

**Syllabus for M.A. Psychology
Semester III & IV**

Semester Credit - point System to be implemented from 2017-18 under the status of
Autonomous College

The semester III and IV have two specialization Clinical Psychology and Industrial-Organisational Psychology.

Both semesters have a **core paper common to both specialization. PSY5101 Personality Theories PSY6101 (4 credits) Counseling Theory and Practice (4 credits)**

Semester III Group A Clinical Psychology		
Paper Code	Paper title	Credits
PSY5102	Maladaptive Behaviour	4
PSY5103	Psychodiagnostics	4
PSY5104	Project (Clinical)	4
Semester III Group B Industrial-Organisational Psychology		
Paper Code	Paper title	Credits
PSY5105	Organisation Behaviour	4
PSY5106	Personnel Psychology	2
PSY5107	Human Resource Development & Industrial Relations	2
PSY5108	Project (Industrial)	4

	Semester IV Group A Clinical Psychology	
Paper Code	Paper title	Credits
PSY6102	Psychopathology	4
PSY6103	Psychotherapies	4
PSY6104	Practicum (Clinical)	4

	Semester IV Group Industrial- Organisational Psychology	
Paper Code	Paper title	Credits
PSY6105	Organisation Development	4
PSY6106	Human Resource Management	2
PSY6107	Micro skills	2
PSY6108	Practicum (Industrial)	4

M.A. Psychology
Syllabus to be implemented from 2017-2018
CORE PAPER

SEMESTER III

PSY5101 PERSONALITY THEORIES

OBJECTIVES:

1. To provide the students with a comprehensive, rigorous and systematic treatment of centrally important theories of personality.
2. To allow the students to observe and interpret individual differences in behaviour in the light of sound theoretical systems of personality.
3. To acquaint the students with the applications of personality theories in different walks of life.

Unit	Contents	No. of Lectures
Unit-I	<p>INTRODUCTION TO PERSONALITY</p> <p>1.1. Definitions and nature of personality</p> <p>1.2. Characteristics of good personality theory and Evaluation of personality theory</p> <p>1.3. Applications of personality in industrial and clinical areas.</p> <p>1.4. Approaches: Person-Situation interaction, Idiographic & Nomothetic</p>	(12)
Unit-II	<p>PSYCHOANALYTIC AND NEO-PSYCHOANALYTIC THEORIES OF PERSONALITY</p> <p>2.1. Classical Psychoanalysis: Sigmund Freud</p> <p>2.2. Carl Jung</p> <p>2.3. Adler, Horney</p> <p>2.4. Erik Erikson</p>	(12)
Unit-III	<p>LEARNING, COGNITIVE, HUMANISTIC - EXISTENTIAL APPROACHES TO PERSONALITY</p> <p>3.1. Learning Perspectives: Dollard & Miller, Julian Rotter's expectancy model</p>	(12)

	<p>3.2. Cognitive Perspectives: Kelly's constructive alternativism</p> <p>3.3. Humanistic Perspectives: Abraham Maslow, Carl Rogers</p> <p>3.4. Existential Positions: Viktor Frankl, Rollo May</p>	
Unit-IV	<p>TRAIT APPROACH AND CURRENT ISSUES</p> <p>4.1. Trait Approach: History</p> <p>4.2. G. Allport, Raymond Cattell</p> <p>4.3. Hans. J. Eysenck, Five Factor Model – Costa & McCrae</p> <p>4.4. Current Issues I: Cross-cultural research, experimental personality research</p> <p>4.5. Current Issues II: Consistency and temporal stability of personality and issues in social desirability.</p>	(12)
	<p>BOOKS FOR READING</p> <ol style="list-style-type: none"> 1. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). Theories of Personality. 4th Edn. Wiley: India. 2. Hall, C.S., Lindzey, G. & Campbell, J. B. (1998). Theories of Personality. New York: John Wiley & Sons. 3. Ryckman, R.M. (1978). Theories of Personality. D.Van Nostrand Company: New York. 4. Frager, R. & Fadiman, J. (2007). Personality and personal growth. 6th Edn. Pearson Prentice Hall, India. 5. Mayer, F.S & Sutton, K. (1996). <i>Personality: An integrative approach</i>. N.J.: Prentice-Hall. Larsen & Buss <i>Personality Development</i> 6. Buck, R. (1976) Human Motivation and Emotion, New York: Wiley. 7. Endler, N.S., & Magnusson, D. (1976) Interactional Psychology and Personality. Hemisphere Pub. Corporation. 8. Kalat, J. W. (2000). Biological psychology. Wadsworth, Inc. 9. Schultz, D.P & Schultz, E.S. (2005). <i>Theories of personality</i>. Delhi: Thomson Wadsworth. 10. Kaplan, H.B. (1996), Psychological stress from the perspective of self-theory. In: H.B. Kaplan (Ed) Psychological stress. N.Y. Academic Press: 11. Kuppaswami, B. (1985) Elements of ancient Psychology. Delhi: Vani Educational Books. 	

12. Lazarus, R.S. and Monat, A. (1979). *Personality*. Prentice Hall, Inc.
13. McCrae, R.R. & Allik, J. (eds) (2002). *Five-factor model across cultures*. Dordrecht: Netherlands: Kluwer.
14. London, H. & Exner, J.E. (1978) *Dimensions of Personality*. New York: Wiley
15. Oatley, K. & Jenkins, J. M. (1992). *Understanding emotions*. Cambridge: Blackwell publishers.
16. Franken, R. E. (2007). *Human motivation*. USA: Thomson Higher Education.
17. Mischel, W.; Shoda, Y.; & Smith, R. E. (2004). *Introduction to personality*. John Wiley & Sons
18. Feshbach, S. & Weiner, B. (1991) (3rd ed). *Personality*. Toronto: Health & Co.
19. Pervin, L.A. (1996). *The science of personality*. NY: John Wiley & Co.
20. Kundu, C.L. (1989). *Personality development*. ND: Sterling Pub.
21. Tart, C.T. (ed) (1975). *Transpersonal psychology*. NY: Holt, Rinehart & Winston.

M.A. Psychology
Syllabus to be implemented from 2017-2018
GROUP A - CLINICAL PSYCHOLOGY

SEMESTER III

PSY5102 MALADAPTIVE BEHAVIOUR

OBJECTIVES:

To acquaint the students with:

1. Latest DSM-5 classification system of Mental Disorders
2. Various paradigms of Psychopathology
3. The symptoms and prognosis of different Mental Disorders

Unit	Contents	No. of Lectures
Unit-I	<p>INTRODUCTION TO MENTAL DISORDER AND PARADIGMS OF PSYCHOPATHOLOGY</p> <p>1.1 Definition and Criteria of mental disorder</p> <p>1.2 Mental Disorder Classification Systems before DSM. DSM system and its brief history</p> <p>1.3 DSM-5 and ICD-11 based classification of mental disorders (main categories)</p> <p>1.4 Various Paradigms in Psychopathology- Biological, Psychoanalytical, Behavioristic, Cognitive, Humanistic-existential, Diathesis- Stress Model.</p>	(12)
Unit-II	<p>NEURODEVELOPMENTAL DISORDERS, SCHIZOPHRENIA SPECTRUM & OTHER PSYCHOTIC DISORDERS</p> <p>2.1. Intellectual Disability: Definition, types, causes and treatment</p> <p>2.2. Communication Disorders: Autism, Hyperactivity, Learning and Motor Disorders</p> <p>2.3. Schizophrenia: Definition, phases, symptoms, etiology and treatments</p> <p>2.4. Schizophrenia Spectrum Psychotic Disorders: Brief Psychotic Disorder, Schizotypal, Schizophreniform Disorder, Schizoaffective Disorder, Delusional Disorder</p>	(12)

Unit-III	<p>DEPRESSION, ANXIETY, OBSESSIVE-COMPULSIVE, TRAUMA AND STRESS RELATED DISORDERS</p> <p>3.1. Depression: Definition, types- Disruptive Dysregulation Disorder, Major Depression, Dysthymia, Premenstrual Dysphoric Disorder. Symptoms, causes of and treatments for Depression</p> <p>3.2. Bipolar Disorder: Types-bipolar I & bipolar II, Cyclothymic Disorder. Symptoms, causes and treatments</p> <p>3.3. Anxiety Related Disorder: Separation Anxiety Disorder, Selective Mutism, Phobia, Panic Disorder, Generalized Anxiety Disorder</p> <p>3.4. A) Obsessive-Compulsive Related Disorders: Obsessive-Compulsive Disorder (OCD), Body Dysmorphic Disorder, Hoarding Disorder, Trichotillomania, Excoriation Disorder</p> <p style="padding-left: 40px;">B) Trauma & Stress Related Disorder: Reactive Attachment Disorder, Disinhibited Social Engagement Disorder, Posttraumatic Stress Disorder, Acute Stress Disorder</p> <p style="padding-left: 40px;">C) Adjustment Disorders</p>	(12)
Unit-IV	<p>DISSOCIATIVE DISORDERS, SOMATIC SYMPTOM RELATED DISORDERS, EATING, ELIMINATION AND SLEEP-WAKE DISORDERS</p> <p>4.1 Dissociative Disorder: Definition & types- Dissociative Identity Disorder, Dissociative Amnesia, Dissociative Fugue, Depersonalization.</p> <p>4.2 Somatic Symptom Related Disorders: Types- Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion Disorder, Factitious Disorder</p> <p>4.3 A) Eating Disorder: Types- 1) Pica, 2) Rumination, 3) Avoidant food Intake Disorder, 4) Bulimia</p> <p style="padding-left: 40px;">B) Elimination Disorder: Types- 1) Enuresis, 2) Encopresis</p> <p>4.4 Sleep-wake Disorders: Somnia types: 1) Insomnia, 2) Hypersomnia, 3) Narcolepsy, 4) Breathing related disorder. Parasomnic Types- 1) Non REM sleep arousal disorder, 2) Sleep-waking, 3) Sleep Terror, 4) Nightmare, 5) REM sleep behavior disorder, 6) Restless legs syndrome.</p>	(12)

BOOKS FOR READING

1. American Psychiatric Association: "Diagnostic and Statistical Manual of Mental Disorders", DSM-5 (5th Edn)
2. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). Abnormal Psychology, 13th Edn. Pearson Education, India.
3. Sarason, I.G, & Sarason, R.B. (2002). Abnormal psychology: The problem of maladaptive behavior (10th ed.). Delhi: Pearson Education.
4. Barlow, D.H. & Durand, V.M. (2005). Abnormal psychology (4th ed.). Pacific Grove: Books/Cole.
5. Nolen- Hoeksema, S. (2004). Abnormal Psychology 3rd Edn. McGraw Hill: New York, USA.
6. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). Abnormal Psychology: current perspectives. 9th Edn. Tata McGraw-Hill: New Delhi, India.
7. Davison, G.C., Neal, J.M. & Kring, A.M. (2004). Abnormal psychology. (9th ed.). New York: Wiley.
8. Comer, R.J. (2007). Abnormal psychology (6th ed.). New York: Worth Publishers.
9. Fauman, M.A. (1996). Study guide to DSM-IV. Jaypee Brothers.
10. First, M.B. & Tasman, A. (2004). DSM-IV-TR mental disorders: Diagnosis, etiology, and treatment. New York: Wiley.
11. World Health Organization (1992). The ICD-10 Classification of mental and behavioral disorders: Clinical description and diagnostic guidelines: Delhi: Oxford University Press.
12. Puri, B.K., Laking, P.J. & Treasaden, I.H. (1996). Textbook of psychiatry. New York: Churchill Livingstone.
13. Oltmanns T. F., Emery R. E. (1995) "Abnormal Psychology" Prentice Hall.
14. Sue, D., Sue D. W. & Sue S. (2006) "Abnormal Behavior" (8th Edn) Houghton Mifflin Company.
15. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) Abnormal Psychology (15th Ed.)

Dorling Kindersley(India) Pvt.Ltd. of Pearson Education.

M.A. Psychology
Syllabus to be implemented from 2017-2018
GROUP A - CLINICAL PSYCHOLOGY

SEMESTER III

PSY 5103 PSYCHODIAGNOSTICS

OBJECTIVES:

1. To acquaint the students with the basic techniques and procedures used in the diagnosis of mental illness
2. To impart the skills of assessment and diagnosis
3. To provide information of the biological basis of pathology
4. To equip the students with the knowledge of diagnostic and therapeutic formulation

Unit	Contents	No. of Lectures
Unit-I	<p>INITIAL ASSESSMENT</p> <p>1.1 Case history taking (including the patient's experience of distress, stigma, anticipated outcome, somatic symptoms, stressors, evaluation of supports, instrumental and perceived support)</p> <p>1.2 The Clinical interview; structured and semi-structured interviews</p> <p>1.3 Mental Status Examination and non-verbals of the client</p> <p>1.4 Suicide Risk Assessment</p> <p>1.5 Writing up the intake interview and making referrals</p>	(12)
Unit-II	<p>ASSESSMENT TOOLS</p> <p>2.1 Self report inventories: MMPI</p> <p>2.2 Projective tests: Rorschach</p> <p>2.3 Neuropsychological Tests: BVMG, Halstead Reitan Test, NIMHANS Neuropsychology Battery</p> <p>2.4 Infant testing: Bailey's scales of infant testing</p> <p>2.5 Direct observation of behaviour</p>	(12)
Unit-III	<p>BIOLOGICAL BASIS OF PSYCHOPATHOLOGY</p> <p>3.1 The Nervous System</p> <p>3.2 CNS: cerebral lateralization and Psychopathology</p>	(12)

	<p>3.3 ANS and the Limbic system</p> <p>3.4 Endocrine system and pathology</p> <p>3.5 Immune system: PNI, psycho-oncology</p>	
Unit-IV	<p>PSYCHOLOGICAL BASIS OF PSYCHOPATHOLOGY</p> <p>4.1 Psychoanalytic theories of illness</p> <p>4.2 Behavioural theories of maladaptive behaviour: learned helplessness</p> <p>4.3 Cognitive theories of psychopathology: attribution theory and irrational beliefs</p> <p>4.4 Humanistic existential theories of distress</p> <p>4.5 Writing a diagnostic formulation and therapeutic formulation</p>	(12)
<p>BOOKS FOR READING</p> <ol style="list-style-type: none"> 1 Sarason, I. G. and Sarason, B. R. (2005). <i>Abnormal Psychology</i>. N.D.: Dorling Kindersley. 2 Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). <i>Abnormal Psychology</i>, 13th Edn. Pearson Education, India. 3 Barlow, D.H. & Durand, V.M. (1999). <i>Abnormal psychology</i> (2nd ed.). Pacific Grove: Books/Cole. 4 Davison, G.C., Neal, J.M. & Kring, A.M. (2004). <i>Abnormal psychology</i>. (9th ed.). New York: Wiley. 5 Nolen- Hoeksema, S. (2004). <i>Abnormal Psychology</i> 3rd Edn. McGraw Hill: New York, USA. 6 Hersen, M., & Thomas, J.C. (2007). <i>Handbook of Clinical Interviewing with Adults</i>. California: Sage Publications Inc. 7 Taylor, S. (2006) 6th ed. <i>Health psychology</i>. ND: Tata McGraw-Hill 8 Brannon, L. & Feist, J. (2007). <i>Introduction to health psychology</i>. Singapore: Thomson Wadsworth. 9 Anastasi, A., & Urbina, S. (2005). <i>Psychological Testing</i>. 7th edn. Pearson Education: India. 10 Wolman, B.B. (ed.) (1975). <i>Handbook of clinical psychology</i>. New York: McGraw-Hill. 11 Sundberg, N.D., Winebarger, A.A.& Taplin, J.R. (2002). <i>Clinical psychology: Evolving theory, practice and research</i>. Upper Saddle River, N.J.: Prentice-Hall. 12 Lezak, M.D. (1995). <i>Neuropsychological assessment</i>. New York: Oxford University Press. 13 Kapur, M. (1995). <i>Mental health of Indian children</i>. New Delhi: Sage. 14 Kellerman, H. & Burry, A.(1981). <i>Handbook of diagnostic testing: Personality analysis and report writing</i>. New York: Grune & Stratton 15 Rychlak, F. (1973). <i>Introduction to personality and psychopathology</i>. New York: Houghton Mifflin. 16 Kaplan, H. I., Sadock, B. J., & Grebb, J. A. (1994). <i>Kaplan and Sadock's synopsis of psychiatry: Behavioral sciences, clinical psychiatry</i> (7th ed.). New Delhi: B. I. Waverly Pvt. Ltd. 17 Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) <i>Abnormal Psychology</i> (15th Ed.) <i>Dorling Kindersley(India) Pvt.Ltd. of Pearson Education</i> 		

M.A. Psychology

Syllabus to be implemented from 2017-2018 GROUP A CLINICAL PSYCHOLOGY

SEMESTER III

PSY5104 PROJECT IN THE AREA OF CLINICAL PSYCHOLOGY

GENERAL

1. Each batch of project should consist of maximum 8 students.
2. Workload for each batch will be equivalent to **8 lecture periods**.
3. Student should select a research problem pertinent to their specialization area in consultation with teacher concerned OR the student should do fieldwork guided by the teacher concerned.
4. Eligibility for the Project Examination is subject to Certification of Project by the teacher-in-charge and HOD.

PROJECT ASSESSMENT– 100 MARKS

1. Project assessment will be based on presentation of project before the internal and external examiners.
2. There will be 50 marks for continuous (internal) assessment and 50 marks for Semester End Examination (SEE).

a) Continuous (Internal) Assessment of project-50 Marks.

1. Term Paper 1 -15 marks
2. Term Paper 2 -15 marks
3. Presentation of project report in the classroom -20 marks

b) Semester End Examination (SEE): 50Marks

b (1) Evaluation of Project Report-20 marks

b (2) Presentation & Viva-voce –30 marks

1. Presentation -15 marks

2. Viva-voce-15 marks

M.A. Psychology
Syllabus to be implemented from 2017-2018
GROUP B INDUSTRIAL / ORGANISATIONAL PSYCHOLOGY

SEMESTER III

PSY 5105 ORGANIZATIONAL BEHAVIOUR

OBJECTIVES:

1. To acquaint the students with the nature of Organizational Behaviour (OB)
2. To equip the student with the knowledge of important OB processes such as Leadership and motivation
3. To understand the interpersonal transactions in organizational behaviour and their implications.

Unit	Contents	No. of Lectures
Unit-I	<p>FUNDAMENTALS OF ORGANIZATIONAL BEHAVIOUR</p> <p>1.1. Nature of Organizational Behaviour; Models of OB; Autocratic, Custodial, Supportive, Collegial, System</p> <p>1.2. Trends & Challenges of OB</p> <p>1.3. Culture: Dimensions according to Hofstede, Tromenaar, Pareek (OCTAPACE). Organizational Culture: characteristics, purpose, types, creating and transmitting organizational culture</p> <p>1.4. Organization Structure and Design: Classical and Contemporary Designs (Matrix, Vertical, Horizontal, Network).</p> <p>1.5. Assess an organization culture</p>	(12)
Unit-II	<p>MOTIVATION IN ORGANIZATION</p> <p>2.1. Assess Motivation amongst employee</p> <p>2.2. Motivating by Meeting Needs and Managerial Applications: Maslow, Adlerfer, Herzberg, and McClelland.</p> <p>2.3. Motivating by Setting Goals: Goal setting theory and setting effective performance goals.</p> <p>2.4. Motivating by Being Fair: Distributive justice, Equity theory, procedural justice, interactional justice, and organizational justice.</p> <p>2.5. Motivating by Altering Expectations and by Structuring Jobs: VIE model, Porter & Lawler model, Quality of Work Life model, job enrichment and job enlargement, Hackman & Oldham's job characteristics model.</p>	(12)
Unit-III	<p>DEVELOPING LEADERS IN ORGANISATION</p> <p>3.1. Behavioral Approach to Leadership Style.</p>	(12)

	<p>3.2.Contingency Approach to Leadership: Fiedler’s contingency model; Hersey & Blanchard’s situational leadership model; path goal model; and Vroom’s decision making model.</p> <p>3.3.Emerging Approaches to Leadership: Transactional leadership, transformational leadership; substitutes and enhancers for leadership; and self & super leadership.</p> <p>3.4.Empowerment and Emotional Intelligence</p> <p>3.5.Assessment of Leadership styles</p>	
Unit-IV	<p>COMMUNICATION AND CONFLICT</p> <p>4.1. Organizational Communication: Meaning, functionDirections types (formal-informal, electronic) and techniques for improving communication skills</p> <p>4.2.Conflict: Nature, Levels, Sources, Effects</p> <p>4.3.Strategies for conflict resolution</p> <p>4.4.Transaction analysis</p> <p>4.5.Assessment of communication</p>	(12)
	<p>BOOKS FOR READING</p> <ol style="list-style-type: none"> 1. Newstrom, J.W.(2007) Organizational behaviour : Human behaviour at work N.D.: Tata McGraw-Hill 2. Greenberg, J. and Baron R.A. (2005) Behaviour in organizations. N.D.: Pearson Edu. 3. Luthans, F. (2013) Organizational behaviour: An Evidence – based Approach (12thEd.) ND : McGraw-Hill Edu (India) Pvt. Ltd. 4. Ivancevich, J.M. Konsopaske R. & Matteson M.T. (2005) Organizational behaviour and management. New Delhi : Tata McGraw-Hill 5. Robbins, S.P., Judge T.A., & Sanghi, A. (2009) Organizational behaviour N.D. Pearson Prentice Hall. <p>BOOKS FOR FURTHER READING :-</p> <ol style="list-style-type: none"> 1. Muchinsky ,P.(2001).Psychology Applied to work .6th ed. New Delhi :Wadsworth 2. Sinha, J.B.P. (2008) Culture & Organization Behaviour. New Delhi: Sage Texts 3. Mullins, L.J. (2007) 7th ed. Management and organizational behaviour N.D. : Pearson Edu 4. Pareek, U. and Rao, T.V.(2003). Designing and managing human resource system. N.D.: Oxford & IBH. 5. Hersey, P.& Blanchard ,K.H. (1982) . Management of organizational behaviour utilizing human resources (4th ed.).Prentice-Hall. 6. Robbinns,S. (2001). Organization behaviour. (9th ed.).New Delhi :Prentice Hall of 	

India.

7. Rao , V.S.P. and Narayana ,P.S.(1995). Organizational theory and behaviour (2nd ed.) New Delhi :Konark Pub. Pvt.Ltd.
8. McShane ,S.L. and Von Glinow,M.A.(200). Organizational behavior: Emerging realities for the workplace revolution . New Dehli: Tata Mcgraw-Hill.

M.A. Psychology
Syllabus to be implemented from 2017-2018
GROUP B INDUSTRIAL / ORGANISATIONAL PSYCHOLOGY

SEMESTER III

PSY5106 PERSONNEL PSYCHOLOGY

OBJECTIVES:

- 1 The basic concepts in Personnel Psychology.
- 2 Importance of job analysis and competency mapping in organization.
- 3 The process of recruitment and selection and performance management.

Unit	Contents	No. of Lectures
Unit-I	<p>INTRODUCTION TO PERSONNEL PSYCHOLOGY</p> <p>1.1.Nature, scope and functions of personnel psychology</p> <p>1.2.Introduction to organization- Types of organization, stakeholders, family business, entrepreneurship, MNCs.</p> <p>1.3.Current practices and emerging trends.</p> <p>1.4.Case studies in personnel psychology</p> <p>1.5.Application- changing nature and role personnel management.</p>	(12)
Unit-II	<p>PEOPLE RESOURCING</p> <p>2.1 Strategic workforce planning and forecasting</p> <p>2.2 Nature and factors determining recruitment</p> <p>2.3 Staffing and selection</p> <p>2.4 Recruitment for higher position</p> <p>2.5 Application: Role of assessment centers In recruitment.</p>	(12)
Unit-III	<p>JOB ANALYSIS</p> <p>3.1 Job Analysis : Meaning, purpose, Methods of job analysis</p> <p>3.2 Behaviour Event Interview</p> <p>3.3 Competence mapping</p> <p>3.4 Uses of competency mapping</p> <p>3.5 Application : Writing Key Result Areas</p>	(12)

Unit-IV	<p>PERFORMANCE MANAGEMENT AND IMPROVEMENT</p> <p>4.1 Job evaluation and performance</p> <p>4.2 Competence based Talent management</p> <p>4.3 Employee appraisal Models for 360 degree feedback</p> <p>4.4 Conducting and documenting performance appraisal</p> <p>4.5 Application: Reward Strategy</p>	(12)
<p>BOOKS FOR READING</p> <ol style="list-style-type: none"> 1. DeCenzo, D. A. & Robbins, S. P. (2008). <i>Personnel/ human resource management New Delhi:</i> Prentice- Hall Pvt. Ltd. 2. Cascio, W.F. & Aguinis H. (2008). <i>Applied Psychology in human Resource Management (6th Ed.)</i>.New Delhi: Prentioce-Hall India Pvt. Ltd. 3. Aamodt, M.G. (2007). <i>Industrial and organizational psychology: An applied approach</i>. US: Thomson & Wadsworth Pareek, U. and Rao, T.V. (2003). <i>Designing and managing human resource systems</i>. N.D.: Oxford & IBH. 4. Miner, J.B. (1992). <i>Industrial and organizational psychology</i>. McGraw-Hill. <p>BOOKS FOR FURTHER READING :-</p> <ol style="list-style-type: none"> 1. Schultz, D. and Schultz, S.E.(2006). <i>Psychology and work today</i>. 8th ed. N.D.: Pearson Edu. 2. Cascio, W.F. (2006). <i>Managing human resources; Productivity, quality of work life profits</i>. N.Y.: Tata McGraw Hill. 3. Ivancevich, J.M. & Gluek, W.F.(1983). <i>Foundation of personnel / human resource management</i>. Plane Texas : U.S.A. Business Pub.Inc. 4. McCormic, E.J. & Ilgen, D.(1980). <i>Industrial psychology (7th ed)</i>. London: George Allen and Unwin. 		

M.A. Psychology
Syllabus to be implemented from 2017-2018
GROUP B INDUSTRIAL / ORGANISATIONAL PSYCHOLOGY

SEMESTER III

PSY5107 HUMAN RESOURCE DEVELOPMENT & INDUSTRIAL RELATIONS

OBJECTIVES:

1. To familiarize students with different aspects of IR
2. To acquaint the students with the important laws related to employees
3. To impart skills of conflict handling

Unit	Contents	No. of Lectures
Unit-I	<p>ADULT LEARNING THEORIES</p> <p>1.1 Meta theories of learning: Pragmatism, Behaviourism, Cognitive Constructivist and Humanistic</p> <p>1.2 Middle range models of learning: Andragogy</p> <p>1.3 Experiential</p> <p>1.4 Incidental learning</p> <p>1.5 Designing a training program</p>	(12)
Unit-II	<p>HRD AND ASSESMENT</p> <p>2.1 HRD process</p> <p>2.2 Paradigms of HRD</p> <p>2.3 Assessing training needs, creating & evaluating a training program</p> <p>2.4 Assessment and development centers;</p> <p>2.5 HRD Audit</p>	(12)
Unit-III	<p>DISCIPLINE & GRIEVANCE HANDLING</p> <p>3.1. Perspectives of IR</p> <p>3.2. Collective bargaining and Negotiation</p> <p>3.3. Discipline and Grievance in practice</p> <p>3.4. Study the factors that develop a climate of trust</p> <p>3.5. Employee voice</p>	(12)
Unit-IV	<p>OVERVIEW OF INDIAN IR</p> <p>4.1 Nature of Disputes</p> <p>4.2 Causes and settlement of Disputes</p>	(12)

	<p>4.3 Employee laws 4.4 Social welfare laws. 4.5 Study an industrial dispute and how it was managed.</p>	
	<p>BOOKS FOR READING</p> <ol style="list-style-type: none"> 1. Werner J. M., DeSimone, R.L., Human resource development, South Western. 2. Nadler, L., Corporate human resources development, Van Nostrand Reinhold. 3. Mankin, D., Human resource development, Oxford University Press India. 4. Haldar, U. K., Human resource development, Oxford University Press India. 5. Rao, T.V., Future of HRD, Macmillan Publishers India. 6. Rao, T.V., HRD Score Card 2500: Based on HRD audit, Response Books, SAGE Publications. 7. Rao, T.V., Hurconomics for talent management: Making the HRD missionary business-driven, Pearson Education. 	

M.A. Psychology
Syllabus to be implemented from 2017-2018
GROUP B INDUSTRIAL / ORGANISATIONAL PSYCHOLOGY

SEMESTER III
PSY5108 PROJECT IN THE AREA OF INDUSTRIAL
PSYCHOLOGY

GENERAL

- 1 Each batch of project should consist of maximum 8 students.
- 2 Workload for each batch will be equivalent to **8 lecture periods**.
- 3 Student should select a research problem pertinent to their specialization area in

consultation with teacher concerned OR the student should do fieldwork guided by the teacher concerned.
- 4 Eligibility for the Project Examination is subject to Certification of Project by the teacher-in-charge and HOD.

PROJECT ASSESSMENT– 100 MARKS

- 1 Project assessment will be based on presentation of project before the internal and external examiners.
- 2 There will be 50 marks for continuous (internal) assessment and 50 marks for Semester End Examination (SEE).

b) Continuous (Internal) Assessment of project-50 Marks.

1. Term Paper 1 -15 marks
2. Term Paper 2 -15 marks
3. Presentation of project report in the classroom -20 marks

b) Semester End Examination (SEE): 50Marks

b (1) Evaluation of Project Report-20 marks

b (2) Presentation & Viva-voce –30 marks

2. Presentation -15 marks

3. Viva-voce-15 marks

CORE PAPER

SEMESTER IV

PSY6101 COUNSELLING THEORY AND PRACTICE

Objectives:

1. To impart the knowledge of the principles of counseling to the students
2. To equip them with the basic skills of counseling
3. To impart knowledge about making appropriate referrals in times of crisis

Unit	Contents	No. of Lectures
Unit-I	1. THE NATURE AND SCOPE OF COUNSELING 1.1. Defining features of Counseling Psychology 1.2. Training of the counselor 1.3. The scope of the counseling process 1.4. Confidentiality agreement 1.5. The therapeutic relationship: Working alliance, transference and the real relationship	(12)
Unit-II	2. THE RELATING STAGE 2.1. Active listening 2.2. Non-verbals of the counselor 2.3. Understanding the client's internal frame of reference 2.4. Showing attention and interest, empathy and validation	(12)

	2.5. Paraphrasing and reflecting feelings	
Unit-III	3. THE UNDERSTANDING STAGE 3.1. Assessing the client's childhood memories 3.2. Understanding feelings and physical reactions 3.3. Understanding the client's perceptions 3.4. Understanding the client's rules 3.5. Assessing thinking	(12)
Unit-IV	4. THE CHANGING STAGE 4.1. Coaching skills: speaking, demonstrating and rehearsing 4.2. Improving thinking 4.3. Dealing with transference 4.4. Writing a counseling session report 4.5. Terminating counseling and helping.	(12)
	BOOKS FOR READING:- 1. Nelson-Jones, R. (2009). <i>Introduction to Counseling Skills: Text and Activities</i> . New Delhi: Sage Publications 2. Gelso, C. & Fretz, B. (2001). <i>Counseling Psychology: Practices, Issues and Interventions</i> . New Delhi, India: Cengage Learning India Private Limited. 3. Gibson, R.L. & Mitchell, M.H. (2008). <i>Introduction to Counseling and Guidance. 7th Edition</i> . New Delhi, India: Pearson Education, Inc.	

GROUP A- CLINICAL PSYCHOLOGY

SEMESTER IV

PSY6102 PSYCHOPATHOLOGY

Objectives:

To acquaint the students with

- 1 .Latest DSM-5 classification system of Mental Disorders
2. Various paradigms of Psychopathology
3. The symptoms and prognosis of different Mental Disorders

Unit	Contents	No. of Lectures
Unit-I	1 SEXUAL DISORDERS AND DISRUPTIVE, CONDUCT & IMPULSE- CONTROL DISORDERS 1.1 Sexual Cycle and Sexual Dysfunctions 1.2 Gender Dysphoria 1.3 Paraphilic Disorders 1.4 Disruptive, Conduct and Impulse-Control Disorders	(12)
Unit-II	2.SUBSTANCE-RELATED &NEUROCOGNITIVE DISORDER 2.1 Alcohol Related Disorder 2.2 Cannabis-Related and Hallucinogen-Related Disorders	(12)

	<p>2.3 Opioid, Sedative & Stimulant-Related Disorders</p> <p>2.4 Neurocognitive Disorders: Delirium and Dementia-Alzheimer Disease, Lewi-Body Disease, Vascular Disease, Traumatic Brain Injury, Parkinson’s Disease and Huntington’s Disease</p>	
Unit-III	<p>3. PERSONALITY DISORDERS</p> <p>3.1 Definition and Characteristics of Personality Disorders</p> <p>3.2 Cluster-A Personality Disorder</p> <p>3.3 Cluster-B Personality Disorder</p> <p>3.4 Cluster-C Personality Disorder</p>	(12)
Unit-IV	<p>4. MENTAL DISORDERS (PROPOSED)</p> <p>4.1 Attenuated Psychosis Syndrome, Persistent Complex Bereavement Disorders, Caffeine Disorder</p> <p>4.2 Depressive Episodes with Hypomania</p> <p>4.3 Internet Gaming Disorder</p> <p>4.4 Suicidal Behavior Disorder & Non-suicidal Self injury Disorder Suicide- Types, causes and treatment</p>	(12)
	<p>BOOKS FOR READING:</p> <p>1. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2006). Abnormal psychology: Current perspectives (9th ed.). Delhi: Tata McGraw-Hill.</p> <p>2. American Psychiatric Association: “Diagnostic and Statistical Manual of Mental Disorders”, DSM-5 (5th Edi)</p>	

3. Barlow, D.H. & Durand, V.M. (1999). *Abnormal psychology* (2nd ed.). Pacific Grove: Books/Cole.
4. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology*, 13th Edn. Pearson Education, India.
5. Davison, G.C. Neal, J.M. & Kring, A.M. (2004). *Abnormal psychology*. (9thed.). New York: Wiley. Comer, R.J. (2007). *Abnormal psychology* (6th ed.). New York: Worth Publishers.
6. Oltmanns T. F., Emery R. E. (1995) ‘‘Abnormal Psychology’’ Prentice Hall.
7. Sarason, I.G, & Sarason, R.B. (2002). *Abnormal psychology: The problem of maladaptive behavior* (10th ed.). Delhi: Pearson Education.
8. Sue, D., Sue D. W. & Sue S. (2006) ‘‘Abnormal Behavior’’ (8th Edi) Houghton Mifflin Company.
9. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) *Abnormal Psychology* (15th Ed.)

Dorling Kindersley(India) Pvt.Ltd. of Pearson Education.

GROUP A CLINICAL PSYCHOLOGY

SEMESTER IV

PSY6103 PSYCHOTHERAPIES

Objectives:

1. To familiarize students with the clinical settings in which psychotherapies are used
2. To acquaint the students with the major approaches to psychotherapy
3. To impart skills of psychotherapy
4. To impart knowledge of the choice of psychotherapies in various clinical situations

Unit	Contents	No. of Lectures
Unit-I	1. INTRODUCTION TO PSYCHOTHERAPIES AND PSYCHOANALYTIC APPROACH 1.1 Nature and Definition of Psychotherapies 1.2 Ethical principles in psychotherapy 1.3 The therapeutic relationship 1.4 Psychoanalytic Therapies: Classical & Modern 1.5 Transactional Analysis	(12)
Unit-II	2. BEHAVIOR THERAPY AND COGNITIVE APPROACHES 2.1 Basic assumptions & various forms of behavior therapy 2.2 Relaxation and Systematic Desensitization 2.3 Assertiveness training 2.4 Basic assumptions of cognitive therapy 2.5 Rational Emotive Behavior Therapy	(12)

Unit-III	<p>3. HUMANISTIC AND EXISTENTIAL THERAPIES</p> <p>3.1. Basic assumptions of Humanistic Psychology</p> <p>3.2. Roger’s Client Centered Therapy</p> <p>3.3. Basic assumptions of Existential Psychology</p> <p>3.4. Gestalt Therapy</p> <p>3.5. Logo Therapy & Reality Therapy</p>	(12)
Unit-IV	<p>4. THERAPIES PRACTISED IN CLINICAL SETTINGS</p> <p>4.1 Childhood therapies: Behavior modification for children with Autism, ADHD, LD & MR</p> <p>4.2 Suicide Prevention and crisis intervention strategies</p> <p>4.3 Psychotherapy in health settings: Pre surgery testing, psychoeducation, supporting the family members of the patient</p> <p>4.4 Narrative, Play, Music & Dance Therapies</p> <p>4.5 Family Therapy</p>	(12)
<p>BOOKS FOR READING:</p> <ol style="list-style-type: none"> 1. Capuzzi, D., & Gross, D.R. (2008). Counseling and Psychotherapy: theories and interventions 4thEdn. Pearson Education: India. 2. Corey, G. (2008). Theory and practice of group counseling. Thomson Brooks/Cole: Belmont CA 3. Prochaska, J.O., & Norcross, J.C. (2007). Systems of psychotherapy: a transtheoretical analysis. 6th Edn. Thomson Brooks/Cole: Belmont, CA : USA. 4. Corsini, R.J. & Wedding, D. (Eds.) (1995). Current psychotherapies. Itasca, Ill.: F.E. Peacock. 5. Gelso, C. J. & Fretz, B.R. (1995). Counselling psychology Bangalore: Prism books. 		

6. Woolfe, R. & Dryden, W. (Eds.) (1996). Handbook of counseling psychology. New Delhi: Sage.
7. Stewart, I. (2000). Transactional analysis counseling in action. London: Sage.
8. Beck, A.T. (1976). Cognitive therapy and behavior disorders.
9. Rimm, D.C. & Masters, J.C. (1987). Behavior therapy: Techniques and empirical findings. New York: Harcourt, Brace, Jovanich.
10. Watts, A. W. (1973). Psychotherapy: East and West. London: Penguin books.
11. Ellis, A. & Harper, A. (1975). A new guide to rational living. Englewood.
12. Cliffs, N.J.: Prentice-Hall.
13. Verma, L. (1990). The management of children with emotional and behavioral difficulties. London: Routledge.
14. Brown, C & August-Scott, T (2007) "Narrative Therapy". Sage Publications.
15. Nelson R., Jones (2009) Theory and Practice of Counselling and Therapy (4th Ed) Sage Publication.
16. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) Abnormal Psychology (15th Ed.) *Dorling Kindersley(India) Pvt.Ltd. of Pearson Education.*
17. Langley, D. (2006). *An Introduction to Drama Therapy.* London: Sage Publications
18. Langdrige, D. (2013). *Existential Counseling and Psychotherapy.* Los Angeles: Sage Publications
19. Cooper, M. (2003). *Existential Therapies.* London: Sage Publications
20. Angus, L. & McLeod, J. (2004). *The Handbook of Narrative and Psychotherapy: Practice, Theory and Research.* London: Sage Publications
21. Meekums, B. (2002). *Dance Movement Therapy.* London: Sage Publications
22. Dryden, W. & Branch, R. (2012). *The CBT Handbook.* Los Angeles: Sage Publications.
23. Scott, M. (2013). *CBT for Common Trauma Responses.* Los Angeles: Sage Publications.

GROUP A CLINICAL PSYCHOLOGY

SEMESTER IV

PSY6104: PRACTICUM (Clinical)

Students should select at least 7 types of maladapted cases in consultation with the teacher, and prepare detailed report of 5 cases. Students should present at least two cases. The following stages should be followed (wherever applicable):

- a. Taking of case history.
- b. Assessment and multi-axial diagnosis.
- c. Validation in consultation with teachers.
- d. Prognosis.
- e. News breaking.
- f. Contracting of therapy sessions.
- g. Writing session report of each case.
- h. Presentation of 2 cases in classroom

GENERAL :

1. Each batch of practicum should consist of maximum 8 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 8 lecture periods.
4. Each student should study clinical cases in hospital / clinic / correctional institution / NGO set up; one teacher supervisor should accompany a group of students.
5. Eligibility for the Practicum Examination is subject to Certification of Practicum by teacher-in-charge and HoD.

PRACTICUM ASSESSMENT (100MARKS)

a. Continuous(Internal) Assessment and Distribution of Marks (50 Marks).

1. Presentation of one case report and viva (latest by five weeks from the commencement of the semester)-15 marks.
2. Hypothetical case (one) analysis-10 marks.
3. Presentation of another case and viva (latest by ten weeks from the commencement of the semester)-15 marks.
4. Overall performance (e.g. regularity, sincerity, quality of work etc.) and variety of disorders.- 10 marks

b. Semester-End Examination (SEE)-50 Marks .

1. Each batch will consist of only 8 students
2. Duration of examination for each batch will be 4 hours.
3. Hypothetical problems will be prepared by External Examiner.
4. Marks for Viva and Exercise Report will be given by both examiners and average marks will be considered as final marks of the candidate.
5. There will be no presentation of cases before the external examiner.
6. Assessment of analyses of hypothetical case analyses will be done by External Examiner only.

. Break –up of 50 marks for external examination will be as follows ;

1. Analysis of 2 hypothetical problems and its reports (20 marks, i.e.10 marks each)-1 ½ hours.
2. Viva -15 marks
3. Practicum reports-15 marks

GROUP B INDUSTRIAL / ORGANISATIONAL PSYCHOLOGY

SEMESTER IV

PSY6105 ORGANIZATIONAL DEVELOPMENT

Objectives:

To acquaint the students with:

1. Organizational change and its impact on individual employees,
2. Knowledge of various OD interventions.
3. Importance of various OD interventions.

Unit	Contents	No. of Lectures
Unit-I	1. FOUNDATIONS OF ORGANIZATIONAL DEVELOPMENT 1.1. Meaning and Nature of OD, Values, assumption and beliefs in OD, Systems theory of OD. 1.2. Approaches to OD: Laboratory training stem, survey research & feedback stem; action research stem; Socio- technical and socio-clinical stem 1.3. Organizational Change: Meaning, forces for change, Resistance to change, overcoming resistance to change. 1.4. Theories for Planned Change 1.4.1. Lewin`s three- step model. 1.4.2. Kotter`s eight- step plan. 1.4.3. Burke-litwin Model. 1.4.4. Porras & Robertson. 1.4.5. Normative-Re-educative Strategy. 1.5 Uday Pareek`s contribution to OD	(12)
Unit-II	2. PROCESS OF OD INTERVENTION 2.1 OD Diagnosis: Diagnosis of the system and process. Six-Box model.	(12)

	<p>2.1. Programme management component: phases, a model for change management, Parallel learning structures.</p> <p>2.2. OD Interventions: Nature, guidelines, classifications.</p> <p>2.3. OD Interventions for Indian organization.</p> <p>2.4. Redflags in OD diagnosis</p>	
Unit-III	<p>3. TYPES OF OD INTERVENTIONS I</p> <p>3.1. Team Intervention : characteristics of effective team, formal team building meeting , formal group diagnostic meeting , process consultation method, Gestalt approach</p> <p>3.2. Techniques and Exercises used in Team Building , Role-focused OD intervention</p> <p>3.3. Third-Party Peace-making Intervention, Walton's approach, principled negotiations, two person conflict management organizational mirroring & partnering.</p> <p>3.4. Structural Interventions: self-managed teams MBO, Quality Circles, total quality management, re-engineering.</p> <p>3.5. Create a Team building program</p>	(12)
Unit-IV	<p>4 TYPES OF OD INTERVENTIONS II</p> <p>4.1. Comprehensive OD Interventions I: search conference, future search conference, confrontation meeting, strategic management activities.</p> <p>4.2. Comprehensive OD Intervention II: real time strategic change, stream analysis survey feedback method, appreciative inquiry.</p> <p>4.3. Grid Organizational Development, Schein`s cultural analysis.</p>	(12)

	<p>4.4. Training Techniques for OD: Behaviour modeling, Instrumented training.</p> <p>4.5. SAFI</p>	
	<p>BOOKS FOR READING:-</p> <ol style="list-style-type: none"> 1. French, W.L. & Bell, C.H. (1999). 6th ed. <i>Organizational development: Behavioral science interventions for organization improvement</i>. N.D.: Prentice-Hall. 2. Ramanarayan, S. , Rao T.V. & Singh K. (eds) (1988) <i>Organizational development: interventions and Strategies (2007 reprint)</i> New Delhi :Response Book (a division of Sage Publication), 3. French , W.L.”: Bell, C.H.: & Zawacki, R.A.(2006) <i>Organizational development and transformation: Managing effective Change</i>. Delhi :Tata Mc-Graw Hill 4. Pareek, U. and Rao, T.V. (2003). <i>Designing and managing human resource systems</i>. N.D.: Oxford & IBH. <p>BOOKS FOR FURTHER READING</p> <ol style="list-style-type: none"> 1. Schultz, D. and Schultz, S. E. (2006). <i>Psychology and work today</i>. 8th ed. N.D.: Pearson Edu. 2. Robbins, S.P.; Judge, T.A.; & Sanghi, A. (2009). <i>Organizational behaviour</i>. N.D.: Pearson Prentice Hall . 3. Cascio, W.F. (2006).. <i>Managing human resources: Productivity, quality of work life, profits</i> 7th ed. N.D.: Tata Mc-Graw-Hill 4. McGill, M. E. (1997). <i>Organizational development for operating managers</i>. New York: (AMA-OH) A division of American Management Assn. 5. Ivancevich, J.M.; Konopaske, R. & Matteson, M.T. (2005). <i>Organizational behaviour and management</i>. Delhi: Tata Mc-Graw Hill. 6. Dessler, G. (2008). <i>Human resource management, 10th ed</i>. N.D.: Dorling Kindersley India Pvt. Ltd. 7. Greenberge, J. & Baron, R.A. (2005). <i>Behaviour in organizations</i> (8th ed). New Delhi: Pearson Education. 8. McShane, S.L. & Von Glinow, M.A.(2000). <i>Organizational Behaviour: Emerging realities for the workplace revolution</i>. New Delhi: Tata McGraw-Hill. 	

GROUP B INDUSTRIAL / ORGANISATIONAL PSYCHOLOGY

SEMESTER IV

PSY6106 HUMAN RESOURCE MANAGEMENT

Objectives:

1. To acquaint the students with the basic concepts of HR management
2. To impart the skills of assessment
3. To provide information of the modern trends

Unit	Contents	No. of Lectures
Unit-I	1. DELIVERING HRM: SYSTEMS AND ROLES 1.1 Evolution of HR function 1.2 HR architecture, 1.3 Role and organization of HR function 1.4 HR Policies & procedures 1.5 Prepare a job description of HR professional	(12)
Unit-II	2. COMPENSATION & BENEFITS 2.1 Strategic Pay Plans 2.2 Job Evaluation 2.3 Payroll management 2.4 Incentives & Benefits 2.5 Study the 7 th National Pay Commission	(12)
Unit-III	3. MANAGING EMPLOYEE RETENTION, ENGAGEMENT & CAREERS 3.1 Turnover and Retention 3.2 Employee engagement: Theory, components and drivers 3.3 Career Management: Employee life cycle 3.4 Career development Issues & Interest inventories 3.5 Design an Exit interview	(12)
Unit-IV	4. CONTEMPORARY ISSUES IN HRM 4.1 Corporate social responsibility 4.2 Use of new technology in HRM 4.3 HR for entrepreneurial setup and global setup 4.4 Ethics and HR 4.5 Study of HR software	(12)
	BOOKS FOR READING: 1. Michael Armstrong, Stephen Taylor, (2015). <i>Armstrong's Handbook of Human Resource Management Practice</i> . 13 th edition. KoganPage Publications. 2. Gary Dessler, Biju Varkkey, (2016). <i>Human Resource Management</i> . 14 th edition. Pearson Publications Pacific Grove:	

- | | |
|--|---|
| | <ol style="list-style-type: none">3. Nick Wilton, (2011). <i>An Introduction to Human Resource Management</i>. Sage South Asia Edition. SAGE Publications, Los Angeles.4. Michael Muller-Camen, Richard Croucher, Susan Leigh, (2016) <i>Human Resource Management. A Case Study Approach</i>. Viva Books, New Delhi5. K. Ashwathapa (2008). <i>Human Resource Management</i>. 5th edition, New Delhi: Tata McGraw-Hill6. Pattanayak B. (2005) <i>Human Resource Management</i>. 3rd Edn. N.D. Prentice Hall7. Pareek U. and Rao T.V. (2003) <i>Designing and Managing Human Resource System</i>. N.D. Oxford and IBH8. Noe, R.A.; Hollenbeck, J. R.; Gerhart, B. & Wright, P.M. (2006). <i>Human Resource Management</i>. N.D.: Tata Mc-Graw Hill9. Dessler, G. (2008). <i>Human resource management, 10th ed</i>. N.D.: Dorling Kindersley India Pvt. Ltd.10. Cascio, W.F. (2006). 7th ed. <i>Managing human resources: Productivity, quality of work life, profits</i>. N.D.: Tata Mc-Graw-Hill |
|--|---|

GROUP B INDUSTRIAL / ORGANISATIONAL PSYCHOLOGY

SEMESTER IV

PSY6107 MICRO SKILLS

Objectives:

1. To prepare students to be organization-ready
2. To impart skills based on theoretical concepts
3. Improve their understanding of the concepts taught in class

Unit	Contents	No. of Lectures
Unit-I	1. BUSINESS SKILLS 1.1. Terminology associated with business(business drivers, KPI etc) 1.2. Terminology associated with finance(classification of profits etc) 1.3. Business model 1.4. Create your own company	(12)
Unit-II	2. SELECTION INTERVIEWING SKILLS 2.1. Preparing for the interview 2.2. Planning for the interview 2.3. Questioning techniques 2.4. Drawing conclusions 2.5. Conduct an interview for a role	(12)
Unit-III	3. OD DIAGNOSIS 3.1 Choice of an appropriate change model 3.2 Using techniques to collect data 3.3 Analyze the data 3.4 Draw interpretations	(12)

	3.5 Conduct a diagnosis	
Unit-IV	4. WORK FORCE PLANNING BOOKS FOR READING 4.1 Forecasting Activity levels 4.2 Workforce Analysis 4.3 Measures of Employee turnover 4.4 Forecasting the supply of People 4.5 Create a recruitment plan	(12)
	BOOKS FOR READING 1. Robbins, S.P.; Judge, T.A.; & Sanghi, A. (2009). <i>Organizational behaviour</i> . N.D.: Pearson Prentice Hall . 2. Cascio, W.F. (2006).. <i>Managing human resources: Productivity, quality of work life, profits</i> 7 th ed. N.D.: Tata Mc-Graw-Hill 3. Ramanarayan, S. , Rao T.V. & Singh K. (eds) (1988) <i>Organizational development: interventions and Strategies (2007 reprint)</i> New Delhi :Response Book (a division of Sage Publication),	

GROUP B INDUSTRIAL / ORGANISATIONAL PSYCHOLOGY

SEMESTER IV

PSY6108 PRACTICUM

Students should select at least 7 types of exercises, e.g. Job analysis, performance appraisal, competency mapping, group testing, test validation, construction of psychometric test, interview of entrepreneurs, personality profile, case study, study of organizational structure, etc., in consultation with the teacher, and prepare detailed report of the cases. Students should present two cases/exercises as part of continuous assessment. Reports of exercises should be neatly typed in the standard format and a bound copy should be submitted. The report on topic like job analysis, performance appraisal, group testing, etc. should be prepared on the basis of following points:

1. Nature of organization
2. Information about the selected department.
3. Sample description (minimum size 10)
4. Job description
5. Nature of exercise
6. Tools used (if any)
7. Data collection & analysis
8. Interpretation & discussion
9. Recommendation (if applicable)
10. Limitations
11. References

General

1. Workload for each batch will be equivalent to 8 lecture periods.
2. Eligibility for the Practicum Examination is subject to Certification of Practicum by the teacher-in-charge and HoD.

PRACTICUM ASSESSMENT (100 MARKS)

Continuous (Internal) Assessment and Distribution of Marks (50 Marks)

1. Presentation of one exercise and viva (latest by five weeks from the commencement of the semester)-15 marks.
2. Hypothetical case (one) analysis-10 marks.
3. Presentation of another exercise and viva (latest by ten weeks from the commencement of the semester)-15 marks.

4. Overall performance (e.g. regularity, sincerity, quality of work etc.) and variety of exercises- 10 marks

Semester End Examination (SEE)-50 marks .

- 1.Hypothetical problems will be prepared by External Examiner.
- 2.Marks for Viva and Exercise Report will be given by both examiners and
3. average marks will be considered as final marks of the candidate.

Division of 50 marks for external examination will be as follows:

- 1.Analysis of 2 hypothetical problems (20 marks, i.e.10 marks each)-1 ½ hours.
2. Viva -15 marks
3. Exercise reports-15 marks.