

Kuvempu University

M.Sc. Psychology

New Syllabus - 2022

Preamble

In an era of increasing stress; both physically and mentally, the need to emphasize on mental health has become a dire necessity. With a dearth of mental health professionals, it is imminent to increase the awareness and education in the field of Psychology and also to equip the young psychologists with the diverse skills of counselling and other areas of Psychology. The 2 years Masters' course in Psychology with specialisation in Industrial and Corporate Psychology, Child Psychology and Clinical Psychology aims at provide quality higher education in the field of Psychology and equip the students with the skills to work in the areas of Counselling, Child Psychology, Clinical Psychology, Psychometric Assessment and Tool Development, Research, Teaching and Training, Education and School Counselling, Community Mental Health among others.

Program Outcomes:

At the end of the two years of Masters' Programme in Psychology the students will be able to:

PO1: Apply knowledge of Psychology in various fields

PO2: Design and conduct qualitative and quantitative research as well as to analyse and interpret data in APA style

PO3: Analyse the needs of the society in the field of mental health and design appropriate intervention plans both for individuals and groups

PO4: Use and develop Psychometric tools necessary for modern day Indian and global population

PO5: Think critically, formulate, analyse and solve complex problems pertaining to the discipline

PO6: Have an understanding of professional and ethical responsibility

PO7: Communicate effectively and efficiently both in research and professional areas

PO8: Work in association with other mental health professionals, educators, researchers and trainers and coordinate with them as a team

PO9: Understand principles of Psychology and manage projects considering economic, social, medical, cultural and personal factors

Note : Soft Score papers denote specialisations

Programme Outline for M.Sc. Psychology

Specialisation A : Child Psychology

Specialisation B: Clinical Psychology

Specialisation C: Industrial and Corporate Psychology

| Semester | Course Code | Hard Core/ Soft Core/ Open Elective | Name of the Course | Theory /Practical | Credits | Teaching hours per Week |
|----------------------------------|-------------|--|---|----------------------|-----------|-------------------------------|
| I Semester | | | | | | |
| I | HC101 | HC | Cognitive Psychology | T | 4 | 4 |
| | HC102 | HC | Theories of Learning, Motivation and Emotions | T | 4 | 4 |
| | HC103 | HC | Research Methods | T | 4 | 4 |
| | HC104 | HC | Psychological Testing and Statistics | T | 4 | 4 |
| | HC105 | HC | Psychological Assessments : Cognition, Learning, Motivation and Emotion and Career Guidance training | P | 4 | 8 |
| | HC106 | HC | Computer Applications in Psychology | P | 4 | 8 |
| I Semester Total Credits | | | | | 24 | |
| II Semester | | | | | | |
| II | HC201 | HC | Biological Psychology | T | 4 | 4 |
| | HC202 | HC | Theories of Personality | T | 4 | 4 |
| | HC203 | HC | Positive Psychology | T | 4 | 4 |
| | HC204 | HC | Assessments in Personality and Positive Psychology and Life Skills training | P | 4 | 8 |
| | HC205 | HC | Project : Psychometric tool development | P | 4 | 8 |
| | OEPSY | OE | Basic Psychological Process | T | 2 | 3 |
| II Semester Total Credits | | | | | 22 | |
| III Semester | | | | | | |
| III | HC 301 | HC | Foundations of Counselling | T | 4 | 4 |

| | | | | | | |
|-----------|--|----------------------------------|---|---|-----------|-----------|
| | HC302 | HC | Psychotherapy | T | 4 | 4 |
| | Specialisation A: CHILD PSYCHOLOGY | | | | | |
| | SC3101 | SC | Child Psychopathology | T | 4 | 4 |
| | SC3102 | SC | Child Case History; Mental Status Examination; Verbatim and Behaviour Analysis; Micro Skills of Counselling | P | 4 | 8 |
| | SC3103 | SC | Assessments for Children and Adolescents | P | 4 | 8 |
| | Specialisation B : CLINICAL PSYCHOLOGY | | | | | |
| | SC3201 | SC | Psychopathology –I | T | 4 | 4 |
| | SC3202 | SC | Adult Case History and Counselling Skills | P | 4 | 8 |
| | SC3203 | SC | Clinical: Psychodiagnostics | P | 4 | 8 |
| | Specialisation C : INDUSTRIAL AND CORPORATE PSYCHOLOGY | | | | | |
| | SC3301 | SC | Organisational Behaviour- Micro Perspective | T | 4 | 4 |
| | SC3302 | SC | Organisational Behaviour – Macro Perspective | T | 4 | 4 |
| | SC3303 | SC | Assessments in Organisations | P | 4 | 8 |
| | OPEN ELECTIVE | | | | | |
| | OEPSY 301 | OE | Psychology and Stress Management | T | 2 | 3 |
| | III Semester Total Credits | | | | 22 | |
| | IV Semester | | | | | |
| IV | HC401 | HC | Counselling for Special Groups | T | 4 | 4 |
| | HC402 | HC | Community and Psychology | T | 4 | 4 |
| | HC403 | HC | Internship | P | 4 | 8 |
| | HC404 | HC | Dissertation | P | 4 | 8 |
| | Specialisation A: CHILD PSYCHOLOGY | | | | | |
| | SC4101 | SC | Psychological interventions in children and adolescents | T | 4 | 4 |
| | SC4102 | SC | School and Educational Psychology | T | 4 | 4 |
| | Specialisation B : CLINICAL PSYCHOLOGY | | | | | |
| | SC4201 | SC | Psychopathology –II | T | 4 | 4 |
| | SC4202 | SC | Health Psychology | T | 4 | 4 |
| | Specialisation C : INDUSTRIAL AND CORPORATE PSYCHOLOGY | | | | | |
| | SC4301 | SC | Human Resource management | T | 4 | 4 |
| | SC4302 | SC | Corporate Culture and Diversity | T | 4 | 4 |
| | | IV Semester Total Credits | | | | 24 |
| | Total Program end Credits | | | | 92 | |

I SEMESTER

HC101: COGNITIVE PSYCHOLOGY

Objectives:

- To understand the significance of cognitive processes for understanding human behaviour, especially memory, language and problem solving.
- To learn the principals of creativity, reasoning and decision making.

Unit I: Introduction

12 Hrs

Origin and current status of cognitive psychology; Pattern recognition/Object recognition; Template matching theory; feature-analysis Models, Recognition by components models: Top-down processing; Attention processes: Bottle neck theories, capacity theories, Automatic processing; Neuro science research an attention consciousness.

Unit II: Memory

12 Hrs

Models of memory Atkinson Schifrin model: Levels of processing models, Tulving's Episodic Semantic and Procedural models; McClelland's PDP approach, Baddeley's working memory: semantic memory, Feature comparison model; neuroscience model, Exemplar Approach and Prototype approach.

Unit III: Language & Comprehension

12 Hrs

Spoken language; Speech perception, constituent structure, transformational grammar, Factors affecting comprehension; reading; perceptual process and theories of word recognition; discovering meaning; Inference in reading

Unit IV: Language production

12 Hrs

Speaking; selecting the context; errors in speaking; gestures and context; writing comparison between speaking and writing; cognitive tasks involved in writing; Bilingualism; advantages and disadvantages; code switching and second language proficiency.

Unit V: Problem solving and Decision making

12 Hrs

Understanding the problem; Attention, methods representing a problem: Problem solving approach; The Means ends heuristics, Analogy approach. Logical Reasoning conditions reasoning; Errors in conditional reasoning syllogisms; Factor affecting syllogism; Errors in syllogistic reasoning. Decision making: The representative Heuristics; Availability Heuristics; Anchoring and Adjustment Heuristic, The framing effect, overconfidence.

References:

Galoti, K.M. (1999) Cognitive Psychology in and outside laboratory, Mumbai: Thomson Asia.

Matlin, Margaret W. (1995). Cognition (III edn.) Prism Books Pvt. Ltd., Bangalore.

Reed, Stephen K. (1998) Cognition; Theory and application (III edn.) Pacific Grove, California: Brooks/Cole Publishing Company.

Hewes, Mary B. (1998). The Psychology of human cognition, New York; Pergamon Press.

HC102: THEORIES OF LEARNING, MOTIVATION AND EMOTIONS

Objectives:

- Learning and motivation are essential for adjustment to one's life.
- Knowledge of principles and theories of learning and motivation for a psychologist are essential in bringing about desirable changes in his/her clients.
- Hence, this paper throws light on application of learning and motivation theories in the human context.

Unit I: Nature of Learning and Motivation Theories 12 **Hrs.**

Need for a theory, Variables, Laws of learning, Problems and issues, determinants of learning, applications of learning research.

Nature and definition of Motivation, Current trends in research and application of theories of learning and motivation, Neo Freudian approach to motivation, Indigenous perspective of learning

Motivation: Advaita, Buddhist and Jaina perspectives

Unit II: Behaviouristic perspective 15 **Hrs.**

S-R Learning Theories: Pavlov, Guthrie, Thorndike, Harlow, Skinner

Learning: Hull, Mowrer, Spencer, Miller

Motivation: Drive and incentive theories (Hull), (Miller and Dollard, Rotter)

Unit III: Cognitive and Social Perspective 12 **Hrs.**

Learning: Tolman; Gestalt theories: Kohler and Koffka

Motivation: Cognitive balance and dissonance theory (Hieder, Festinger)

Unit IV: Humanistic and Existential Perspective 12 **Hrs.**

Humanistic theory of learning

Motivation: Hierarchy of motives (Maslow), ERG Theory (Alderfer), Theory of needs (McClelland)

Unit V: Emotion

12 Hrs.

Nature and definition of emotion, Factors influencing emotions

Theories of Emotions: Evolutionary theory, James Lange Theory, Cannon Bard Theory, Schacter and Singer's Two-Factor Theory, Cognitive Appraisal.

References:

Contemporary Theories of Learning- Learning theorists Edited by Knud Illeris, routledge

Introduction to theories of learning Sahakian

Theories of learning Herganhan 9th Edition PearsonPrentice Hall

Davis R.S (1996). Psychology of Learning and Motivation, academic press.

Ekman, Paul and Davidson, R.J (Eds-1994). The nature of emotions, fundamental questions. Delhi, Oxford University press Series in affective science.

HC103: RESEARCH METHODS

Objectives:

- To improve the ability of students to apply basic concepts of statistics and principles of scientific enquiry in planning and evaluating the Psychological research studies.
- To make the students participate in and/or conduct different types of research studies in Psychology
- To help the students to evaluate and apply the results of Psychological research studies in various context.

Unit I: Introduction to Research Methodology

12

Hrs.

Research: Meaning, objectives and significance, Research in Social Sciences: types and approaches, Ethical issues in Psychosocial Research, Qualitative and Quantitative approach to research: Types of research methods in qualitative research.

Characteristics of Social Science research, validity and reliability in social science

Psychological research: Archival research, Naturalistic Observation, Survey research, Case Study Method, Experimental research, Correlational research.

Unit II: Planning of Research

Steps in research planning; Research Problem identification, formulation of objectives and hypothesis; Review of literature; Meaning and use of hypothesis, Functions and conditions for valid hypothesis.

Unit III: Sampling Techniques

Census versus Sampling, Need for sampling, Definitions in sampling, Criteria for a good sample; Probability and Non Probability sampling; Concept of Random sample and Methods of selecting random sample; Different sampling designs and their application in research, calculation of sample size for surveys.

Unit IV: Research Designs

Principles involved in Research designs; Survey methods, exploratory, descriptive, evaluative surveys, Experimental designs, Role of randomization, Controls and replications in Experimental designs, Types of controls, different experimental designs, Formal and informal designs; Calculation of sample size for intervention studies.

Unit V: Data Collection

Types of data and methods of data collection: Physiological or biological Measurement, Observational Method, Questionnaires, Interviews, Records or Available data and Psychological Measurements; Processing of Data: Editing, coding, tabulation and graphical presentation of data.

Data collection in qualitative research

References:

Black, T.R. (1998). Quantitative research designs for Social Sciences. Thousand Oaks, Sage Publications.

Broota, K.D. (1992). Experimental Designs in Behavioral research. New Delhi, Wiley eastern.

Kerlinger, N. (1996). Foundations of Behavioral Research. Prentice hall of India.

Kothari, C.R. (2000). Research Methodology – Methods & techniques. (2nd Ed.), Wishwa Prakashan.

Krishnaswami, O.R. (2002). Methodology of Research in Social Sciences. Himalaya Publishing House

Leong, F.T. & Austin, L. (1996). The Psychology research Handbook: A guide for graduate Students and Research Assistants. Delhi; Sage Publications, India Pvt. Ltd.

Newman, W.L. (1991). Social research methods – Qualitative and Quantitative. Boston, Allyn & Bacon.

Schweiger, W.A. (1997). Research Methods in Psychology – A Handbook. Delhi: Sage Publications, India Pvt. Ltd.

Singh, A.K. (1997). Test, Measurement and Research Methods in Behavioral Sciences. Patna: Bharathi Bhavan Publishers.

HC104:PSYCHOLOGICAL TESTING AND STATISTICS

Objectives:

- To enable the students to develop psychometric tools with agreeable validity and reliability psychometric use.
- To acquaint the students to foundation of quantitative data analysis using statistics

Unit I: Psychological tests

12 Hrs.

Nature and definition: Historical perspective; Setting and purpose of tests; Characteristics of Examinees: Effects of Examiner; Use of Psychological tests: Major classification of psychological tests.

General procedures of testing: Administration, Types of scoring, Interpretation of results.

Report Writing: Educational, Psychiatric, Legal Setting. Skills in sharing the findings with Client/Family/Professional colleague

Unit II: Measurement and Testing

12 Hrs.

Measurement: meaning, differences between psychological and physical, properties of scales and measures, Levels of measurement, Likert scale; Uses of scales

Testing: Nature, meaning and use of psychological tests; Characteristics of a good Psychological test. Ethical issues in use of tests.

Unit III: Test Construction

12 Hrs.

Item response theories, Item writing, item difficulty, item discrimination, item validity, item analysis. Development of norms, interpreting test scores. Reliability and validity of tests: Types and methods.

Unit IV: Definition and nature of Statistics

12 Hrs.

Statistics in Psychological Research. Measurement & levels of measurement, scaling methods.

Descriptive statistics: Measures of central tendency and variability; Mean, Median and Mode, Range, Percentiles, Quartile, Standard Deviation, Coefficient of Variation.

Concept of Probability, Normal Distribution; Characteristics of Normal Probability Curve.

Unit V: Concepts of Hypothesis testing

12 Hrs.

Differences between Parametric and non-parametric tests; Standard error, Student 't' test; Type I and Type II Errors; ANOVA.

Concept of Correlation: Types (Pearson's Product moment correlation, Spearman Rho, Biserial and Point Biserial) and uses; Linear Regression.

Non-parametric tests: Nature and Assumption, Important Non- Parametric Tests (Chi-square test, Sign test, Median test, and Mann-Whitney U test).

References:

- Aiken L.R. (2000) Psychological testing and Assessment (10th ed) Boston: Allyn & Bacon
- Anastasi, A, and Urbina, S. (1997). Psychological testing. (7th Ed., Indian Reprint), Pearson Education Inc.
- Garrett, H.E. Statistics in psychology and Education (1969). Vakils Feffer and Simons Pvt. Ltd.
- Gregory R.J (2000) Psychological Testing: History, Principles (3rd ed.) Boston.
- Guilford, J.P. and Fruchter, Benjamin. Fundamental Statistics in Psychology and Education (6th Ed.), International Student Edition, McGraw Hill
- Kaplan R.M, Saccuzzo D.P (2001) Psychological Testing, Principles, applications & issues (5th ed.) New Delhi Asian Books
- Osborne R.E. Lafuze.J & Perkins D.C. (2000) Case Analysis for Abnormal psychology- Learning to look beyond the symptoms- Philadelphia Psy.Press.
- Singh, A.K. (1997). Test, Measurement and Research Methods in Behavioral Sciences. Patna: Bharathi Bhavan Publishers.
- Walsh, Kevin (1994). Neuro-psychology – A Clinical Approach. (3rd Ed.), B.I.Churchill Livingstone Pub.
- Wolman B. B., Handbook of Clinical Psychology
- Lezek M. D., (1995) Neuropsychological Assessment, Oxford University Press

HC105: Psychological Assessments : Cognition, Learning, Motivation and Emotion and Career Guidance training (4 Credits, 100 Marks, 6 Hours/ week)

Objectives:

1. Orient the students in the assessment of different areas of assessments
2. Practice the skills of psychometric assessment/educational psychology/personality psychology to develop career guidance modules for college and school children

Assessments:

Conduct any 8 of the following assessments

1. Habit interference
2. Learning and thinking styles
3. Neuro Psychology battery
4. Emotional intelligence
5. Binet Kamath Test
6. Gessel's Drawing test of intelligence

7. Tower of London
8. PGI Memory scale
9. Absolute Limen using Aesthesiometer
10. Bhatia Battery of Performance test

Career Guidance Module:

- The group activity of a minimum of 5 to a maximum of 8 students
- One Career guidance session each for school and college students, Each session should not be for less than one hour
- Sessions to include aptitude/ personality/ career / interest any other related assessments (minimum of two assessments),
- A detailed report of the sessions and the outcomes with attendance sheets and letter for the school and college to be submitted for evaluation.

Evaluation:

- General Psychological assessment: Practical examination, record submission and Viva Voce: **50 Marks**
- Career Guidance Module : Report submission and Viva Voce : **25 Marks**
- Internal Assessment Marks : **25 Marks (Total 100 Marks)**

HC106: Computer applications in Psychology (4 Credits, 100 Marks, 6 Hours/ week)

Objectives:

- Introduce the students to APA style of research writing using Word processing software
- Practice data analysis using spreadsheets
- Practice advanced data analysis and interpretation using SPSS/JAVOMI or alternate statistical software programmes

Word Processor:

Creating a word document with header, footer, page number, APA formatting and cover page

Creating Tables in APA format

Reference in APA format

Spreadsheet:

Data entry and formatting

Find–Replace function, basic functions: Sum, Mean, Median, Mode, Count, formulas and data sorting

Data analysis: z test, t test and Correlation

SPSS/JAVOMI

Data entry and importing data from Spreadsheets

Defining variables, Compute variable, sort and select function

Descriptive statistics and normality testing

Parametric statistics: t test, ANOVA, Correlation,

Non Parametric tests

Evaluation:

Practical Examination, record submission and Viva Voce: 75 Marks

Internal Assessment: 25 Marks

Total: 100 Marks

II SEMESTER

HC201: BIOLOGICAL PSYCHOLOGY

Objectives:

- Orient the learning regarding physiological correlates and genetic determinants of behavioural, cognitive and affective processes.
- Each unit progressively delineates the complexity of human brain & its connectedness to behaviour.

Unit I: Biological Basis of Behaviour

10Hrs.

Nervous system: Structure and Functions, Intercellular and Intracellular communication between neurons; Neurotransmitters: Types, functions, and Neural plasticity.

Methods of studying the brain and behaviour: Neuro-anatomical, Neuro-electrical, Neuro-chemical, and Neuro-imaging techniques

Unit II: Behaviour Genetics

12Hrs.

Genetics: Meaning and Structure of DNA; Selection and Modes of Mendelian inheritance: Monohybrid cross and dihybrid cross; Nature and Nurture in the development of behaviour; Eugenics & Genetic Engineering

Human Behaviour Genetic Methods: Family Studies, Twin Studies, Adoption Studies.

Unit III: Neuro Psychology

10 Hrs.

Human Brain and Cognition: Cerebral Asymmetry in Thinking, Intelligence, Memory, Learning.

Endocrine System: Functions and Effects

Neurological Disorders: Tumors, Seizures, Parkinson's disease, Huntington's disease, Alzheimer's disease, Multiple Sclerosis.

Neuropsychological Assessment and Testing

Unit IV: Psychophysiology of Higher Mental Functions

12Hrs.

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

Structural, Chemical and Genetic correlates of Intelligence.

Structural and chemical correlates of Emotion.

Biorhythms, States of Consciousness: Waking & sleep.

Unit V: Psycho-Pharmacology

10 Hrs.

Basic Principles of Psycho Pharmacology: Routes of Administration, Drug Effectiveness, Effects of repeated Administration, and Placebo Effects.

Classification of Psycho Active Drugs: Antipsychotics, Antidepressants, Anxiolytics and Sedatives, mood Stabilizers, Stimulants, Sedatives/ Hypnotics, Miscellaneous Drugs.

Adverse Effects of Psycho Active Drug: Drug and Drug Interactions, Orthostatic Hypotension, Sexual Dysfunction and hyper Prolactinemia, Liver/Kidney Dysfunction.

Ethical issues in Psycho Pharmacology

References:

Pinel, John P.J. (1997) Biopsychology, 3rd Ed. Allyn& Bacon.

Carlson, Neil R. (1998) Physiology of behaviour, 6th Ed., Allyn& Bacon.

Kalat, James W (1995) Biological Psychology, 5th Ed. USA Brooks/cole Pub.Co.

David M Buss. (2005). *The Handbook of Evolutionary Psychology*. John Wiley and Sons.

Handbook of Biological Psychology. Sage Publications

Mange & Mange (1994). Basic Human Genetics USA, Sinauer Associates Inc. Steen,

Grant R. (1996) DNA and Destiny, Nature and nurture in Human behaviour, New York Plenum Press

Plomin, Robert (1990) Nature & Nurture, An introduction to human behavioural Genetics California. Brooks/cole Pub com.

Daugherty & Maxson. (1992) Genetics, a human perspective, Wm. C. Brown Pub., USA Hay, David

S. Green (1994) Principles of Biopsychology, Psychology press.

Levinthal C.F. (1996) Introduction to Physiological Psychology 3rd Ed. Prentice Hall.

Hay D. (1985) Essentials of behaviour genetics. Blackwell Scientific.

Strickberger M.W (1993) Genetics – Mac Millan.

HC202: THEORIES OF PERSONALITY

Objectives:

- To understand measure concepts of personality.
- To study different theories of personality.

Unit I: Nature of Personality theories

12 Hrs.

What is Personality and Theory ? Nature of personality theories Definition and Approaches to study personality;

The comparisons of theories of personality: Formal attributes and substantive attributes

Unit II: Emphasis on Psychodynamics

12 Hrs.

Development of Personality, Characteristic research and Research methods, current status and evaluation of :

- Sigmund Freud's classical Psychoanalytical Theory, Carl Jung's Analytical Theory, Social Psychological theories of Adler, Fromm, Horney and Sullivan and Erik Erikson and contemporary Psychoanalytical Theories

Unit III: Emphasis on Personality Structure

12

Hrs.

Development of Personality, Characteristic research and Research methods, current status and evaluation of the following theories :

- Henry Murray's Personology, Gordon Allport and the Individual, Raymond Cattell's Factor Analytical Trait Theory and Hans Eysenck's Biological Trait theory

Unit IV: Emphasis on Perceived reality

12 Hrs.

Development of Personality:

- Kurt Lewin, George Kelly, Carl Roger, Abraham Maslow and Kurt Goldstein

Unit V: Emphasis on learning

12 Hrs.

Development of Personality, Characteristic research and Research methods, current status and evaluation of:

- B F Skinner's Operant conditioning, Dollard and Miller's Stimulus-Response Theory, Albert Bandura and Social Learning Theories

References:

Hall.C.S. & Lindsey: Theories of Personality, John Wiley (1970).

Vetter H.J. & Smith: Personality Theory; a Source Book, Appleton Co.

Messey (1982) Personality Theories, Comparison & Synthesis.

HC203: POSITIVE PSYCHOLOGY

Objectives:

- This course focuses on Positive Psychology which is a relatively new branch of Psychology that aims to understand, ascertain and endorse the factors that allow individuals and communities to flourish.
- It introduces the students to the essential aspects of Positive Psychology.

- It will facilitate one's understanding of positive aspects of human behaviour.

Unit I: Positive Psychology **10**

Hrs.

Introduction and scope of Positive Psychology; Historical background of Positive Psychology; Western and Eastern views on Positive Psychology; Positive Psychology in India; Research methods in Positive Psychology; Recent trends and directions in Positive Psychology

Unit II: Positive emotions, happiness and well-being **12**

Hrs.

Positive emotions: The broaden and build theory of positive emotions. Emotion Focused Coping. Socio-emotional Selectivity. Emotional Storytelling; Happiness: Factors Affecting happiness. Gender differences in happiness. Happiness across cultures; Well-being: Two traditions of Well-being – the hedonic and eudaimonic wellbeing. Elements of wellbeing (Psychological, Social & Emotional); Happiness and well-being in Indian culture

Unit III: Close relationships and Self related Concepts **10**

Hrs.

Close relationships: Characteristics; Love: Varieties of love. Theories of love; Self-efficacy and Self-determination (Theories); Self-regulation and Self-control (The value of self-control, personal goals and self-regulation – Control theory, self-discrepancy theory)

Unit IV: Religion and Spirituality **10**

Hrs.

Religion: Rituals and Prayer. Religion and Mental illness. Religion and Psychotherapy; Spirituality: Self-Transcendence & Spirituality. Spirituality and Health; Role of religion and spirituality to maintain subjective well-being, a special focus to Indian spirituality and wellbeing; Character strengths and virtues: Classification of Strength. Positive psychology approaches to virtues. Virtues and Work. Virtues in the Indian Culture

Unit V: Interpersonal Character Strengths and Resilience **10 Hrs.**

Resilience: Definitions, resiliency skills and factors; resilience in Indian culture; Mindfulness and flow, Gratitude and Forgiveness. Empathy and Altruism, Hope and Optimism

References:

Baumgardner S & Crothers M. (2015). Positive Psychology. Pearson Education.

Compton C William. (2005). An introduction to Positive Psychology. Australia; Belmont, CA: Thomson/Wadsworth.

Compton, & Hoffman. (2019) Positive Psychology - The Science of Happiness and Flourishing

Lopez & Snyder. (2011). The Oxford Handbook of Positive Psychology. New York. Oxford University Press.

Lopez J Shane. (2009). The Encyclopaedia of Positive Psychology. Wiley – Blackwell Publishing Ltd.

Lopez, S J., Pedrotti, J T., & Snyder, C R. (2018). Positive Psychology: The Scientific and Practical Explorations of Human Strengths, California: Sage Publications.

Peterson, C. (2006). A Primer in Positive Psychology. New York, Oxford University Press.

Snyder C R, Lopez J Shane, & Pedrotti Jennifer Teramoto. (2011). Positive Psychology: The scientific and Practical Explorations of Human Strengths. India, Sage Publications.

HC204: PRACTICALS

Assessments in Personality and Positive Psychology and Life Skills training(4 Credits, 100 Marks, 6 Hours/ week)

1. Orient the students in the assessment of different areas of assessments
2. Practice the skills of psychometric assessment/educational psychology/personality psychology to life skills modules for college and school children

Assessments:

Conduct any 8 of the following assessments:

1. Eysenck's Personality Inventory
2. 16 PF
3. Neo Five
4. Bell's adult adjustment inventory (Adult)
5. PANSS
6. Happiness scale
7. Psychological wellbeing
8. Life satisfaction
9. Quality of Life
10. Triguna Scale.
11. Religiosity attitude scale.

Life Skills Module:

- The group activity of a minimum of 5 to a maximum of 8 students
- One life skills session each for school and college students with each session should not be for less than one hour, Sessions to include aptitude/ personality/ career / interest any other related assessments (minimum of two assessments),
- A detailed report of the sessions and the outcomes with attendance sheets and letter for the school and college to be submitted for evaluation.

Evaluation:

- General Psychological assessment: Practical examination, record submission and Viva Voce: **50 Marks**
- Life Skills Module : Report submission and Viva Voce : **25 Marks**
- Internal Assessment Marks : **25 Marks (Total 100 Marks)**

HC205: PROJECT

Psychometric Tool Development (4 Credits, 100 Marks, 6 Hours/ week)

Objectives:

- Apply the principles of Psychometric and develop an assessment tool and Develop norms for the assessment tool

The group activity of a minimum of 5 to a maximum of 8 students shall develop a psychometric tool:

- The development of the standardised tool shall include, item analysis, reliability and validity testing, norm development, manual for conduction and instructions for scoring, All ethical considerations to be strictly followed
- Detailed report of the work done along with the quantitative data analysis and norms to be presented

Evaluation:

- Group presentation of the project and viva voce: **75 marks**
- Internal Assessment: **25 Marks (Total 100 Marks)**

OEPSY: BASIC PSYCHOLOGICAL PROCESS

Objectives:

- To enable the student to know about the psychological process.
- To make students to apply the principal of psychology in their living

Unit I: Introduction to Psychology

08 Hrs

Definitions, Scope & relationship with other social sciences, Methods: Introspection, observation, experimental case questionnaire

Unit II: Sensory and perceptual processes

08 Hrs

Functions of five basic sensations, attention, nature, types and determinants of attention, perceptual organization, depth perception and its cues, illusions

Unit III: Learning and Memory

10 Hrs

Learning: meaning, basic processes: extinction, spontaneous recovery, generalization and discrimination, types of learning: conditioning

Memory: Meaning, Types: Sensory, STM, LTM stages; improvement of memory, meaning, nature causes of forgetting.

Unit IV: Thinking and Motivation

10 Hrs

Thinking: Meaning and models, information processing, Problem solving, decision making, creative thinking, concept formation, language and thought.

Motivation: meaning and classification and motives: biological, hunger, thirst, sex and sleep; social: achievement motivation and Maslow's need hierarchy

Unit V: Intelligence and Personality

10 Hrs

Meaning and nature, individual differences, theories of intelligences-Guilford, Thurston's theories.

Personality: Meaning and definitions, characteristics, individuality and interaction with environment; Traits and types approaches; Assessment of personality: Questionnaire, rating scales and projective tests.

References:

Feldman R.S. Understanding psychology- 4th Edition 1996 Me. Growth Indian.

Robert A. Baron -Psychology, 3rd Edition prentice Hall India.

P. Nataraj- Samanya manovijnan, Srinivas publications, Mysore.

Morgan C.T, & King- Introduction to psychology, 7th edition 1989 McGraw Hill India.

Hilgard & Atkinson- Introduction to psychology, IBH publication

III SEMESTER

HC301:FOUNDATIONS OF COUNSELLING

Objectives: This theory paper aims at providing an overview of introducing the theoretical basis of counselling skills, interviewing techniques, counsellors' personal and professional issues and growth and ethical and legal issues from a multicultural perspective. Students would be equipped about the perspectives and practices in counselling, issues involved in

counselling, skills for counselling, techniques in counselling, counselling process and interview. The paper highlights on the principles, theories.

Unit I: Introduction to Counselling & Guidance 10 Hours

- Meaning and Definition of guidance, counselling. Background and overview- Historical development and context.
- Counselling psychology in India-Research evaluation and current trends.
- Areas of Counselling
- Individual and Group counselling

Unit II: Setting for counselling 12 Hours

- Counsellor and counsee: Meaning, responsibilities and roles.
- Characteristics of a counsellor - counsee relationship, training of counsellors, supervision, personal and professional characteristics, Qualities of helping relationship.
- Ethical issues, legal issues, relationship between law and counselling, consultation, professional development, competence, peer relations, licensing, legislation, counselling in diverse groups.

Unit III: Approaches to Counselling: Insight oriented approaches 10 Hours

- Need for theory in counselling
- Insight oriented approaches : Client Centered counselling, existential counselling, Psychoanalytical counselling, Gestalt Counselling and Adlerian Counselling

Unit IV: Action Oriented approaches to counselling 10 Hours

- Behavioural Counselling, Rational Emotive Behaviour Counselling, Multi Modal Counselling, Reality therapy and Expressive therapy

Unit V : Counselling Process and Skills 10 Hours

- Introduction, stages of counselling, counselling relationship, variables affecting counselling process.
- Pre-counselling issues - Interview assessment, problem identification, defining and analysing a problem, goal setting, working.
- Factors affecting counselling process, contracting, informed consent, formulation, conceptualization, referrals, issues of confidentiality, verbatim recording and analysis, interpretation, termination and evaluation outcome.
- Counselling Interview: Introduction to Counselling Interview, non-verbal Communication & Interview, Interviewing Techniques in Counselling, Structuring the counselling relationship, Degree of Lead, Relationship Techniques, Sharing of experience and resistance analysis.
- Counselling Skills: Eight Micro skills in Counselling
 - Attending Behaviour, Questioning, Responding, Noting and Reflecting, Client Observation, Confrontation, Focusing and Influencing

- Other skills used in Counselling: Rapport, empathy, genogram, reflective skills, integrative skills, influencing skills, paraphrasing, summarizing, termination skills. Group counselling skills, supplementary skills.
- Documentation skills: Contract, termination letter, verbatim, behaviour analysis and referral letters.

References:

Barki B.G. & Mukhyopadhyay.B., (2008). Guidance and counselling. A Manual.

Butler, G. & Hope, T. (1997). Managing your mind: The mental fitness guide. Oxford University Press.

Corey, G., Corey, M. S., & Callan, P. (2003). Issues and ethics in the helping profession. Pacific Grove, CA: Brooks/ Cole.

Doyle. Robert, E. (1992). Essential Skills and strategies in helping process. California: Brooks/Cole.

Golden C.J., (1984). Current Topics in Rehabilitation Psychology.

Ivey, A., Pedersen, P. B., & Ivey, M. B. (2001). Intentional group counselling: A microskills approach. Belmont, CA: Wadsworth/ Thomson Learning.

Jeffrey A Kotter (2004) Introduction to Therapeutic Counselling, Firth Edition, Thomson Learning

Jones, R. N. (2002). Basic Counseling Skills. London: Sage Publishers.

Nayak A.K., (2007) Guidance and counselling. APH Publishing New Delhi.

Rao, S. N. (1991). Counseling and Guidance (2 ed.). New Delhi: Tata Mc Graw Hill.

HC302: INTRODUCTION TO PSYCHOTHERAPY

Objectives:

- To acquaint students with theory and practice of Counselling and Psychotherapy.
- To introduce students to the process and skills of Counselling and Psychotherapy.
- To help students develop counselling strategies and skills for appropriate intervention.
- To help students to choose appropriate therapeutic approach to the problem manifested.

UNIT I: Introduction

12 Hrs

Psychotherapy: Definition, Objectives, Ethical Issues. Significant Variables in Psychotherapy, Training of Psychotherapist, Clinical Formulation; Therapeutic Relationship: Client and Therapist Characteristics, Factors Influencing Relationship.

UNIT II: Psychodynamic Oriented Therapies

12 Hrs

Psychoanalytical approach, Neo Freudian Approaches, Brief dynamic therapies

UNIT III: Humanistic, Existential & Experiential Therapies**12 Hrs**

Philosophical Assumptions of humanistic, existential therapies; Person Centred Psychotherapy; Gestalt Therapy; Logo Therapy; Transactional Analysis

UNIT IV: Behavioural Therapy**12 Hrs**

Overview, Theoretical & Conceptual Issues, Behavioural Analysis ABC, Behavioural Therapy based on Classical & Operant Conditioning, Systematic De-Sensitization, Exposure Techniques-Contingency Management, Behaviour Modification Technique Relaxation Procedures - JPMR, Benson Relaxation Therapy, Guided Imagery, Aversive Procedures Self Control Procedures, Social Skills Training; Bio Feedback Procedures - GSR, Alpha & Temperature - Application & Evaluation

UNIT V: Cognitive Behavioural and Acceptance Therapies**12 Hrs**

Ellis Rational Emotive Therapy, Beck's Cognitive Therapy, Michenbaum's Cognitive Behaviour Modification, Dialectical Behaviour Therapy, Acceptance and Commitment Therapy, Mindfulness Based Cognitive Therapy

References:

Allan Bellak- International Handbook of Behaviour, Modification & Therapy, N.Y, Pleman Press.

Corey G. (1996) Theory & Practice of Counseling & Psychotherapy (5th Ed)

David Capuzzi & Douglas R. Gross (2007). Counselling And Psychotherapy –Theories and interventions, 4th ed. Pearson prentice hall.

Gelso C. & Fretz Bruce (2001). Counselling Psychology

Gerald Corey – Theory & Practice of Group Counseling.

Lus.Parrott (2003) Counselling & Psychotherapy (2nd ed) Brooks/Cole

Martin, Garry & Pear, Joseph (2002). Behavior Modification. (7th Ed.) Prentice Hall of India Pvt.Ltd.

Srivastava, S.P. (2001). Systematic Survey of Indian Psychology. A.V. Prakashan, Bahadurgarh.

Welfel, Elizabeth Reynolds & Patterson, Lewis E (2005). The Counseling Process.(6th Ed.). CENGAGE Learning (IE).

Wolberg L.R. (1998) The Technique of Psychotherapy 4th edition Vol. I & II.

Wolfe & Dryden (1996) Handbook of Counselling Psychology

SPECIALISATION A : CHILD PSYCHOLOGY

SC3101:CHILD PSYCHOPATHOLOGY

Objectives:

- The paper provides the student with a thorough understanding of the causes, features and therapeutic intervention on developmental psychopathology.

UNIT I:Child counselling**12 Hrs**

Introduction, Child Assessment and Evaluation: Need and Nature

Clinical Interview,Family Interview, Components of Child Interview.

Development in childhood-Motor Development, Sensory and perceptual Development, Language Development, Socio emotional Development, Moral Development, Socio Cultural Development.

UNIT II:Developmental Delays**12 Hrs**

Intellectual disability, SLD, Autism Spectrum Disorder, Language and Communication disorders-Diagnostic features, Aetiology, Assessment, Management.

UNIT III:ADHD, Behaviour disorder and ODD**12 Hrs**

Attention Deficit Hyperactivity Disorder (ADHD): Clinical Features, Prevalence, Aetiology(Causes), Diagnosis, assessment, Management.

Oppositional Defiant Disorder- Clinical Description and associated features. Prevalence.Conduct problems and Conduct Disorder- Clinical Description and associated Features, Subtypes, Prevalence, Co morbidity, Aetiology of Disruptive Behaviour Disorders Assessment. Management of Disruptive Behaviour Disorders, Specific Interventions.

UNIT IV: Elimination Disorders, Tic's Disorder, Feeding and Eating Disorder 12 Hrs

Elimination Disorders- Encopresis, Enuresis, Assessment, Management.

Tic's Disorder-Tourette's Disorder-Chronic Motor or Vocal Tic Disorder, Transient Tic Disorder, Assessment, Management.

Feeding and Eating Disorders-Pica, Rumination Disorder, Feeding Disorder of Infancy and Childhood, Management of Feeding and Eating Disorders.

Other Eating Disorders of Clinical Importance.

UNIT V:Anxiety, Depression and Psychosis in Children**12 Hrs**

Anxiety Disorders: Separation Anxiety Disorder, Panic Disorder, Obsessive Compulsive Disorder, Specific Phobia, Post Traumatic Stress Disorder (PTSD), Reactive Attachment Disorder of Infancy or Early Childhood, Conversion Disorder. Assessment of Anxiety Disorders. Management of Anxiety Disorders.

Depression in Children: Clinical presentation, Assessment and Management of Childhood Depression.

Psychosis in Children: Clinical presentation, Assessment and Management

References:

American Psychiatric Association (2021).Diagnostic and Statistical Manual of Mental Disorders: V. Washington, DC: APA Press.

ICD-11 (2022). World Health Organization. Geneva.

Mash, E.J. & Wolfe, D.A. (2007).Abnormal Child Psychology (4th edition).

Achenbach, Thomas, M. (1982). *Developmental Psychopathology*. 3rd ed. New York: Wiley. John B Sons, Inc

Heward W L (1996). *Exceptional children*. 5th Ed. Ohio: Prentice Hall

Kaplan, H.I. & Sadock, M.D. (1995). *Comprehensive Textbook of Psychiatry/VI* (Vol I & II, 6th Ed) (edited) .Baltimore: Williams & Wilkins.

Mask E. & Wolfe, D. A, (1998), *Abnormal Child Psychology*, New York; Addison, Wesley

Reinhardt, Helmut & Schmidt, Martin.H. (1992). *Developmental psychopathology*. New York: Hogrefe & Huber Publishers

Wenar, Charles. (1994). *Developmental Psychopathology from Infancy through Adolescence*. McGraw-Hill -International Ed

Wiener J M (1999) (Ed) *Textbook of Child and Adolescent Psychiatry*. American Psychiatric Press

SC3102: Child Case History; Mental Status Examination; Verbatim and Behaviour Analysis; Micro Skills of Counselling

Case History. Mental Status examination (10 Numbers)

Counselling and Verbatim (5 Numbers)

Behaviour analysis (5 Numbers)

Evaluation:

Submission of detailed report and Viva Voce

Internal Assessment **25 marks** and Semester end practical examination **75 Marks (Total 100 Marks)**

SC3103: Assessments for Children and Adolescents

Conduct and write a detailed report on any 10 of the following :

1. Children's Apperception Test
2. Bells adjustment Inventory (Student)
3. David's battery of differential abilities
4. Comprehensive Interest Scale
5. Vineland's Social maturity Scale
6. Raven's Coloured progressive Matrices
7. Seguin Form Board
8. Test of creativity
9. Malini's Indian Scale of Intelligence for Children
10. NIMHANS SLD Battery
11. Fear Checklist

12. Developmental Screening Test
13. Children's Personality Inventory
14. ADHD Evaluation form

Intervention:

1. Play therapy
2. CBT for children

Evaluation:

Submission of detailed report and Viva Voce

Internal Assessment **25 marks** and Semester end practical examination **75 Marks (Total 100 Marks)**

SPECIALISATION B : CLINICAL PSYCHOLOGY

SC3201:PSYCHOPATHOLOGY-I

UNIT I:Fundamentals of Clinical Psychology

- Introduction to clinical Psychology : Scope and need

- Concept of Mental Health, Mental Disorders, Classification systems of Mental Disorders, Dimensions of Mental Disorders, types of classification, ICD-11 classification of mental disorders, DSM-V classification of mental disorders. Bio-Psycho-Social Model of Mental Disorders, Prevention and levels of Prevention

UNIT II:Schizophrenia and other psychotic disorders

- Schizophrenia, Schizoaffective disorders, Schizophreniform Disorder, Delusional and shared psychotic disorder, Brief psychotic disorder.

UNIT III:Mood and Neuro Cognitive disorders

- Depression, Bipolar Disorder. Dysthymia and Cyclothymia.
- Dementia, Delirium, Amnestic disorders, Epilepsy.

UNIT IV:Disorders of adult personality and behaviour

- Personality disorders, Eating disorders, Sleep disorders, Impulse control disorders, Sexual and gender identity disorders.

UNIT V:Anxiety, Stress – Related and Somatoform Disorders

- Panic Disorder, Agoraphobias, specific phobia, Generalized Anxiety Disorders, Obsessive- Compulsive and related Disorders, PTSD, Acute stress disorder, Adjustment Disorder.

References:

American Psychiatric Association (2021).Diagnostic and Statistical Manual of Mental Disorders: V. Washington, DC: APA Press.

Carson, R. C., Pink, S., & Butcher, I n. (1999). Abnormal Psychology and Modern Life. 11thEd. New York: Addison Wesley Longman Inc

Comer., R J. (1999). Abnormal Psychology. New Jersey: W H Freeman Co. Davison. G C & Neale. J M. (1998). Abnormal Psychology. 7th Ed. New York: John Wiley & Sons

Ahuja Neeraj (2006) A short textbook of psychiatry. 7th Ed. New Delhi : Jaypee Bros

ICD-11 (2022). World Health Organization. Geneva.

SC3202: Adult Case History; Mental Status Examination; Verbatim and Behaviour Analysis; Micro Skills of Counselling

Adult Case History. Mental Status examination (08 Numbers)

Child Case History. Mental Status examination (02 Numbers)

Counselling and Verbatim (5 Numbers)

Behaviour analysis (5 Numbers)

Evaluation: Submission of detailed report and Viva Voce

Internal Assessment **25 marks** and Semester end practical examination **75 Marks (Total 100 Marks)**

SC3203 Clinical:Psychodiagnostics

Conduct and write a detailed report on any 10 of the following:

1. Brief Psychiatry Rating Scale
2. Hamilton's anxiety scale
3. Positive and Negative symptoms scale
4. Mini Mental Status examination
5. TAT
6. Sack's Sentence Completion test
7. The Beck Depression Inventory (BDI)
8. Object Sorting Test
9. CAGE : For substance abuse
10. Indian Suicide rating scale.
11. Attention and Concentration : Knox Cube , Letter Digit Subs
12. Phobic self rating fear questionnaire
13. Yale Brown Obsessive compulsive scale
14. Young Mania Rating Scale

Intervention:

1. Jacobson's relaxation technique
2. Guided Positive Imagery
3. Metaphor Therapy

Evaluation:

Submission of detailed report and Viva Voce

Internal Assessment **25 marks** and Semester end practical examination **75 Marks (Total 100 Marks)**

SPECIALISATION C : INDUSTRIAL AND CORPORATE PSYCHOLOGY

SC3301:ORGANISATIONAL BEHAVIOUR

Learning Objectives: Organisational behaviour is one of the branches of psychology with

an objective of understanding people at work place. The factors related to individual differences like perception, learning, personality, motivation, etc., would contribute to satisfaction and effectiveness at both individual and organisational level. The dynamics of these factors are introduced to the students through this paper.

Unit I: Introduction to organizational behaviour

12 Hours

- Nature of organizational Psychology importance , Scope and fundamental assumptions.
- Historical background, Organisational Behaviour to Globalization and Diversity. OB to Technology. OB to people's Changing Expectations.
- Organizational Justice: Nature and Strategies. Ethical Behaviour in Organizations: Nature, Meaning. Individual Differences in Cognitive Moral Development, Situational Determinants of Unethical Behaviour, corporate ethics programmes. Beyond Ethics: corporate Social Responsibility.

Unit II: Perception and learning

10 hours

- Social Perception and Social Identity. Attribution Process.
- Perceptual Biases: Systematic Errors, Stereotyping. Perceiving others: Organizational Applications- Performance appraisal.
- Learning: Operational Conditioning- Learning through Rewards and Punishments. Training- varieties of training, principles of learning. Organizational behaviour Management.

Unit III: Individual differences: personality, skills and abilities, stress 10 hours

- Personality: Nature and Measurement. Big Five dimension. Work related aspects of Personality- Achievement motivation. Abilities And Skills: Intelligence, physical abilities, social skills.
- Stress: Nature, Stressors in organizations, Cognitive appraisal, Bodily responses. Causes and Effects of stress. Reducing Stress.

Unit IV: Work - related attitudes

10 hours

- Attitudes: Nature and Definitions, essential components.
- Prejudice And Discrimination: Meaning Stereotypes, strategies to overcome workplace prejudice.

- Job Satisfaction: Nature and Theories. Consequences of Job Satisfaction, Reduction of job dissatisfaction.
- Organizational Commitment: Attitude towards Companies, varieties of organizational commitment.

Unit V : Motivation in organizations

10 hours

- Nature, Components, motivates by enhancing fit with an organization. Motivating by setting Goals, by Equitable, by Altering Expectations, by structuring jobs.
- Personality and values: values and ethical behaviour at work place
- Emotions and moods

References:

Akshya Kumar (1997). Organizational design and structure. Commonwealth Publishers New Delhi.

Dharani P. Sinha. T (1998). Group Team Building and Organizational Development. Indian Society for Applied Behavioural Science; Delhi.

Fred Luthans: Organisational Behaviour. 12th ed. McGraw-Hill International ed.

Greenberg J and Baron R (1999). Behaviour in organizations, PHI New Delhi. 56 ed .

Jerald Greenberg and Robert A. Baron: Behaviour in Organisations. 9th ed. PHI Learning Pvt Ltd. ND 2009

Luthans. F (1998). Organizational Behaviour, Bed Irwin Me Graw Hill.

Robins S (1996). Organizational behaviour. PHI. New Delhi. 7ed Miner J B. (1992). Industrial organizational psychology. McGraw Hill. Inc

Stephen P. Robbins: Organisational Behaviour: Concepts, Controversies, Applications. PHI

Learning objective: The paper emphasises on understanding the interpersonal dynamics at the workplace contributing to organisational performance and effectiveness.

Unit I: Communication in organization

12 hours

- Nature of communication. Process, Purpose and levels of organizational communication. Verbal and non-verbal communication. Computer mediated communication, formal and informal communication. Individual differences in communication. Improving communication

Unit II : Decision making

10 hours

- Meaning and Model of Decision -making process, Organizational decisions, factors affecting Decisions in organizations. Individual decisions – imperfect nature of individual decisions. Group decisions: techniques for improving effectiveness of decisions.

Unit III: Leadership

10 hours

- Nature and characteristics. Trait approach, Leadership behaviour. Contingency theories- LPC theory, situational and path-goal theory. Leadership development.

Unit IV: Organizational culture

10 hours

Nature and characteristics. Creating, Transmitting and changing organizational culture.

Unit V: Organizational structure and design

10 hours

- Basics dimensions. Departmentalization, organizational designs. Inter-organizational designs. Understanding work teams groups and teams, types of teams, team building, and high performance team's importance of interpersonal skills. Organizational Change and Development. Organizational Effectiveness

References:

Jerald Greenberg: Behaviour in Organisations. 10th ed. PHI Learning Pvt Ltd. ND 2012

Jerald Greenberg and Robert A. Baron: Behaviour in Organisations. 9th ed. PHI Learning Pvt Ltd. ND 2009

Fred Luthans: Organisational Behaviour. 12th ed. McGraw-Hill International ed.

Stephen P. Robbins: Organisational Behaviour: Concepts, Controversies, Applications.PH

SC3303 : ASSESSMENTS IN ORGANISATIONS

Assessments:

Conduct any 10 of the following assessments

1. Assessment of intelligence using the Raven's Standard Progressive Matrices
2. Assessment of intelligence using Cattell's Culture Fair Test
3. Tweezer and finger dexterity:
4. Administration of FIRO-B to assess Interpersonal Relationships
5. Assessment of personality using EPPS
6. Administration of the Motivational Analysis test
7. Assessment of interest using Chatterji's non language preference record
8. Administration of Thurston's interest schedule
9. Comprehensive Interest Scale
10. Administration of Strong's Vocational Interest Blank
11. Administration of Neo-5 factors of personality

Demonstration:

- Johari Window, Fish bowl, SWOC Analysis, Group Discussion: Win as much as you can (co-operative V/S competitive behaviour)

OPEN ELECTIVE

OEPSY301: PSYCHOLOGY AND STRESS MANAGEMENT

Objectives:

- To enable the student to know the process and source of stress.
- To familiarize the student with the impact of stress in life and work, particularly with reference to the physical and mental health and to adopt difference strategies for managing the stress.

Unit I: Concept of Stress

Definitions of stress, Stressors in life and work; Causes of stress, positive role of stress; Psychological and Physical effects of stress; Stages of stress

Unit II:Organizational Role Stress

The concept of stress correlates of role stress, meaning of role stress and occupational stress, Stress Outcomes: Stress and performance, stress and burnout, stress and mental health.

Unit III:Stress Management

Bio feed-back, Yoga and Meditation, Cognitive approaches, spiritual dimension of health. Coping with Stress: The concept of coping, coping measurements; coping prolife of some groups.

References:

- Pestorjee D.M. (1992) Stress and Coping: The Indian Experience Sage Pub. New Delhi.
- Lazarus, R.S and Falkman, S (1984) Stress, appraisal and coping, Springs.
- Kalpar, H.D. (Ed) (1983) Psychological stress, Academic Press.
- Goldberger Land Brezintz S. (1982) handbook of stress, (Relevant Chapter) Pree press.
- East Wood Atwater (1995) Psychology for Living, Prentice, Hall of India, New-Delhi .
- Shelley E Taylor (2008) Health Psychology.
- Cofer C.N. and Apply M.H. Motivation: Theory and Research, New York, Uky, Rev. Ed.
- Dhorenwend B.S. and Dhorenwend, B.P. (ends) (1914) Stressful life events: Their Nature and effects, New York. Wiley.

IV SEMESTER

HC401: COUNSELLING FOR SPECIAL GROUPS

Unit I: Substance Abuse counselling**12 Hrs.**

- Understanding Use, Abuse and Dependence; Types of Drugs; Early Identification (risk factors); Nicotine Dependence; Assessment tools and application;
- Counselling for Motivation Enhancement; Brief Intervention Therapy; Denial; Counselling Individuals; Relapse Dynamic & triggers ; Processes in Recovery (refusal skills)

Unit II: Women and Elderly**12 Hrs.**

- Psychology of Women – gender sensitive counselling, reproductive health and related issues, domestic violence and abuse, multiple role issues
- Elderly – Bio-Psycho-Social aspects of aging, Psychosocial problems of the aged, changing relationship, retirement, widowhood, dying, elder abuse and violence, care giver issues

Unit III: Child Abuse and Trauma**12 Hrs.**

- Types and characteristics of the various forms of child abuse and neglect, child abuse and neglect reporting laws and the reporting responsibilities of mandated reporters;
- interaction of biological, psychological and societal factors in the causation of child maltreatment , appropriate treatment plans and intervention approaches, community resources to aid in the prevention, intervention and treatment of child abuse
- Adolescents: Bio-Psycho-Social aspects of adolescence, relationship issues, sexuality, peer pressure, teen violence, depression, suicide, substance abuse, eating disorders, menstrual issues.

Unit IV: Rehabilitation Counselling**12 Hrs.**

History of rehabilitation , Principles of psychiatric rehabilitation, Counselling theory, skills, and techniques, Psychosocial aspects of disability, Case management and rehabilitation planning, Disability assessment, Vocational evaluation and training, Job development and placement, Career counselling, CBR services , Family education, Awareness programs, Technological adaptation

Legal Status in India :

- Rights of Persons with Disability Act (2016)
- Juvenile Justice (Care and Protection of Children Act, 2015)

Unit V: Other Special Areas

- Trauma, Bereavement (Accident, Rape, Sexual Abuse, PTSD, Emerging field of Conflict & Violence, Terrorism)
- Crisis Intervention strategies – Deliberate self-harm, suicide, violence
- Disaster and it's management

References:

- Capuzzi, D., & Stauffer, M. D. (2014). Foundations of addictions counseling. Pearson.
- Claringbull, N. (2011). Mental health in counselling and psychotherapy. SAGE.
- Dunn, D. S. (2000). Social psychological issues in disability. In R. G. Frank & T. R. Elliott (Eds.), Handbook of Rehabilitation Psychology. Washington, D.C.: American Psychological Association.
- Miller, G. (2014). Learning the language of addiction counseling. John Wiley & Sons
- Miller-Perrin, C.L. & Perrin R.D. (2007). Child maltreatment: An introduction. (2nd Ed.). Sage: Thousand Oaks, CA.
- Scott, C. G. (2000). Ethical issues in addiction counseling. Rehabilitation Counseling Bulletin, 43(4), 209-214.
- Smart, J. (2012). Disability across the Developmental Life Span: For the rehabilitation counselor. New York: Springer Publishing Company.
- Carpener B, (2002). Families in Context, Emerging Trends in Family Support and Intervention, David Fulton Publishers Ltd., London.
- Community Based rehabilitation for and with people with disabilities (1994), UNESCO (Special Education), WHO
- Scannapieco, M., & Connell-Carrick, K. (2005). Understanding child maltreatment: An ecological and developmental perspective. New York, NY: Oxford University Press.
- Seligman, L. (2004). Diagnosis and treatment planning in counseling. (3rd Ed.). New York: Kluwer Academic/Plenum Press
- Status of Disability in India – 2012, Rehabilitation Council of India, New Delhi.
- The Persons of Persons with Disabilities Act (2016). Ministry of Social Justice & Empowerment, Government of India, New Delhi.

HC402: COMMUNITY AND SOCIAL PSYCHOLOGY

Objective:

- This course enables students to understand the concepts and theories of social behaviour and think more about social phenomenon.
- The students learn about social systems and individual well-being in the community contexts.
- This also helps the students to learn more about Indian community behaviour.

Unit I:Introduction

Introduction to social psychology; Process of socialization; Group influence; Group dynamics; Social perception; Attitudes

Community Psychology: Introduction to community psychology; factors underlying emergence of Community psychology, Principles of Community psychology. Concept of prevention. Theory and research in Community psychology - ecology, epidemiology, general systems theory, evaluation research.

Social behaviour in communities: Socialization processes, Internalization of social norms and values

Unit II: Aggression

Theories of aggression; Types of aggression; Consequences of aggression; controlling aggression

Violence: Theoretical models for understanding violence; Categories of violence; self-directed violence (Suicide); domestic violence, sexual violence, collective violence

Aggression and violence in India: Extent, Variation across social groups and communities.

Psychological interventions for aggression and violence.

Unit III: Crime

Theories of criminal behavior; Prevention of crime, rehabilitation of criminals, role of psychologists; Juvenile delinquents

Problem of alcoholism, Definition, types, theories of alcoholism, effects, methods of treatment, prevention and rehabilitation.

Unit IV: Unemployment

Problem of unemployment; defining unemployment, causes and types, effects of unemployment, role of psychologists in solving the problem

Poverty and deprivation: - definition, types, causes; Measuring poverty: Absolute and relative poverty, human development index; psychological studies of effects of poverty, Social exclusion, Culture of poverty; poverty alleviation programmes

Unit V: Social Change

Definition and dynamics of social change; role of social movements in bringing changes; Mob and community behaviour in response to social problems

Law and Psychology: Mental Health Act and Child protection Law; Access to justice through psychological interventions; Human rights

References:

Alcock, P. (1997). Understanding Poverty (2nd Ed). Great Britain: Palgrave

Bloom, B. (1984). Community mental health: A general introduction. Belmont, CA:

Wadsworth. Davar B (1999). Mental health of Indian Women. New Delhi, Sage Publications.

Dalal, A. K. & Misra, G. (2001) New Directions in Indian Psychology. New Delhi: Sage Publications.

Kakar, S. (1978) *The Inner world: A psycho-analytic study of childhood and society in India*. Delhi: Oxford University Press.

Kakar, S. (1996) *Indian Identity*. New Delhi: Penguin.

Jai Prakash, I and Bhogle S (1998). (Eds.) *Psychology and changing world*. Bangalore, prasaranga, Bangalore University.

Mathew, L. (2010) "Coping with shame of poverty: Analysis of farmers in distress", *Psychology and Developing Societies*, 22 (2), pp.385-408.

Misra G. and Nagpal A (Eds). (1999). *Psychology of poverty and disadvantages*. New Delhi. Concept Publishing Co.

Roland, A. (1988) *In search of self in India and Japan: Towards cross-cultural psychology*. Princeton: Princeton University Press.

Sinha G. Tripathi R C and Misra G (Eds). (1998). *Deprivation: Its Social roots and psychological consequences*, New Delhi. Concept publishing company.

Srinivasa Murthy & Barbara. J. Buras. (1992). Eds. *Community mental health proceedings of the Indo-US symposium*. Bangalore

HC403: INTERNSHIP

Things to be considered for internship:

1. Internship to be based on the area of interest
2. Minimum of 150 hours of hands on training
3. Confidentiality of patients and clients to be maintained
4. Internship report to contain
 - a. Letter of internship from the organisation stating date of joining, date of completion and number of hours worked with seal and signature on the official letterhead
 - b. Internship evaluation form to be filled by supervisor on Punctuality, Willingness to learn, working skills, subject knowledge, professionalism, interpersonal relationship, task completion ability, quality of work, communication and imitateness and self-directedness
 - c. Detailed day wise report with weekly signature by supervisor
 - d. Introduction to the organisation
 - e. Minimum 10 case histories, screening tests and verbatim if area is clinical, child or counselling

f. Details of training programs, assessments, SWOT analysis and interventions in Organisational setup

Evaluation:

Report and Viva Voce: Internal Assessment **25 Marks**

Final Evaluation **75 Marks (Total 100 Marks)**

HC404: DISSERTATION

The dissertation is an individual research work to be guided by a faculty member. The research should be based on the following:

1. Primary data collected during the fourth semester
2. Research to be reported in latest APA format
3. Printed version of research report to be submitted

Evaluation:

Report and Viva Voce: Internal Assessment **25 Marks**

Final Evaluation **75 Marks (Total 100 Marks)**

SPECIALISATION A CHILD PSYCHOLOGY

SC4101:PSYCHOLOGICAL INTERVENTIONS IN CHILDREN AND ADOLESCENTS

Objectives:

To provide adequate information regarding the intervention techniques in vogue for enhancing the psychological well-being of children

Unit I:

12 Hours

General Principles of intervention: Development, Nature of child therapy. Types, theoretical approaches, Professional issues- training, ethical issues, characteristics of good child therapist, Child psychotherapy in India.

Unit II:

10 Hours

Child Psycho-analytic techniques: Methods of Anna Freud and Melanie Keline. Other play and art therapies and other therapies based on dynamic model, evaluation

Unit III:

10 Hours

Behavioral Techniques: Operant and Classical models, Principles and Techniques, Systematic Desensitization, time out, shaping, token economy, contingency management, modelling with children

Unit IV:

10 Hours

Cognitive Therapies with Children: Rational Emotive with specific reference to adolescents, coping skills, stress inoculation. Life skills training (Anger Management, Suicide Crisis Intervention), social skills training, Assertion-problem solving (communication skills), psychoeducational skills

Unit V:

10 Hours

Intervention in Family and Groups: Family system intervention, Parental Guidance, community based intervention- prevention of high risk behaviour, mental health program in

Schools

Children with special needs - abused, children with disability, street children, gifted children, children with HIV and AIDS

References:

School based prevention program for children and adolescents, (Dulark 1993) New Delhi Sage Publication

The child clinical documentation source book (Freedheim DK 1999) London CUP

Behaviour approaches to the treatment of children (Howlin P 1998) New Delhi Sage Publication

Family systems therapy (JonesCC 1993) Wiley

Mental Health of Indian children (Malavika Kapur 1995) New Delhi Sage Publication

Mental health in Indian schools(Malavika Kapur 1997) New Delhi Sage Publication

Lane, D & Miller, A (1992). Eds. Child & Adolescent therapy. A handbook. Milton Keynes

Spiegler.M.D. (1997). Contemporary Behaviour Therapy. New Delhi, Sage Publication

SC24102: SCHOOL AND EDUCATIONAL PSYCHOLOGY

Objectives:

- To orient the students about teaching – learning process, student behaviour and research data concerned with actual classroom application of Psychological principles.

UNIT I:Introduction to Educational Psychology

12 Hrs.

Nature, definition, history and scope of educational psychology; Methods of educational psychology; contemporary educational psychology approaches: Revised Bloom's taxonomy, Gardner's multiple intelligence; Competency mapping; Challenges and issues in higher education

Bruner's and Piaget's theory of Cognitive constructivism; Vygotsky's social constructivism.

UNIT II:Children with special needs

10

Hrs.

Socially disadvantaged, disabled children, talented, gifted and creative children mainstreaming and inclusion.

UNIT III:Application of theories of learning in teaching

12 Hrs.

Classical conditioning, operant conditioning, Connectionism, Social cognitive learning, Cognitive Psychology perspectives to learning; David Ausubel's meaningful reception learning, Jerome Bruner's discovery learning.

UNIT IV:Effective teaching-learning and evaluation

12

Hrs.

Self-regulation in learning-meaning, factors, self-regulated learning cycle; Group work and co-operation in learning-defining elements of co-operative learning, strategies for cooperative and Collaborative learning; Classroom management, creating effective learning environment, methods and technical issues in the assessment of students, Effective teaching strategies, and technology based teaching strategies.

Unit V:Use of Psychology in Schools

10 Hrs.

Nature of assessments and Curriculum planning and delivery

Counselling in schools and law protecting Children in India

References:

Stephen N. E., Thomas R. K., Joan L. C. & John F.T (2000) Educational Psychology ,third edition Mc. Grawhill International editions.

Bowar G.H & Hilgard E.R ,Theories of Learning (3rd ed) ,New York ,Meredith Publishing Company.

Sahakian S.W. Introduction to the psychology of learning, Chicago, Rand McNally College Publishing Company

Woolfolk ,A(2006)Educational Psychology (9th edition) Delhi, Pearson Education.

Elliott S.N., Kratochwill T.R., Cook, J.L. and Travers J.F. Educational Psychology: Effective Teaching, Effective Learning (3rd Ed.) New Delhi, McGraw Hill

Dandapani S (2002), Advanced Educational Psychology, New Delhi: Neelkamal Publications.

SPECIALISATION 2 : CLINICAL PSYCHOLOGY

SC4201:PSYCHOPATHOLOGY II

Unit I:Developmental delays 12 Hrs

Intellectual disability, SLD, Autism Spectrum Disorder, Language and Communication disorders-Diagnostic features , Aetiology, Assessment, Management.

Unit II:ADHD, Behavior disorder and ODD 12 Hrs

Attention Deficit Hyperactivity (ADHD) - Clinical Features, Prevalence,Aetiology (Causes), Diagnosis, assessment, Management.

Oppositional Defiant Disorder- Clinical Description and associated features. Prevalence.
Conduct problems and Conduct Disorder- Clinical Description and associated Features, Subtypes, Prevalence, Co morbidity, Aetiology of Disruptive Behaviour Disorders Assessment. Management of Disruptive Behaviour Disorders, Specific Interventions.

Unit III:Elimination Disorders, Tic’s Disorder, Feeding and Eating Disorder

12 Hrs

Elimination Disorders- Encopresis, Enuresis, Assessment, Management.

Tic’s Disorder-Tourette’s Disorder-Chronic Motor or Vocal Tic Disorder, Transient Tic Disorder, Assessment, Management.

Feeding and Eating Disorders-Pica, Rumination Disorder, Feeding Disorder of Infancy and Childhood,Management of Feeding and Eating Disorders.

Other Eating Disorders of Clinical Importance.

Unit IV:Anxiety, Depression and Psychosis in Children 12 Hrs

Anxiety disorders-Separation Anxiety Disorder, Panic Disorder,Obsessive Compulsive Disorder, Specific Phobia, Post Traumatic Stress Disorder (PTSD),Reactive Attachment Disorder of Infancy or Early Childhood, Conversion Disorder. Assessment of Anxiety Disorders. Management of Anxiety Disorders.

Depression in children- Clinical presentation, Assessment and Management of Childhood Depression.

Psychosis in children- Clinical presentation, Assessment and Management

Unit V:Substance Use Disorders 12 Hrs

Terms used in dependence and Abuse, Aetiology, Characteristics of Substance Abuse, Drug use Stages, Designated Class of Substances, Treatment, Tobacco Dependence, and Alcohol Dependence.

References:

American Psychiatric Association (2021). Diagnostic and Statistical Manual of Mental Disorders: V. Washington, DC: APA Press.

Carson, R. C., Pink, S., & Butcher, I n. (1999). Abnormal Psychology and Modern Life. 11th ed. New York: Addison Wesley Longman Inc

Comer., R J. (1999). Abnormal Psychology. New Jersey: W H Freeman Co. Davison. G C & Neale. J M. (1998). Abnormal Psychology. 7th ed. New York: John Wiley & Sons

Ahuja Neeraj (2006) A short textbook of psychiatry. 7th Ed. New Delhi : Jaypee Bros

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SC4202:HEALTH PSYCHOLOGY

Objectives:

- To acquaint the students with the nature and significance of the emerging area of health psychology within a life-span perspective.
- To highlight the importance of social and psychological processes in the experience of health and illness.
- To focus on the behavioural risk factors vis-vis disease prevention and health promotion.

Unit I: Health psychology

12 Hrs

Nature; scope and its interdisciplinary and socio-cultural contexts Behavioural medicine; Gender and health, Basic models of health behaviour: a) Biomedical Model: characteristics, germ theory of disease; challenges to biomedical model; b) psychosomatic medicine, psychotherapy and healing. c) Bio psycho-social model: Characteristics, implications for clinical practice.

Unit II:Health Promotion and Disease Prevention

12 Hrs

Drug and alcohol use; unsafe sexual behaviour; smoking; diet and sedentary life style; Development of health habits and reduction of unhealthy behaviour.

Unit III: Psychology and Major illnesses

12 Hrs

Role of psychological processes in Aetiology, outcome and management of major physical illness coronary heart disease; HIV/AIDS; rheumatoid arthritis; diabetes mellitus.

Unit IV:Relation Between Stress, Illness, Health

12 Hrs

a) Stress and Health-Lazarus and Folkman's Transactional model; Eastern/ Oriental Conceptualization of stress; b) Source and types of stress; e) Stress and Health- Related consequences, Behavioural and physical symptoms; Burnout Stress Syndrome (BOSS); anxiety, anger and depression; d) Stress- immunology & health relation.

Unit V:Moderator variables in stress and health relationship

12 Hrs

a) socio-demographic factors; socio- economic status and gender, b) Social support; social family, peer and supervisory Support, c) Personality- Type A behaviour pattern, optimism-pessimism, hardiness, and personal control. D) Coping strategies; problems focussed and emotion focused.

References:

Bishop G.D. (1994): Health Psychology: Integration Mind and Body, Boston: Allyn and Bacon.

Brannan, L. and Feist, J. (1996): Health Psychology: An introduction to behaviour and health, Pacific Groove, CA: Books/Cole.

Broome, A. K. and Liewellyn, S. (1995): Health Psychology, London: Champman and Hall.

Friedman, D.M. (1989) Health Psychology, New York: Prentice Hall.

Gatchel, R.J., and Baum, A. and Krantz, D.S. (1989) An introduction to health psychology, New York; McGraw Hill.

SPECIALISATION C : INDUSTRIAL AND CORPORATE PSYCHOLOGY

SC4301: HUMAN RESOURCE MANAGEMENT

Objectives: The course is designed to give students an insight of the theoretical and practical perspective, concepts, issues and practices in Human Resource Management.

Unit- I: Introduction to Human Resource Management 10Hrs.

History and evolution of the concept of HRM • HRM: Definition, nature, scope, objectives and importance, Models of HRM, Policies, procedures and programs of HRM, Role of an HR practitioner, Strategic HRM Vs Traditional HRM • HRM: Line and staff aspects. HRM: current challenges and limitations

Unit - II: Human Resource Planning (HRP) 10Hrs.

Human Resource Planning: Objectives, Importance, Process of HRP, Methods and techniques of HRP. Job Analysis: Nature and use of job analysis, methods of job analysis, Process of job analysis. Job Description (JD), Job Specification (JS) and Role Analysis. Job design: Nature, techniques for designing jobs

Unit - III: Acquisition of Human Resources 10Hrs

Recruitment: Definition, Process and methods, policies and procedures, limitations, external vs internal recruitment. Selection: Purpose, processes and methods. Induction and placement: Aims and objectives of placement, induction/orientation. Internal mobility: Concept, transfer and employee separations

Unit – IV: Development and Management of Human Resources 10Hrs.

Training: Need and significance. Executive development: Nature and concept, importance, the process of executive development, methods of conducting an executive development program. Career Management: Nature and concept, stages of career management

Unit V: HRD in India 10Hrs.

Evolution of the concept of HRD, Principles of HRD systems, HRD in Indian industry

Reference:

Decenzo,D.A& Robbins, S.P.(2002). Human resource Management.New York, US: John Wiley and Sons Inc.

Decenzo, D. A., & Robbins, S. P. (2007). Fundamentals of human resource management (9 th ed.). New York: John Wiley & Sons, Inc.

Dessler,G., &Varkkey,B (2009). Human Resource Management. 11th ed, New Delhi ; Pearson Education Ed.

Gary, D. (2009).Dessler.A Framework for Human Resource Management (5th Ed.).Pearson/Prentice Hall Publishing.

Rao, V.S.P.(2005). Human Resource Management: Text and Cases (2NDEd). New Delhi, India : Excel books

SC4302 CORPORATE CULTURE AND DIVERSITY

Objective• To introduce a conceptual base for understanding the importance of culture in organizations, to provide a basic understanding of the underlying psychological processes involved in organizations in changing cultural context, to familiarize the students with the concepts related to international organization behavior and to impart the strategies to manage cultural diversity in organizations.

Unit I : Corporate Psychology

10 Hrs

Introduction to corporate Psychology. Nature, Scope and applications of corporate Psychology

Unit II: Introduction to cultural diversity

10 Hrs

- Globalizing economy: changing environment for business, Nature of the multinational Company, Multinational management.
- Organizational cultures: Definition, Types, Elements, levels, Foundations of organizational culture: manifestations, model for interpreting, Functions, Defining diversity.

Unit III: Organizational behaviour and culture

10Hrs.

Organizational values and ethics, Organizational culture and performance, Organizational socialization, Socialization through mentoring. Developing, maintaining, changing and strengthening organizational culture, developing high performance cultures.

Unit IV: Processes in international organization behaviour**10Hrs.**

Merging organizational cultures, Processes in preparing employees for successful foreign assignments. Language and cross cultural communication, Multicultural workforce: multicultural teams, leadership, Motivation, Decision making, negotiating globally.

Unit V: Managing diversity**10Hrs.**

Managing across cultures, Barriers and challenges to managing diversity, towards greater cross-cultural awareness and competence. Managing diverse workforce- women, ethnic minorities. Creating cultural synergy: Cultural invisibility, Strategies for organizing culture, managing culturally diverse teams, Organizational practices.

References:

Adler, N.J (2002).International dimensions of organizational behavior. (4th Ed) Australia: Thomson South Western.

Czinkota, M.R., Ronkainen, I.A. &Moffelt,M.H. (2002). International business.(6th Ed).Sydney, Australia: Thomson South Western.

Cullen, J.B. (2002). Multinational management: a strategic approach. (2nd edition).Australia: Thomson South Western.

Desimone, R.L., Werner, J.M. & Harris, D.M. (2002).Human resource development.Australia: Thomson South- Western.

Hellriegel, D., Slown,J.W., &Woodman,R.W. (1995).Organizational behavior (7th Ed edition).New York: West Publishing Company.

Kreitner,R., &Kinicki, A. (1998).Organizational behavior (4th edition). Boston: IrwinMcGraw-Hill.

Mc Shane, S.L., &Glinow, M.A.V. (2007).Organizational behavior. New Delhi: TataMcGraw Hill.

Merrill-Sands, D. and Holvino, E. with Cumming, J. 2003. Working with diversity: A focus on global organization. In R. Ely, E. Foldy, M. Scully and the Center for Gender in Organizations, Simmons School of Management, Simmons College. (Eds).

Malden, MA : Blackwell Publishing. Thomas, R.R. &Woodruff,M.I. (1999). Building a house for diversity. New York: American Management Association.

Marks distribution for IA : As prescribed by CBCS regulation of Kuvempu university

Question Paper Pattern

Total Marks : 75

Duration: 3 Hours

Section A

I . Answer any 5 of the following. All questions carry equal marks (5 X 5 = 25 Marks)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Section B

II. Answer any 5 of the following. All questions carry equal marks (5X10 = 50 Marks)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.