic analysis, Content analysis, Constant comparative method
- Critique of qualitative research: Application of qualitative research methodology to research in Psychology

Unit2-QualitativeDataInterpretation andReporting

- Trustworthiness and Rigor in Qualitative Research: Strategies for ensuring credibility, transferability, dependability, and conformability
- Interpretation of Qualitative Findings: Making sense of themes and patterns, Drawing conclusions and implications for practice
- Writing Qualitative Research Reports: Structure and components of a qualitative research paper, Communicating findings effectively
- Visual Representation of Qualitative Data: Use of charts, graphs, and diagrams in qualitative research, Enhancing understanding through visual aids

Unit 3- Integration of Qualitative and Quantitative Approaches

- Mixed Methods Research: Definition and purpose of mixed methods, Combining qualitative and quantitative data in a study
- Sequential and Concurrent Designs: Exploring different ways to integrate qualitative and quantitative phases, Benefits and challenges of each design
- Challenges and Future Directions: Potential issues in combining methodologies, Emerging trends in the integration of qualitative and quantitative research

Unit4-Contemporary Trends in Psychological Research

- Reproducibility and Open Science: Challenges in replicating psychological studies,

Open science practices and their impact on research quality

- Technology and Research: Integration of technology in psychological research, Ethical considerations in using technology
- Cross-Cultural and International Perspectives: Importance of cultural diversity in research, Challenges and opportunities in cross-cultural research
- Interdisciplinary Approaches: Collaboration with other disciplines, Integrating multiple methodologies in research
- Ethical Issues in Contemporary Research: Informed consent and privacy concerns, Addressing ethical challenges in research design and data analysis

References

- Qualitative Inquiry and Research Design: Choosing Among Five Approaches by John W. Creswell and Cheryl N. Poth
- The Sage Handbook of Qualitative Research edited by Norman K. Denzin and Yvonna S. Lincoln
- Integrating Qualitative and Quantitative Methods: A Pragmatic Approach by David L. Morgan
- Contemporary Trends in Psychological Research by Robert J. Sternberg and Karin Sternberg
- Qualitative Research in Psychology: Expanding Perspectives in Methodology and Design edited by Paul M. Camic, Jean E. Rhodes, and Lucy Yardley

DISSERTATION

Guidelines:

- Every student will carry out research under the guidance of a supervisor/guide.
- The guides will be allotted based on the concept notes submitted by the student.
- The student has to develop a research proposal in consultation with the guide and present the same for approval.
- Once approved, data collection, data analysis and report writing process will be carried out.

Evaluation scheme:

- Internal assessment marks will be awarded by the supervisor/guide.
- **Semester end evaluation:** Evaluation based on dissertation and viva voce.

Question Paper Blueprint

St. Philomena's College (Autonomous), Mysuru		
Semester : VI	Subject: Psychology	
Title:	QP Code:	
Time: 3 Hrs	Max Marks: 70	
PART A		
Answer either A or B for each questions		5x14=70
1	A) Or B)	(14)
2	A) Or B)	(14)
3	A) Or B)	(14)
4	A) Or B)	(14)
5	A) Or B)	(14)