

# CENTRAL UNIVERSITY OF KARNATAKA

*(Established by an act of the Parliament in 2009)*



CENTRAL UNIVERSITY OF KARNATAKA

*Curriculum for*

**MSc Psychology**

**(Counselling and Clinical Psychology**

**Organisational Behaviour and Human Resource Management)**

**18 November, 2023**

**Department of Psychology**

**School of Social and Behavioural Sciences**

**Central University of Karnataka**

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**I: PREAMBLE**

**A: Context:** India is on the verge of an explosion of mental illnesses. About 197 million persons, roughly one in seven Indians, suffered from mental disorders of varying severity in 2017. These include depression, anxiety disorders, schizophrenia, bipolar disorders, idiopathic developmental intellectual disability, conduct disorders, and autism. Depression and anxiety disorders are the commonest mental disorders in India, with 45-46 million people suffering from each. Depression is ranked as the single largest contributor to global disability (7.5% of all years lived with disability in 2015). At its worst, depression can lead to suicide; over 800,000 people die due to suicide every year. It is the second leading cause of death in 15-29-year-olds. The contribution of mental disorders to the total disease burden has doubled in India from 1990 to 2017, indicating the need for implementing effective strategies to control this increasing burden. In the coming few years India as a nation would need many trained psychologists and mental health professionals to help people deal with these problems.

Pursuing a career in psychology is expected to contribute to humankind in every field of human transaction. Competence in learning psychology promoted an empathic understanding of people. Training in psychology sensitized one to the needs of others, which in turn made people responsible citizens. Perhaps this is possible because of the promise of psychology to transform people into rational, social, and adaptable individuals. In an age where human beings are losing touch with themselves and their world, psychology can help in relating to people in humane ways on the one hand and facilitating inner growth and self-clarity on the other.

The twentieth century has witnessed a multifaceted growth in the discipline of psychology. As a human scientific enterprise as well as a profession, psychology is increasingly expected to play a key role in many areas such as teaching, training, and research in Indian institutions of higher learning. In recent years, cross and multidisciplinary collaborations are becoming increasingly important for research in psychology. In contemporary social life, psychologists could work for social well-being, including mental well-being.

This programme has been designed by emphasizing on Learning Outcome-based Framework that helps to gain fundamental and advanced knowledge of psychology along with enhanced skills. Further, preparing the students to get ready to meet the needs of job market through Case Based Learning, doing Experiential or Grass Root Projects, ICT Teaching with global touch,

trainings, workshops, and internships. Major emphasis has been given to enhancing research skills to meet global standards.

**B. Course Orientation:** The proposed curriculum for the two years Post Graduate Programme in Psychology covers major and minor disciplines in Psychology, Open Electives, skill development, and ability enhancement.

The 1st and 2nd semesters throw light on the important psychological theories such as learning, motivation, emotions and personality. It also emphasises on the cognitive and group processes. The curriculum also supports practical learning experience for the same through practical papers and field work. Simultaneously learners will also be given the opportunity to develop and enhance their research expertise through the ability enhancement course and get a first-hand experience of research through group research projects. Students can also choose from a wide variety of generic electives such as Life skills, Cyber psychology and Psychology of love which will consolidate the strong theoretical foundation in the learners. Through the value-added courses the learners can also develop their personal and professional etiquette and skills. Once the student enters the second year of the post graduate programme, the 3rd and 4th semesters cover the aspects related to one's specialisation which includes theoretical and practical papers on counselling and clinical psychology and organisation behaviour. Further, in these two semesters, the students will also learn about the major subfields of psychology like, health and Indian psychology. The students will get an opportunity to conduct research and produce a post-graduate dissertation.

**C: Unique features :** The unique feature of this curriculum is that each core paper is integrated with theoretical views, experiments, internship, skills training, and research. The learning is mediated through classroom facilitations, virtual classroom learning modalities, laboratory experiments, field experience, internship, placement, supervised practicum, and study tours. Value addition courses have been emphasized on training and meditation to enhance students' health and wellbeing and building their personal and professional skills.

The major unique feature of this course is about 25 % of curriculum devoted to research-oriented courses which emphasizes on planning and conducting small scale studies and analysing data, learning to write the reports of studies which may be published in scientific journals by emphasizing on APA Guidelines. Mastery of the use of computers and internet in

conducting experiments and surveys. Analysing the obtained data manually as well as through SPSS and other software.

Further, students would be carrying out minor and major research projects which would equip them to the demands of job requirements and higher education. In short, this course has been by considering relationship between education, employment, and skill development.

**D: Career development :** In addition to the prescribed curriculum, students will be given ample opportunities to enhance their personal and professional competencies holistically through active participation in seminars, workshops, conferences, and contributions through the journal, book, and media clubs periodically. Facilities will be provided to students to undergo personal counselling, career guidance, and placement. After the completion of the course graduates would be eligible to go for higher studies in India and abroad which would help them to become clinical psychologists, HR professionals, Scientists, and teachers. They can work in hospitals, educational settings, Multinational companies, Research Institutions, etc.

## II: POST GRADUATE ATTRIBUTES

**Disciplinary knowledge:** Capable of demonstrating comprehensive knowledge and understanding of the various disciplines in psychology including counselling/clinical psychology or organisational behaviour that form a part of the postgraduate programme of study.

**Communication Skills:** Formulate a coherent written, electronic, or oral presentation on the basis of material gathered and organised independently on a given topic, recognise and articulate a problem and confidently share one's views in a clear and concise manner with different groups.

**Critical thinking:** Capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies, and theories by following scientific approach to knowledge development.

**Problem solving:** Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.

**Analytical reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyse and synthesise data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.

**Research-related skills:** A sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating; Ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret, and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation.

**Cooperation/Teamwork:** Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

**Scientific reasoning:** Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence, and experiences from an open-minded and reasoned perspective.

**Reflective thinking:** Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.

**Information/digital literacy:** Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.

**Self-directed learning:** Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.

**Multicultural competence:** Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.

**Moral and ethical awareness/reasoning:** Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.

**Leadership readiness/qualities:** Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.

**Lifelong learning:** Ability to acquire knowledge and skills, including learning how to learn, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

### III: OBJECTIVES

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

- Offering learning opportunities to orient the students towards the scientific and humanistic study of the complexities of human mind and behaviour.
- Imparting knowledge of basic psychological concepts and methods, and developing the ability to appreciate the challenges in field settings.
- Help shape the cognitive, affective, and behavioural abilities of students to build responsible psychology professionals and researchers.
- Facilitating the acquisition of basic skills in major areas of application (e.g. psychological testing, experimentation, counselling, interviewing, developing psychological tools, behaviour modification, data analysis, report writing).
- Promoting self-understanding, reflexivity, and personal growth.
- Helping students understand the complexities of self and human relationships and how the two make each other up.
- Developing a strong sense of ethical and moral aptness in general and in the context of learning and its assessment in particular.
- Helping students master the basic reflective, analytical, scientific writing, computational and communicative competencies.
- Developing respect for social diversity and increasing social and cultural relevance of learning
- To develop the learner into competent and efficient professional in the field of Psychology



- To prepare socially responsible academicians, researchers, and professionals with a global vision.
- To provide and adapt curricula that prepare our graduates for employment

#### **IV. VISION STATEMENT:**

To emerge as a Centre of excellence in the field of Psychology in teaching, learning, research, training, practicing, and producing human resources of a very high standard.

#### **V. MISSION STATEMENTS**

**MS-1:** To provide the learning experiences of high quality in psychology and allied disciplines to the students at undergraduate, postgraduate, and doctoral levels by implementing the learning outcomes-based curriculum with a perfect blend of theoretical and practical aspects of psychology

**MS-2:** To conduct cutting-edge research in emerging areas of psychology and publish original contributions in reputed National and International Journals

**MS-3:** To provide extension services and training in knowledge and skills in the fields of Clinical and Counselling Psychology, Organizational Behaviour and HRM and Educational and Career Counselling.

**MS-4:** To collaborate with the departments of Psychology in other reputed Institutions in India and Abroad in order to achieve excellence in both teaching and research

#### **VI: QUALIFICATION DESCRIPTORS (QD):**

After completion of the M.Sc. Program in Psychology, students should be able to:

**QD 1.** Demonstrate a systematic, extensive, and coherent knowledge and understanding of the academic field of Psychology as a whole and its applications, including a critical understanding of the established theories, principles, and concepts, and of a number of advanced and emerging issues;

**QD 2.** Demonstrate skills in areas related to one's specialization and being adept with current developments in the academic field of Psychology, including a critical understanding of the latest developments in the area of specialization, and an ability to use modern established techniques of analyses and enquiry within the field of specialization.

**QD 3.** Demonstrate skills in identifying information needs, collection of relevant quantitative and/or qualitative data drawing on a wide range of sources from the field and labs around the world, analyses and interpretation of data using methodologies as appropriate to the subject of Psychology in the area of his/her specialization.

**QD 4.** Communicate the results of studies undertaken in the academic field of psychology accurately in a range of different contexts using the established and emerging concepts, constructs, and techniques;

**QD 5.** Address one's own learning needs relating to current and emerging areas of study in psychology, making use of research, development, and professional materials as appropriate, including those related to new frontiers of knowledge in science.

**QD 6.** Demonstrate knowledge and transferable skills of a competent professional psychologist relevant for job opportunities in hospitals, academic institutions, research laboratories, industries and other governmental and non-governmental organizations and meet one's own learning needs, based on research and development work and professional materials.

#### **Mapping Qualification Descriptors (QDs) with Mission Statements (MS)**

	<b>MS 1</b>	<b>MS 2</b>	<b>MS 3</b>	<b>MS 4</b>
<b>QD 1</b>	3	2	3	
<b>QD 2</b>	3	2	3	
<b>QD 3</b>	2	3	1	
<b>QD 4</b>	2	2		3
<b>QD 5</b>	2	2	2	1
<b>QD 6</b>	3	2	3	1

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

#### **VII: PROGRAM LEARNING OUTCOMES (PLOs):**

After completion of the M.Sc. Program in Psychology, the students should be able to:

**PLO-1:** Describe the various theories in the areas of psychotherapy, psychopathology, research methods, organisational behaviour, human resource management and analyse the issues relevant to adult and child clinical populations, as well as to the organisational settings.

**PLO-2:** Express thoughts and ideas effectively in the fields of Psychology, demonstrate effective integration and communication of clinical case material synthesizing contextual and cultural variables and engage in discussions about their clients with supervisors and peers.

**PLO-3:** Critically evaluate practices and theories in the field's specialisations on the basis of empirical evidence, by following scientific approach to knowledge development.

**PLO-4:** Evaluate the reliability and relevance of evidence, identify logical flaws in the arguments of others, analyse and synthesize data from a variety of sources, and draw valid conclusions in the fields of specialisation in Psychology.

**PLO-5:** Demonstrate a sense of inquiry by asking relevant questions; define problems, formulate hypotheses, test hypotheses, analyse, interpret, and draw conclusions from data; plan, execute, and report the results of an experiment or investigation in all the fields of Psychology

**PLO-6:** Work effectively with diverse teams, facilitate cooperative and collaborative effort on the part of a group, as a professional Psychologist

**PLO-7:** Use ICT in a variety of learning situations and ability to access, evaluate, and use a variety of relevant information sources and appropriate software and other tools in all the fields of Psychology

**PLO-8:** Empathise and practice sensitivity by learning the values and beliefs of multiple cultures and a global perspective and effectively engage oneself in one's profession in a multicultural society.

**PLO-9:** Identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, and adopt objective and truthful actions in all aspects of work.

**PLO-10:** Practice responsible behaviour by participating actively in community life and civic affairs by understanding human nature in a psychological perspective

**PLO-11:** Formulate an inspiring vision, build a team, motivate team members to engage with that vision, and use management skills to guide the team to the right destination in the profession as a psychologist.

**PLO-12:** Acquire knowledge and skills, necessary for participating in learning activities throughout life, through self-directed learning aimed at personal development and meeting the changing trades and demands of workplace.

### **Program-Specific Outcomes for Specialization in Clinical and Counselling Psychology**

**PSO-1:** Explain the various theories of counselling and analyse the professional, ethical, and legal issues and policies in counselling.

**PSO-2:** Apply the theories and practice evidence-based and multicultural sensitive counselling in various forms of counselling including individual, couples, families, and groups, display professional conduct and aim for continuous professional develop by engaging in self-directed and lifelong learning.

### **Program-Specific Outcomes for the Specialization in Organization Behaviour and HRD**

**PSO-3:** Summarise the conceptual framework of the discipline of OB, its practical applications in the organizational set up, analyse the role of individual, groups, and structure in achieving organizational goals effectively and efficiently and critically evaluate various theories and models that contributes in the overall understanding of the discipline.

**PSO-4:** Resolve organizational issues by adopting evidence- based interventions while adhering to the legal requirements and the core values of the organization and create mental health and wellness practices and employee assistance programmes in alignment with contemporary mental health perspectives.

### **Mapping of Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs) with Qualification Descriptors (QDs)**

	<b>QD 1</b>	<b>QD 2</b>	<b>QD 3</b>	<b>QD 4</b>	<b>QD 5</b>	<b>QD 6</b>
<b>PL01</b>	3	3	1	2	2	1
<b>PL02</b>	3	3	2	2		
<b>PL03</b>	3	3	2		1	
<b>PL04</b>	2	2	2	2	1	1
<b>PL05</b>	3	3	3	3	3	
<b>PL06</b>		2				2
<b>PL07</b>			1	2	3	
<b>PL08</b>	2	2				2
<b>PL09</b>	3	3	3	3	1	1
<b>PL10</b>		2				2
<b>PL11</b>		2		1		2

<b>PL12</b>	2		2	2	3	
<b>PS01</b>	3	3		1	2	
<b>PS02</b>	2	3			3	2
<b>PS03</b>	2	3		1	2	
<b>PS04</b>	2	3			3	2

'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

## **VI11: REGULATIONS**

**1. Name of the Course:** Master of Science in Psychology

**2. Duration of the Course:** Two years.

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

**4. Intake:** As per University rules.

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

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

**7. Course structure and credit allocation:** Each credit denotes 15 hours of instruction. Each paper shall have 40 % marks towards continuous internal assessment and 60 % marks towards end-semester examination. For the two-year Master's degree program, students must successfully complete (23, 23, 24, & 24) 94 credits. About 42% of the courses are theoretical, while the remaining 58% are practical, including laboratory experiments, field-based research, community engagement, online experiments, skills-building workshops, training, supervised internships, and independent research work. There is a strong emphasis on research, with 22% of the courses dedicated to research and a three-month internship required during this four-semester program.

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

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## IX: SCHEME OF STUDY AND EXAMINATIONS

## MSc Psychology: Semester 1

Sl.no		CODE	Course Type	Course type	Title	Credits	Duration	L+T+W+P	Duration of Exam	IA (40 %)	End Sem. Exam. 60 %	Total
1	T	PPYTCC 1101	Discipline Specific Core	DSC .1	Learning, Motivation, and Emotion	4	4	3+1+0+0=4	150	40	60	100
2	P	PPYPCC 1102	Discipline Specific Core	DSC .2	Experiments in Learning, Motivation, and Emotion	2	4	0+0+0+2=2	240	20	30	50
3	T	PPYTCC 1103	Discipline Specific Core	DSC .3	Cognitive Processes.	4	4	3+1+0+0=4	150	40	60	100
4	P	PPYPCC 1104	Discipline Specific Core	DSC .4	Experiments in Cognitive Processes	2	4	0+0+0+2=2	240	20	30	50
5	T	PPYTAE 1141	Ability Enhancement: Compulsory Course	AEC .1	Research Methods	4	4	3+1+0+0=4	150	40	60	100
6	P	PPYPAE 1142	Skill Enhancement		Group Research Project: 1*	2	4	0+0+0+2=2	240	20	30	50
7	W	PPYCG E1180/ PYCGE1 181/ PPYCG E1182	Generic Elective	GE. 1	a. Life Skills Training/ b. Cyber Psychology/ Psychology of Love	3	3	2+0+1+0=3	120	30	45	75
8	W	PPYCDS 1161	Value Addition Course	VA C.1	Personal and Professional Development	2	2	0+0+2+0=1	60	10	15	50
* Filed exposure						23	9	11+3+3+6=23				575
L= Lecture; T= Tutorial; P = Practical, W= Workshop; T&P= Theory & Practical; T&W = Theory and Workshop												

MSc. Psychology: Semester II												
Sl.no	CODE	Course Type	Course Type	Title	Credits	Duration	L+T+W+P	Duration	IA (40 %)	End	Total	
1	TPPYTCC2105	Discipline Specific Core	DSC. 5	Theories of Personality	4	4	3+1+0+0=4	150	40	60	100	
2	PPPYPC2106	Discipline Specific Core	DSC. 6	Assessment of Personality*	2	4	0+0+0+2=2	240	20	30	50	
3	TPPYTCC2107	Discipline Specific Core	DSC. 7	Social Psychology	4	4	3+1+0+0=4	150	40	60	100	
4	PPPYPC2108	Discipline Specific Core	DSC. 8	Experiments in Group and Social Processes	2	4	0+0+0+2=2	240	20	30	50	
5	TPPYTAE2143	Ability Enhancement: Compulsory Course	AE C.2	Research Design and Statistics.	4	4	3+1+0+0=4	150	40	60	100	
6	PPPYPSB2144	Skills Enhancement	SEC. 2	Group Research Project: II*	2	4	0+0+0+2=2	150	20	30	50	
7	W PPYCGE2183 PPYCGE2184 PPYCGE2185	Generic Elective	GE.2	a.Non-Violent Communication/ b. leadership Skills. / c. Stress and Coping	3	3	2+0+1+0=3	120	30	45	75	
8	W PPYCDS2162	Value Addition Courses	VAC .2	Training in APA Manual	2	2	0+0+2+0=2	90	20	30	50	
* Field exposure					23	29	11+3+3+6= 23				575	
L= Lecture; T= Tutorial; P = Practical; W= Workshop; T&P= Theory and Practical; T&W = Theory & Workshop												

MSc. Psychology: III Semester												
Sl.no		CODE	Course Type	Course Type	Title	Credits	Duration (hr)	L+T+W+P	Duration of Exam	IA (40 %)	ES: 60 %	Total
1	T	PPYTDS 3109 / PPYTDS 3110	Discipline Specific Elective	DSE 1	A: Psychopathology/ B: Organisational Behaviour	4	4	3+1+0+0=4	150	40	60	100
2	T&P/ T	PPYTDS 3111 / PPYTDS 3112	Discipline Specific Elective	DSE 2	a. Psychotherapy/# b. Human Resource Management \$	4	6/ 4	2+0+0+2=4/ 3+0+1+0=4	90& 240/ 150	40	60	100
3	T &P	PPYCDS 3113 / PPYCDS 3114	Discipline Specific Elective	DSC. 3	a. Assessments in Clinical Psychology/* b. Psychological Assessments and Appraisal Systems. *	4	6	2+0+0+2=4	90& 240	40	60	100
4	T&P	PPYCDS 3115 / PPYCDS 3116	Discipline Specific Elective	DSE 4	a. Psychological Counselling b. Workplace counselling	4	6	2+0+0+2=4	90&2 40	40	60	100
5	T &P	PPYCDS 3117 / PPYCDS 3118	Discipline Specific Elective	DSE. 5	a. Group counselling/ b. Organizational Change and Development	4	6	2+0+0+2=4	90&2 40	40	60	100
	W	PPYCSB 3145	Skills enhancement	SEC. 3	Test construction	2	2	0+0+2+0=2	90	20	30	50
7	R	PPYRAE 3146	Research	R.1	Research Project*	2	4	0+0+0+2=2	240	20	30	50
* Individual Research project with Field exposure L= Lecture; T= Tutorial; P = Practical, W= Workshop; # T & P= Theory and Practical; \$ Theory T&W = Theory and Workshop						2 4	33	11/12+1+1+10=24				600



MSc: IV Semester												
Sl.no		CODE	Course Type	Course Type	Title	Credits	Duration (hr)	T+W+P+I+R+Tr.	Duration of Exam	IA (40 %)	ES 60 %	Total
1	T&P	PPYCDS4122 PPYCDS4123	Discipline Specific Elective	DSE.6	a. Assessment of Developmental and Neuropsychological Functions/* b. Organizational Effectiveness. *	6	10	2+0+4+0+0+0=6	90 & 240	20 + 40	30 + 60	150
2	T&W	PPYCDS4124/ PPYCDS4125 PPYCDS4126/ PPYCDS4127/ PPYCDS4128	Discipline Specific Elective	DSE.7	a. Biopsychology / b. Health Psychology/ c. Indian Psychology d. Life span development e. Positive Psychology	4	4	3+1+0+0+0+0=4	60+180	40	60	100
3	I	PPYPSB4147 PPYPSB4148	Skill Enhancement Courses	SEC.4	a. Internship in Clinical and Counselling Psychology / b. Internship in Organizational Behaviour and Human Resource Management	6	12	0+0+0+6+0+0=6	240	60	90	150
4	Tr.	PPYCSB4149 / PPYCSB4150	Skill Enhancement Courses	SEC 5	a. Training in mental Health* / b. Training in Human resource \Management	2	4	0+0+0+0+0+2=2	240	20	30	50
5	P/W	PPYRAE4151/ PPYRAE4152/ PPYRAE4153	Research	R.2	a. Dissertation / b. Group research project / c. Evidence- based Practice of IKS (with special orientation on Yoga)	6	12	0+0+0+0+6+0	240	60	90	150
* Field exposure; P = Practical ; T&W = Theory & Workshop						24	42	5+1+4+6+6+2=24				600

# **SEMESTER I**

**DSC 1, T, Credits: 4****LEARNING, MOTIVATION AND EMOTION**

PPYTCC1101

**(i) Course Objectives:**

The objective of this course is to shed light on the important theories related to learning, motivation and emotions and develop critical thinking skills logically evaluate these theories. The course also aims to equip the students with the ability to apply these theories in personal and professional settings and develop intervention strategies using these theories.

**(ii) Course Learning Outcomes:**

After successfully completing the course, the students will be able to:

1. Summarise the contribution of the important psychologists in this domain (Understand Level)
2. Explain the foundational theories of learning, motivation, and emotion (Understand Level)
3. Apply the theories to enhance learning, motivation, and emotional coping in real-life situations and evaluate the strengths and limitations of these theories for application (Apply and Evaluate Level)
4. Design intervention strategies to enhance learning, and motivation, and manage emotions in a classroom (Create Level).

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	1	2	2									1				
<b>CL 02</b>	3	3	1													
<b>CL 03</b>			3	3	3				1				1		1	
<b>CL 04</b>		2					2			2		2		2		2

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

**The detailed contents of this course, references, and suggested books:**

**Unit I: Introduction to Learning and Behaviourist Perspective**

a. Introduction: Meaning and Definitions of Learning; Nature of learning; Types of learning; Classification of learning theories; Indian perspectives.

b. Behaviourist Perspective: Thorndike's Connectionism; Pavlov's Classical Conditioning; Skinner's Operant Conditioning; Hull's Drive Reduction Theory.

**Unit II: Cognitive & Social learning Perspective**

a. Cognitive perspective: Wertheimer's Gestalt Learning Theory; Lewin's Field Theory; Kohler's Insight Learning.

b. Social learning perspective: Bandura's Observational Learning; reciprocal determinism; self-regulation; self-efficacy.

**Unit III: Motivation**

a. Introduction: Meaning and Definitions of Motivation; Instincts, needs, drives, incentives; Motivational Cycle; Classification of Motives: Biological Motives-Hunger, Thirst, Sleep and Sex; Social Motives- Achievement, Affiliation, Power; Indian approach to motivation- Purusharthas.

b. Major Theories of motivation- Instinct theory, Incentive Theory, Drive-reduction Theory, Need theories, and Cognitive theories.

**Unit IV: Emotion**

a. Introduction to Emotion: Meaning and Definitions of Emotion; Factors influencing emotional process- Biological, Learning and Cognitive; Concept of emotion in classical Indian knowledge systems.

b. Major theories of emotion- James-Lang, Cannon-Bard, Schachter and Singer; Cognitive Appraisal Theory; Nonverbal Communication in Emotion; Facial Feedback Hypothesis, Facial Action Coding system.

**References**

1. Bates, B., (2019). *Learning theories simplified* (2nd ed.). Sage publication.
2. Gorman, P., (2004). *Motivation and Emotion*. (1st ed.). Routledge.
3. Hilgard, E. and Bower, G. (1977). *Theories of Learning* (4th ed.). Princeton Hall.
4. Kellogg, R.T. (2007). *Fundamentals of cognitive psychology*. Sage publications. Inc.

5. Olson, M. and Ramírez, J., (2020). *An introduction to theories of learning*. 10th ed. Routledge.
6. Reeve, J., (2018). *Understanding motivation and emotion*. (7th ed.). John Wiley and Sons.

### **Suggested Reading**

1. Acquah, A et al., (2021). Literature Review on Theories Motivation. *EPRA International Journal of Economic and Business Review*, Vol.9(5), pp.25-29.
2. Bilimoria, P., & Wenta, A. (2020). *Emotions in Indian thought systems*. Routledge
3. Emotion: State of the Art and Future Development. *Emotion Review*, Vol.5(2), pp.119-124.
4. Lefrancois, R. G., (2012). *Theories of Human Learning: What the professor said* (6th Ed.). Wadsworth, Cengage Learning.
5. McGray, R. (2011). Contemporary theories of learning: Learning theorists in their own words. *Studies in Continuing Education*, Vol.33(2), pp.198-199.
6. Michael, D. (2010). *The Principles of Learning and Behaviour* (6th Ed.). Wadsworth, Cengage Learning.
7. Moors, A., (2010). *Theories of emotion causation*. A review.
8. Moors, A., Ellsworth, P., Scherer, K. and Frijda, N. (2013). Appraisal Theories of
9. Niedenthal, P. & Ric, F., (2017). *Psychology of Emotion*. (2nd ed). Routledge.
10. Plutchik, R. and Kellerman, H. (1989). *Emotion*. Academic Press.
11. publishers private limited. Delhi.
12. Sinha, J. (2017). *Indian psychology. vol . 2 Emotion & Will*. Motilal Banarsidass

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**DSC. 2, P, Credit: 2****EXPERIMENTS IN LEARNING, MOTIVATION AND EMOTION (P)**

PPYPCC1102

**(i) Course Objectives:**

The objective of this course is to shed light on the important tests and assessments related to learning, motivation and emotion, and evaluate the strengths and weaknesses of the tests. The course also aims to equip the students with professional skills, where they will be able to professionally administer the tests and report the findings in a scientific manner.

**(ii) Course Learning Outcomes:**

After successfully completing the course, the students will be able to:

1. Identify the important experiments related to Learning, Motivation and Emotion which are used in a Psychology laboratory and psychological testing (Remember Level)
2. Explain the development and validity of tests such as Paired Association test, Emotional Reaction, Motivational Analysis etc (Understand Level)
3. Critically evaluate the strengths, weaknesses, and limitations of the psychological tests in this paper (Evaluate Level)
4. Administer the tests in appropriate settings and professionally report the results (Apply Level)

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3	2					1						1		1	
<b>CL 02</b>	3	3	3			1					1		2		2	
<b>CL 03</b>	1	3	3	3	3		2				2		1		1	
<b>CL 04</b>		2	2							2				2		1

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

**The detailed contents of this course, references, and suggested reading:**

*MSc. Psychology curriculum revised on 18 Nov.2023, Department of Psychology, Central University of Karnataka, India*

### Unit I Laboratory-Based Experiments

- a. Learning: Bilateral transfer of learning, Habit interference, Maze Learning, Trial and error, Insight learning, Letter digit substitution, Peterson's rational learning, Mashed and spaced learning.
- b. Emotion: Judgement of emotions from facial expression, Bodily changes in emotion, Emotional reaction, Situational emotional exposures, and awareness of physical sensations; Induction methods on subjective emotional experience and physiological responses, Affective states influence emotion perception.
- c. Motivation: level of aspiration, Motivational effects of Knowledge of results, Mental Fatigue and Motivation, Motivational analysis, Intrinsic Motivation, Strength of motives.

### Unit II: Online Experiments

- a. Cueing and recall, Serial Position effect, Intrinsic and extrinsic learning, paired associate learning, Chunking and recall, Judgement of emotions, Retroactive and proactive inhibition.

### References

1. Akbar, H. (2014). *Experiments in Psychology*. PHI Learning Pvt Ltd.
2. Belenky, G., & Cole, M. (1968). The role of test trials in paired-associate learning. *Psychonomic Science*. Vol.10(6), 201–202.  
<https://doi.org/10.3758/BF03331480>
3. Boroujeni, S.T., & Shahbazi, M. (2011). The Study of Bilateral Transfer of Badminton
4. Sharma, R. N. & Sharma, R. (2006). *Experimental psychology*. Atlantic.
5. Short Service Skill of Dominant Hand to Non- Dominant Hand and Vice Versa. *Procedia Social and Behavioral Sciences*. Vol. 15, 3127–3130.  
doi:10.1016/j.sbspro.2011.04.258
6. Woodworth, S.R. (1972). *Experimental Psychology*. Holt. Rinehart and Winston.

### Suggested Reading

1. Ebbinghaus, H. (2011). *Memory; A Contribution to Experimental Psychology*. Martino Fine Books.
2. Estes, W.K & Izava, C., (1965). Reinforcement test sequences in paired- associate learning. Institute for mathematical studies in the social sciences. *Stanford university*.  
<https://psycnet.apa.org/doi/10.2466/pr0.1966.18.3.879>

3. Experimental Psychology. Springer.<https://10.1007/978-1-4684-2244-3>
4. Eysenk, H. J., C.D. (2012). Reminiscence, Motivation, and Personality: A Case Study in
5. Parameswaran, E.G., & Ravichandra, K.(2016). *Experimental psychology*. Neelkamal.
6. Rheinberg, F., Vollmeyer, R., & Burns, B. D. (2000). Motivation and self-regulated learning. In J. Heckhausen (Ed.), *Motivational psychology of human development: Developing motivation and motivating development* (pp. 81–108). Elsevier Science. [https://doi.org/10.1016/S0166-4115\(00\)80007-2](https://doi.org/10.1016/S0166-4115(00)80007-2)
7. Santa.J.L, Ruskin, A.B, Snuttjer, D, Baker. L., (1975). Retrieval in cuedrecall. , 3(3), 341–348. <https://doi.org/10.3758/BF03212922>

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**DSC 3, T, Credit: 4****COGNITIVE PROCESSES**

PPYTCC1103

**(i) Course Objective:**

The objective of this course is to shed light on the important concepts and theories of cognition such as attention, perception, memory, thinking etc., evaluate the existing theories and analyse the current trends in the field of cognitive psychology. The course also aims to equip the students with an ability to conceptualise real-life situations from a cognitive perspective and use the theories in appropriate settings

**(ii) Course Learning Outcome:**

After successfully completing the course, the students will be able to:

1. Outline the historical development and discuss the current issues and developments in the field of cognitive psychology (Understand level).
2. Examine the concepts of cognitive processes such as attention, perception, memory, metacognition etc by comparing and contrasting (Analyse level).
3. Evaluate the strengths and limitations of important theories of attention, perception, memory, and recognition by critically analysing them (Evaluate level).
4. Apply reasoning and problem-solving strategies to real-life situations (Apply level).

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3	3	3				1						1		1	
<b>CL 02</b>	3	3	3	2	2		1						1		1	
<b>CL 03</b>	3	3	3	2	2		1						1		1	
<b>CL 04</b>		3	3							3	1	3	1	1	1	1

\*‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping.

**The detailed contents of this course, references, and suggested books:**

**Unit I: Introduction**

a. Introduction: Definition of Cognitive Psychology; Stages of Cognitive processes; Methods for studying Cognition; Early Approaches to Cognition- Introspectionism, Gestalt Psychology, Behaviourism; The Cognitive approach - Representation, Computation; Types of cognition: auditory cognition and visual cognition; Concept of cognition in ancient Indian thought.

b. Current status and trends in Cognitive Psychology- Metacognition, Robotics, Artificial Intelligence; Techniques used in Cognitive Psychology- X-ray, CT scan, Sonography, MRI, PET Scan, EEG, and fMRI.

**Unit II: Basic Cognitive Processes**

a. Attention: Meaning, definitions, and types; Theories of attention, Models of attention, Factors affecting attention.

b. Perception: Meaning, definitions, and types; Principles of perception; Imagery- Characteristics of mental images; Cognitive maps; Schemas and Meta-memory.

c. Recognition: Object and Face recognition, Recognition by Touch, Recognition of Two-dimensional objects, and Recognition of three-dimensional objects.

**Unit III: Memory, Thinking and Language**

a. Memory: Nature, basic concepts, and definitions of memory; Types of memory- Long-term memory, working memory, Autobiographical memory; Models of Memory- The Atkinson-Shiffrin model, the Levels of Processing Approach, Tulving’s model, the Parallel Distributed Processing Approach; Neural Network Modelling and Mnemonics.

b. Thinking- Definitions, Nature, and Types of thinking; Tools of thinking- Images, Concepts, Symbols and Signs; Processes of Thinking; Nature and processes of creative thinking.

c. Language- Definitions and nature of language; Structure of language; Theories of language acquisition- Behaviourist theory, Nativist theory, Interactionist theory; The Language System- speech sounds, word level, sentence level; Psychology and Linguistics; Properties of Language; Basic components of words and sentences; Language Comprehension; Reading;

Understanding Conversations and Essays; Language and Thought; Language in a Social Context.

#### **Unit IV: Higher Cognitive Processes**

- a. Intelligence: Meaning, definitions and Nature; Theories of intelligence- Unitary Theory, Multifactor Theory, Two Factor Theory, Group Factor Theory; Genetic and Environmental Influence on Intelligence; Classification of Intelligence Tests; Concept of Mental Age and IQ.
- b. Reasoning and Decision Making: Definitions and nature of reasoning and Decision making; Conditional and syllogistic reasoning- process, rules, factors affecting them; process, heuristics by thumb rule and framing effect; Problem-solving- Meaning and Method of Problem-solving.
- c. Consciousness: Definitions and nature of Consciousness; Consciousness of Mental Processes; Preconscious Processing; Consciousness in Indian Knowledge systems.

#### **References**

1. Galotti, K.M. (2008). *Cognitive Psychology: Perception, Attention, and Memory*. Cengage.
2. Hunt, R. R., & Ellis, H.C. (2006). *Fundamentals of Cognitive Psychology*. Tata McGraw Hill.
3. Solso, R. L., MacLin, O. H., & MacLin, K. M. (2014). *Cognitive Psychology* (8th ed.). Pearson Education.
4. Sternberg, R. J. (2009). *Applied Cognitive Psychology: Perceiving, Learning And Remembering*. Cengage Learning.
5. Sinha, J. (2017). *Indian psychology vol.2. Cognition*. Motilal Banarsidass publishers private limited.

#### **Suggested Readings**

1. Eysenck, M. W., & Keane, M. T. (2020). *Cognitive Psychology: A Student's Handbook* (8th ed.). Psychology Press.
2. Goldstein, B. E. (2018). *Cognitive Psychology: Connecting Mind, Research and Everyday Experience* (5th ed.). Wadsworth Publishing Co Inc.
3. Groome, D. (2021). *An Introduction to Cognitive Psychology: Processes and Disorders* (4th ed.). Routledge.
4. Matlin, M. W. (2013). *Cognitive Psychology* (8th ed.). Wiley.

5. Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. & Wagenaar, W., (2015). *Atkinson & Hilgard's Introduction to Psychology*. (16th ed.). Cengage Learning.
6. Reed, S. K. (2022). *Cognition: Theories and Applications* (10th ed.). SAGE Publications, Inc.
7. Sinha, J., (1985). *Indian Psychology*. Jadunath Sinha Foundation
8. Smith, E. E. (2007). *Cognitive Psychology: Mind And Brain*. Prentice Hall.
9. Sternberg, R. J., & Sternberg, K. (2016). *Cognitive Psychology* (7th ed.). Wadsworth Publishing.
10. Taylor, S., & Workman, L. (2021). *Cognitive Psychology: The Basics* (1st ed.). Routledge.

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**DSC.4, P, Credit: 2****EXPERIMENTS IN COGNITIVE PROCESSES (P)**

PPYPCC1104

**(i) Course Objectives:**

The objective of this course is to shed light on the important tests and assessments related to cognitive processes such as problem-solving, memory, etc., and evaluate the strengths and weaknesses of the tests. The course also aims to equip the students with professional skills, where they will be able to professionally administer the tests and report the findings in a scientific manner.

**(ii) Course Learning Outcomes:**

After successfully completing the course, the students will be able to:

1. List the important experiments used to assess cognitive processes in the psychology laboratory and psychological testing (Remember Level).
2. Assess the use and applicability of important experiments such as the Tower of Hanoi, dichotic listening, etc (Analyse Level)
3. Critically evaluate the strengths, weaknesses, and limitations of the psychological tests in this paper (Evaluate Level).
4. Administer the tests in appropriate settings and professionally report the results (Apply Level)

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
CL 01	3	2					1						1		1	
CL 02	3	3	3			1					1		2		2	
CL 03	1	3	3	3	3		2				2		1		1	
CL 04		2	2							2				2		1

\*‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping.

**The detailed contents of this course, references, and suggested readings:**

**Unit I: Laboratory experiments**

- a. Effect of schema on memory, Verbal memory, Visuospatial Working memory, Numerical Memory, Semantic memory, Visual recognition, Mnemonics
- b. Syllogistic reasoning, Tower of London, Tower of Hanoi, Effect of set on problem-solving, Embedded Figures Test, Levels of processing.

**Unit II: Web-based - online experiments**

Attention span, Reaction Time, Dichotic Listening, Object Location Memory, Word Recognition, Stroop effect, Judgement of reasoning, Maps

**References**

1. Aiken, L.R., & Groth-Marnat, G. (2006). *Psychological Testing and Assessment* (12th ed.). Boston, MA: Pearson.
2. Anastasi, A. & Urbina, S. (1997). *Psychological testing*. Pearson Education.
3. Gregory, R.J. (2005). *Psychological testing: History, principles and applications*. Pearson Education.
4. Kaplan, R.M. & Saccuzzo, D.P. (2007). *Psychological Testing: Principles, Applications, and Issues*. Thomson Wadsworth.
5. Sternberg, R. J. (2009). *Applied Cognitive Psychology: Perceiving, Learning And Remembering*. Cengage Learning.

**Suggested Readings**

1. Galotti, K.M. (2008). *Cognitive Psychology: Perception, Attention, and Memory*. Cengage.
2. Goldstein, B. E. (2018). *Cognitive Psychology: Connecting Mind, Research and Everyday Experience* (5th ed.). Wadsworth Publishing Co Inc.
3. Reed, S. K. (2022). *Cognition: Theories and Applications* (10th ed.). SAGE Publications, Inc.
4. Smith, E. E. (2007). *Cognitive Psychology: Mind And Brain*. Prentice Hall.
5. Sternberg, R. J., & Sternberg, K. (2016). *Cognitive Psychology* (7th ed.). Wadsworth Publishing.
6. Postman, L., & Egan, J.P. (1949). *Experimental psychology*. Joanna Cotler Books

## AEC 1, T, Credit: 4

## RESEARCH METHODS

PPYTAE1141

**(i) Course Objective:**

This course aims to offer an overview of research methodology, including the philosophical orientations, the paradigms, and basic types of research. The course highlights the significance of qualitative research and gives an in-depth understanding of the various data collection and analysis techniques in it.

**(ii) Course Learning Outcome:**

After successfully completing the course, the student will be able to:

1. Outline the research processes and conduct literature reviews using relevant databases.
2. Identify, explain, compare, and prepare the key elements of a research proposal/report.
3. Evaluate the significance of Qualitative Research from a behavioural science perspective.
4. Apply their knowledge of Research methods and conduct a minor research project either individually or in a group.

**Mapping the Course Learning Outcomes with Program Learning Outcomes**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3			3	3					1						
<b>CL 02</b>	3	3	3	1			2		2			2	1		1	
<b>CL 03</b>	2	3	3	3	1							2				
<b>CL 04</b>	1		2	3	3	3	2	1	2	1	3			1		1

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

**The detailed contents of this course, references, and suggested readings:**

MSc. Psychology curriculum revised on 18 Nov.2023, Department of Psychology, Central University of Karnataka, India

**Unit-I: Introduction**

Definition and need of psychological research; Philosophy of research; Research paradigms; Characteristics, Objectives & Steps of Scientific research; Types of research; Ethical issues in research.

**Unit-II: Process of Research**

a. Research planning- Identifying research problem; Review of recent literature; Definition, characteristics & types of hypotheses, Errors in hypothesis testing.

b. Variables- Definition; Types- independent vs dependent, continuous vs discrete, moderator vs mediator, confounding vs extraneous

**Unit-III Sampling:**

Concept; Population, Sample; sampling frame; Probability and Non-probability sampling techniques; Determining sample size, Factors influencing sampling; types of sampling errors.

**Unit-IV Data Collection: Methods and Approaches**

a. Methods of data collection- Observation method; Interview Method, survey, Case Study, focus-group discussion, Phenomenology, Grounded Method, Ethnography, Triangulation, action-aid research

b. Qualitative Data analysis: Types of coding and categorizing; Content analysis, Narrative analysis, Discourse analysis, Thematic analysis.

**References**

1. Bryman, A. (2018). *Social Research Method* (5th ed.). India: Oxford University Press
2. Coolican, H. (2004). *Research methods and Statistics in Psychology*. Hodder Arnold.
3. Creswell, J. W., & Creswell, D. J. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications, Inc.
4. Fielding, N., Lee, R., & Blank, G. (2017). *The SAGE Handbook of online research methods*. SAGE Publications Ltd, <https://dx.doi.org/10.4135/9781473957992>
5. Goodwin, C. J. (2002). *Research in psychology: Methods and design* (3rd ed.). New Jersey: John Wiley & Sons, Inc.
6. Kerlinger, F.N. (2017). *Foundations of behavioral research*. Surjeet Publications.



**Suggested Reading**

1. Allen, P., Bennett, K., & Heritage, B. (2019). *SPSS Statistics: A practical guide*. Cengage Learning.
2. Bordens, K. S., & Abbott, B.B. (2006). *Research and design methods: A process approach*(6 ed.).Tata McGraw-Hill Company Limited.
3. Breakwell, Glynis. M., Smith A.J., Wright,D.B., (2012). *Research methods in psychology. (4th edition)*. Sage PublicationsLtd. Pp 143-145.
4. Creswell, J. W., & Poth, C. N. (2017). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches (4th ed.)*. SAGE Publications, Inc.
5. Field, A. (2017). *Discovering Statistics Using IBM SPSS Statistics: North American Edition (5th ed.)*. SAGE Publications Ltd.
6. Frederick, J.G, & William, L.B.(2007).*Statistics for Behavioural Sciences.(7 th Ed.)*. Thomson Wadsworth.
7. Gravetter, J. F., & Forzano, B. L. (2022). *Research Methods for the Behavioral Sciences: Research Methods for the Behavioral Sciences*. Cengage Learning.
8. Howitt, Dennis., and Cramer, Duncan., (2011). *Introduction to Research methods in Psychology (3rd ed.)*. Pearson Education Ltd. New Delhi. Pp 144-159, 247-251.
9. Mayers, A. (2013). *Introduction to statistics and SPSS in psychology*. Pearson Education. Harlow. England.
10. Siegel, S. (1986). *Non parametric statistics*. NY: McGraw Hill.

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**SEC-1, P, Credit: 2****GROUP RESEARCH PROJECT: 1**

PPYPAE1142

**(i) Course Objectives:**

The course aims to help students in developing a research proposal to study a research problem of their interest. The course provides an opportunity to the learners to practice their theoretical understanding of the research process by conducting a minor group research project.

**(ii) Course Learning Outcome:**

At successfully completing the course, students will be able to

1. Effectively present a research proposal in front of the department's scientific committee
2. Practice research ethics and multicultural sensitivity while studying human participants
3. Critically evaluate research proposals and deduce their strengths and weakness and effectively communicate such constructive criticisms.
4. Effectively work in teams for group projects by using skills related to teamwork and team-building.

**Mapping the Course Learning Outcomes with Program Learning Outcomes (PLOs)  
and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	2	1			3	3	1		2		2			1		1
<b>CL 02</b>		3				2		3	3					3		3
<b>CL 03</b>	2	2	3	3	2								3		3	
<b>CL 04</b>						3					3			2		2

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

**The detailed contents of this course, references and suggested readings:**

**Unit I: Framing of research question**

- a) Extensive Review of Literature
- b) Identification of research problem
- c) Training on the preparation of research proposal (quantitative vs qualitative)

**Unit II: Development of the research proposal**

- a) Finalizing method and methodology
- b) Presentation of research proposal before scientific and ethics committee for approval, wherein the student describes the research problem, its rationale, the method, expected implications etc.
- c) Final submission of a research proposal based on the feedback received from scientific/ethics committee

**References**

1. American Psychological Association. (2019, December 24). *Concise Guide to APA Style* (7<sup>th</sup> ed).
2. Bailey, S. (2011). *Academic writing: A handbook for international students*. (3<sup>rd</sup> ed). New York: Routledge.
3. Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative Research: A Guide to Design and Implementation* (4th ed.). San Francisco: John Wiley & Sons.
4. O'Leary, Z. (2013). *The Essential Guide to Doing Your Research Project* (2<sup>nd</sup> ed.). SAGE Publications Ltd.

**Suggested Reading**

1. American Psychological Association. (2019). *Publication Manual of American Psychological Association*. (7th ed).
2. Blaikie, N., & Priest, J. (2019). *Designing Social Research: The Logic of Anticipation* (3rd ed.). Polity.
3. Greener, I. (2011). *Designing Social Research: A Guide for the Bewildered* (1st ed.). SAGE Publications Ltd.
4. Hartley, J. (2008). *Academic Writing and Publishing*. Routledge.
5. Leki, L. (2010). *Academic Writing 2/E South Asian Edition*, Cambridge University Press
6. McSweeney, F., & Williams, D. (2019). *Designing and Conducting Research in Social Science, Health and Social Care* (1st ed.). Routledge.

**GE-1 a, W, Credit: 3**  
**LIFE SKILLS EDUCATION**

PPYCGE1180

**(i) Course Objectives:**

This course aims to offer an overview of all the essential life skills. The course highlights the significance of various life skills, such as social skills, self-skills, professional skills etc., and equips the students to assess such skills with appropriate tests and assessments. The course also provides an opportunity to the various life skills in diverse settings such as academic, professional, organisation etc.

**(ii) Course Learning Outcomes:**

After completing the course, students will be able to:

1. Summarise the meaning and importance of life skills and describe the basic concepts and theories such as self-skills, social skills, and higher-order cognitive skills (Understand Level).
2. Develop a healthy concept of self by applying the conceptual understanding of components of self to enhance self-esteem, self-worth, and self-awareness (Create Level).
3. Explain the complexity of interpersonal relationships and demonstrate appropriate interpersonal relationship skills such as empathy, conflict resolution, assertiveness, etc. (Understand level and Apply Level).
4. Use Assessments to identify the strengths and weaknesses and practise skills such as anger management, goal setting, self-care etc., to enhance everyday living (Apply Level).

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3						2						1		1	
<b>CL 02</b>		2					2									
<b>CL</b>	3	1	2		1	3	2	3		3	3	3		3		3

<b>03</b>																
<b>CL 04</b>	3	1	2	3	3	3	2	3	1	3	3	3				

\*‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping.

### **The detailed contents of this course, references, and suggested books:**

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

- a. Life skill: Meaning, definition, component, and models of life Skills; Classification of Life skills - Hopson and Scally, Gazda, Childers and Brooks; Life Skills Education in contemporary India.
- b. Training methods: Training methods and preparation- Brainstorming, Buzz Group, Experience sharing, Mind Mapping, Forced Connections, A shrinking vessel, Reverse Pyramid; Preparation of Training Materials
- c. Assessment and evaluation: Need assessment for life skills training; Assessment of life skills; Impact assessment; Monitoring and Evaluation.

#### **Unit II: Basic Concepts and Theories**

- a. Self-Skills: Skills of Knowing and Living with Oneself: Self-awareness, Self-Concept, Objective Self Awareness; Theory-Duval & Wicklund; Body Image; Self Esteem.
- b. Social Skills: Skills of Knowing and Living with others- Empathy, Effective Communication, Conflict Resolution and Negotiation; Skills for Team Building; Effective leadership and Components of Strategic leadership; Assertiveness; Life Skills for handling negative peer pressure.
- c. Higher order Skills: Creative and Critical Thinking: Definition, Stages; Problem-Solving: Definition, Steps in Problem-Solving; Decision Making: Definition, Consequences of Decision Making; Coping Skills: Coping with Emotions and Stress; Effective Learning- Successful Career Planning, Development and Interview, Managing Careers; Enhancing Diversity and unity.
- d. Leadership lab: Techniques used for Self-Awareness- Johari Window, SWOT Analysis; Career planning, Preparation for the interview, Decision making, Problem-solving, Critical thinking.

#### **Unit III: Application and Practice of Life Skills**

- a. Mental Health: Life skills for anger management; Life skills for preventing substance abuse; Life Skills to avoid suicidal ideation; Skills in dealing with death and bereavement.
- b. Academic and Organisation: Setting goals; Preparation for Examinations; Skills in the organisation sector: Participation, building technical competence, Building effective relationships with superiors and peers; Life Skills for employees.
- c. Leadership lab: Design and Development of the module: Self-care, Study Skills, Career Choice and Health Skills; Conducting Peer Education Programme for School Adolescents; Biographical Study of Leaders.

### References

1. Acharya, P & Sudhir. K. (2018). *Handbook of activities on life skills*. American India Foundation.
2. Bat, R. I. (2017). *Life skill Education* (1st ed.).Notion Process publishers
3. Cottrell,S. (2013). *The Study Skills Handbook* (3rd Ed.). Palgrave Macmillan Ltd.
4. May, M.( 2019). Basic life skills course Facilitator’s Manual. Ministry of youth and sport of the Republic of Azerbaijan. UNICEF Azerbaijan.
5. Thomas, G., (2000). Life skills and curriculum. Shipra Publication

### Suggested Reading

1. Foshay , R. W. Silber,K. H & Stelnicki, M., (2003). *Writing Training Materials that Work*.Jossey – Bass..
2. Graham & jaegere., (2022) Life skill education for youth, critical perspectives.Springer <https://link.springer.com/book/10.1007/978-3-030-85214-6>
3. Janakiram, B. (2007). Training and Development, Biztantra, Dremtech Press
4. Larry, J. (2016). “The First Book of Life Skills” (1st Ed.). Embassy Books
5. Levi , D. (2007). Group Dynamics for Teams (2nd Ed.). Sage Publications Inc.
6. Mahajan, G. (2022). Life skill Education. Raj Publications
7. Northouse, P.G. (2005). Leadership: Theory and Practice, Sage Publication.
8. Peace Corps Information collection and Exchange Publication (2001). Life skill Manual. Washington.
9. Radhakrishnan, A. N et al. (2010). Life Skills Assessment Scale, Rajiv Gandhi National Institute of Youth Development.
10. United Nations Population Fund Act. (2017). *Boys on the move, A trainer handbook for implementation of a life skill programme for unaccompanied male adolescents*.

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**GE .1. b, W, Credit: 3**  
**CYBER PSYCHOLOGY**

PYCGE1181

**(i) Course Objectives:**

This course aims to offer an overview of the major concepts related to cyberpsychology such as its history and the dimensions of group behaviour in cyberspace and its effects on mental health. The course also equips students to use reliable psychological assessments related to cyberpsychology and professionally report the finding. Learners will also be equipped to conduct interventional and awareness programmes related to cyberspace and human behaviour.

**(ii) Course Learning Outcomes:**

After successfully completing the course, the students will be able to:

1. Outline the historical development of cyberspace, the current trends and issues related to the cyber world and exhibit conceptual clarity about the field of cyber-Psychology (Remember Level).
2. Explain the important theories related to human behaviour in cyberspace and critically evaluate them (Understand Level)
3. Critically evaluate the positive and negative influences of the cyber world on human beings, individually and in groups (Evaluate Level)
4. Develop strategies to efficiently use cyber technology to aid the betterment of human existence and mitigate its negative effects, as well as facilitate workshops for the same (Create Level)

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) with Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3	2	2										2		2	
<b>CL 02</b>	3	1	3	3	3				2			1		2	2	
<b>CL 03</b>	1		3	3	3		1		2			1	2		2	
<b>CL 04</b>					2	1	3	2	3	3	2	1		2		2

\*‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping.

**The detailed contents of this course, references, and suggested books:**

**Unit I: Introduction to Cyber-Psychology and the Online Self**

- a. Meaning of Cyber-Psychology and Cyberspace; History; Technology Across Lifespan; cyberspace as a psychological space; Basic Psychological features of cyberspace; Networks as "Mind" and "Self;" Social Psychology of cyberspace: Self and community in the age of the Internet; Role of psychologist in Cyberspace;
- b. Methods of Studying – Observational, Correlational, Experimental, Online Methods; Research Ethics in Cyberpsychology; Importance and Application of Cyber-Psychology.
- c. Nomophobia Questionnaire, Internet addiction assessment

**Unit II: Online Self, Interpersonal, And Group Dynamics In Cyberspace**

- a. Concept of Online identity and Multiple selves; Morals and Social Norms; Impression management and Self-Presentation; Motivation for Managing Self-Impression and its Impact; Cyberspace and Personality; Unique Components of Internet Environment- Anonymity, Control Over Physical Appearance, General Control Over Interaction, The Black Hole of Cyberspace, Internet Demographics; Cyberspace Humour; Coping with Spam; Online Gender-Switching.
- b. Psychology of text relationship, Transient and Long-Term Relationship, Cyberspace Romance; The Social Consequences of Online Interactions; social media-Introduction and Uses, social media and Cyber activism; Positive aspect of social media
- c. Social Psychology of Online Groups-Developmental Stages of Mailing Lists; Making Virtual Communities Work Communicating with Typed Text Chat; Extending A Work Group into Cyberspace; Group Games

**Unit III: Cyberspace and Mental Health**

- a. Importance of Mental Health in cyberspace; internet-based disorders – Gaming, Cyber Bullying, Cybersickness, Cyberchondriasis, Phantom Effect, Online Depression, Internet Addictions, Nomophobia, Google Effect;
- b. Social media and Cyber-Psychology Behaviours-Comparison and Low Self-Esteem, Depression, Social Isolation and Ostracism, Negative Relationships, Fear of Missing Out



(FOMO), Sleep Deprivation, Addictive Behaviour, Eating Disorder, ADHD, Positive Correlates of Social Media Use, social media and Memes;

c. Psychotherapy in Cyberspace - A Five-Dimensional Model of Online and Computer-Mediated Psychotherapy. Online Mental Health Therapies-Individual Tele-psychotherapy, Self-Help Therapy, Online Self-Help Groups, Uses of Therapy in Mental Health Care Tools; Managing Deviant Behaviour in Online Groups. Deviant Behaviour and Cybercrime.

d. Workshop: Deviant Behaviour and Cybercrime, Cyberbullying

## References

1. Anmol,P. R & Rana,G.,(2019).*Cyber-Psychology:A Brief Introduction to cyber-Psychology*. Notion Press.
2. Barton,H , Connolly,I, Palmer, M, Kirwan, G., (2016), *An Introduction to Cyber-Psychology*, Routledge.
3. Khader,M, Seng, L, & Xiau, W., (2021). *Introduction to Cyber Forensic Psychology: Understanding The mind of Cyber Deviant Perpetrators*. World Scientific Publishing Co Pte Ltd
4. Ravindra Thakur., (2011). *Cyber-Psychology*. Global Vision Publishing House.

## Suggested Reading

1. Adam N Joinson (2002). *Understanding the Psychology of Internet Behaviour: Virtual worlds, Real lives*. Palgrave Macmillan.
2. Calvo, R. A., D'Mello, S., Gratch, J. M., & Kappas, A. (Eds.). (2015). *The Oxford handbook of affective computing*. Oxford University Press, USA.
3. Dalal,S.R, Steinke, J, Tetrick, L,S & Zaccaro, S., (2016). *Psychosocial Dynamics of Cyber Security*. Routledge
4. IOS Press, (2001). *Towards CyberPsychology: Mind, Cognitions and Society in the Internet Age*. Amsterdam.
5. Monica T. Whitty, Garry Young (2016). *CyberPsychology: The Study of Individuals, Society and Digital Technologies*. BPS textbook
6. Norman, K.L., (2017). *Cyber-Psychology: Introduction to Human-Computer Interaction*. Cambridge University Press.
7. Whitty, M.T & Young, G., (2017). *Cyber-Psychology The study of Individuals, Society and Digital Technologies*. The British Psychological Society.

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**GE. 1. c, W, Credit: 3**  
**PSYCHOLOGY OF LOVE**

PPYCGE1182

**(i) Course Objectives:**

This course aims to offer an overview of the major concepts related to the psychology of love such as the basic concepts, individual differences in attachment, biological basis of behaviour, theories of love, etc. The course also equips learners to conduct tests and assessments related to attachments and relationships and awareness and interventional workshops.

**(ii) Course Learning Outcomes:**

After successfully completing the course, the students will be able to:

1. Summarise the concept of love and relationships and describe the theories and types of love. (Understand Level).
2. Analyse the role of attachment, self-esteem, and other individual factors in adult romantic relationships (Analyse Level).
3. Apply the concepts related to positive Psychology as an aid to understanding and forming healthy romantic relationships (Apply Level)
4. Assess the attachment style of the individuals using standardised tools, judge the validity of such measures and develop training modules to enhance human relationships (Evaluate and Create Level).

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3		1	1			1			2		1	3		3	
<b>CL 02</b>	3	2	3	3	2		1			2		1	1	2	1	
<b>CL 03</b>	1						1	2		3		2				3
<b>CL 04</b>	2	2	3	3	3	3	1	2	3	2	1	2	1	2	1	

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

**The detailed contents of this course, references, and suggested books:**

*MSc. Psychology curriculum revised on 18 Nov.2023, Department of Psychology, Central University of Karnataka, India*

**Unit I: Basic concepts**

- a. Introduction: Definition and meaning of Love; Evolutionary and biological aspects of love; Types and stages of Love; Relationships and Self: Self-Disclosure and Self Concept.
- b. Individual differences: Individual differences in love-self-esteem, temperament, power complex, age, gender, and culture; Psychodynamics of interpersonal attraction; Factors leading to interpersonal attraction
- c. Brain and Hormones: Human Sexuality- Psychoanalytic theory, Learning theory, Social Exchange theory, Cognitive theory.

**Unit II: Theories of Love**

- a. Major theories: John Alan Lee's colour of love, including three primary colours-eros (beauty-oriented love), storg (friendship, brotherly-sisterly love), ludus (playful, noncommittal love)-a three secondary colours constructed from the primaries-mania (intense obsessive love), pragma (pragmatic love), and agape (saintly, altruistic love), Bowlby's infant attachment pattern and adult love relationship.
- b. David Buss's sociobiological and behavioural approach, Robert Sternberg's triangular theory of love. Maslow's need for love, Byrne's reward theory, and Steven Beach and Abraham Tesser's three components of love-commitment, intimacy, and cohesion.
- c. Assessment: Sternberg's Triangular Love Scale, Attitudes Toward Love Scale (ATLS), Attachment style questionnaire, NEO FFI-3

**Unit III: Factors associated**

- a. Factors determining Romantic Love -Proximity, Arousal, Beauty, Character & Status, Similarities, Needs, Process, Attachment & Growth
- b. Positive Psychology of romantic love: Positive Psychology of human sexuality; Other Aspects of love- connecting, romancing, and caring; love and physical health; Conflict, Jealousy, Infidelity, and Aggression; Relationship Maintenance, Satisfaction, and Thriving
- c. Workshop: Knowledge and attitude towards human sexuality, sexual behaviour, and sexual orientation.

**References**

1. Aiken, L.R. (1999). *Personality Assessment methods & practices* (3rd ed). Hogrefe & Huber Publishers.
2. Brandon, N. (2008). *The Psychology of Romantic love*. Tarcher Perigee.

3. Compton, C. W & Hoffman, E. (2019). *Positive Psychology, The happiness of flourishing*. Wadsworth Cengage Learning.
4. Hendrick, C., Hendrick, S., & Dicke, A. (1998). The Love Attitudes Scale: Short form. *Journal of Personal and Social Relationships*, 15, 147-159.
5. Lopez, S. J, Jennifer, P.T & Synder.C.R(2011). *Positive Psychology* ( 2 ed),Sage publication

### Suggested Readings

1. Ainsworth, M. D. S. (1982). Attachment: Retrospect and prospect. In C. M. Parkes & J. Stevenson-Hinde (Eds.), *The place of attachment in human behaviour* (pp. 3-30) Basic Books.
2. Babygirija, R., Gribouvskaia-Rupp, I., & Takahashi (2013). *Physiology of Love: Role of Oxytocin in Human Relationships, Stress Response and Health*.Nova Science Publishers, Incorporated
3. Baron, R.A. & Branscombe, N.R.(2015). *Social Psychology* (13th Ed.).Pearson
4. Carter,C.S & Progres. (2012). The biochemistry of love: an oxytocin hypothesis. *National Library of Medicine*. Vol. 14, 1,12–16,
5. Glass, S.(2003). *Not Just Friends: Rebuilding Trust and Recovering Your Sanity After Infidelity*. Free Press.
  - a. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3537144/>
6. Jonathan, A., (2022). *The psychology of love*. B0BCQSSCW publications.
7. Paludi, M. (2012). *The psychology of love*. Praeger.
8. Peele, S., & Brodsky, A. (1976). *Love and addiction*. New American Libra
9. Sternberg, R., & Sternberg, K. (2019). *The New Psychology of Love* (2nd ed.). Cambridge University Press.

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**VAC-1, W, Credit: 2****PERSONAL AND PROFESSIONAL DEVELOPMENT**

PPYCDS1161

**(i) Course Learning Outcome:**

After completing the course, the students will be able to:

1. Understand the concept of self and the various aspects of self-constructs as well as the concept of professionalism, professional behaviour, and mannerisms.
2. Understand and analyse the strengths and limitations of various aspects of self-constructs.
3. Apply various strategies to develop interpersonal skills and skills for professional development and growth.
4. Create goals for personal development and develop action plan to reach goals and develop a comprehensive career plan and identify opportunities of employability.

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3			2		1				
CL02	3		1	2	2	1	2		2	2
CL03	3		2	3	3		2	3	3	3
CL04	3	2	2	3	3			2	3	3

**(iv) The detail contents of this course and references and suggested books:****Unit I: Personal Development**

**a. Self-constructs and Personal Skills:** (i) **Self-constructs** - Basic concepts and need for enhancing self-constructs: Self-awareness, Self-esteem, Self-efficacy, Self-concept; (ii). **Personal Skills**- Basic concepts and nature of thinking, negativity bias, time management, emotional regulation, and assertiveness.; (iii) **Interpersonal skills**: Basic concepts, nature, and types of: Verbal and non-verbal communication, non-violent communication (NVC); Social networking.

**b. Personal growth and beyond.:** Empathy, Positive thinking, gratitude, and optimism; Mindfulness.

## **Unit II: Professional Development**

**a. Etiquettes and skills across contexts:** (i) Common courtesies and manners at home, dining out, travelling, attending performance and official life; letters, telephone, Email, computers, and other personal devices; (ii) Social life: Host, Guest, Invitations, Celebrations, Social networking; Workplace: Getting the job- job search and job interview; Job - office, workplace relations, customer.

**b. Career planning and skills development :**(i) Career Planning: Personal objectives; Analysis of skills and resources; identifying career path; Career Portfolio; Resume Preparation; Interview Skills; First impression; (ii) Skills Development: Leadership Skills; Team building; Decision making; Communication skill; Addressing a professional gathering, Presentation Skills, Drafting a formal letter and email; social networking; Personal devices and technology for effective communication.

### **References:**

1. Budhale, P., 2021. Golden Book of Business Presentation Skills. 1st ed. New Delhi: Bloomsbury.
2. Post (Author), Daniel Post Senning (2017) Emily Post's Etiquette, 19th Edition: Manners for Today (Emily's Post's Etiquette; Harper Collins: NY
3. Rao, R., 2016. Life Skills Education. 1st ed. Neelkamal.
4. Rosenberg, M., 2015. Nonviolent Communication: A Language of Life: Life-Changing Tool for Healthy Relationships (Nonviolent Communication Guides) 3rd ed. Encinitas, USA: Puddle Dancer Press
5. Sharma, P., 2022. Soft skills: Personality Development for Life Success. 3rd ed. BPB Publications.

### **Suggested Reading**

1. Bagchi, S. (2012). The professional companion. How to make the best of your workplace skills. Penguin books. India
2. Branden, N. (2001). The Psychology of Self-Esteem: A Revolutionary Approach to Self-Understanding That Launched a New Era in Modern Psychology. Jossey-Bass
3. Gupta, S. (2017). Correct manners and etiquette. V & S Publishers. New Delhi.

4. Kucharvy., T., 2014. Creating A Pathway to Your Dream Career: Designing and Controlling Career Around Your Life Goals. 1st ed. New York: Business Expert Press.
5. Reardon, R., Lenz, J., Sampson, J., Peterson, G.W. (2017). Career Development and Planning: A Comprehensive Approach. Kendall/Hunt Publishing Co ,U.S.; Fifth edition.
6. Senning, C.P., Post, P., & Bjorkman, S. (2006). Emily's Everyday Manners Hardcover. HarperCollins; Illustrated edition.
7. Sharma, P., 2022. Soft skills: Personality Development for Life Success. 3rd ed. BPB Publications.
8. Theobald, T. (2013). Develop your presentation skills: creating success. Kogan Page; 2nd edition
9. Tierney, J., & Baumeister. R.F. (2019). The Power of Bad: How the Negativity Effect Rules Us and How We Can Rule It. Penguin Press.
10. Tracy, B. (2012). Time Management Made Simple. Your Coach In A Box; Unabridged edition. USA.
11. Tuhovsky, L. (2015). Communication Skills: A Practical Guide to Improving Your Social Intelligence, Presentation, Persuasion and Public Speaking: 9 (Positive Psychology Coaching). Createspace Independent Pub; 1st edition.
12. Verma, M.S., & Verma, S. (2021). Job Search Secrets: Master the Art of Getting a Job. Penguin Portfolio
13. Wasserman, S., & Faust, K. (1994). Social Network Analysis: Methods and Applications: 8 (Structural Analysis in the Social Sciences. Cambridge University Press. USA.
14. Yeung, R. (2008). How to succeed at interviews. Rupa Publications. India

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# **SEMESTER II**



**DSC.5, T, Credit: 4****THEORIES OF PERSONALITY**

PPYTCC2105

**(i) Course Objectives:**

This course aims to offer an overview of the basic concepts such as definition, determinants, and significant theories of personality such as psychodynamic, humanistic etc. The course also highlights methods of studying and measuring personality and its applications.

**(ii) Course Learning Outcome:**

After completing the course, the students will be able to:

1. Define personality and describe the historical and cultural context of each personality theory and the contributions of heredity and environment to personality development (remember and understand level)
2. Analyse the extent to which the theories have shown the applied value and the degree to which the theories have helped find solutions to human problems (Analyse and evaluate level)
3. Assess the personality of individuals using standardised tools like NEO FFI and critically evaluate the strengths and weaknesses of test
4. Determine the suitability and applicability of various personality tests and build effective programs for personality development for multiple settings like schools and organisations (Evaluate and Create level)

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3						1						3		3	
<b>CL 02</b>	1	2	3	3	3		1	1				2		2	2	
<b>CL 03</b>	2		3	3	3	1	1	2	2	3		2		2	2	
<b>CL 04</b>	3	2	3	3	2	3	1	2	2	3	2	2		3		3

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

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## **The detailed contents of this course, references, and suggested books**

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

- a. Introduction: Definition and meaning of personality; Evolution of personality; Early theories of personality; Characteristics of Personality; Personality as a dynamic whole.
- b. Determinants of the Personality: Biological factors, Psychological Factors, Family and Group factors, Situational, Outcome interaction of heredity and environment, Motive Factors, Cultural factors, and educational factors.
- c. Personality differences -Person-situation, transpersonal interactionist aspects, Sex differences, Stress, adjustment, & health differences, Culture, religion, and ethnicity.

### **Unit II: Major Approaches to Personality**

- a. Psychodynamic- Sigmund Freud, Carl Gustav Jung, Alfred Adler, Karen Horney, Erich Fromm, Harry Stack Sullivan, Erik Erikson.
- b. Humanistic- Carl R. Rogers, Abraham H. Maslow, Rollo May; Existential - Rollo May and Victor Frankl; Trait - Gordon W. Allport, Raymond B. Cattell.
- c. Behaviourist-B. F. Skinner; Cognitive - George A. Kelly; Social learning - Albert Bandura;

### **Unit III: Development, Health, Bio-Cognitive and Indian Perspectives**

- a. Development- Childhood temperament, The development of personality across the lifespan; Models of personality and health;
- b. Bio-Cognitive: Attachment theory- Motivational, individual differences and structural aspects; Anatomy and Physiology of Personality; Cognitive and Social-Cognitive aspects of personality
- c. Indian perspectives -Aurobindo's Levels of Consciousness, Five Sheaths, Trigunas, Ayurveda and personality.

### **Unit IV: Application and Assessment of Personality**

- a. Methods of Personality research; Goals of assessment; Classification of tests; Current status of research on personality.
- b. Assessment - Self-Report Measures, Projective Techniques, Behavioural Analysis.
- c. Applications- Personality in School Psychology, Personality in Educational Psychology, Personality at work, Personality and crime.

## References

1. Campbell, J.B, Hall, S & Lindzey, G (2007). *Theories of Personality* (4<sup>th</sup> ed.). Wiley India Pvt.Ltd
2. Feist, J, Feist, G J & Roberts, T.A. (2013). *Theories of Personality* (8<sup>th</sup> ed.). McGraw-Hill Education
3. Ryckman. R. M (n.d). *Theories of Personality* (9<sup>th</sup> ed.). Thomas Wadsworth Publishing
4. Safaya, R. (1976). *Indian psychology: a critical and historical analysis of the psychological speculations in Indian Philosophical literature*. Munshiram Manoharlal publishers. Pvt. ltd.
5. Shultz, D.P & Shultz, S.E (2017). *Theories of Personality* (11<sup>th</sup> ed.). Wadsworth Cengage Learning.

## Suggested Reading

1. Aiken, L.R. (1999). *Personality Assessment Methods & practices* (3<sup>rd</sup> ed). Hogrefe & Huber Publishers.
2. Greene, R. L & Weiner, I. B (2008). *Handbook of Personality*.Wiley publishers.
3. Kelland, M.D (2014). *Personality Theory: A multicultural Perspective*. Createspace Independent Pub
4. Libert, R.M & Spiegler, M.D (1993). *Personality: Strategies & issues*. Brooks/Cole Publishing Company.
5. Pervin & Cervone. (2019). *Personality: Theory & Research*. John Wiley & Sons, Limited.
6. Rangunath, S., (1976). *Indian Psychology*. Munshiram Manoharlal.
7. Ryckman. R. M (2012). *Theories of Personality* (10<sup>th</sup> ed.). Thomas Wadsworth Publishing
8. Shultz, D.P & Shultz, S.E (2012). *Theories of Personality* (11<sup>th</sup> ed). Wadsworth Cengage Learning.

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**DSC.6, P, Credit: 2****ASSESSMENT OF PERSONALITY**

PPYPCC2106

**(i) Course Objectives:**

The objective of this course is to shed light on the important tests and assessments related to personality, such as Neuroticism, Extraversion Openness, Five-Factor Inventory, Eysenck's Personality Questionnaire, FIRO B etc., and evaluate the strengths and weaknesses of the tests. The course also aims to equip the students with professional skills, where they will be able to professionally administer the tests and report the findings in a scientific manner.

**(ii) Course Learning Outcomes:**

After successfully completing the course, the students will be able to:

1. Identify the important assessments related to personality which are used in a Psychology laboratory and psychological testing (remember level).
2. Explain the development and validity of important tests such as Projective and non-Projective tests, including Eysenck's Personality Questionnaire, Thematic Apperception Test, FIRO-B, etc (Understand level)
3. Critically evaluate the strengths, weaknesses, and limitations of the psychological tests in this paper (Evaluate level)
4. Administer the tests in appropriate settings and professionally report the results (Apply level)

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3	3					1		3				3		3	
<b>CL 02</b>	3	3					1						3		3	
<b>CL 03</b>			3	3	3		1		2	1		2		3	2	
<b>CL 04</b>					3	2	3	2	1	3	1	3		3		3

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

## The detailed contents of this course, references, and suggested readings:

### Unit I: Laboratory Based Assessments

- a. Trait and Type based: NEO FFI: Five Factor Inventory; 16 PF: 16 Personality Factors; CPQ: Child Perceptions Questionnaire; MBTI: Myer-Briggs Type Indicator; Enneagram Personality Test
- b. TAT: Thematic Apperception Test; CAT: Children's Apperception Test; DAP: Draw A Person test; SCT: Sentence Completion Test; RIBT: Rorschach Inkblot Test; PFT: Picture Frustration Test

### Unit 2: Online Assessments:

- a. DISC: Dominance, Influence, Steadiness, and Compliance; EPQ: Eysenck Personality Questionnaire; Temperament.
- b. Type A and Type B personality test; LOC: Locus of Control; SSS: Sensation Seeking Scale; FIRO-B: Fundamental Interpersonal Relations Orientation- Behavior; FIRO-F: Fundamental Interpersonal Relations Orientation- Feeling; Belbin's Team Player Style

### References

1. Aiken, L.R. (1999). *Personality Assessment methods & practices* (3<sup>rd</sup> ed). Hogrefe & Huber Publishers.
2. Nicholas, H. (2020). *The book of personality tests: 25 easy to score tests that reveal the real you: volume 8 (puzzlecraft, 8)*. Wellfleet.
3. Rabin. A.I., (1968). *Projective techniques in personality assessment, A modern introduction*. Springer Science and Business media, LLC.
4. Tuber, S. (2014) *Understanding personality through projective testing*. Lanham: Rowman & Littlefield Publishers.
5. Zuckerman, M. (2006). *Sensation seeking and risky behaviour*. American Psychological Association.

### Suggested Reading

1. Archer, R.P., & Smith, S.R. (2014). *Personality assessment*. Routledge.
2. Cattell, R.B., Eber, H.W., & Tatsuoka, M.M (1970). *Handbook for the 16PF questionnaire: in clinical, educational, industrial, & research psychology for use with all forms of test*. Institute for Personality and Ability Testing, Champaign, Ill
3. Cautin & S. Lilienfeld (Eds.). *The encyclopaedia of clinical Psychology*. (p. 1-6). WileyBlackwell. DOI: 10.1002/9781118625392.wbecp437

4. Daniel, D & Price, V., (2000). *The essential Enneagram, The definitive Personality test and self-discovery guide*. Harperone, New York.
5. Drenth, A.J., (2014). *The 16 personality Types: Profiles, Theory, & Type Development*. Inquire Books.
6. Garcia, E., (2014). *Human Personality. The Five trait Theory*. Grin Publishing.
7. Hedge, J. (2012). *The Essential Disc Training Workbook: Companion to the Disc Profile Assessment*. Createspace Independent Pub
8. Mihura, J. L., & Meyer, G. J. (2015). *Rorschach Inkblot Test*. In R. Cautin & S.
9. Mihura, J. L., & Meyer, G. J. (2015). *Thematic Apperception Test*. In R.
10. Waterman, J.A. and Rogers, J. (2004) *Introduction to the firo-B instrument*. CA: CPP.

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**DSC 7, T, Credit: 4****SOCIAL PSYCHOLOGY**

PPYTCC2107

**(i) Course Objectives:**

This course is designed to give students a broad overview of social psychology emphasizing significant concepts, theory and research. This aims to guide the students in understanding social psychological concepts and their application in the real world.

**(ii) Course Learning Outcomes:**

After completing the course, the students will be able to:

- Critically understand the major methods of research in social psychology, the ethical issues, and the emerging trends.
- Understand and summarise the fundamental concepts in social psychology such as social cognition, interpersonal relationships, group dynamics etc.
- Describe, explain, and evaluate research studies examining core areas of social psychology as well as recognise and evaluate social, cultural, spiritual, and other types of diversity
- Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society and develop core social and interpersonal skills such as team building, leadership, etc.

**Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3	3	1	1	1		1		2	1		1	3		2	
<b>CL 02</b>	3	3					1					1	3		2	
<b>CL 03</b>	3	3	3	3	3		1		2	1		2		2		2
<b>CL 04</b>						3	1	2	3	2	1	2		2		3

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

**The detailed contents of this course, references, and suggested readings:**

**Unit I: Introduction and Social Processes**

- a) **Understanding Social Psychology:** Definition, Nature, Concept, and scope of social psychology; Historical developments and emergence of modern social psychology; Research methods; Ethical issues in social psychology research; Emerging trends and Current issues; Applications.
- b) **Social Perception:** Meaning and definition of social cognition; Nonverbal communication; Attribution: Theories, Basic sources of attribution; Impression formation and impression management; Accuracy of social perception.

**Unit II: Social Cognition and Behaviour**

- a) **Social Cognition:** Meaning and definition of social cognition; Social cognition: schemas; Heuristics; Error in social cognition; affect and cognition.
- b) **Social Influences:** Social influence: Conformity; group influence; Factors affecting conformity; Resistance; Compliance; Extremes forms of social influence: Obedience to authority and Indoctrination;
- c) **Pro-social behaviour:** the decision to help in an emergency; attraction; attributions; volunteering; empathy; altruism.

**Unit III:**

- a) **Social relations:** Attraction and intimacy: Proximity, Familiarity, Similarity, Mutual Liking, physical attraction, Reciprocal liking; Prosocial behaviour: Empathy, Altruism, Empathetic Joy Hypothesis, Negative-state relief model, Kin selection theory, Bystander effect.
- b) **Aggression and Crime:** Definition, nature, Theories of aggressive behaviour: Biological basis of aggression, Drive theory of aggression, General Aggression Model (GAM), frustration-aggression hypothesis, excitation transfer theory; Violence: Definition, Types of violence, Domestic and group violence, Effect; Crime: Definition, Types, Causes, Rehabilitation of criminals; Role of psychologists; Control and prevention of aggression and violence.
- c) **Attitudes and Prejudice:** Attitude formation: Social learning, Acquiring attitudes, Influence of attitude on behaviour, Resistance to persuasion, Cognitive dissonance; Prejudice- Causes; Effects; and cures.



#### Unit IV: Group and Team Process

- a) **Group dynamics:** Group dynamics: definitions and nature of basic concepts; Group: nature, types, and functions; Formation group factors: Group cohesion and development, Group structure.
- b) **Team:** Nature, functions, and team player styles; defining team success and conditions for team success; Functional approach to leading teams; Team building and team training: types and evaluation; Ice-breaker; virtual teams; Decision making and Performance, Intergroup conflict, Crowd and social movements, Negotiation and peace-making, Sustainable future.

#### References

1. Baron, R. A & Branscombe, N.R., (2017). *Social Psychology*. Pearson Education.
2. Forsyth, D.R. (2018). *Group Dynamics*. (7th ed). Wadsworth Pub Co.
3. Levi, D., (2020). *Group Dynamics for Teams*. Sage Publications.
4. Myers, D. G& Twenge, J. M., (2021). *Social Psychology*. McGraw Hill Education.
5. University of Minnesota Libraries Publishing. (2015). *Principles of Social Psychology*
6. Vallachar, R.R., (2020). *Social Psychology Exploring the Dynamics of Human Experience*. Routledge Taylor and Francis group, New York.

#### Recommended Reading

1. Baumeister, R.F, Finkel, J.S., (2010). *Advanced Social Psychology*. Oxford University Press.
2. Bonner, H. (2018). *Group Dynamics: Principles and Applications*. Forgotten Books.
3. Coutts, L. M, Gruman, J. A & Schneider, F. W., (2017). *Applied Social Psychology*. Sage Publications.
4. Deaux, K & Synder, M. (2012). *The Oxford Handbook of Personality and Social Psychology*, (1st ed).OUP USA
5. Fein, S, Kassin, S & Rose, H.M. (2016). *Social Psychology*,(10th ed). Cengage Learning.
6. Fiedler, K, Bless,H, Greifeneder, R (2017). *Social Cognition: How to Construct Social Reality*. Psychology Press.
7. Kissinger, H. (2022). *Leadership: Six Studies in World Strategy*. Allen Lane
8. Nowak, A, Read, S. J & Vallacher, R. R., (2017). *Computational Social Psychology*. Routledge Taylor and Francis group.

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**DSC. 8, P, Credit: 2****EXPERIMENTS IN GROUP AND SOCIAL PROCESSES**

PPYPCC2108

**(i) Course objectives:**

The course aims to provide practical exposure and help students develop an awareness of their strengths and weaknesses and develop core social skills by providing an experiential learning platform.

**(ii) Course Learning Outcomes:**

After completing the course, the students will be able to:

1. List the important experiments and tests used in the discipline of social psychology
2. Understand the use and applicability of important experiments that assess group dynamics, prejudice, attitudes, leadership, etc.
3. Use Various tests and social experiments in the classroom to develop skills such as communication, leadership, problem-solving, and decision-making.
4. Develop self-awareness by assessing one's own prejudice, attitude, leadership style, communication style, etc, through experiential learning activities.

**Mapping the Course Learning Outcomes (CLOS) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs).**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3	3					1		1				2		2	
<b>CL 02</b>	3	3	3	3	3		1		1				2			
<b>CL 03</b>			3	3		3	1	3		2	2	3		2		2
<b>CL 04</b>	3					3	1	3		2	2	3		2		2

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

**The detailed contents of this course, references, and suggested readings:**

*MSc. Psychology curriculum revised on 18 Nov.2023, Department of Psychology, Central University of Karnataka, India*

**Unit I: Laboratory-Based Assessments**

- a) Group behaviour / Team Effectiveness
- b) Sociogram / Sociometry
- c) Communications /Leadership
- d) Cognitive dissonance / False Consensus
- e) Self-Deception

**Unit II: Field And Online Learning:**

- a. Prejudice / Attitude change
- b. Problem-solving / Decision-making
- c. Bystander effect / Social facilitation
- d. Selective Group Perception/ Stereotype
- e. Confirmation Bias / Groups and Influence on Opinion

**References**

1. Abelson, R.P, Frey, K.P & Gregg, A.P., (2003). *Experiments with people: Revelations from Social Psychology*. Psychology press.
2. Argyle, M & Humphrey, G. (2017). *Social Psychology Through Experiment*. Psychology Press; 1st edition.
3. Crum, A.J & Walton, G. M. (2020). *Handbook of Wise Interventions: How Social Psychology Can Help People Change* .Guilford Press
4. Johnson, D & Johnson, F. (2016).*Joining Together: Group Theory and Group Skills* (The Merrill Counseling Series).Pearson
5. Olson, J.M & Zanna, M. P. (2012). *Advances in Experimental Social Psychology*. Academic Press

**Recommended Reading**

1. Cebula, A & O'Malley, E. D. (2015). *Your Leadership Edge Lead Anytime, Anywhere*. ard Press
2. Christopher, M.E & Smith, L.E.( 1999). *Leadership Training A Sourcebook of Activities*. Viva Books Private Limited.
3. Coutts.L,M, Gruman.J,A & Schneider.F,W.(2017). *Applied Social Psychology: Understanding and Addressing Social and Practical Problems*. SAGE Publications, Inc
4. Crano, W.D & Prislin, R. (2014). *Attitudes and Attitude Change (Frontiers of Social Psychology)*. Psychology Press

5. Duinn, J. (2021). *Distributed Teams: The Art and Practice of Working Together While Physically Apart*. Release Mechanix, LLC.
6. Hart, B. L. (1999). *Faultless Facilitation*. USA, HRD Press.
7. Keyton, J. (2005). *Communicating in groups: Building relationships for group effectiveness*. OUP USA
8. Parker, G & Thiagarajan, S. (2008). *Teamwork and Team play: Games and Activities for Building and Training Teams*. Pfeiffer
9. Patrick, D.S & Steinwedel, J.S. (2019). *Group Coaching: Raising Leadership Consciousness, Effectiveness, and Engagement in Organizations: The Art and Practice of Facilitating Leadership Development Cohorts*: Chiron Publications
10. Rosenbaum, P. (2019). *Observation and Experiment – An Introduction to Causal Inference*. Harvard University Press
11. Stathi, S & Vezzali, L. (2020). *Using Intergroup Contact to Fight Prejudice and Negative Attitudes: Psychological Perspectives (European Monographs in Social Psychology)*. Routledge
12. Tileaga, C. (2017). *The Nature of Prejudice: Society, discrimination and moral exclusion (Explorations in Social Psychology)*. Routledge.

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**AEC.2, T, Credit:4****RESEARCH DESIGN AND STATISTICS**

PPYTAE2143

**(i) Course Objectives:**

The objective of this course is to shed light on the importance of research design and develop skills in the students to lay a strong foundation for their research through a strong research design. The course also aims to equip the students with an understanding of the major statistical tests and the skill to apply all major statistical tests appropriately

**(ii) Course Learning Outcomes:**

After completing the course, the student will be able to:

1. Understand and summarise the meaning, purpose, and characteristics of a good research design and explain the significance of important statistical measures used in psychological research.
2. Communicate and implement their knowledge of research design, analysis, interpretation, and ethics by conducting research addressing psychological questions.
3. Use appropriate statistical tests for the given data and effectively interpret and communicate the results of the test.
4. Demonstrate efficiency in using statistical software such as SPPSS

**Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3	3		2	3		1	2	1	1		2	2		2	
<b>CL 02</b>	3	3		2	3		1	2	1	1	1	2				
<b>CL 03</b>			1	1	1	2	3		1		1	2		2		2
<b>CL 04</b>			1	1	1	2	3					3		1		1

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

**The detailed contents of this course, references, and suggested readings:**

**Unit I: Research Design**

- a) Meaning & Purpose of research design; Characteristics of a good research design
- b) Types of research designs- experimental vs non-experimental, within group vs between-group designs, cross-sectional vs longitudinal; Other types- ex-post facto studies, factorial designs.

**Unit II: Statistics in Psychology**

- a) Descriptive statistics- Computing measures of central tendency (mean, mode, median) and variability (standard deviation, quartile deviation, sample & population variance)
- b) Normal distribution- nature and properties of the normal probability distribution; standard scores (z-score) and the normal curve; the standard normal curve: finding areas when the score is known; divergence from normality (skewness and kurtosis).

**Unit III: Parametric Tests**

- a) Levels of significance; Sample size estimation; one-tailed and two-tailed tests; Parametric and non-parametric test; Choosing appropriate statistics - where to use parametric and non-parametric tests
- b) Correlation methods (Karl Pearson's product-moment correlation, bi serial, point-bi-serial, partial, Spearman's rank correlation); Regression tests (simple linear regression, multiple linear regression)
- c) The t tests (independent, paired & one sample test); Analysis of Variance (one-way, two-way, and repeated measures ANOVA, ANCOVA, MANOVA, MANCOVA); Post-hoc testing

**Unit IV: Non-parametric Tests**

- a) Some non-parametric tests- chi-square test (chi-square test for goodness of fit, chi-square test for independence); Mann-Whitney U test; Kruskal Wallis H and median test; Wilcoxon sign test; Friedman, One-sample Kolmogorov-Smirnov test
- b) Statistical power of a test; Analysis skills in SPSS

## References

1. Coolican, H. (2004). *Research methods and Statistics in Psychology*. Hoddes Arnold.
2. Creswell, J. W., & Creswell, D. J. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications, Inc.
3. Frederick, J.G, & William, L.B. (2007). *Statistics for Behavioural Sciences*. (7<sup>th</sup> Ed.). Thomson Wadsworth.
4. Kerlinger, F.N. (2017). *Foundations of behavioral research*. Surjeet Publications.
5. Mayers, A. (2013). *Introduction to statistics and SPSS in psychology*. Pearson Education. Harlow.
6. Siegel, S. (1986). *Non parametric statistics*. NY: McGraw Hill.

## Suggested Reading

1. Allen, P., Bennett, K., & Heritage, B. (2019). *SPSS Statistics: A practical guide*. Cengage Learning.
2. Creswell, J. W., & Poth, C. N. (2017). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). SAGE Publications, Inc.
3. Dancy, C.P., & Reidy, J. (2011). *Statistics without mathematics for Psychology* (5<sup>th</sup> ed.). Pearson Education Limited.
4. Field, A. (2017). *Discovering Statistics Using IBM SPSS Statistics: North American Edition* (5th ed.). SAGE Publications Ltd.
5. Fielding, N., Lee, R., & Blank, G. (2017). *The SAGE Handbook of online research methods*. SAGE Publications Ltd. <https://dx.doi.org/10.4135/9781473957992>
6. Goodwin, C. J. (2002). *Research in psychology: Methods and design* (3<sup>rd</sup> ed.). New Jersey: John Wiley & Sons, Inc.
7. Howel, D.C. (2007). *Statistical Methods for Psychology* (7<sup>th</sup> ed.). Wadsworth. Cengage.

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**SEC.2 , P, Credit:2**  
**GROUP RESEARCH PROJECT II**

PPYPSB2144

**(i) Course Description:**

As per the requirements of this course, the students will have to form a team of 3-5 members to conduct particular research. The present course requires each team of students to conduct the research proposed in the previous semester and present it at a national/international conference. Respective faculty supervisors will guide the progress at all stages of the research

**(ii) Course Objectives:**

The present course helps the students gain theoretical and practical knowledge on data collection, data analysis, and presentation skills in research. In addition, it also develops the academic writing skills of student researchers.

**(iii) Course Learning Outcome:**

After completing the course, the student will be able to:

1. Conduct empirical research
2. Present the paper in front of a scientific audience
3. Critically evaluate research manuscripts
4. Develop their teamwork skills

**Mapping the Course Learning Outcomes (PLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>				2	3		1					2				
<b>CL 02</b>	2	2	2								1	2	1		1	
<b>CL 03</b>			3	3	2									1	1	
<b>CL 04</b>						3					3			1		1

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

**The detailed contents of this course, references, and suggested books:**

**Unit I: Results and Discussion**

*MSc. Psychology curriculum revised on 18 Nov.2023, Department of Psychology, Central University of Karnataka, India*



- a) Data collection and data analysis
- b) Presentation of results and discussion in front of the department's scientific committee

## Unit II: Preparation & Presentation of Research Manuscript

- a) Drafting of the research manuscript as per the guidelines given in APA 7<sup>th</sup> edition (in publishable format)
- b) Abstract submission and paper presentation of the respective research in a national/international conference group

### References:

1. Allen, P., Bennett, K., & Heritage, B. (2019). *SPSS Statistics: A practical guide*. Cengage Learning.
2. Coolican, H. (2004). *Research methods and Statistics in Psychology*. Hodder Arnold.
3. Creswell, J. W., & Creswell, D. J. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications, Inc.
4. Gravetter, F. J., Wallnau, L. B., Forzano, L. A. B., & Witnauer, J. E. (2021). *Essentials of statistics for the behavioral sciences*. Cengage Learning.
5. Kerlinger, F.N. (2017). *Foundations of behavioral research*. Surjeet Publications.

### Suggested reading:

1. Moher, D., Shamseer, L., Clarke, M., Ghersi, D., Liberati, A., Petticrew, M., Shekelle, P., Stewart, L. A., & PRISMA-P Group (2015). Preferred reporting items for systematic review and meta-analysis protocols (PRISMA-P) 2015 statement. *Systematic reviews*, 4(1), 1. <https://doi.org/10.1186/2046-4053-4-1>
2. Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., McGuinness, L. A., ... Moher, D. (2021). The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *BMJ (Clinical research ed.)*, 372, n71. <https://doi.org/10.1136/bmj.n71>
3. PRISMA: Transparent reporting of systematic reviews and meta-analyses. (2020). *Preferred Reporting Items for Systematic reviews and Meta-Analyses (PRISMA)*. <https://www.prisma-statement.org/>
4. Shamseer, L., Moher, D., Clarke, M., Ghersi, D., Liberati, A., Petticrew, M., Shekelle, P., Stewart, L. A., & PRISMA-P Group (2015). Preferred reporting items for systematic review and meta-analysis protocols (PRISMA-P) 2015: elaboration and

explanation. *BMJ (Clinical research ed.)*, 350, g7647.

<https://doi.org/10.1136/bmj.g7647>

5. Tricco, A. C., Lillie, E., Zarin, W., O'Brien, K. K., Colquhoun, H., Levac, D., Moher, D., Peters, M. D. J., Horsley, T., Weeks, L., Hempel, S., Akl, E. A., Chang, C., McGowan, J., Stewart, L., Hartling, L., Aldcroft, A., Wilson, M. G., Garritty, C., Lewin, S., ... Straus, S. E. (2018). PRISMA Extension for Scoping Reviews (PRISMA-ScR): Checklist and Explanation. *Annals of internal medicine*, 169(7), 467–473. <https://doi.org/10.7326/M18-0850>

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**GE- 2 a, W, Credit: 3****NON-VIOLENT COMMUNICATION**

PPYCGE2183

**(i) Course Objectives:**

This course is designed to give students a broad overview of Non-Violent Communication emphasizing significant concepts, theory, and research. This course also equips the learner to apply non-violent communication in both personal and professional settings.

**(ii) Course Learning Outcomes:**

After completing the course, the students will be able to:

1. Explain the need and significance of Non-Violent Communication
2. Evaluate the relationship of Non-Violent Communication with other positive Psychology concepts such as empathic communication, compassion, etc.
3. Assess the communication style using standardized tools and professionally report the results.
4. Apply NVC principles to develop self-compassion, embodied aboutness, psychological safety, etc.

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3	3					1						1		1	
<b>CL 02</b>	2	2	3	3	2		1		1			2	1		1	
<b>CL 03</b>	2	3	3	3	2		1		1			2	1		1	
<b>CL 04</b>						1	1	3		3	2	3		1		1

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

## **The detailed contents of this course, references, and suggested books:**

### **Unit I: Introduction**

- a. Introduction: Basic concepts and definitions; Marshall Rosenberg's views and contributions; Principles of NVC- observation, feelings need, requests; Related Concepts-Empathic Communication, psychological safety, embodied aboutness, motivating language, assertive communication, compassion, benevolence, compassionate care; Jackal and Giraffe Language.
- b. Assessments & Experiential exercises: Nonviolent communication assessment, Assessment in compassionate communication, Interpersonal Reactivity Index, Compassion, Practising observation, feelings, needs, requests, Mindful listening, Practising 'I' statements

### **Unit II: Applications**

- a. Positive Potentials of NVC: Anger management; Preventing compassion fatigue & burnout; Positive relational coordination; Altruism; Conflict Resolution & Shared decision-making; Stress-reduction; Team-building; Enhancing resilience, self-compassion & productivity.
- b. Practising NVC: Using NVC principles in transforming thoughts into longings (self-awareness), transforming guilt and shame (self-compassion), and transforming submission and rebellion.

### **Unit III: Contextual Applications**

- a. Contextual applications: NVC in healthcare; NVC in therapy; NVC in school; NVC in workplace relations; NVC in family and close relationships.
- b. Applying NVC: Anger exit and re-entry routines, NVC-based healing and reconciliation, Using NVC principles in reclaiming truth and vulnerability.

### **References**

1. Connor, J. M., & Killian, D. (2012). *Connecting across differences: Finding common ground with anyone, anywhere, anytime*. PuddleDancer Press.
2. Lasater, I. (2019). *Words that work in business: A practical guide to effective communication in the workplace*. PuddleDancer Press.
3. Rosenberg, M. (2012). *Living nonviolent communication: Practical tools to connect and communicate skillfully in every situation*. Sounds True.
4. Rosenberg, M. B. (2004). *Raising children compassionately: Parenting the nonviolent communication way*. PuddleDancer Press.

5. Rosenberg, M. B., & Chopra, D. (2015). *Nonviolent communication: A language of life: Life-changing tools for healthy relationships*. PuddleDancer Press.

### Suggested Reading

1. Huffman, T. P. (2017). Compassionate Communication, Embodied Aboutness, and Homeless Young Adults. *Western Journal of Communication*. 81(2), 149–167. <https://doi.org/10.1080/10570314.2016.1239272>
2. Miller, K. I. (2007). Compassionate communication in the workplace: Exploring processes of noticing, connecting, and responding. *Journal of Applied Communication Research*, 35(3), 223–245. Scopus. <https://doi.org/10.1080/00909880701434208>
3. PuddleDancer press: Non-violent Communication (NVC). Retrievable from <https://www.nonviolentcommunication.com/>
4. Rehling, D. L. (2008). Compassionate listening: A framework for listening to the seriously ill. *International Journal of Listening*, 22, 83–89. <https://doi.org/10.1080/10904010701808516>
5. Rosenberg, M. B. (2005). *Being Me, Loving You: A Practical Guide to Extraordinary Relationships*. PuddleDancer Press.
6. Salazar, L. R. (2013). Communicating with compassion: The exploratory factor analysis and primary validation process of the compassionate communication scale. *Arizona State University*. <https://www.proquest.com/openview/e6af3a784f3d3b7810189df49144894/1?pq-origsite=gscholar&cbl=18750>
7. The Centre for Nonviolent Communication. <https://www.cnvc.org/>
8. Vazhappilly, J. J., & Reyes, M. E. S. (2017). Non-Violent Communication and Marital Relationship: Efficacy of ‘Emotion-Focused Couples’ Communication Program Among Filipino Couples. *Psychological Studies*, 62(3), 275–283. <https://doi.org/10.1007/s12646-017-0420-z>
9. Wacker, R., & Dziobek, I. (2018). Preventing empathic distress and social stressors at work through nonviolent communication training: A field study with health professionals. *Journal of Occupational Health Psychology*, 23(1), 141–150.

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**GE-2 b, W, Credit: 3****LEADERSHIP SKILLS**

PPYCGE2184

**(i) Course Objectives:**

This course is designed to give students a broad overview of Leadership Skills emphasizing significant concepts, theory, and research. This course also equips the learner to apply leadership skills in both personal and professional settings.

**(ii) Course Learning Outcomes:**

After completing the course, the students will be able to:

1. Summarise the meaning and importance of Leadership and outline the important qualities of Leadership (Remember and Understand level).
2. Analyse the major theories of leadership, such as the contingency theory, the great man theory, etc, and appraise their strengths and weaknesses (Analyse level).
3. Evaluate the factors associated with being a good leader and elucidate the role of attributional style and personal style in being a good leader (Evaluate level).
4. Develop and practice the qualities of a good leader and integrate them to develop a personal leadership style (Apply Level)

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3						1						1		1	
<b>CL 02</b>	1	1	3	3	2		1		1			1		1	1	
<b>CL 03</b>	1	1	3	3	2		1		1			1		1	1	
<b>CL 04</b>						3	1	2		3	3	3		1		1

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

## **The detailed contents of this course, references, and suggested books:**

### **Unit I: Overview of Leadership**

- a. Introduction: Basic concepts; Types and definitions; Principles of Leadership; Attributes of a Leader; Management and Leadership; Authority and power versus leadership; Important Keys of Leadership.
- b. Self-assessment Lab: Assessment of - Self-awareness, Personality, Personal Styles and Leadership style.

### **Unit II: Theories on Leadership**

- a. Major theories - Great man theory, Trait theories, Contingency theory, Behavioural Theory, Charismatic leadership, Transactional leadership, Transformational leadership theory.
- b. Experiential learning Lab: Creating Empowering Climates, Action Planning, How to Work with Other Types, Characteristics by Myers-Briggs Type, Ten Commitments of Leadership

### **Unit III: Factors associated**

- a. Associated factors: Leadership Influence; Personal Styles; Styles Flexibility; Steps to Adapting Styles; Basic Leadership Styles; Adjust Your Style; Leadership roles; challenges to leadership; Trust and leaderships; Mentoring
- b. Experiential learning Lab: Emotional intelligence, Strength and growth virtues, Draw your leader identity, Challenge perceptions, What matters most? Get real, Leader drawing exercise, Ruler exercise, sharing strengths, Worst boss, Who is in charge? Doing the right thing.

### **References**

1. Byrne, R. (2009). *The secret hardcover*. Simon & Schuster
2. Dugan, J. P. (2017). *Leadership Theory: Cultivating Critical Perspectives* (1st ed.). Jossey-Bass.
3. Haslam, A.S & Reicher, S.D. (2014). *Psychology of Leadership* (1st ed.). SAGE Publications Ltd.
4. Luthans, F. (1989). *Organisational Behaviour* (5th ed.). MC. Graw Hill Book Company.
5. Robbins, S. P. (1997). *Organisational Behaviour* (7th ed.). Prentice-Hall of India.

### **Suggested Reading**

1. Cutler, A. (2014). *Leadership Psychology: How the Best Leaders Inspire Their People* (1st ed.). Kogan Page.

2. Greene, R. (2000). *The 48 laws of power*. Profile Book.
3. Haslam, A. S., Reicher, S. D., & Platow, M. J. (2020). *The New Psychology of Leadership: Identity, Influence and Power* (2nd ed.). Routledge.
4. Lindberg, C. (2022). *Leadership Styles: the Classics: Autocratic, Democratic, and Laissez-Faire Leadership*. Independently published.
5. Lussier, R. N., & Achua, C. F. (2015). *Leadership: Theory, Application, & Skill Development* (6th ed.). Cengage Learning.
6. McGiboney, G. W. (2017). *The Psychology of Leadership Principles, Practices, and Priorities*. Reveltree Publishing Group.
7. NorthHouse, P. G (2007). *Leadership- Theory and Practice*. Sage Publications.
8. Paschen, M., & Dihmaier, E. (2013). *The Psychology of Human Leadership: How To Develop Charisma and Authority*. Springer.

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**GE- 3 c, W, Credit: 3**  
**STRESS AND COPING**

PPYCGE2185

**(i) Course Objectives:**

This course is designed to give students a broad overview of stress and coping, emphasizing significant concepts, theory, and research. This course also equips the learner to apply stress management and coping skills in both personal and professional settings.

**(ii) Course Learning Outcomes:**

After completing the course, the students will be able to:

1. Summarise the concept of stress, the mind-body connection of stress, and the holistic nature (mind-body-spirit) of stress management (understand Level).
2. Explain the physiological mechanisms responsible for the fight-or-flight response and the effect of stress on the human body (understand level).
3. Evaluate the importance of using effective coping skills to adapt to stressful situations and assess the level of burnout and coping styles of individuals using standardized tools (evaluate level).
4. Practice stress management techniques such as relaxation exercises and mindfulness-based exercises to manage and effectively deal with stress and pressure (apply level).

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3	3					1						1		1	
<b>CL 02</b>	3	3					1						1		1	
<b>CL 03</b>			3	3	2	3	1		2			3		1	1	
<b>CL 04</b>							1	1		2	1	3		2		2

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

**The detailed contents of this course, references, and suggested books:****Unit I. Understanding Stress**

a. Introduction: Meaning and definition; Characteristics of stress; Types of stress: Eustress and Distress, Acute and chronic stress; Theories and models of stress: Cognitive appraisals of stress, Lazarus's appraisal and coping model, General Adaptation Syndrome (GAS), Stimulus-based model, Response-based model, Transactional Model of stress; Symptoms of stress.

b. Causes and Effects of stress: Sources of Stress: physiological, Psychological, environmental, social; Causes of stress: Frustrations, Conflicts, Life changes; Effects of stress: Physiological effects, Psychological effects, Social effects; Positive effects of stress

c. Assessment of stress: The Ardell Wellness Stress Test, Perceived Stress Scale, Singh personal Stress Source Inventory, Academic Stress Scale, GSR

**Unit II. Coping and Burnout**

a. Coping and Burnout: Meaning and definition of coping and burnout; Classification of coping: Problem focused vs Emotion focused coping, Engagement vs Disengagement coping, Adaptive vs Maladaptive coping; Coping Mechanisms: Appraisal focused, Emotional focused and Problem focused; Theories of Burnout: job demands–resources theory, Emotional contagion theory, social Cognitive theory; Causes of burnout: Ambiguity and Role Conflict, Social Support, Emotional Labour, Personality

b. Ways of Coping: Daily Burnout Experiences, Individual Strategies to Prevent Burnout, Constructive coping, Coping effectiveness training, Physical ways of coping, Relaxation exercises, psychological ways of coping, social ways of coping, Mindfulness coping.

c. Assessments of coping and burnout: The Utrecht Burn-Out Scale (UBOS-A), Maslach Burnout Inventory™ (MBI)-GS (S)-for Students, Stress Coping Resources Inventory: A Self-Assessment;

**Unit III: Stress Management Strategies**

a. Overcoming stress: Positive mental health, Psychology of happiness, Emotion regulation; Advantages of effective stress management

b. Stress Management Techniques: Biofeedback, Diaphragmatic stress management, Mindfulness meditation, Guided imagery, Brief relaxation techniques, Learning Gratitude, Autogenic Training, Yoga and Meditation, Developing a personal philosophy of stress management.

## References

1. Belchamber, C. (2022). *Payne's Handbook of Relaxation Techniques: A Practical Guide for the Health Care Professional*. Elsevier.
2. Kottler, J. A. & Chen, D. D. (2011). *Stress management and prevention: Applications to daily life* (2nd Ed.). Routledge.
3. Schachter, R. (2019). *Mindfulness for Stress Management: 50 Ways to Improve Your Mood and Cultivate Calmness*. Althea Press.
4. Sockolov, M. (2018). *Practising Mindfulness: 75 Essential Meditations to Reduce Stress, Improve Mental Health, and Find Peace in the Everyday* (1st ed.). Althea Press.
5. Sutherland, V.J. (1990). *Understanding stress: psychological perspectives for health professionals*. Nelson Thornes.

## Recommended Reading

1. Andronicos, D. (2007). *Coping with burnout*. Sheldon press.
2. Boniwell. (2012). *Positive Psychology In A Nutshell: The Science Of Happiness*. McGraw-Hill Education.
3. Fricchione, G.L. (2018) "The challenge of stress-related non-communicable diseases," *Medical Science Monitor Basic Research*, 24, pp. 93–95. <https://doi.org/10.12659/msmbr.911473>.
4. Gupta S, Deol R.( 2014). Assessment and management of stress. *Indian Journal of Psychiatric Nursing*. Vol. 7:40-5. <https://www.ijpn.in/text.asp?2014/7/1/40/262264>
5. Herbert, T.B., & Cohen, S. (1994). Stress and illness. *Encyclopaedia of human behaviour*. Vol. 4, Page 325-332.
6. Lazarus, R.S. & Cohen, J.B.(1997). "Environmental Stress". *Human Behaviour and Environment*. [https://doi.org/10.1007/978-1-4684-0808-9\\_3](https://doi.org/10.1007/978-1-4684-0808-9_3)
7. Maslach, C., Leiter, M. P., & Bakker, A. B. (2014). *Burnout at Work: A Psychological Perspective (Current Issues in Work and Organisational Psychology)* (1st ed.). *Psychology Press*.
8. Nuallaong, W. (2013). Burnout Symptoms and Cycles of Burnout: The Comparison with Psychiatric Disorders and Aspects of Approaches. In: Bährer-Kohler, S. (eds) *Burnout for Experts*. Springer, Boston, MA. [https://doi.org/10.1007/978-1-4614-4391-9\\_4](https://doi.org/10.1007/978-1-4614-4391-9_4)
9. Tedeschi R, Calhoun L. 1995. *Trauma & Transformation: Growing in the Aftermath of Suffering*. Thousand Oaks, CA: SAGE

**VAC.2, W, Credit:2****TRAINING IN APA MANUAL**

PPYCDS2162

**(i) Course Objectives:**

This course is designed to give students a broad overview of scientific writing and publishing based on the American Psychological Association's (APA) Writing guidelines. This course also equips the learner to produce scientific literature by following the APA guidelines

**(ii) Course Learning Outcomes:**

After completing the course, the students will be able to:

1. Understand the importance of writing skills in academia and the significance of APA format in psychological writing
2. Review articles in a scientific manner and acknowledge different sources of information in their writings.
3. Write the post-graduation dissertation and other academic projects in APA format.
4. Demonstrate ethical writing practices by avoiding plagiarism in their writing

**Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3	3					1						1		1	
<b>CL 02</b>	1	1	2	2	2		2		1			2		1	1	
<b>CL 03</b>					2		3					3		1		1
<b>CL 04</b>									2			2		1		1

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

**The detailed contents of this course, references, and suggested books:**

## Unit I: Introduction to APA style

Introduction to different citation styles: APA style. Scholarly writing and publishing principles: types of articles and papers, ethical, legal & professional standards in publishing, ensuring the accuracy of scientific findings. Paper elements and format: required elements, paper elements, format, organisation. Journal article reporting standards: Common Reporting Standards Across Research Designs, Reporting Standards for Quantitative Research. Writing style and grammar. Bias-free language guidelines. Mechanics of style.

## Unit II: References & publication process

Tables and figures: styles for numbers, titles & notes. Works credited in the text, Reference list & Reference examples, Legal references, Publication process: avoid predatory publishers, navigate journal submission.

### References

1. American Psychological Association, Gelfand, H & Walker, C.J. (2022). *Mastering APA Style*:
2. American Psychological Association. (2010). *Mastering APA Style: Instructor's Resource Guide*.
3. American Psychological Association. (2020). *Publication manual* (7<sup>th</sup> ed)
4. American Psychological Association. (2021). *Mastering APA Style Student Workbook, (7<sup>th</sup> ed), The official interactive guide to learning APA Style*
5. Appearance Publishers. (2022). *APA 7th Quick Study Guidelines in Tables for Class: 16 8''x11'' Tables Covering All Major APA 7 Guidelines*
6. Appearance Publishers. (2022). *APA Style Handbook for In-Text Citations and References: Based on APA Guidelines 7th Edition*
7. Araki, N, Boer, M. D, Iida, P & Ruegg, R. (2020). *The Concise APA Handbook: APA 7th Edition*. Information Age Publishing.
8. *Instructor's Resource Guide*. American Psychological Association.

### Recommended Reading

1. Cooper, H.M. (2020). *Reporting quantitative research in psychology: how to meet APA style journal article reporting standards*. American Psychological Association
2. Elizabeth, H.T & Paul, D. C. (2018). *Ethics in Psychological Research: A Practical Guide for the Student Scientist*. Sage Publications.

3. Levitt, H.M. (2020). *Reporting qualitative research in psychology: how to meet APA style journal article reporting standards*. American Psychological Association; Revised edition.
4. Lulu.com. (2022). *APA Manual 7th Edition Simplified for Easy Citation: Concise APA Style Guide for Students*.
5. Paniker, S & Stanley, B. (2021). *Handbook of Research Ethics in Psychological Science*. American Psychological Association.
6. Print, T. (2022). *APA Manual 7<sup>th</sup> edition 2022: Guidelines for APA Referencing and Essay Writing Style Publication*. Independently Published.

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# **SEMESTER III**

**DSE 1 A, T, Credit: 4**  
**PSYCHOPATHOLOGY**

PPYTDS3109

**(i) Course Objectives:**

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

**(ii) Course Learning Outcomes:**

After completing the course, the students will be able to:

1. Understand the history of mental disorders and the important classification system (i.e., Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases) and critically evaluate its strengths and limitations
2. Recognize the signs and symptoms of mental illness, and other forms of psychological and behavioural dysfunction and be adept at the aetiology, subtypes, clinical features, diagnosis, and differential diagnosis of various disorders
3. Critically evaluate different conceptual approaches to the aetiology and treatment of psychopathology and demonstrate competency through knowledge about current evidence-based therapeutic treatments for major classes of psychiatric disorders.
4. Identify community and national resources and organizations for individuals with mental disorder and their families.

**Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3	3	3	3	2		1		2			2	1		1	
<b>CL 02</b>	3	3					1	2				2	1		1	
<b>CL 03</b>			3	3	2		1		2			2		1	1	
<b>CL 04</b>						1	1	2		3	1	3	1			1



\*‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

**The detailed contents of this course, references, and suggested books:**

**Unit I: Introduction**

A. Introduction: Basic concepts and definitions; Historical overview; Changing attitudes and concepts about mental health and illness; Models for understanding psychopathology: Biological, Psychoanalytical, behavioural, interpersonal, humanistic and socio-cultural; Need for classification of mental disorders; classification of mental disorders: DSM and ICD systems of classifications; Difference between ICD-10 and ICD-11.

**b. *Aetiology of:* Neurodevelopmental disorders, Schizophrenia, Mood disorders, Anxiety disorders, Obsessive-compulsive, Dissociative disorders, personality disorder, Neurocognitive disorders, s addictive disorders.**

**Unit II: Neurodevelopmental, Psychotic, and Mood Disorders**

*Clinical features, diagnosis, and differential diagnosis of disorders of:*

a. Neurodevelopmental disorders (6A00-6A0Z) & Disruptive behaviour or dissocial disorders (6C90-6C9Z): intellectual development; autism spectrum disorder; developmental learning disorder; attention deficit hyperactivity disorder; oppositional defiant disorder and conduct-dissocial disorder.

b. Schizophrenia or other primary psychotic disorders (6A20-6A2Z) and Catatonia (6A40-6A4Z): Schizophrenia, schizoaffective disorder, schizotypal disorder, acute and transient psychotic disorder; delusional disorder; symptomatic manifestations of primary psychotic disorders; catatonia.

c. Mood disorders (6A60-6A8Z): Bipolar or related disorders-bipolar type-1 disorder; bipolar type-2 disorder; cyclothymic disorder; depressive disorders- single episode depressive disorder; recurrent depressive disorder; dysthymic disorder; mixed depressive and anxiety disorder; symptomatic and course presentations for mood episodes in mood disorders.

**Unit III: Anxiety and Stress-Related Disorders**

*clinical features, diagnosis, and differential diagnosis of disorders of*

- a. Anxiety, Fear-related, and OCD(6B00-6B2Z): generalised anxiety disorder; panic disorder, agoraphobia, specific phobia, social anxiety disorder, separation anxiety disorder, selective mutism. Obsessive-compulsive disorders.
- b. Disorders specifically associated with stress (6B40-6B4Z): post-traumatic stress disorder; complex post-traumatic stress disorder; adjustment disorder.
- c. Dissociative disorders (6B60-6B6Z): dissociative amnesia; trance disorder, possession trance disorder; depersonalization-derealization disorder.

#### **Unit IV: Disorders of Addictive Behaviours and Others**

##### *clinical features, diagnosis, and differential diagnosis of:*

- a. Disorders due to substance use or addictive behaviours (6C40-6C5Z): disorders due to use of alcohol and disorders due to use of nicotine; gambling and gaming; Impulse control disorders; - compulsive sexual behaviour disorder; intermittent explosive disorder;
- b. personality disorder; prominent personality traits or patterns;
- c Neurocognitive disorders- delirium, mild neuro-cognitive disorder, amnesic disorder; dementia due to Alzheimer disease.

#### **References**

1. Blaney, P.H., Krueger, R.F., & Millon, T. (2014). *Oxford Textbook of Psychopathology (3<sup>rd</sup> ed.)*. USA: Oxford University Press New York.
2. Boland, R., Verduin, M., & Md, R. P. (2021). *Kaplan & Sadock's Synopsis of Psychiatry (12th, North American ed.)*. Wolters Kluwer.
3. Geddes, J. R., Andreasen, N.C., & Goodwin G.M. (26 September 2022). *New Oxford Textbook of Psychiatry (3rd ed.)*. Oxford University Press. <https://doi.org/10.1093/med/9780198713005.001.0001>.
4. Plante, T.G., (2005). *Contemporary clinical psychology (2<sup>nd</sup> ed.)*. John Wiley & Sons, Inc.
5. World Health Organization (WHO).(2019/2021). *International Classification of Diseases, Eleventh Revision (ICD-11)*. <https://icd.who.int/browse11>.

#### **Suggested Reading**

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5<sup>th</sup> ed.)*.

2. Barlow, D H., & Durand, V M.(2015).*Abnormal Psychology: An integrative approach*.(7<sup>th</sup> edition). Cengage Learning India Private Limited.
3. Carson, C. R., Butcher, J. N., Mineka, S., & Hooley, J.M. (2007). *Abnormal psychology* (13<sup>th</sup> Edn). Pearson Education, Inc.
4. Hooley, J M., Butcher, J N., et.al.(2017).*Abnormal Psychology*.(17<sup>th</sup> edition). Malasia: Pearson Education Limited.
5. Millon, T., Blaney, H. P., & Davis, D. R.(1999). *Oxford Textbook of Psychopathology*. Oxford University Press.
6. Oyeboode, F. (2018). *Sims' Symptoms in the Mind: Textbook of Descriptive Psychopathology* (6<sup>th</sup> ed.). Elsevier Publications.
7. Ramsden, P.(2013). *Understanding Abnormal Psychology-Clinical and Biological Perspective*. Sage publishers.
8. Sadock, B J., Sadok V A., et.al. (2015). *Synopsis of Psychiatry*. (11<sup>th</sup> edition). Wolters Kluwer.
9. Sarason, I G., & Sarason B R.,(2012). *Abnormal Psychology: the problem of maladaptive behaviour*. 11<sup>th</sup> edition. PHI Learning.
10. Wenar, C. & Kerig, P. (2000). *Developmental psychopathology*, McGraw Hill

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**DSE 1. B, T, Credit: 4****ORGANISATIONAL BEHAVIOUR**

PPYTDS3110

**i) Course Objectives:**

This paper is aimed to provide a thorough knowledge of the theoretical basis of organisational behaviour. In addition, this paper is also intended to provide a deeper understanding of major concepts in organisational behaviour.

**(ii) Course Learning Outcomes:**

After completing the course, the students will be able to:

1. Understand the foundations of organisational behaviour such as meaning, nature and scope.
2. Effectively summarise both the classical and modern theories of organizational theory, structure, and design.
3. Analyse the psychological processes at individual and organizational levels such as values, attitudes, leadership, and team dynamics.
4. Acquire skills that are requisite for effective functioning in organizations like interpersonal skills and managerial skills and develop sensitivity to diversity in organizations.

**Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3	3										2	1		3	
<b>CL 02</b>	3	3							1	3		2	1		3	
<b>CL 03</b>			3	3	2				1	2		2		1		3
<b>CL 04</b>						2	1	2		1	2	3		1		2

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

**The detailed contents of this course, references, and suggested books:****Unit I: Introduction to Organizational Behaviour (OB)**

- a. Organizational Behaviour: Definition, Meaning, and Basic Concepts; Need, Focus, Purpose, and Scope of OB; Multidisciplinary nature of OB; Research Methods in OB.
- b. The importance of Interpersonal skills and Managerial skills; Trends and Challenges of OB; Culture and Diversity in Organizations.

**Unit II: Organizational Theory, Structure, and Design**

- a. Classical and Neo-classical organizational theories: Scientific Management, Administrative Management, Bureaucratic Model, Human Relations Approach.
- b. Contemporary Theories: Systems Approach, Information Processing View, Contingency Approach, Behavioural Approach, Ecological theories.
- c. Organizational Structure: Concepts of Organizational Structure, Merits and Demerits, Flat and Tall structure, Line/staff Concept of Organization. Modern Organizational Designs.

**Unit III: Individual and Group-Level Processes**

- a. Individual Level Processes: Personality, Values, Attitude, Emotions, Perception, Motivation, Learning, Decision making.
- b. Group Level Processes: Communication, Power and Politics, Leadership, Groups, Team dynamics, Stress and Burnout, Conflict and Conflict Resolution.

**Unit IV: Managing the Future of Work**

- a. Emerging Employment Models: On-demand or Gig economy, Hybrid work, Shamrock organizations, Remote work (work-from-home and work-from-anywhere).
- b. Technology and the Future of Jobs: Understanding different paths of technology adoption, Automation, Artificial Intelligence, and Robotics and what these scenarios mean for firms and employees.
- c. Reskilling the Future Workplace: Managing workforce transformation in light of new technologies. Technology Determinism Theory, Talent development: Reskilling and Upskilling of the Workforce.
- d. Being Human in a World of Automation: The Importance of Being Human, Human-machine relationships, can humans do better than machines.

## Reference

1. Autor, D. H., Mindell, D. A., Reynolds, E., Solow, R. M. (2022). The work of the future: Building better jobs in an age of *intelligent machines*. MIT press
2. Davis, K, Newstrom, J.K., (2001). *Organization Behavior*. Tata Mcgraw Hill
3. Johnson, S.K & Riggio, R.E., (2022). *Introduction to industrial/ Organization Psychology*. Taylor & Francis
4. Judge, T.A, Robbins, S.P & Vohra, N., (2018). *Organizational Behaviour*. Pearson.
5. Luthans, F., (2010). *Organization Behavior*. MCGraw- Hill Education

## Suggested Reading

1. Dwivedi., (2008). Human Relations and Organisational Behaviour. Laxmi Publications.
2. Elliott, B., Subramanian, S., Kupp, H., Butterfield, Stewart. (2022). How the future works: Leading flexible teams to do the best work of their lives. Wiley
3. Gibson, J, Ivancevich, J & Kanopaske, R., (2011). Organizations: Behavior, Structure, Process. McGraw Hill.
4. Glinow.M,V & McShane.S., (2022). Organizational Behavior. McGraw Hill.
5. Khanna,S& Pareek,U., (2018). Understanding Organizational Behavior. Oxford University Press.
6. Kumar,D.B., (2015). Organizational Behavior. Oxford University Press
7. Morgan, J (2014). The future of work: Attract new talent, build better leaders, and create a competitive organization. Wiley
8. Mullins.L,J., (2013). Management and Organisational Behavior. FT Publishing International.
9. Nandhakumar.B., (2018). Organization Behavior. Trinity Press
10. Prasad, L.M., (2014). Organizational Behavior. Sultan Chand & Sons.
11. Riegel, D G., Kropp, B., Gulati, R., Fuller, B. (2021). The future of work: The insights you need from Harvard Business Review. Harvard Business Press.
12. Sekhar.C. D., (2012). Organisational Behavior.International Book House.
13. Shankar, M., (2013). Organizational Behaviour. International Book House.
14. Shukla.M., (2009). Understanding Organisations: Organisational Theory And Practice Learningin India.Prentice Hall India Learning Private Limited

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**DSE 2. A, T&P, Credit: 4****PSYCHOTHERAPY**

PPYTDS3111

**(i) Course Objectives:**

This course aims to examine the significant contemporary and classical individual intervention approaches based on behavioural, cognitive, humanistic/experiential, and psychodynamic frameworks. Students will also get an understanding of the applications of each approach in different therapeutic settings

**(ii) Course Learning Outcomes:**

After completing the course, the students will be able to:

1. Outline and summarise the various schools of psychotherapy, its history and scope
2. Explain the prominent theories of personality and the corresponding psychotherapy and critically evaluate them
3. Practise the application of various techniques of counselling, particularly from the behavioural and cognitive behavioural group of therapies.
4. Be abreast with the new developments in therapies and laws related to mental health.

**Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3	3					2					1	3		1	
<b>CL 02</b>	3	3	3	3	3		2	1	1			2	3	3	1	
<b>CL 03</b>						1	2	3	1	2	2	2		3		1
<b>CL 04</b>	1	1					2		2	2		1	3		1	

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

**The detailed contents of this course, references, and suggested books:**

**Unit -I: Introduction**

Psychotherapies: Meaning, definition, Objectives; Therapeutic process, outcome issues, and research; General and specific factors promoting change in psychotherapy; Therapeutic perspectives: Psychodynamic, Behaviouristic, Cognitive Humanistic, Interpersonal; Evaluation of psychotherapy; Mental Healthcare Act - 2017; NCAHP Act 2021; Ethical, Legal and Professional issues.

**Unit - II: Behaviour Therapy**

- a. Theoretical Orientation: Historical roots, Defining human behaviour and behaviour therapy, Basic principles, Common themes, and characteristics of behaviour therapy; Behavioural Model-ABC; Theoretical concepts of JPMR.
- b. Assessment, procedures, and applications of behaviour therapy\*: Measures of target behaviour; JPMR; Systematic desensitization; Guided Imagery; Contingency management; Token economy; Shaping, Chaining, Prompting, Time-Out; Behavioural contract; Extinction Procedures; Modelling Procedures; Social skills training; Habit reversal; Biofeedback.

**Unit III: Cognitive Behaviour Therapy**

- a. Cognitive-Behaviour Therapy: Definition and rationale; Essential components of CBT- Negative automatic thought, Cognitive distortions, and core beliefs.; Basic principles of CBT and Cognitive Models; Practice of: \*- Identifying, educating, responding, evaluating, and disputing or challenging; Problem-solving; Self-Monitoring.
- b. Rational Emotive Behaviour Therapy: Definition and basic premise; Irrational Beliefs, Course of therapy; PRACTICE of - ABCDE framework; Intervention techniques and Application.

**Unit IV: Third wave and other therapy**

- a. Third-wave therapies: Acceptance and Commitment Therapy, Dialectical Behaviour Therapy, Mindfulness-MBCT and MBSR; Metacognitive Therapy; Recent developments.
- b. Other therapies: Basic concepts and Process: Client Centred Therapy, Gestalt therapy, Logotherapy, Family therapy, Couple & Marital therapy, Sex therapy, Trauma - Informed therapy, Expressive therapies; Queer Affirmative Therapy; Emotion focused therapy, Mentalization based therapy; Teletherapy.



## References

1. Clarkson, P., & Pokorny, M. (2015, July 1). *The Handbook of Psychotherapy* (1st ed.). UK. Routledge.
2. Consoli, A. J., Beutler, L. E., & Bongar, B. (2016). *Comprehensive Textbook of Psychotherapy: Theory and Practice* (2nd ed.). Oxford University Press.
3. Gabbard, G. O., Beck, J. S., & Holmes, J. (2005). *Oxford Textbook of Psychotherapy* (1st ed.). Oxford University Press.
4. Nichols, P.M & Schwartz C.R (2006). *Family Therapy –concepts and methods* (7th edition) Boston, MA : Pearson/Allyn and Bacon

## Suggested reading

1. Bellack, A.S., Hersen, M., & Kazdin, A.E. (1985). *International handbook of behavior modification and therapy*. Plenum Press.
2. Coombs, R. (2005). *Family Therapy Review*. Lawrence Erlbaum Associates Publishers New Jersey.
3. Corey, G. (2016). *Theory and Practice of Counseling and Psychotherapy*. 10th ed. Boston, MA: Cengage Learning US.
4. Ellis, A. (1970). *The essence of rational psychotherapy: A comprehensive approach to treatment*. New York: Institute for Rational Living.
5. Feltman, C. (2017). *The Sage Handbook of Counselling and Psychotherapy* (4th ed.). USA: Sage.
6. Giles, T.R. (1993). *Handbook of Effective Psychotherapy* (1<sup>st</sup> ed.).Springer.
7. Hofmann, S. G. (2012). *An introduction to Modern CBT*. Wiley-blackwell.
8. <https://main.mohfw.gov.in/sites/default/files/Final%20Draft%20Rules%20MHC%20Act%2C%202017%20%281%29.pdf>
9. Kaslow, F.W., & Lebow, J.L. (2002). *Comprehensive Handbook of Psychotherapy: Integrative / Eclectic (Vol.4)*. John Wiley & Sons.
10. Lambert, M.J (2004). *Handbook of Psychotherapy and behaviour change* (5th ed.).John Wiley and Sons.
11. Seligman, L., & Reichenberg, L.W. (2010). *Theories of counseling and Psychotherapy: Systems, Strategies and Skills*. PHI learning Private limited.
12. The Mental Health Care Act (2017).

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**DSE 2. B, T&P, Credit: 4**  
**HUMAN RESOURCE MANAGEMENT**

PPYTDS3112

**(i) Course Objectives:**

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

**(ii) Course Learning Outcomes:**

After completing the course, the students will be able to:

1. Outline the value and importance of human resources in an organization
2. Explain the process of Human Resource planning and management in the organisations
3. Analyse the various methods of performance appraisal and talent management such as 360-degree performance appraisal, feedback systems etc and effectively apply them.
4. Be abreast of the digital transformation in the field of Human Resource Management.

**Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3	3					1		1				1		3	
<b>CL 02</b>	3	3					1		1	2		2	1		3	
<b>CL 03</b>			3	3	2	1	2	1	2	2	3	3		1		3
<b>CL 04</b>	3	3					1					2		1	3	

\*‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

**The detailed contents of this course, references, and suggested books:**

**Unit-I: Introduction to HRM**

- a. Understanding HRM: Meaning and Definition of HRM; Features of HRM; Need and Scope of HRM; Objectives of HRM; Importance of HRM; Functions of HRM; Role of HR Managers; HRM and Personnel Management; HRM Challenges; HRM Practices in India.
- b. Strategic HRM: Traditional HR vs. Strategic HR; Strategic HR Approaches; HR Scorecard: A Strategic Tool.
- c. Recent Trends and Practices in HRM: Participation and Empowerment; International Human Resources Management.
- d. HR in Knowledge Era: eHRM; Digital HR; HR in Virtual Organization.

**Unit-II: Acquisition and Developing Human Resource**

- a. Human Resources Planning: Process and Responsibility for HRP, Effective HRP.
- b. Determining Human Resources: Job Analysis: Uses, Process, Methods, Job Description, Job Specification, Role analysis. Job Design.
- c. Recruitment: Sources, Methods, Recruitment- Indian Experiences.
- d. Selection: Types of Tests, Tests as Selection Tools, Interviewing Candidates.
- e. Training and Developing: Need and Types of Training, Training Methods, Training evaluation, Role of Artificial Intelligence in T & D.
- f. Career and Succession Planning: Concept of Career, Career Stages, Career Planning, Career Development, Succession Planning.

**Unit -III: Performance, Talent, and Reward Management**

- a. Performance Management Systems: Objectives of Performance Appraisal, Process and Methods of Performance Appraisal, 360-degree Feedback System, Benefits and Pitfalls of Performance Appraisal, New Trends in Performance Appraisal.
- b. Talent Management: Talent Management, Talent Lifecycle, Factors influencing Talent Management, How to Manage Talent, Benefits of Talent Management, Talent Management in India.
- c. Reward Management: Determinants of Rewards, The Changing Face of Rewards. Employee Compensation: Objectives of Compensation Planning, Compensation of Pay Structure, Factors Influencing Compensation Levels, Compensation Trends in Indian Industries.

### Unit -IV: Artificial Intelligence (AI) in HRM

- a. AI and Automation in the workplace: Understanding how AI changes the HR needs and functions.
- b. Data and AI in Recruitment: Integration of AI into Recruitment and Talent Management process, Implications of integrating AI into the Talent Recruitment process, Advantages of Algorithmic Applications in hiring, Issues of Bias and Explainability of AI in HR applications, Solutions to overcome the challenges of AI-based hiring.

### References

1. Decenzo, D.A & Robbins,P,S., (2013). *Human resource Management*. Wiley.
2. Dessler, G & Varrkey, B., (2020). *Human Resource Management*. Pearson Education.
3. Gerhart, B, Hollenback, J, Neo, R.A & Wright, P.M., (2016). *Fundamentals of Human Resource Management*. McGraw Hill.
4. Leutner, F., Akhtar, R., Chamorro-Premuzic, T. (2022). *The Future of Recruitment: Using the new science of talent analytics to get your hiring right*. Emerald Publishing Limited
5. Rao, V.S.P., (2010). *Human Resource Management*. Excel books.

### Suggested Reading

1. Christopher, M.E & Smith, L.E. (1999). *Managing Recruitment and Development*. Kogan Page Limited.
2. Dessler, G., (2009). *A framework for Human Resource Management*. Pearson/Prentice Hall Publishing.
3. Dwivedi., (2008). *Human Relations and Organisational Behaviour*. Laxmi Publications.
4. Eubanks, Ben. (2019). *Artificial Intelligence for HR: Use AI to Support and Develop a Successful Workforce* [2 ed.]. Kogan Page
5. George & Terry,R., (1994). *Principles of Management*. A.I.T.B.S Publishers and Distributors, New Delhi.
6. Jones, K. (1999). *Icebreakers*. Kogan Page Limited.
7. Koontz.H & Weihrich. H., (2006). *Essentials of Management*. McGraw-Hill Education.
8. Kumar, S.P, Saini,K.A & Gullybaba., (2015). *Management Of Human Resources*. Gullybaba Publishing House.
9. Pattanaik, D. (2015). *A very Indian Approach to management Business Sutra*.Aleph

Books Company.

10. Prasad,L.M., (2018). *Human Resource Management*. Chand,S& Sons
11. Turner, D. (1999). *Role Plays A Sourcebook of Activities for Trainers*.Kogan Page Limited.
12. Wheeler, A. R., Buckley, M. R., (2021). *HR Without People?: Industrial Evolution in the Age of Automation, AI, and Machine Learning (The Future of Work)*. Emerald Publishing Limited

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**DSC 3. A, T&P, Credit: 4**  
**ASSESSMENTS IN CLINICAL PSYCHOLOGY**

PPYCDS3113

**(i) Course Objectives:**

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

**(ii) Course Learning Outcomes:**

After completing the course, the students will be able to:

1. Understand the meaning and importance of assessment in clinical psychology and evaluate the strengths and limitations of clinical assessments.
2. Perform a clinical interview to acquire information necessary for psychological diagnosis and case formulation.
3. Administer, score, and interpret the results of the tests taught according to guidelines discussed in class and those provided in the test manuals.
4. Interpret and integrate results of assessment procedures into a clearly written clinical report that is appropriate for the intended audience and contains appropriate diagnoses, case conceptualization, and treatment recommendations.

**Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3	3	3	3	2		1						3		1	
<b>CL 02</b>	2	3					1		2	2		1		3		
<b>CL 03</b>						1	2	1	2	2	1	3		3		
<b>CL 04</b>						1	2	1	2	2	1	3		3		

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

## **The detailed contents of this course, references, and suggested books:**

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

- a. Clinical Psychology: Nature and Definition; History and development; Models; Work setting; Scope; Mental health Act; RCI guidelines- Licence, and regulations; Current trends and development.
- b. Psychological Assessment: Definition and Purpose; Components of assessment; Case history and MSE\*; Report writing.; Types of tests in clinical practice: Intelligence, Personality, Cognition, Clinical rating scales; Ethical & Social Considerations in Testing: Controversial issues in assessment; Digital assessment and applications.

### **Unit-II: Behavioural Assessment.**

- a. Basic concepts and components of Behavioural assessment; traditional approaches: syndrome-based diagnosis, empirically based classification.
- b. Practice and applications\*: Functional analysis: problem description, identifying, controlling variables, adaptive significance of problem behaviour, selection of treatment, evaluation; Behaviour assessment methods: behavioural interviews, behaviour rating scale, analogue technique, self-monitoring, direct observation.

### **Unit-III: Assessment of Cognitive Functions \***

KCI: Knox cube imitation test (Revised); SFBT: Seguin Form board test, (2021 norms); BKT: Binet-Kamat Test of Intelligence; (2020 interpretations); VSMS : Vineland Social Maturity Scale,(2019 updated administration and scoring); WAIS-IV: Wechsler's Adult Intelligence Scale- 4th editio,; Bhatia's Battery of Performance Test of Intelligence; WISC-1V: Weschler's' Intelligence Scale for Children- 4th edition; TONI-4 : Test of Nonverbal Intelligence-4th edition,; RPM: Ravens' Progressive Matrices; WMS: Weschler's' Memory Scale ; BVRT: Benton Visual Retention Test ( fifth Edition BVRT); BGT : Bender Gestalt test.

### **Unit-IV: Assessment of Psychopathology\***

MMPI 3 - Minnesota Multiphasic Personality Inventory- 3, MCMI III- Millon Clinical Multiaxial Inventory- III, BDI 2- Becks' Depression Inventory- 2, STAI- State-Trait Anxiety Inventory, BAI- Becks' Anxiety Inventory, DASS- Depression Anxiety Stress Scale, OCI- Obsessive Compulsive Inventory, YBOCS- Yale-Brown Obsessive Compulsive Scale, YMRS- Young Mania Rating Scale, CAGE- Cut, Annoyed, Guilty and Eye questionnaire for substance abuse, AUDIT- Alcohol Use Disorders Identification Test, MAST- Michigan MSc. Psychology curriculum revised on 18 Nov.2023, Department of Psychology, Central University of Karnataka, India

Alcohol Screening Test, SAD-Q- Severity of Alcohol Dependence Questionnaire, BPRS- Brief Psychiatric Rating Scale, PANSS- Positive And Negative Syndrome Scale, LSAS- Liebowitz Social Anxiety Scale, IPDE- International Personality Disorder Examination.

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### References

1. Aiken, L.R., & Groth-Marnat, G. (2006). *Psychological Testing and Assessment* (12<sup>th</sup> ed.). Boston, MA: Pearson
2. Groth-Marnat, G., & Wright, J. A. (2016). *Handbook of Psychological Assessment* (6th ed.). New York: John Wiley & Sons, Inc.
3. Haynes, S.N., & Hayes O'Brien, W. (2000). *Principles and Practice of Behavioral Assessment* (1<sup>st</sup> ed.). NY: Springer.
4. Hersen, M. (2016). *Psychological Assessment in Clinical Practice: A Pragmatic Guide* (1st ed.). Routledge.
5. Huprich, S.K. (2005). *Rorschach Assessment of the Personality Disorders* (1<sup>st</sup> ed.). NY: Routledge.

### Suggested Reading

1. Dorfman, W., I., & Hersen, M. (2001). *Understanding Psychological Assessment (Perspectives on Individual Differences)* (2001st ed.). Springer.
2. Thomas, V., Block, C., et.al. (2018). *Wechsler Adult Intelligence Scale-IV (WAIS-IV). The Wiley-Blackwell Encyclopaedia of Personality and Individual Differences.*
3. Wechsler, D. (1939). *The measurement of adult intelligence.* Baltimore: Williams & Wilkins
4. Richard, D. C. S., & Huprich, S. K. (2 September 2011). *Clinical Psychology: Assessment, Treatment, and Research* (1st ed.). Academic Press.

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**DSC. 3. B, T&P, Credit: 4****PSYCHOLOGICAL ASSESSMENTS AND APPRAISAL SYSTEMS**

PPYCDS3114

**(i) Course Objectives:**

To familiarize the students with various psychological assessment methods and acquaint them with the procedures of administrating, interpreting scores, report writing, and evaluating psychological tests.

**(ii) Course Learning Outcomes:**

After completing the course, the students will be able to:

1. Explain the nature, scope, and importance of psychological assessments in organisations.
2. Outline the various types of assessments used in the organisational setting.
3. Evaluate the issues related to psychological assessments in organisations.
4. Apply the models of performance appraisal in an organisational setting.

**Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3	4					1	1	1			2	1		3	
<b>CL 02</b>	3	3					1	1	1			2		1	3	
<b>CL 03</b>			3	3	3		2	1	1			3			3	
<b>CL 04</b>							2			2	1	3				3

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

**The detailed contents of this course, references, and suggested books:**

*MSc. Psychology curriculum revised on 18 Nov.2023, Department of Psychology, Central University of Karnataka, India*

**Unit-I: Introduction**

Psychological Assessment: Definitions and Purpose; Components of Assessment; Techniques of Assessment; Nature, Process, Merits and Demerits of Assessment Methods; Factors influencing Assessment. Psychological tests in Employee Selection. Ethical & Legal issues in assessment.

**Unit-II: Personal Orientation and Interpersonal Styles**

- a. Personal Orientation and Behaviour: Personal Effectiveness, Role of Creativity in the workplace, Interpersonal Trust, Locus of Control, Psychological Needs: Work Preference, Interpersonal Needs, Power Bases: Coercive and Persuasive Power (CPP), Group Effectiveness: Openness and Perceptiveness.
- b. Personal and Interpersonal Styles: Leadership Profile, Transactional Styles, Conflict Resolution, Decision-making.

**Unit III: The Role****Organization and Employee Selection**

- a. The Role: Role Efficacy, Organizational Role Stress (ORS), Coping with Stress.
- b. The Organization: Team Effectiveness, Organizational Learning Diagnostics (OLD), Learning Organization, Motivational Analysis of Organization, Organizational Culture, Leadership: Power Enhancers (PE).
- c. Selection: General Ability Tests, Aptitude and Achievement Tests, Personality Tests, and Interest Tests.

**Unit IV: Methods of Performance Appraisal**

- a. Performance Appraisal System: Definition, Concept and Need of Appraisal in an organization. Methods of Performance Appraisal: Traditional and Modern.
- b. Traditional Methods of Performance Appraisal: Straight Ranking Method, Paired Comparison Method, Graphic Rating Scale, Forced Choice Method.
- c. Modern Methods of Performance Appraisal: Behaviourally Anchored Rating Scales (BARS), Critical Incident Method, Checklist method. 360-degree Performance Appraisal: Meaning, Definition, Conceptual Background, Post Appraisal Feedback, Designing and Administering Benefits and Services; Technological Performance Appraisal, Management by Objectives; Issues in Performance Appraisal.

## References

1. Anderson, N., Ones, D. S., Sinangil, H. K., & Viswesvaran, C. (2001). *Handbook of Industrial, Work & Organizational Psychology: Volume 2: Organizational Psychology* (1st ed.). SAGE Publications Ltd.
2. Groth-Marnat, G., & Wright, J. A. (2016). *Handbook of Psychological Assessment* (6th ed.). Wiley.
3. Pareek, U., & Purohit, S. (2018). *Training Instruments in HRD and OD* (4th ed.). New Delhi: SAGE Publications Pvt. Ltd

## Suggested Reading

1. Berry, L. M. (1998). *Psychology at Work: An introduction to Organizational and Industrial Psychology*. Mc Graw Hill International.
2. Disboye R.L., Smith C.S. Howell W.C. (1994), *Understanding Industrial Organizational Psychology*. Harcourt Brace International.
3. Dorfman, W., I., & Hersen, M. (2001). *Understanding Psychological Assessment (Perspectives on Individual Differences)* (2001st ed.). Springer.
4. Hersey, P. & Blanchard, K. H. (1992). *Management of organizational behaviour* (5th edition) PHI.
5. Kolb, D.A. (2015). *Experiential Learning: Experience as a Source of Learning and Development* (2nd Ed.) Pearson Education Inc: New Jersey.
6. Murphy, K. R., Cleveland, J. N., & Hanscom, M. E. (2018). *Performance Appraisal and Management* (1st ed.). SAGE Publications, Inc.
7. Nikolaou, I., & Oostrom, J. K. (2015). *Employee Recruitment, Selection, and Assessment: Contemporary issues for theory and practice (Current Issues in Work and Organizational Psychology)* (1st ed.). Psychology Press.
8. Sonnentag, S. (2001). *Psychological Management of Individual Performance A Handbook in the Psychology of Management in Organizations* (1st ed.). Wiley.

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**DSE. 4.A, T&P, Credit: 4**  
**PSYCHOLOGICAL COUNSELLING**

PPYCDS3115

**i) Course Objectives:**

This theory paper aims at introducing the theoretical basis of counselling skills, counselling models, counsellors' personal and professional issues and growth and ethical and legal issues from a multicultural perspective.

**(ii) Course Learning Outcomes:**

After completing the course, the students will be able to:

1. Summarise the meaning, scope, and nature of counselling and evaluate the legal and ethical issues in counselling
2. Practice skills such as empathy, reflexivity, attending behaviour, observation, etc., to become an efficient counsellor
3. Conceptualise the client's issues within the framework of models of counselling and effectively drive the process of counselling.
4. Explain the process of group counselling and examine the current trends and issues related to group counselling.

**Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3	3	3	3	2		1		3	2		1	3		1	
<b>CL 02</b>						2	2	2		2	1	2		3		1
<b>CL 03</b>						2	1	2		2	1	2	3		1	
<b>CL 04</b>	3	3	2	2	2		1		3	2		1	3		1	

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

**The detailed contents of this course, references, and suggested books:**

**Unit-I: Introduction:**

- a. Pre-Post counsellor training evaluation: Belief; Attitude; Values; Basic aspects of counselling profession; Dealing with value conflicts; Personal issues in counselling
- b. Meaning and definitions of counselling; Goals and Scope of counselling; Qualities of an effective Counsellor; Helping relation: Counselee-Counsellor relationship; Counselling psychology in India – development and current status
- c. Helpers and clients as diverse persons; Personal and professional development; Counselling in multicultural perspectives; Ethical and professional issues in counselling

**Unit-II: Counselling Skills\***

- a. Specific counselling skills: Understanding the internal frame of reference; Starting and structuring; Improving clients' self-talk
- b. Nature and definitions: Acceptance, Genuineness, Respect, Warmth, Immediacy.
- c. Attending behaviour, Questioning, Observing, Encouraging, Paraphrasing, Summarizing, Empathizing, Reflection of feeling, Confronting, Focusing, Reflection of meaning, Interpretation/reframing, Self-disclosure, Challenges and feedback, Logical consequences, Information, Directive.
- d. Responding to content, Personalizing, Initiating, Contracting, Humour, Hope, Multi-focused responding, Leading, Monitoring, managing resistance, Negotiating, Terminating

**Unit-III: Counselling models \***

- a. Process of Carl Roger's model of Person-centred Counselling
- b. Basic aspects, stages, and process of Cormier & Hackney's 'Professional counselling.
- c. Basic aspects, steps, and process of Robert CarKhuff's art of helping model
- d. Basic aspects, stages, steps, and process of Egan and Eagan's skilled helper model;
- e. Basic aspects, stages, and process of Ivey and Ivey's intentional interviewing model.
- f. Motivational interviewing: Basic concepts, principles, skills, techniques, steps and procedures.

**Unit IV: Practice of counselling\***

- a. Designing and practicing sessions on specific issues: Low self-esteem, Academic stress; Workplace stress, Anger management, Interpersonal issues, Communication skills, Career decision-making, Suicide and self-harm, Loss: Grief, Bereavement, and

- mourning; Chemical dependency problems, Intimate relationship conflict, Sleep disturbance, social discomfort, Sexual abuse
- b. Designing and practice sessions on specific populations: Children, Adolescents, Young adults, older adults, and their caregivers, Counselling with various sexual orientations -LGBTIQA+
  - c. Designing and practice sessions for personal growth

## References

1. Carkhuff,R.R., (2011). *The art of helping*. HRD Press.Inc
2. Egan G. (2010). *The skilled helper:A Problem-Management and Opportunity Development Approach to Helping*, (9<sup>th</sup> ed.). Brooks/Cole, Cengage Learning.
3. Feltham, C & Horton, I. (2000). *Handbook of counseling and psychotherapy*. Sage Publications.
4. Fuster J. M., (2013). *Personal Counselling: Updated Edition with Training Programme*. The Bombay Saint Paul Society
5. Gladding, S.T. (2018). *Counseling a comprehensive profession*, (8<sup>th</sup> ed). Pearson
6. Ivey, A, Ivey,M & Zalaquett, C., (2013). *Intentional Interviewing and counseling Facilitating Client Development in a Multicultural Society*. Brooks/ole, Cengage Learning.
7. Nelson, R.J., (2021). *Basic Counseling Skills: A Helper's Manual*. Sage Publications, India.

## Suggested Reading

1. American Counseling Association. (2016). *Counseling and Psychotherapy Theories and Interventions*. Avenue & Alexandria.
2. Barki,B.G & Mukhopadhyay, B., (1989). *Guidance and Counseling: A Manual*. Stosius Inc/Advent Books Division
3. Esposito, J.F & Hattem, A.K. (2015). *Introduction to Family Counseling: A Case Study Approach*.Sage Publications
4. Palmer,S & Woolfe, R., (1999). *Integrative and Eclectic Counselling and Psychotherapy*. SAGE Publications Ltd
5. Sharf,R., (2015). *Theories of Psychotherapy & Counseling: Concepts and cases*. Brooks Cole
6. Strawbridge, S & Woolfe, R., (2009). *Handbook of counseling*. Sage Publications.

**DSE. 4.B, T&P, Credit: 4**  
**WORKPLACE COUNSELLING**

PPYCDS3116

**(i) Course Objectives:**

This course aims to provide students with a comprehensive understanding of workplace counselling, including its nature, types, and historical roots. Students will develop foundational and advanced counselling skills necessary for effective workplace counselling. Additionally, the course will cover the stages of workplace counselling, addressing diverse issues related to workplace, while preparing students to design and implement personal and group counselling sessions tailored to specific issues and populations, fostering professional competence and multicultural awareness in group therapy practice.

**(ii) Course Learning Outcomes:**

After completing the course, the students will be able to:

1. Define and explain the nature, history, roles, ethical issues, and models of workplace counselling.
2. Demonstrate personal and group counselling skills in workplace settings through practical application.
3. Analyze the steps and processes involved in setting up, practicing, and evaluating workplace counselling.
4. Design and implement counselling interventions for common workplace issues, upholding ethical and professional standards.

Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3	3	3	3								2				
<b>CL 02</b>	3	3	1									2				
<b>CL 03</b>			3	3	3				1			2	2	2	2	2
<b>CL 04</b>		2		3	3		2			2		2	2	2	2	2

\*‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

**(iv) The detailed contents of this course, references, and suggested books:**

**Unit 1: Introduction**

- a. Nature and definition of workplace counselling, History and approaches of workplace counselling; Roles of workplace counsellor; Ethical issues in workplace counselling; Models of workplace counselling
- b. Models of counselling \*: Stages, steps, and procedures of counselling models: Robert CarKhuff’s art of helping model; Eagan and Eagan’s skilled helper model; Motivational interviewing; Ivey and Ivey’s intentional interviewing model.

**Unit 2: Practice of Workplace Counselling Skills\***

- a. Personal counselling skills: Attending behaviour, questioning, observation skills, encouraging, paraphrasing, summarizing, empathic response, empathy, reflection of feeling, basic listening sequence, confrontation, focusing, reflection of meaning, interpretation/reframing, self-disclosure, feedback, logical consequences
- b. Group counselling skills: Clarification, supporting, linking, facilitating, initiating, goal setting, tone setting, evaluating, suggesting, mutual feedback, protecting, modelling, blocking, terminating, mediating, gatekeeping, cutting off, drawing out, leading, pacing, positive asset search, negotiations, rewarding, eliciting group observation and group interpretations, closing skills.

**Unit 3: Steps and Processes in Workplace Counselling**

- a. Setting up and practice of counselling in the workplace: Preparation for counselling, assessing workplace counselling, contracting for workplace counselling, introducing counselling into the workplace, terminating counselling with an organisation
- b. Evaluating workplace counselling: Usefulness of evaluation, record keeping, evaluation, formative and summative evaluation, methods of evaluation

**Unit 4: Practice of Counselling**

Workplace issues and interventions: Job stress and burnout, absenteeism, dual career and family adjustment issues, role conflicts, decision-making, gender discrimination and sexual harassment at the workplace



## References

1. Carroll M (1996). *Workplace Counselling: A systematic approach to employee care*. Sage
2. Dharani P. Sinha, T (1998). *Group Team Building and Organizational Development*. Indian Society for Applied Behavioural Science; Delhi.
3. Truelove S. (2000) *Handbook of Training and Development*

## Suggested Reading

1. Capuzzi, D. (2002). *Approaches to Group Work: A Handbook for Practitioners*. Pearson
2. Carroll, M & Walton, M.J., (2003). *Handbook of Counseling in Organizations*. Sage Publications.
3. Coles, A., (2003). *Counseling in the workplace*. Open University Press.
4. Gladding, S.T. (2017). *Counseling a comprehensive profession*, (7<sup>th</sup> ed). Pearson.
5. Herriot, P., (2001). *The Employment Relationship: A Psychological Perspective*. Routledge.
6. Ivey, A, Ivey, M & Zalaquett, C., (2013). *Intentional Interviewing and counseling Facilitating Client Development in a Multicultural Society*. Brooks/ole, Cengage Learning.
7. Nelson, R.J., (2021). *Basic Counseling Skills: A Helper's Manual*. Sage Publications.
8. Other, M.J., (1999). *The Employee Assistance Handbook*. John Wiley & Sons.
9. Sharf, R., (2015). *Theories of Psychotherapy & Counseling: Concepts and cases*. Brooks Cole

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**DSE. 5. A, T&P, Credit: 4****GROUP COUNSELLING**

PPYCDS3117

**(i) Course Objectives:**

This course aims to give students a comprehensive understanding of group counselling, including its nature, types, and leadership styles. Students will develop foundational and advanced counselling skills for effective group facilitation, focusing on norming, active listening, influencing techniques, and problem-solving strategies. Additionally, the course will cover the stages of group development, addressing diverse group dynamics and ethical considerations while preparing students to design and implement group counselling sessions tailored to specific issues and populations, fostering professional competence and multicultural awareness in group therapy practice.

**(ii) Course Learning Outcomes:**

After completing the course, the student will be able to:

1. Define key concepts in group counselling, including types, leadership styles, and multicultural considerations.
2. Apply fundamental and advanced group counselling skills in various group settings.
3. Analyze and evaluate the stages of group development and strategies for managing problem situations in group counselling.
4. Design and implement group counselling sessions tailored to specific issues and populations, incorporating ethical and professional standards.

Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3	2	2	2								2				
<b>CL 02</b>	3	3	1									2				
<b>CL 03</b>			3	3	3				1			2	1	2	1	2
<b>CL 04</b>		2					2			2		2		2		2

\*‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

**(ii) The detailed contents of this course, references, and suggested books:**

**Unit I: Introduction**

- a. Nature and definition of group counselling; Types of groups; Personal characteristics of effective leaders; Group leadership styles and functions; Theories and applications; Multicultural issues
- b. Therapeutic forces; Co-leadership; Preparations for group counselling; Approaches to evaluating groups; Ethical and professional issues

**Unit II: Group Counselling Skills**

- a. Basic skills: Norming, eliciting group responses, identifying commonalities, task focusing, attending behaviour, active listening, questioning, encouraging, paraphrasing, reflecting feeling, summarising, clarification, supporting, empathising, facilitating, initiating, evaluating, suggesting, protecting. validating, transitioning, connecting
- b. Influencing skills: Reframing/interpreting, self-disclosure, feedback, mutual feedback, structuring, exploring logical consequences, reflecting meaning, confronting
- c. Advanced skills: Linking, leading, pacing, tone setting, modelling, goal setting, blocking, mediating, gatekeeping, cutting off, drawing out, positive asset search, negotiations, rewarding, and eliciting group interpretations.

**Unit III: Stages of Group Development and Dealing with Problem Situations**

- a. Pre-group issues; Initial Stage – characteristics of the initial stage; Transition stage – resistance, conflict, problem members; Working stage – productivity, therapeutic factors, leader functions; Final Stage – consolidation and termination; Post group issues and evaluation.
- b. Nonverbal communication in group counselling; Dealing with problem situations: Chronic talker, dominator, distracter, rescuing member, negative member, resistant member, a member who tries to “get the leader”, dealing with silence, dealing with sexual feelings, dealing with crying, dealing with mutually hostile members, asking a member to leave, prejudice, narrow-minded, insensitive member

## Unit IV: Practice of Group Counselling

- a. Designing and practising sessions on specific issues: Anger, self-esteem, stress, performance anxiety, academic performance, interpersonal issues, communication skills
- b. Designing groups for specific populations: Children, adolescents, couples, addiction groups, clients with chronic diseases or disabilities, divorce groups, survivors of sexual abuse

## References

1. Corey, G., (2011). Theory and Practice of Group Counseling. Brooks.
2. Gill, S. J., & Barry, R. A. (1982). Group-Focused Counseling: Classifying the Essential Skills.
3. Ivey, A., Pedersen, P. B., & Ivey, M. B. (2001). Intentional group counselling: A microskills approach
4. Jacobs, E. E., Masson, R. L., & Harvill, R. L. (2002). Group Counselling: Strategies and skills (4th ed.). Pacific Grove, CA: Brooks/ Cole

## Suggested reading

1. American Counseling Association. (2014). Code of ethics. Alexandria, VA: Author.
2. American Psychological Association
3. Bemak, F., & Chung, R. C-Y. (2015). Critical issues in international group counseling. *Journal for Specialists in Group Work*, 40(1), 6-21.
4. Clark, A. (2002). Scapegoating: Dynamics and interventions in group counseling. *Journal of Counseling & Development*, 80, 271-276.
5. n (2010). Publication manual of the American Psychological Association (6<sup>th</sup> ed.) Washington DC: American Psychological Association.
6. Stockton, R., Morran, D.K., & Nitza, A.G. (2000). Processing group events: A conceptual map for leaders. *Journal for Specialists in Group Work*, 25, 343-346.
7. Yalom, I. & Leszcz, M. (2006). The theory and practice of group psychotherapy (5<sup>th</sup> ed.). New York, NY: Basic Books.

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**DSE. 5. B, T&P, Credit: 4****ORGANISATIONAL CHANGE AND DEVELOPMENT**

PPYCDS3118

**i) Course Objectives:**

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

**(ii) Course Learning Outcomes:**

After completing the course, the students will be able to:

1. Define fundamental terminology relevant to the discipline of Organizational Development and organisational change as well as explain theories and models that form the foundation of the discipline
2. Describe the steps involved in planned change programs and distinguish the various structural, behavioral and comprehensive interventions typically used in change efforts.
3. Analyse the role and style of the Organisational Development consultant and appropriately select various diagnostic tools and the appropriate methodology for collecting organizational data to plan a major change effort.
4. Apply the theories related to organisation change and development through experiential learning.

**Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3	3											1		3	
<b>CL 02</b>	3	3												1	3	
<b>CL</b>			3	3	3		1					2		1	3	

<b>03</b>																
<b>CL 04</b>						1	1	1	3	3		3		1		3

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

### **The detailed contents of this course and references and suggested books:**

#### **Unit I: Introduction to Organizational Change**

Organizational Change: Concept and Significance, Change Process: Forces for Change, Resistance to Change, Overcoming Resistance to Change, Approaches to Management Organizational Change, Perspectives on Change. Kurt Levin's Model of change: Force Field Analysis, Organizational Renewal and Re-energizing. Role of Creativity and Innovation in Institution Building, Implications of Change.

#### **Unit II: Introduction to Organizational Development (OD)**

Organizational Development: Concept and Evolution; Values, Assumptions and Beliefs in OD; Foundations of OD; Managing the OD Process; Organizational Diagnostic Activities. OD Interventions: Team, Intergroup and Third-Party Peace-making Interventions, Comprehensive OD Interventions and Structural Interventions, T-Group Training, Indian Experiences of OD in Public and Private Enterprises.

#### **Unit III: OD through Experiential Learning: T&P**

- a. Human Process Interventions: T Group, Team Building, Organization Confrontation Meetings, Grid Organizational Development, Coaching, Counselling, Training, Behavioural Modelling, Delegating, Leading, Morale-boosting, Mentoring, Motivation.
- b. Techno-Structural Interventions: Work Design, Restructuring Organizations, Employee Involvement, TQM, MBO, Quality Circles, High-Performance Work Systems, Balanced Scorecard, Downsizing and Outsourcing.
- c. Resource Management Interventions: Performance Appraisal, Employee Wellness, Career Planning, Goal Setting.
- d. Strategic Interventions: Competitive and Collaborative Strategies, Integrated Strategic Change, Culture Change, Trans-organizational Development, Organizational Learning, and Knowledge Management Interventions.

#### Unit IV: Change Management Simulations: T&P

- a. Change Pro Simulation: This simulation gives the opportunity to practice change leadership in teams.
- b. StarPower Simulation: The StarPower simulation is an in-class face-to-face exercise designed to help experience how people react to shifts in power over time.
- c. Harvard's Change Management Simulation: Power and Influence.

#### References

1. Cecil, B.H, Veena, V, Wendell, F. (2017). Organization Development: Behavioral Science Interventions For Organizational Improvement. Pearson Education
2. Cummings, T & Worley, C., (2013). Organization Development and change. South western College Publishing.
3. Judge, W. Q., Hill, L. A. (2022). Change Management Simulation: Power and Influence V3. Harvard Business self Publishing. <https://hbsp.harvard.edu/product/7611-HTM-ENG>
4. Rao, T.V, Ramnarayan, S, Singh, K. (2008). Organization Development- Interventions & Strategies. Response Books
5. Singh, K., (2010). Organisation Change and Development. Excel Books.

#### Suggested Reading

1. Beckhard, R., & Harris, R.T. (1987). Organizational Transitions: Managing Complex Change. Pearson.
2. Blank, W.E., (1982). Handbook for Developing Competency-Based Training Programs. Prentice-Hall
3. Brown, D., (2010). An Experiential Approach to Organization Development. Pearson.
4. Gareth, R.J & Mary, M. (2013). *Organizational Theory, design and change*. Dorling kinderly India pvt. Ltd
5. Judge, T.A, Robbins, S.P & Vohra, N., (2018). *Organizational Behaviour*. Pearson, India
6. Khanna, S & Pareek, U., (2018). *Understanding Organizational Behavior*. Oxford University Press.
7. Koontz, H & Weihrich, H., (2006). *Essentials of Management*. McGraw-Hill Education.
8. Moller, M & Ask, S.L. (2016). *Games and stimulations in the Organization development* <https://workzchange.com/posts/games-and-simulations-organisational-development>
9. *Simulation Training Systems*. <https://www.simulationtrainingsystems.com/>

**SEC. 3, W, Credit: 2****TEST CONSTRUCTION**

PPYCSB3145

**(i) Course Objectives:**

This course aims to provide an in-depth knowledge about test construction, it also equips the students with skills required to develop a psychological test by following the essential procedures such as item analysis and computing validity and reliability.

**(ii) Course Learning Outcomes:**

After completing the course, the students will be able to:

1. Define what is measurement and distinguish different types of psychological test or scale their classification.
2. Examine the various professional, ethical, and cultural issues related to psychological assessment.
3. Compute the reliability and validity of the tests by administering on a fresh sample
4. Conduct Item Analysis of the tests using appropriate methods.

**Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3	3											1		1	
<b>CL 02</b>			3	3	3					2				1	1	
<b>CL 03</b>						1	3		2	2		3		2		2
<b>CL 04</b>						1	3		2	2		3		1		1

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

**The detailed contents of this course and references and suggested books:**

*MSc. Psychology curriculum revised on 18 Nov.2023, Department of Psychology, Central University of Karnataka, India*



**Unit I: Introduction**

- a) Psychological tests –characteristics of a good psychological test, importance of tests in psychological research; Difference between test and scale construction, testing vs assessment; Levels of measurement; Scaling methods (Method of equal appearing intervals by Thurstone, Method of summated rating by Likert, Cumulative scaling by Guttman)
- b) Types of tests- Speed test, power test, Individual test, group test, Aptitude tests, achievement tests, Projective tests; Norm-referenced vs Criterion referenced tests
- c) Reliability & Validity- Different types (test-retest, alternate forms, split-half, Cronbach's alpha, KR-20, inter-scorer reliabilities; content, criterion- predictive and concurrent, construct- convergent and discriminant validities); factors affecting reliability and validity; Standard error of measurement
- d) Theoretical & practical challenges in psychological testing (Sources of biases in psychological testing; issues in cultural adaptation; professional, moral, and social issues involved in psychological testing; developing culture-faire tests); Ethical issues in use of tests.

**Practical I:** Administration of an already developed test on fresh sample and computing its reliability, validity coefficients

**Unit II: Test Construction**

- a) Theories- Classical test theory; item response theory
- b) Steps in test construction; Item writing- general guidelines, types of items
- c) Item analysis- Item difficulty (method of judgement, empirical method); Item discrimination (test of significance, correlational technique); Item characteristic curve; Item validity (factor analysis- exploratory, confirmatory, discriminant analysis)
- d) Norms development- Steps (defining target population, selecting sample, standardizing conditions for implementation); Meaning of test scores; Types of norms (age equivalent norms, grade equivalent norms, percentile norms, Qualitative vs Quantitative norms; Normalised standard score norms (T score, stanine score, deviation IQ, sten score)

**Practical II:** Item analysis of an already developed test based on responses of a fresh sample

## References

Distefano, C & Schweizer, K.W. (2016). *Principles and Methods of Test Construction: Standards and Recent Advances (Psychological Assessment - Science and Practice)*. Hogrefe Publishing

1. Dodia, D. (2014). *Theory and Principles of Psychological Test Development*. Scholars' Press
2. Haladyna, T.M, Lane, S & Raymond. M.R. (2015). *Handbook of Test Development (Educational Psychology Handbook)*. Routledge
3. Irvine, S.H & Kyllonen, P.C. (2015). *Item Generation for Test Development*. Routledge
4. Kline, P. (2016). *A Handbook of Test Construction: Introduction to psychometric design*. Routledge.

## Suggested Reading

1. Cooper, C., (2018). *Psychological Testing*. Routledge, London
2. Davidshofer, C. O & Murphy, K. R., (2019). *Psychological Testing: Principles and Applications*. (6<sup>th</sup> ed). Pearson Education.
3. Freeman, F.S., (2018). *Psychological Testing*. Oxford & IBH Publishing.
4. Jay, C. A, Sturman, E & Swerdlik, M., (2012). *Psychological Testing and Assessment*. McGraw-Hill Education.
5. Jay, C.A, Joel, S.W, Tobin, R., (2021). *Looseleaf for Psychological Testing and Assessment*. McGraw Hill.
6. Jay, R.C & Swerdlik, M. E., (2018). *Psychological Testing and Assessment*. McGraw Hill Education
7. Kaplan, R.M & Saccuzo, D.P., (2018). *Psychological Testing: Principles, Applications, and Issues* (9<sup>th</sup> ed). Cengage India Private Limited
8. Kerlinger, F.N., (2017). *Foundations of Behavioral Research*. Surjeet Publications
9. Kline, P., (1999). *Handbook of Psychological Testing*, (2<sup>nd</sup> ed). Routledge, India.
10. Miller, L.A., (2015). *Psychological Testing: A Practical Approach* (4<sup>th</sup> ed). Sage texts.
11. Singh, A. K., (2019). *Tests, Measurements and Research in Behavioral Sciences*. Bharati Bhawan.

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**R.1, R, Credit: 2**  
**RESEARCH PROJECT**

PPYRAE3146

**(i) Course Description:**

The present course endorses the students to defend their research proposals with strong theoretical and empirical evidence. For this purpose, the students are encouraged to do advanced literature reviews and complete a pilot study on a topic from their specialization area, before presenting the proposal of their post-graduate dissertation (to be conducted in the 4th semester). Respective faculty supervisors will guide the progress at all stages of the research

**(ii) Course objectives:**

The present course enhances the research aptitude of students by making them do a scoping review, systematic review or meta-analysis, the results of which will strengthen the rationale of their post-graduate dissertation (to be conducted in the upcoming semester). The course also helps the students to check the feasibility of their post-graduate research by making them carry out a pilot study

**(iii) Course Learning Outcome:**

By the end of the course, the learner will be able to:

1. Develop strong theoretical and empirical standing of a topic from their area of specialization
2. Confirm the reliability and validity of the tools to be used in main study
3. Correct the mistakes and confirm the feasibility of their method and methodology
4. Present and defend their research proposal in front of a scientific committee wherein the student describes the research problem, its rationale, the method, expected implications, etc.

**Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3	3					1			2			2		2	

<b>CL 02</b>			3	3	3		3		2			3		2		2
<b>CL 03</b>			2	2	2		2		2			3		2		2
<b>CL 04</b>	2	2					1	1	2		1	3		2		2

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

### **The detailed contents of this course and references and suggested books:**

#### **Unit 1 Advanced review of literature**

- a) Registration of review protocol
- b) Finalization of review articles
- c) Presenting results and discussion to respective faculty mentors
- d) Finalizing topic of research

#### **Unit 2 Pilot study**

- a) Finalizing method and methodology of pilot study
- b) Data collection and Data analysis
- c) Presentation of results and discussion to respective faculty mentors
- d) Developing proposal for post-graduate dissertation based on the pilot study results
- e) Presenting and defending the research proposal in front of the department's scientific committee and ethics committee for approval.

#### **References**

1. American Psychological Association. (24 December 2019). *Concise Guide to APA Style (7th ed)*. American Psychological Association (APA).
2. Bailey, S. (2011). *Academic writing: A handbook for international students*. (3rd ed). Routledge.
3. Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative Research: A Guide to Design and Implementation* (4th ed.). San Francisco: John Wiley & Sons.
4. O'Leary, Z. (2013). *The Essential Guide to Doing Your Research Project* (2nd ed.). SAGE Publications Ltd.

5. Walliman, N. (2022). *Your Research Project: Designing and Planning Your Work* (3rd ed.). Sage Publishing.

### **Suggested Reading**

1. American Psychological Association. (2019). *Publication Manual* (7th ed). American Psychological Association.
2. Blaikie, N., & Priest, J. (2019). *Designing Social Research: The Logic of Anticipation* (3rd ed.). Polity.
3. Greener, I. (2011). *Designing Social Research: A Guide for the Bewildered* (1st ed.). SAGE Publications Ltd.
4. Hartley, J. (2008). *Academic Writing and Publishing*. Routedlege.
5. Leki, L. (2010). *Academic Writing 2/E South Asian Edition*, Cambridge University Press

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# **SEMESTER IV**

**DSE. 6.A, T&P, Credit: 6****ASSESSMENT OF DEVELOPMENTAL AND NEUROPSYCHOLOGICAL  
FUNCTIONS**

PPYCDS4122

**(i) Course Objectives:**

This course aims to equip students with the skills to administer and interpret various developmental screening tests, cognitive ability assessments, and symptom severity scales. Using standardized tools, students will learn to evaluate developmental functions, cognitive abilities, and symptom severity in different populations. Additionally, the course will cover comprehensive neuropsychological assessments across the lifespan, preparing students to conduct and analyze these evaluations effectively.

**(ii) Course Learning Outcomes:**

After the course, the students will be able:

1. Explain the purpose and methodology of developmental screening tests and adaptive behaviour assessments.
2. Administer and interpret assessments for cognitive abilities, such as the Dyslexia Screening Test and the Wechsler Nonverbal Scale of Ability.
3. Evaluate symptom severity in psychological conditions using tools like the ISAA and Vanderbilt ADHD rating scale and synthesize the results to inform interventions.
4. Conduct comprehensive neuropsychological assessments for various age groups using the NIMHANS battery and develop detailed assessment reports.

Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3	2	2	2								2				
<b>CL 02</b>	3	3	1	2								2				

<b>CL 03</b>			3	3	3				1			2	2	2	2	2
<b>CL 04</b>		2		2	2		2			2		2	2	2	2	2

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

**(iv) The detailed contents of this course and references and suggested books:**

**Unit I Developmental Functions**

Developmental Screening test (Denver, Bharathraj); Adaptive behaviour- VABS; Bayley-III; Gessel's drawing test.

**Unit II Cognitive abilities**

Dyslexia Screening Test – Junior, India Edition (DST-J INDIA), NIMHANS assessment of scholastic learning disability battery; WRAT 5; KTEA-3 Form A & B; KABC-II NU; Wechsler® Nonverbal Scale of Ability (WNV™)

**Unit III Symptom Severity**

Indian Scale for Assessment of Autism (ISAA), Vanderbilt ADHD rating scale, Connor's rating scale for Attention deficit hyperactivity disorder, MCHAAT, INCLIN; Test of Everyday Attention for Children, Second Edition (TEA-Ch2). CDRS, RCMAS, CBCL,

**Unit IV Neuropsychological Assessment**

NIMHANS battery of neuropsychological Assessment: Children, Adults, and Geriatric.

**References**

1. Beck, J. S., & Beck, A. T. (2011). *Cognitive Behavior Therapy, Second Edition: Basics and Beyond* (2nd ed.). The Guilford Press.
2. Bellack, A.S., Hersen, M., & Kazdin, A.E. (1985). *International handbook of behavior modification and therapy*. Plenum Press.
3. Consoli, A. J., Beutler, L. E., & Bongar, B. (2016). *Comprehensive Textbook of Psychotherapy: Theory and Practice* (2nd ed.). Oxford University Press.
4. Corey, G. (2016). *Theory and Practice of Counseling and Psychotherapy*. 10th ed. Boston, MA: Cengage Learning US.
5. Walen, S.R., Digiuseppe, R., & Dryden, W. (1992). *A practitioner's guide to rational-emotive therapy*. Oxford University Press. Inc.



**Suggested Reading**

1. Ellis, A. (1970). *The essence of rational psychotherapy: A comprehensive approach to treatment*. Institute for Rational Living.
2. Jena, S. P. K. (2008). *Behaviour Therapy- techniques Research and Applications*. Sage Publications.
3. Knaus, W.J. (2014). *The Cognitive Behavioral Workbook for Anxiety: A Step-By-Step Program* (Second). New Harbinger Publications.
4. Lambert, M.J (2004). *Handbook of Psychotherapy and behaviour change* (5th ed.). John Wiley and Sons.
5. Rimm D.C. & Masters J.C. (1979). *Behavior therapy: Techniques and empirical findings*. Academic Press.

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**DSE. 6. B, T&P, Credit: 6**  
**ORGANISATIONAL EFFECTIVENESS**

PPYCDS4123

**(i) Course Objectives:**

The course aims to provide a strong conceptual basis of organisational effectiveness and emphasises on the meaning, nature, scope, and recent developments in this area. The paper also provides an applied knowledge by providing an opportunity to learn the important assessments related to organisational effectiveness

**(ii) Course Learning Outcomes:**

After completing the course, the students will be able to:

1. Outline the foundational concepts and terminology related to organisational effectiveness.
2. Evaluate the influence of various stake holders and other factors contributing to organisational effectiveness.
3. Develop an evidence-based plan to enhance organisation effectiveness.
4. Analyse the importance of self as a contributor to organisational effectiveness and develop the skills required.

**Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3	3											1		3	
<b>CL 02</b>			3	3	3		2		1	2		2		2		3
<b>CL 03</b>						3	2			2	3	3		1		3
<b>CL 04</b>			2	2	2		2		1	2		2				2

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

**The detailed contents of this course and references and suggested books:**

**Unit I: Introduction**

Organizational Effectiveness: Concept, Need and Importance; Approaches to Organizational Effectiveness; Perspective of Organizational Effectiveness; Criteria for Organizational Effectiveness; Steps in Organizational Effectiveness; Relationship between Organizational Design, Leadership and Effectiveness. Critical Issues of Organizational Effectiveness.

**Unit II: Monitoring Organization Effectiveness: T&P**

Monitoring Organizational Effectiveness, Rensis Likert Model of Organizational Effectiveness, Organizational Effectiveness Diagnostic, OE- Score Card, Factors Contributing to Organizational Effectiveness: Strategies to Improve Effectiveness. Strategic Role of Human Element (employers, employees) in Developing Effectiveness. Network Assessment Exercise.

**Unit III: Organization Effectiveness Strategies: T&P**

Organizational Diagnosis, Identification of OD Intervention Strategies – Pareto Analysis; Team Building; BELBIN 's Team Player Styles; Confrontation Meetings; T group; Leadership Development; Assessment of Influence Style; OE - Assessment Personal; OE Personal Development: Communication; Self-analysis - Johari Window, Self-monitoring; Stress audit & Stress management.

**Unit IV: Organizational Effectiveness and HRM**

Well-being of Individuals; Teams and Organizations; Recruitment, Personnel Selection and Organizational Effectiveness; Training and Organizational Effectiveness; Performance Management and Organizational Effectiveness; Culture and Organizational Effectiveness; Motivation and Organizational Effectiveness; Innovation and Organizational Effectiveness.

**References**

1. Burke, W.W., (2017). *Organization change: Theory and practice*. Sage Publications.
2. Cecil, B.H, Veena, V, Wendell, F.L., (2017). *Organization Development: Behavioral Science Interventions For Organizational Improvement*. Pearson Education.
3. Judge, T.A, Robbins, S.P & Vohra, N., (2018). *Organizational Behaviour*. Pearson, India
4. Woodcock, M., (2018). *Team Development Manual*. Routledge

**Suggested Reading**

1. Aswathappa, K., (2010). *Human Resource Management*. McGraw Hill Education.

2. Bee.F., (1994). *Training Needs Analysis and Evaluation*. McGraw Hill.
3. Bhattacharyya, D.K. (2015). *Training and Development: Theories and Applications*. Sage publications.
4. Christopher, M.E & Smith, L.E.(1999). *Leadership Training A Sourcebook of Activities*. Viva Books Private Limited.
5. Davis, K & Newstrom, J.W., (2001) *Organizational Behavior Human behavior at work*. Tata McGraw Hill.
6. Flamholtz.G,E. (1996). *Effective Management Control: Theory and Practice*. Springer.
7. Kondalkar, V.G. (2009). *Effectiveness and Change Management*. Prentice Hall India Learning Private Limited.
8. Levi, D., (2020). *Group Dynamics for Teams*. Sage Publications.
9. Lippit,G. & Taylor,B., (2016). *Management Development and Training*. McGraw-Hill Book Company, London.
10. Passmore, J, Rico, R & Salas, E. (2020). *Psychology of Team Working and Collaborative process*. Wiley-Blackwell.
11. Ramnarayan,S, Rao,T.V & Singh, K., *Organization Development - Interventions & Strategies*. Response Books
12. Schein, E. H. (2010). *Organizational Culture and Leadership* (4th edition). Jossey-Bass Publishers.
13. Varma,M.K. (2001). *Managing More Effectively: A Professional Approach to Get the Best Out of People*.SAGE Publications Pvt. Ltd

**DSE. 7. A, T&W, Credit: 4****BIOPSYCHOLOGY**

PPYCDS4124

**(i) Course Objectives:**

The courses aim to orient the learners with biological basis of behaviour such as the influence of genes, brain, nervous system, and endocrine system on behaviours. The learners will also be equipped to get a brief understanding of and use the various psychophysiological and psychophysics-related assessments and report the results.

**(ii) Course Learning Outcomes:**

After completing the course, the students will be able to:

1. Outline the basic concepts of biopsychology, such as the meaning, nature, scope, and methods of studying
2. Explain the structure and functions of the nervous system and the endocrine system
3. Examine the role of heredity, nervous, and endocrine systems in determining behaviour.
4. Use the various psychophysiological and psychophysical assessments to get an insight into the biological basis of behaviour

**Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3	3					1		1			2	3			
<b>CL 02</b>	3	3					1					2	3			
<b>CL 03</b>			2	2	2		1					2		2	1	
<b>CL 04</b>	1				2	1	3	1		2		3		3		

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

**The detailed contents of this course, references, and suggested books:**

*MSc. Psychology curriculum revised on 18 Nov.2023, Department of Psychology, Central University of Karnataka, India*

## Unit II: Introduction

Understanding bio-psychology: Definition, Nature, and Scope; The origins of biopsychology; Mind Brain relationship; Evolution of the Human Brain,; Research methods of Biopsychology; Ethical issues in research with animals; Careers in biopsychology.

## Unit II: Behavioural genetics:

Mendelian Genetics: Chromosomes and Crossing Over, Sex-Linked and Sex-Limited Genes, chromosomal abnormalities; Sources of Variation; Heredity and Environment: Possible Complications, Environmental Modification, How Genes Affect Behaviour; The Evolution of Behaviour: Common Misunderstandings About Evolution. Evolutionary Psychology, Psychopathology.

## Unit III: Structure and functions of nervous system

- a) **Brain:** Classification of nervous system: central and peripheral nervous system: Structure and functions of the brain: Forebrain, Midbrain, Hindbrain, cerebral cortex, Cerebral lobes, ventricles, Limbic-System; Blood-brain barrier; Spinal cord.
- b) **Neurons:** Structure of neurons: Types and functions of Neurons and supportive cells; Neural conduction: Resting potential, Propagation of action potential, Synaptic transmission; neurotransmitters; Neuroplasticity: Autonomic Nervous system: Sympathetic and Parasympathetic Nervous system; Effect of drugs on synaptic transmission.
- c) Practical: Assessments of Psychophysiological functions: EMG, GSR, EEG, HRV, Breath, etc.

## Unit IV: Sensory and Endocrine System

- a) **Sensory System:** Visual System; Auditory System; Body Senses: Vestibular System, Somatosensory System- Touch, pain, pressure, temperature; Chemical Senses- Gustatory System, Olfactory System; Movement; Principles of sensory system organization; Sensory Receptors: Types and functions.
- b) **Endocrine system:** Structure and function of endocrine glands: Hypothalamus, Adrenal, Pituitary, Pancreas, Thyroid, Parathyroid, Gonads; general principles of hormonal activity; interaction between neural system and hormones to produce integrated responses; Internal regulation: Temperature regulation, Thirst, Hunger.
- c) Practical: Experiments in psychophysiological processes

## References

1. Carey, G. (2003) *Human Genetics for the Social Sciences*. Thousand Oaks, CA: Sage Publications.
2. Carlson, N.E. (2010) *Physiology of Behaviour*. (10th Ed.). US: Pearson Publications.
3. Goldstein, L. H., & McNeil, J. E. (2012). *Clinical neuropsychology: A practical guide to assessment and management for clinicians*. John Wiley & Sons.
4. Kolb, B. (2021). *Fundamentals of Human Neuropsychology* (8th ed.). Worth Publishers.
5. Pinel, B. J. (2022). *Introduction To Biopsychology*, 9Th Edition (9th e). Pearson.

## Suggested Reading

1. Carlson, N.R. (1999). *Foundations of physiological psychology* (4th. Ed.). Boston: Allyn & Bacon.
2. D'Esposito, M. (Ed.). (2003). *Neurological foundations of cognitive neuroscience*. MIT press.
3. Darby, D., & Walsh, K. (2005). *Walsh's Neuropsychology. A Clinical Approach*, Fifth edition. UK: Elsevier.
4. Garrett, B. (2011). *Brain and Behaviour*. (3rd Ed). Canada: Sage Publications Inc.
5. Heilman, M. K. M., & Valenstein, E. (2010). *Clinical neuropsychology*. Oxford University Press.
6. Kalat, J.W. (2004). *Biological psychology* (8th.ed.). Belmont: Wadsworth/Thomson learning.
7. Kandel, E.R. Schwartz, J.H. & Jessel, T.M. (2000). *Principles of neural science* (4th .ed.). New York: McGraw-Hill.
8. Leukel, F. (1985). *Introduction to physiological psychology* (3rd.ed.). New Delhi: CPSPublishers.
9. Plomin, R., DeFries, J. C., et.al. (2012). *Behavioral Genetics*. Worth Publishers.
10. Rosenweig M.R, Breedlove S.M & Watson, N.V. (2005). *Biological Psychology*. (4th Ed). US: Sinauer Associates Inc.
11. Rosenweig, M.R., Leiman, A.L. & Breedlove, S.M. (1999). *Biological psychology: An introduction to behavioral, cognitive, clinical neuroscience*. (2nd Ed.). USA: Sinauer Associates, Inc.

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**DSE. 7. B, T&W, Credit: 4****HEALTH PSYCHOLOGY**

PPYCDS4125

**(i) Course Learning Outcomes:**

After completing the course, the students will be able to:

1. Define the foundational principles and historical context of health psychology, distinguishing between the biomedical and biopsychosocial models of health and illness (Remember and understand level)
2. Assess the psychological impact of chronic illnesses utilizing relevant theoretical frameworks to understand their psychosocial determinants and treatment approaches. (Apply level)
3. Evaluate the effectiveness of various theoretical models in health psychology in predicting health behaviours and guiding interventions for health promotion and illness prevention. (Evaluate Level)
4. Apply cognitive-behavioural strategies to modify health habits and promote positive lifestyle changes, aiming to enhance overall well-being and reduce the incidence of chronic illnesses. (Apply Level)

Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3					2				
CL02	3	1			1		1	2		
CL03		1		2	2		1			
CL04			2	3	3		2	1	1	1

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

**(ii) The broad contents of this course:**

This paper outlines the historical evolution of health psychology and the differentiation between biomedical and biopsychosocial models of health and illness. It also explores the psychological impact of chronic illnesses on individuals, alongside analyzing theoretical models and practical approaches in health psychology.



**(iii) Skills to be learned:**

The students will be skilled in applying theoretical frameworks and cognitive-behavioural strategies to promote health behaviour change and improve overall well-being.

**(iv) The detailed contents of this course, references, and suggested books:****Unit I: Introduction**

An Introduction to Health Psychology: Meaning of Health Psychology - A historical background of health psychology, Biomedical model, Biopsychosocial model.

**Unit II: Chronic Illnesses**

Heart diseases, Diabetes, Obesity, Hypertension, Cancer, HIV

**Unit III: Theoretical models**

Social cognitive models, Health Belief Model, Protection Motivation Theory, Theory of planned behaviour, Social cognitive theory, and Stage theory of behavioural change.

**Unit IV: Health Promotion and Illness Prevention**

Changing health habits; Cognitive behavioural approaches to health behaviour change.

**References:**

1. Morrison, V., & Bennett, P. (2009). Introduction to Health Psychology(2nd Ed) Pearson Education Limited, New York.
2. Ogden, J. (2012). Health Psychology. McCrawhill Foundation
3. Sarafino, E. P. (1994). Health Psychology, Biopsychosocial interactions. John Wiley & Sons, New York.
4. Taylor,S.E., (2009). Health Psychology (9th Ed). New Delhi: Tata McGraw-Hill Publishing Company Ltd.

**Suggested Reading**

1. Ayers, S., Baum, A., McManus, C., Newman, S., Wallston,K., Weinman,J., & West,R. (2007).Cambridge Handbook of Psychology, Health and Medicine (2nd Ed). Cambridge University Press
2. behavior and health (8th Ed). Delhi: Cengage Learning
3. Bishop G.D. (1994): Health Psychology: Integration Mind and Body, Boston: Allyn andBacon.
4. Brannan, L. and Feist, J. (1996): Health Psychology: An introduction to behaviour and health,Pacific Groove, CA: Books/Cole.

5. Brannon, L., McNeese, J. F., & Updegraff, J. A. (2014). Health Psychology an introduction to
6. Broome, A. K. and Liewellyn, S. (1995): Health Psychology, London: Champman and Hall.
7. Friedman, D.M. (1989) Health Psychology, New York: Prentice Hall.
8. Gatchel, R.J., and Baum, A. and Krantz, D.S. (1989) An introduction to health psychology, New York; McGraw Hill.
9. Lyons, A.C. & Chamberlain, K. (2006). Health Psychology A Critical Introduction. Cambridge
10. Straub, R.O. (2014). Health Psychology a BioPsychosocial Approach (4th Ed). Worth Publishers A Macmillan Higher Education Comp
11. University Press

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**DSE. 7. C, T&W, Credit: 4****INDIAN PSYCHOLOGY**

PPYCDS4126

**(i) Course Objectives:**

The courses aim to orient the learners to Indian psychology, its evolution, the prominent schools of thought. The learners will also engage in experiential learning by practising yoga, meditation, vipassana etc.

**(ii) Course Learning Outcomes:**

After successfully completing the course, the students will be able to:

1. Summarise the concepts of Indian Psychology- origin, practices, and the various Indian schools of thoughts.
2. Explain the concepts of consciousness and its functioning through an Indian perspective thereby demonstrate conceptual clarity.
3. Critically appraise the current methods of studying Indian Psychological thoughts.
4. Develop an indigenous approach towards intervention methods and healing techniques and practice yoga, vipassana meditation, transcendental meditation, etc.

**Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3	3					1		1				1		1	
<b>CL 02</b>	3	3					1		1				1		1	
<b>CL 03</b>			3	3	3		1			2			1			1
<b>CL 04</b>						1	1	2		2	1	3		2		2

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

**The detailed contents of this course, references and suggested books:**

*MSc. Psychology curriculum revised on 18 Nov.2023, Department of Psychology, Central University of Karnataka, India*

**Unit I: Introduction and Emergence**

Definitions, nature, and differentiation of concepts in Indian Psychology; relationship between culture and psychology, emergence of indigenous and non-western perspectives to Psychology.

**Unit II: Knowledge paradigms**

- a. Essential knowledge paradigms: Ontology, Epistemology, and Methodology
- b. Paradigms of Western Psychology: Positivism, Post-Positivism, Critical perspective, Social Constructionism, Existential Phenomenology, and Co-operative Enquiry, Paradigmatic Controversies.

**Unit III: Major schools of Indian Psychology and Basic methods of study**

- a. World views and methods of knowing in: Upanishads - factors of personality, mental functions, higher mental powers, and yoga; Samkhya - Purusha and Prakruthi, Gunas, Mahat, Manas, Personality, Perception, and Consciousness; Visistadvaita - nature of consciousness, factors of personality, functions of the mind; and Advaita schools- -personality, states of consciousness, individuality in different states of consciousness, functions of mind.
- b. Basic methods of study, current perspectives, and research in Indian Psychology.

**Unit IV: Self and Consciousness, health, and wellbeing**

- a. Self and consciousness; Viewpoints of- Upanishads, Bhagavad Gita, Buddhism, Jainism, and other Indian schools of thought.
- b. Health, wellbeing, and human development: Indian approaches to health and wellbeing - Yoga, Ayurveda; Goals of life- concept of purusharthas; Personality development- concept of ashramas.
- c. Experiential and observational learning: Yoga; Meditation - Transcendental Meditation, Preksha Meditation, vipassana meditation; Ayurveda.

**References**

1. Forem, J. ( 2012) *Transcendental Meditation: The Essential Teachings of Maharishi Mahesh Yogi*. Library of Congress Cataloguing in publication.
2. Hart,W., (2009). *Vipassana Meditation: As Taught by S.N Goenka*. Harperone.
3. Paniker.A., (2017).*Jainism: History, Society, Philosophy & Practice*. Motilal Banarsidass.India
4. Rangunath, S., (1976). *Indian Psychology*. Munshiram Manoharlal; Delhi

5. Sinha,J., (1985). *Indian Psychology volume 3. Epistemology of perception*. Motilal Banarsidass publishers private limited.

### **Suggested Reading**

1. Cornelissen,M, Misra. G & Varma.S., (2011)., *Foundations of Indian Psychology Theories & concepts*. Pearson publication.
2. Coster, G. (1949). *Yoga and Western Psychology*. Oxford University Press, London
3. Dalal,A, Paranjpe.R& Rao,R., (2008). *Handbook of Indian Psychology*. Cambridge University Press.
4. Detroja.M., (2019). *Elements of Indian Psychology*. Vista Publishers.
5. Kuppuswamy,B.,(2012). *Indian Psychology*. Limited company.
6. Mitchell, W., (2014). *Buddhism*. Oxford University Press.
7. Paranjpe, A.R, Ramakrishna, K., (2017). *Psychology in the Indian Tradition*. D.K.Printworld. India
8. Rao,R., (1962). *Development of Psychological thought in India*. Kavyalaya Publishers.
9. Rao., (2008). *Handbook of Indian Psychology*. Cambridge University Press India Private Limited.
10. Singh, H.S. (1977). *Psychotherapy in India*. National Psychological Corporation.

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**DSE. 7. D, T&W, Credit: 4**  
**LIFE SPAN DEVELOPMENT**

PPYCDS4127

**(i) Course Objectives:**

This paper focuses on creating a strong conceptual and theoretical basis in understanding development across the life span. Consequently, the paper provides an overview of the various concepts and theories of life span development and also focuses on the assessment of development at various stages of life.

**(ii) Course Learning Outcome:**

After successfully completing the course, the students will be able to:

1. Summarise the concepts and theories in the field of lifespan development, including Indian theories, and identify developmental issues in the infancy (remember and understand level)
2. Compare, contrast, and evaluate the theories of lifespan development and deduce their strengths and weaknesses (Analyse and evaluate level)
3. Develop meaning and purpose in life and death and outline the cultural differences in grieving process (Create level)
4. Use relevant tools to assess the developmental at various developmental phases and using the theories solve issues that are related to everyday living (Apply level)

**Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3	3					1		1				1		1	
<b>CL 02</b>	1	1	3	3	3		1		1			2		1	1	
<b>CL 03</b>	2	2				1	1	3		2		3		1		1
<b>CL 04</b>						1	1	3		2	1	3		2		2

\*‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

**The detailed contents of this course, references, and suggested books:**

**Unit I: Introduction**

- a. Introduction: Scope, concepts, and methods of study; Theoretical perspectives of Lifespan development; Socio-Cultural Contexts for Human Development: Family; Peers, Media & Schooling; Human Development in the Indian context.
- b. Research in developmental Psychology – methods and designs; Prenatal development and birth - factors affecting it.
- c. Indian model of life span development: Brahmacharya (student), Gr̥hastha (householder), Vanaprastha (forest walker/forest dweller), and Sannyasa (renunciate).

**Unit II: Infancy and early childhood**

- a. Infancy: Physical, sensory, and perceptual development in infancy; Cognitive development in infancy; Social and personality development in infancy
- b. Early childhood: Physical and Cognitive development in early childhood; Social and personality development in early childhood.
- c. Assessment: Early childhood development, Developmental Test of Visual-Motor Integration, Gesell developmental test, Vineland Social Maturity scale, Seguin form board test.

**Unit III: Early childhood, Adolescence, and Early adulthood**

- a. Early childhood: Physical and Cognitive development in middle childhood; Social and personality development in middle childhood
- b. Adolescence: Physical and Cognitive development in adolescence; Social and personality development in adolescence.
- c. Early adulthood: Physical and Cognitive development in early adulthood; Social and personality development in early adulthood
- d. Assessment: Knox cube test, Benton visual retention test, Rosenberg self-esteem scale, House-Tree-Person Projective Drawings, memory assessment, assessment of intelligence.

#### Unit IV: Middle and late adulthood

- a. Middle adulthood: Physical and Cognitive development in middle adulthood; Social and personality development in middle adulthood
- b. Late adulthood: Physical and Cognitive development in late adulthood; Social and personality development in late adulthood; Death, dying, and bereavement
- c. Assessment: Comprehensive geriatric assessment; Clock Drawing Test (CDT), Six-Item Cognitive Impairment Test (6CIT), Quality of Dying and Death Questionnaire, Rapid test of mental function in old people.

#### References

1. Berk, L. E. (2010). *Child Development* (8thed.). Prentice Hall.
2. Feldman, R.S., (2011). *Development across Lifespan*. Pearson Education, Inc.
3. Hurlock, E.B.(2009). *Child Development*. (6thed.)Tata McGraw Hill Edition
4. Newman, P. R., & Newman, P. R. (2012). *Lifespan Development: A Psychosocial Approach* (11th ed.). Wadsworth: Cengage Learning.
5. Santrock, J.W. (2012). *A topical approach to life-span development*. Tata McGraw-Hill.

#### Suggested Reading

1. Berger, K. S. (2019). *The Developing Person Through the LifeSpan* (11th ed.). Macmillan Publishers.
2. Berk, L.E. (2007). *Developing Child Through the LifeSpan* (7th Ed.) New Delhi:Pearson Education.
3. Crain, W.(2011). *Theories Of Development: Concepts And Applications* (6th. ed) Psychology Press.
4. Feldman, R. S., & Meyer, C. J. (2000). *Study Guide, Development Across the LifeSpan*, (2nd ed.), Robert S. Feldman. Prentice Hall.
5. Santrock, J.W. (2007). *LifeSpan Development* (3rd ed). New Delhi: Tata Mc Graw HillPub.
6. Steinberg,L., et.al., (2011). *Life-span development: infancy through adulthood*. Wadsworth Cengage Learning.

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**DSE 7. E, T&W, Credit: 4**  
**POSITIVE PSYCHOLOGY**

PPYCDS4128

**(i) Course Objectives:**

The course aims to orient the students with the philosophical underpinnings of positive psychology and its evolution. It also emphasises on the major positive psychological concepts such as values, character strengths, virtues, etc. The students will also be equipped to practice positive psychological interventions in real-life settings.

**(ii) Course Learning Outcome:**

After successfully completing the course, the students will be able to:

1. Explain the underlying philosophy of positive Psychology and its evolution as an academic discipline (understand level)
2. Explain the Positive Psychology concepts such as values, character strengths, virtues, compassion, mindfulness etc (Understand Level)
3. Compare and contrast the positive Psychology concepts from the Western and Eastern philosophy and apply some techniques like gratitude journal, mindfulness meditation, etc in everyday life (analyse and apply level)
4. Develop positive Psychology modules for varied settings such as schools, workplace, etc (Create level)

**Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3	3					1		1			1	2		2	
<b>CL 02</b>	3	3					1		1			1	2		2	
<b>CL 03</b>			3	3	3		1	2		2		2		2	2	
<b>CL 04</b>						2	2	2		2	1	3		3		3

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

## **The detailed contents of this course and references and suggested books:**

### **Unit I: Introduction**

- a. Introduction: Meaning, definition, and importance of positive Psychology; history of positive Psychology; Positive Psychology -roots in Humanistic approach, Character Strengths, and Virtues.
- b. Experiential learning lab: Assessment of VIA – 24 Strengths; Different dimensions of well-being- Psychological well-being, subjective well-being, social well-being, emotional well-being, hedonic vs eudaimonic well-being, spiritual well-being

### **Unit II: Theories and concepts**

- a. Theories: Theories of love: love equity theory, attachment theory; filter theory, reward theory of attraction, triangular theory of love; flow theory; flourishing vs languishing; Snyder's hope theory; theories of emotional intelligence – 'Goleman', 'Bar-On', 'Mayer, Salovey, and Caruso's'; friendship- types and theories; Frederickson's Broaden-and-Build Theory of Positive Emotions; Deci & Ryan's Self Determination Theory; Seligman's Authentic Happiness Theory; Toxic positivity; The disability paradox; Sobriety; Adaptation to change.
- b. Experiential learning lab: Contemplative meditation, gratitude intervention, loving kindness meditation, the activity of coloured candy goes around, happiness boosting exercises.

### **Unit III: Personal qualities**

- a Happiness- meaning, measures, and types; forgiveness; coping and resilience; post-traumatic growth; gratitude; self-regulation; grit; humour; savouring; optimism
- b. Experiential learning lab: Forgiveness exercise, Exercising kindness, the happiness quiz.

### **Unit IV: Positive states of mind**

- a. Mindfulness; Psychological flexibility; prosociality; subjective vitality; compassion; kindness; Self-compassion; positive communication.
- b. Experiential learning lab: Psychological flexibility, Mindfulness, Compassion exercises.

### **References**

1. Baumgardner, S.R. Crothers M.K. (2010). *Positive Psychology*. Upper Saddle River, N.J.: Prentice Hall.
2. Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*.Routledge.

3. Crompton, W.C. (2005). *An Introduction to Positive Psychology*. Thomson.
4. Lopez, S. J., Pedrotti, T. J., & Snyder, C. R. (2018). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths* (4th ed.). SAGE Publications, Inc.
5. Snyder, C. R., & Lopez, S. (2002). *Handbook of Positive Psychology*. Oxford University Press.

### **Recommended Reading**

1. Ciarrochi, J. & Kashdan, T. B. (2013). *Mindfulness, acceptance and Positive Psychology*. Library of congress Cataloguing in Publication data.
2. Compton, .C.W & Hoffman, E. (2019). *Positive Psychology, The happiness of flourishing*. Wadsworth Cenage Learning.
3. Hefferon, K.,&Bonniwell.I. (2011). *Positive Psychology theory, research and application*. McGraw hill House.
4. Linley, P.A. and Joseph, S. (2004). *Positive Psychology in Practice*. John Wiley and Sons.
5. Peterson, C. (2006). *A Primer in Positive Psychology*. Oxford University Press.
6. Seligman, M.E.P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realise Your Potential for Lasting Fulfilment*. Free Press/Simon and Schuster.
7. Snyder, C.R., Lopez, S.J. & Pedrotti, J.T. (2011). *Positive Psychology: The Scientific and Practical Explorations Of Human Strengths* (2nd Ed.). Sage Publication, Inc.

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**SEC 4. A, I, Credit: 6****INTERNSHIP IN CLINICAL AND COUNSELLING PSYCHOLOGY**

PPYPSB4147

**(i) Course Description:**

In the fourth semester year of the Master's degree course, Students who have opted for specialization papers in Clinical and Counselling Psychology must undergo practical experience in conducting psychological assessments and interventions through observational and hands-on experience under a registered mental health professional in reputed mental health institutions. The internship will be for three months (4+4+4 weeks) duration.

**(ii) Course Learning Outcomes:**

After the course, the students will be able to:

1. Explain the various psychological assessment methods, including case history, mental status examination (MSE), and diagnosis, in clinical.
2. Analyze and evaluate individual counselling, psychotherapy, group counselling, and training and development interventions, identifying strengths, limitations, and areas for improvement.
3. Apply acquired skills in conducting assessments, interventions, synthesizing theoretical knowledge with practical experience to address diverse individual and organizational needs.
4. Present case histories, intervention outcomes, and capacity-building sessions to supervisors and stakeholders effectively, demonstrating proficiency in communication and collaboration within clinical settings.

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3		1	1						
CL02	2	2			2	2	1			
CL03			3	3	3		2	2	1	
CL04	1		1	1	2	3	1			3

**(iii) Broad Contents of the Course:**

This course encompasses psychological assessments, case history, counselling, group therapy, and participation in clinical, including capacity-building sessions.

**(iv) Skills to be learned:**

Students will develop proficiency in conducting assessments, providing counselling and therapy, facilitating group sessions, and effectively participating in professional activities, fostering communication and collaboration abilities.

**(v) Internship Evaluation criteria:**

**Unit I:** Psychological assessments

**Unit II:** Case history, MSE, diagnosis

**Unit III:** Individual counselling / Psychotherapy

**Unit IV:** Group Counselling

**Unit V:** Participation in the activities assigned by the concerned supervisors in a Clinical / , such as assignments / Training/ / community-based interventions / Case presentations/ Scientific article reviews, etc.

**Unit VI:** Participation in Capacity Building Sessions

**References**

1. Johal & Kim (2021). Clinical psychology internship for underrepresented students: an inclusive approach for higher education. Routledge.
2. Jungers & Scott. (2014). Practicum and Internship: Textbook and Resource Guide for Counseling and Psychotherapy. Routledge.
3. Llewelyn. (2009). Clinical psychology in practice. Wiley-Blackwell (an imprint of John Wiley & Sons L.
4. Zammit. (1995). Guidebook for clinical psychology interns (NATO). Kluwer Academic publishers.

**Suggested Reading**

1. Beck, J. S. (2011). Cognitive behavior therapy: Basics and beyond (2nd ed.). The Guilford Press.
2. Groth-Marnat, G. (2009). Handbook of psychological assessment (5th ed.). Wiley.
3. Norcross, J. C., & Lambert, M. J. (Eds.). (2011). Treatment planning in psychotherapy: Taking the guesswork out of clinical care (2nd ed.). American Psychological Association.
4. Pope, K. S., & Vasquez, M. J. T. (2016). Ethics in psychotherapy and counseling: A practical guide (6th ed.). Wiley.
5. van der Kolk, B. A. (2015). The body keeps the score: Brain, mind, and body in the healing of trauma. Penguin Books.

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**SEC. 4. B, I, Credit: 6****INTERNSHIP IN ORGANISATION BEHAVIOUR AND HUMAN RESOURCE  
MANAGEMENT**

PPYPSB4148

**(ii) Course Description:**

Students undertaking a three-month internship in Organizational Behaviour and Human Resource Management will undergo a practical experience in reputed firms/organizations. By the end of the internship, the students are expected to gain in-depth knowledge and understanding of Organizational functioning, Human Resource Development, Competency mapping, Need assessment, Training and Development, and Assessments and evaluations.

**(ii) Course Learning Outcomes:**

After the course, the students will be able to:

1. Explain the various psychological assessment methods and appraisal systems in both organizational contexts.
2. Analyze and evaluate training and development interventions, identifying strengths, limitations, and areas for improvement.
3. Apply acquired skills in conducting assessments, interventions, and organizational development activities, synthesizing theoretical knowledge with practical experience to address diverse individual and organizational needs.
4. Present case histories, intervention outcomes, and capacity-building sessions to supervisors and stakeholders effectively, demonstrating proficiency in communication and collaboration within organizational settings.

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3		1	1						
CL02	2	2			2	2	1			
CL03			3	3	3		2	2	1	
CL04	1		1	1	2	3	1			3

**(iii) Broad Contents of the Course:**

This course encompasses psychological assessments, and participation in organizational developmental activities, including capacity-building sessions.

**(iv) Skills to be learnt:**

Students will develop proficiency in conducting assessments, providing group sessions, and effectively participating in professional activities, fostering communication and collaboration abilities.

**(v) Internship Evaluation criteria:**

**Unit I:** Assessment & Appraisal Systems

**Unit II:** Need assessment and Competence mapping

**Unit III:** Organizational Development and Change

**Unit IV:** Training and Development

**Unit V:** Participation in the activities assigned by the concerned supervisors in a Training/ industry-based interventions / Case presentations/ Scientific article reviews, etc.

**Unit VI:** Participation in Capacity Building Sessions

**References**

1. Aamodt. (2010). Industrial/ organizational psychology: an applied approach. Wadsworth Cengage learning.
2. McKenna. (2006). Business psychology and organizational behavior. Psychology Press.
3. Megargee. (1997). Megargee's guide to obtaining psychology internship. Routledge.
4. Nickelson et al. Internship in psychology: The APAGS workbook for writing successful applications and finding the right fit.
5. Spector. (2016). Industrial and Organizational Psychology: Research and Practice. Wiley

**Suggested Reading**

1. Bhattacharya. (Human resource planning. Excel books.
2. Jex. (2009). Organizational Psychology: A Scientist Practitioner Approach. Wiley.
3. Mayo et al. (2007). Cases and Views from a General Practitioner in Industrial/Organizational Psychology. Dorrance pub co.
4. Rico et al. (2017). The Wiley Blackwell Handbook of the Psychology of Team Working and Collaborative Processes. Wiley.

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**SEC 5. A, Tr, Credit: 2****TRAINING IN MENTAL HEALTH**

PPYCSB4149

**(i) Course Learning Outcomes:**

After the course, the students will be able to:

1. Explain various mental health topics and apply knowledge to design effective awareness programs.
2. Analyze mental health challenges and synthesize perspectives to develop training modules.
3. Apply training skills and evaluate program effectiveness through participant feedback.
4. Collaborate to design support programs, reduce stigma, and advocate for mental health awareness.

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3			3	3	2			2	
CL02		2	1	3	3	1	2	3	2	2
CL03		2	1	3	3	2	1	1	2	2
CL04					3	2	1	1	2	2

**(ii) Broad Contents of the Course:**

This course covers training in various mental health awareness programs, including substance abuse prevention, stress management, and crisis intervention, to promote community well-being.

**(iii) Skills to be learnt:**

Students will develop skills in program design, delivery, evaluation, and collaboration, fostering their ability to effectively address diverse mental health challenges and advocate for mental health support initiatives.



**(iv) The detailed contents of this course, references, and suggested books:**

Students are expected to give training in various mental health-related awareness Programmes under the following topics alongside their internship programme during this semester:

1. Substance abuse prevention
2. Stress Management
3. Parenting
4. Suicide prevention
5. Psychological first aid
6. Crisis Intervention
7. Family and Caregiver Support
8. Mental Health Stigma Reduction
9. Trauma and PTSD

**References**

1. Acharya, B., & Becker, A. E. (2024). *Global Mental Health Training and Practice: An introductory framework*. Routledge, Taylor & Francis Group.
2. Bensadon, B. A., & Garcia, M. B. (2015). *Psychology and geriatrics: integrated care for an aging nation*. Academic Press.
3. D., A. A. (2019). *Mental health through will-training*. Independently Published.
4. Fisher, G. L., & Roget, N. A. (2009). *Encyclopedia of substance abuse prevention, treatment, and recovery*. SAGE.
5. Kadapatti, M & Vijayalaxmi, A. H. M. (2012). *Academic Stress and Management Among Students*. LAP Lambert Academic Publishing.
6. McIntosh, D., Horowitz, J., Kaye, M., & Dorling Kindersley. (2018). *Stress : the psychology of managing pressure*. Dorling Kindersley Limited, Copyright.
7. Mitchell, J., & Naish, S. (2020). *The Complete Guide to Therapeutic Parenting A Helpful Guide to the Theory, Research and What It Means for Everyday Life*. Jessica Kingsley Publishers.

**Suggested Reading**

1. Barlow, D. (2021). *Recovery from Complex PTSD*.
2. Christiansen, K. (2018). *The crisis Intervention Manual*.
3. Everly, G. S., & Lating, J. M. (2022). *The Johns Hopkins guide to psychological first aid*. Johns Hopkins University Press.
4. Falcone, T., Timmons-Mitchell, J., & Springerlink (Online Service. (2018). *Suicide Prevention : A Practical Guide for the Practitioner*. Springer International Publishing.

5. Lynch, J. (2019). *Child Psychology*. Scientific e-Resources.
6. Raja, S. (2012). *Overcoming Trauma and PTSD*. New Harbinger Publications.
7. Ruesch, N. (2022). *The Stigma of Mental Illness - E-Book*. Elsevier Health Sciences.
8. Sara Honn Qualls, & Zarit, S. H. (2009). *Aging Families and Caregiving*. John Wiley & Sons.
9. Various Authors. (2021). *The Anxiety First Aid Kit*.
10. Vieira, R., Letícia Lovato Dellazzana-Zanon, & Becker, M. (2022). *Handbook of Stress and Academic Anxiety*. Springer Nature.
11. Vogel, D. L., & Wade, N. G. (2022). *The Cambridge handbook of stigma and mental health*. Cambridge University Press.
12. Yeager, K., & Roberts, A. R. (2015). *Crisis intervention handbook : assessment, treatment, and research*. Oxford University Press.

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**SEC. 5. B, Tr, Credit: 2****TRAINING IN HUMAN RESOURCE MANAGEMENT**

PPYCSB4150

**(i) Course objectives:**

This course aims to provide a practical experience in developing workshops module and facilitate workshops in areas related to human resource management, such as Team building exercises, Conflict resolution, Communication skills training, Leadership skills training, etc.

**(ii) Course Learning Outcomes:**

After completing the course, the learners will be able to:

1. Effectively communicate about the important topics in the field, such as Stress Management, job training, job appraisal, etc,
2. Develop workshops and training modules on important topics in various psychology.
3. Conduct workshops and training on various important topics in psychology for participants of different age groups.
4. Exhibit professional skills such as effective communication, presentation, etc, while facilitating workshops.

**Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	2	2										3	3			
<b>CL 02</b>								1		2		3		3		
<b>CL 03</b>								1		2		3		3		
<b>CL 04</b>						1	3	1		2		3		3		

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

**The detailed contents of this course, references, and suggested books:****PART A**

1. Assessment of Training Needs: Organizational analysis, Departmental analysis, Job/Role analysis, Employee analysis.
2. Assessment Methods: Identifying specific problems, Job & employee specifications, Observation, Interviews, Questionnaire surveys, Checklists.
3. Training Evaluation
4. Job training methods: Case study method, incident method, role play, In-basket method, Grid training, Simulation, Vestibule training
5. Motivational system reward and punishment mechanisms

**PART B**

1. Performance appraisal techniques
2. Recruitment and selection procedures
3. Career growth opportunities
4. Quality Circles
5. Employee counselling and well-being.

**PART C**

1. Team building exercises
2. Conflict resolution
3. Stress management
4. Communication skills training
5. Change management
6. Leadership skills training

**References**

1. Dessler, G., (2009). *A framework for Human Resource Management*. Pearson/Prentice Hall Publishing.
2. Dessler, G & Varrkey, B., (2020). *Human Resource Management*. Pearson Education.
3. Doe, A.K & Noe, R. A. (2018). *Employee Training and Development*. McGraw Hill Education
4. Koontz.H & Weihrich. H., (2006). *Essentials of Management*. McGraw-Hill Education.

**Suggested reading**

1. Aamodt.M,G. (2022). *Industrial/Organizational Psychology: An Applied Approach*.Cengage Learning
2. Blank,W.E.,(1982). *Handbook for Developing Competency-Based Training Programs*. Prentice-Hall
3. Christopher, M.E & Smith, L.E. (1999). *Managing Recruitment and Development*. Kogan Page Limited.
4. Janakiram, B. (2007). *Training & Development*.Dreamtech Press
5. Paul. H & Kenneth, B.H. (2008). *Management of Organizational Behavior: Leading Human Resources*. Prentice Hall India Learning
6. Rao, T.V, Ramnarayan,S, Singh,K. (2008). *Organization Development- Interventions & Strategies*. Response Books
7. Turner, D. (1999). *Role Plays A Sourcebook of Activities for Trainers*. Kogan Page Limited.
8. Varma,M.K. (2001). *Managing More Effectively: A Professional Approach to Get the Best Out of People*.SAGE Publications Pvt. Ltd

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**R.2.A, P/W, Credit: 6****DISSERTATION**

PPYRAE4151

**(i) Course description**

The present course requires the students to conduct the research proposed in the previous semester and submit it for publication in a Scopus-indexed or UGC Care list journal. Respective faculty supervisors will guide the progress at all stages of the research

**(ii) Course Objectives:**

Besides learning the publication process of research manuscripts, the present course also helps the students to learn advanced methods of data collection and data analysis.

**(iii) Course Learning Outcome:**

After the completion of this course, a student will be able to:

1. Examine the practical implications of research in their area of specialization.
2. Develop research skills in their area of specialization
3. Exhibit scientific writing skills in preparing the manuscript.
4. Publish their research in a reputed journal.

**Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	1	1	2	2	2			1		2		2			1	
<b>CL 02</b>	1	1			3			1		2		2		1		1
<b>CL 03</b>					3		3		2			3		1		1
<b>CL 04</b>					3	1	3		2			3		1		1

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

**The detailed contents of this course, references, and suggested books:**

**Unit I Dissertation**

- a) Data collection and data analysis
- b) Presentation of results and discussion in front of the department's scientific committee

**Unit II Publication of research manuscript**

- a) Drafting of the research manuscript as per the guidelines given in APA 7<sup>th</sup> edition
- b) Identify appropriate research journals and prepare manuscripts according to the journal guidelines
- c) Submit the manuscript in a Web of Science/Scopus-indexed journal

**References:**

1. American Psychological Association. (2019, December 24). *Concise Guide to APA Style* (7<sup>th</sup> ed).
2. Bailey, S. (2011). *Academic writing: A handbook for international students*. (3<sup>rd</sup> ed). New York: Routledge.
3. Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative Research: A Guide to Design and Implementation* (4th ed.). San Francisco: John Wiley & Sons.
4. O'Leary, Z. (2013). *The Essential Guide to Doing Your Research Project* (2<sup>nd</sup> ed.). SAGE Publications Ltd.
5. Walliman, N. (2022). *Your Research Project: Designing and Planning Your Work* (3rd ed.). Sage Publishing.

**Suggested Reading:**

1. American Psychological Association. (2019). *Publication Manual of American Psychological Association*. (7th ed).
2. Blaikie, N., & Priest, J. (2019). *Designing Social Research: The Logic of Anticipation* (3rd ed.). Polity.
3. Hartley, J. (2008). *Academic Writing and Publishing*. Routledge.
4. Leki, L. (2010). *Academic Writing 2/E South Asian Edition*, Cambridge University Press
5. McSweeney, F., & Williams, D. (2019). *Designing and Conducting Research in Social Science, Health and Social Care* (1st ed.). Routledge.

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**R2.b./ P, Credits 6****GROUP RESEARCH PROJECT**

PPYRAE4152

**(i) Course Objectives:**

This course aims to equip students with essential research skills in their specialisation area. It covers critical literature review, identifying gaps, developing ethical research proposals, and conducting pilot studies. Students will learn to collect and analyse primary data, ensuring reliability and validity. Additionally, the course trains students to effectively present and communicate their research findings following APA 7th edition guidelines and departmental standards.

**(ii) Course Learning Outcomes:**

After completing the course, students will be able to:

1. Critically analyse and evaluate existing literature to identify research gaps within their area of specialisation.
2. Develop a comprehensive research proposal that addresses identified research gaps and adheres to ethical standards, including designing a pilot study.
3. Conduct primary research, including data collection and analysis, ensuring the reliability and validity of the research tools and methodology.
4. Effectively present and communicate their research findings and implications in both written and oral formats, following APA 7th edition guidelines.

Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09		PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL01</b>	3	3	3	3									2				
<b>CL02</b>	3	3	1										2				
<b>CL03</b>			3	3	3				1				2	2	2	2	2
<b>CL04</b>		2		3	3		2				2		2	2	2	2	2



\*‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

**(iii) Course Description:**

This course may be chosen by students not assigned the Dissertation and IKS-based course in the final semester. This group project will be carried out by a team of three to five students, working jointly on a theme based on the specialization area finalized by the concerned teacher in charge. Students are primarily encouraged to conduct a survey in their area of specialization and socially relevant areas.

**The detailed contents of this course:**

**Unit 1: Literature Review**

- a) Identifying a topic of interest for review
- a) Choosing the appropriate review methodology

**Unit 2: Identification of Research Gap**

- a) Extracting data and critically synthesizing the evidence from relevant studies
- b) Finding a research gap for a primary survey research

**Unit 3: Research Proposal and Pilot Study**

- a) Writing a proposal for a survey research based on the identified research gap
- b) Pilot study data collection and analysis to check tool reliability and study feasibility

**Unit 4: Presentation of Research Proposal**

- a) Present the research proposal before the scientific and ethics committee for approval
- b) Final submission of the proposal based on the committee feedback

**Unit 5: Main Study**

- a) Main study data collection and data analysis
- b) Writing results and discussion

**Unit 6: Presentation of Main Study**

- a) Present the study before the Department’s scientific committee in APA 7th edition format

- b) Final submission of the primary study based on the committee feedback

**References:**

1. American Psychological Association. (2019, December 24). *Concise Guide to APA Style* (7<sup>th</sup> ed).
2. Bailey, S. (2011). *Academic writing: A handbook for international students*. (3<sup>rd</sup> ed). New York: Routledge.
3. Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative Research: A Guide to Design and Implementation* (4th ed.). San Francisco: John Wiley & Sons.
4. O'Leary, Z. (2013). *The Essential Guide to Doing Your Research Project* (2<sup>nd</sup> ed.). SAGE Publications Ltd.
5. Walliman, N. (2022). *Your Research Project: Designing and Planning Your Work* (3<sup>rd</sup> ed.). Sage Publishing.

**Suggested Reading**

1. American Psychological Association. (2019). *Publication Manual of American Psychological Association*. (7th ed).
2. Blaikie, N., & Priest, J. (2019). *Designing Social Research: The Logic of Anticipation* (3<sup>rd</sup> ed.). Polity.
3. Greener, I. (2011). *Designing Social Research: A Guide for the Bewildered* (1st ed.). SAGE Publications Ltd.
4. Hartley, J. (2008). *Academic Writing and Publishing*. Routledge.
5. Leki, L. (2010). *Academic Writing 2/E South Asian Edition*, Cambridge University Press.
6. McSweeney, F., & Williams, D. (2019). *Designing and Conducting Research in Social Science, Health and Social Care* (1st ed.). Routledge.

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**R2.c, P/W, Credit: 6**

**EVIDENCE-BASED PRACTICE OF THE INDIAN KNOWLEDGE SYSTEM  
(with a Special Orientation on Yoga).**

IPYRAEX162

**(i) Course Objectives:**

Students will undergo training in basic Yogasanas and meditation practices at the University or a recognised centre. They will conduct literature reviews on the Indian knowledge system, focusing on Yoga and Meditation, using systematic, scoping, or narrative review methods. Additionally, students will visit a recognised yoga centre, conduct interviews with practitioners, and write comprehensive experiential reports and working papers on the personal experiences and perceived benefits of Yoga.

**(ii) Course Learning Outcomes:**

After completing the course, the students will be able to:

1. Identify and explain key theoretical concepts and historical developments in Indian Knowledge Systems (IKS), with a special focus on Yoga
2. Practice fundamental Yoga postures, breathing techniques, and meditation, maintaining a certified logbook of practice sessions.
3. Critically analyse various philosophies and texts in IKS, such as Vedic and Upanishadic thought and classical Indian philosophies, and synthesise this information to produce a well-researched term paper
4. Design and conduct a research project that integrates interdisciplinary approaches and contemporary applications of Yoga, presenting findings in a publishable format adhering to APA style.

Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
<b>CL 01</b>	3	3	3	3								2				
<b>CL 02</b>	3	3	1									2				

<b>CL 03</b>			3	3	3				1			2	2	2	2	2
<b>CL 04</b>		2		3	3		2			2		2	2	2	2	2

\*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

### (iii) Course Description:

Students who opt for this course on 'Evidence-based practice of Indian knowledge system with special orientation on yoga' will be required to;

- a. **Learning theoretical literature and writing a term paper:** At the first level, all students must learn the theoretical concepts of Indian Knowledge Systems (IKS), with special reference to Yoga. Students must write term papers based on one of the concepts listed in Units One to Three. These term papers should be completed and submitted in a publishable form.
- b. **Practice of Yoga:** Students must practice Yoga regularly at the second level according to the contents listed under Unit Six. A logbook of the practice sessions, certified by the Yoga instructor, must be maintained and submitted for evaluation.
- c. **Research applications:** At the third level, based on Unit Four, each student must design a research project emphasising interdisciplinary approaches and contemporary applications. The findings will be submitted at the end of the course in a publishable form, adhering to APA style.

### The detailed contents of this course, references, and suggested books:

#### Unit 1: Introduction to Indian Knowledge Systems

Definitions and Scope; Historical Development of IKS; Key Texts and Literature in IKS, IKS and its Contemporary Relevance.

#### Unit II: Philosophy and Thought

Vedic and Upanishadic thought; Classical Indian Philosophy: Nyaya, Vaisheshika, Samkhya, Yoga, Mimamsa, and Vedanta; Buddhist and Jain Philosophies; Contributions of Indian Philosophers in Modern era.

**Unit III: Historical and Philosophical Foundations of Yoga**

Introduction to Yoga: Definitions and Scope; Historical Development of Yoga: Vedic and Pre-Vedic Periods; Key Texts in Yoga: Patanjali's Yoga Sutras, Bhagavad Gita, Hatha Yoga Pradipika; Major Schools of Yoga Philosophy: Raja Yoga, Bhakti Yoga, Karma Yoga, Jnana Yoga

**Unit IV: Research Methodologies in Yoga**

Introduction to Yoga Research: Importance and Scope; Qualitative and Quantitative Research Methods in Yoga; Designing Yoga Research Studies: Hypothesis, Methodology, and Data Collection; Analysing and Interpreting Yoga Research Data; Case Studies on the Application of Yoga; Ethics and Professionalism in Yoga Research and Teaching

**Unit: V: Interdisciplinary Approaches and Contemporary Applications**

Integrating IKS with Mental health and related aspects; Yoga and Health: Physical, Mental, and Emotional Benefits; Yoga in Modern Healthcare: Integrative Medicine and Therapy

**Unit: V: Practice of Yoga**

Fundamental Asanas (Postures); Pranayama (Breathing Techniques); Relaxation and Meditation, Integrating Yoga into Daily Life

**References**

1. Desikachar, T. K. V. (1999). *The Heart of Yoga: Developing a Personal Practice*. Inner Traditions International.
2. Iyengar, B. K. S. (1976). *Light on Yoga*. Schocken Books.
3. Recommended Reading: As per the course requirements.
4. Satchidananda, S. (2012). *The Yoga Sutras of Patanjali*. Integral Yoga Publications.
5. Swanson, M. J. (2012). *Meditation for the Love of It: Enjoying Your Own Deepest Experience*. Random House.

**Suggested Reading**

1. Ganeri, J. (2001). *Philosophy in Classical India: The Proper Work of Reason*. Routledge.
2. Gupta, B. (2006). *An Introduction to Indian Philosophy: Perspectives on Reality, Knowledge, and Freedom*. Routledge.

3. Hiriyanna, M. (2000). *The Essentials of Indian Philosophy*. Motilal Banarsidass.
4. Jha, G. (2009). *Yoga-Darshana: The Yoga-System of Patanjali*. Kessinger Publishing.
5. Kapoor, K., & Danino, M. (Eds.). (2017). *Indian Knowledge Systems*. DK Printworld.
6. Kumar, S. (2018). *Classical Indian Philosophy: A Reader*. Columbia University Press.
7. Mishra, V. (2009). *Indian Knowledge Systems (Vol. 1)*. Bharatiya Vidya Bhavan.
8. Mohanty, J. N. (2002). *Classical Indian Philosophy: An Introductory Text*. Rowman & Littlefield Publishers.
9. Sharma, C. (2000). *A Critical Survey of Indian Philosophy*. Motilal Banarsidass.
10. Sinha, D. (2016). *History of Indian Philosophy (Vol. 1-3)*. Pratibha Prakashan.
11. Verma, R. (2008). *Indian Philosophy: A New Approach*. PHI Learning.
12. Wujastyk, D. (2003). *The Roots of Ayurveda: Selections from Sanskrit Medical Writings*. Penguin Books.
13. Zimmer, H. (1953). *Philosophies of India*. Princeton University Press.

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