



St. Xavier's University, Kolkata

SYLLABUS

MA IN PSYCHOLOGY

Academic Year 2026 onwards

(Semesters I to IV)

Action Area IIIB

New Town, Kolkata – 700160

West Bengal, India

M.A. IN PSYCHOLOGY (NEP YEAR FRAMEWORK)

Year	Sem	Discipline Specific Core (DSC) (4 Credit each)	Discipline Specific Elective (DSE)# <u>Any 1 Elective</u> (4 Credit)	Internship/ Project	Total Credits
1st Year	I	Paradigms and Perspectives in Psychology			20
		Recent Trends in Cognitive Psychology			
		Current Directions in Personality Studies			
		Research Methodology			
		Biological Basis of Behaviour			
	II	Statistics in Psychology			
		Developmental Pathways across Lifespan			
		Psychology of Human Connections in Community			
		Positive Psychology & Wellbeing			
Psychological Testing & Assessment					
III	Psychological Perspectives of Health & Well-Being	Elective I- Clinical – <ul style="list-style-type: none"> ● Psychological Disorders I ● Neuropsychology ● Psychotherapy 	1 Introduction to Research and Dissertation (4 Credits)	20	

			<p>Elective II – Counselling</p> <ul style="list-style-type: none"> • Foundations of Counselling Skills • Psychological conditions Across lifespan • Theories and Models of Counselling 		
			<p>Elective III – Organizational Behaviour & HR</p> <ul style="list-style-type: none"> • Basics of Organizational Behaviour • Basics of Human Resource Management • Organizational Evolution & Communication 		
			<ul style="list-style-type: none"> • Elective I-Clinical – • Psychological Disorders II 		
			<p>Elective II – Counselling</p> <ul style="list-style-type: none"> • Application of Counselling Skills in Diverse Populations 	<p>1 Internship/Term Paper (4 Credit),</p> <p>1 Advanced Academic Research and Dissertation (12 Credits)</p>	20
			<p>Elective III – Organizational Behaviour &HR</p> <ul style="list-style-type: none"> • Employee Maintenance, Industrial Relations & Emerging HR Issues 		
2 nd Year	IV				
				TOTAL	80

Discipline Specific Core (DSC)

Year	Sem	Discipline Specific Core (DSC) (4 Credit each)	Credits
1st Year	I	Paradigms and Perspectives in Psychology	4
		Recent Trends in Cognitive Psychology	4
		Current Directions in Personality Studies	4
		Research Methodology	4
		Biological Basis of Behaviour	4
	II	Statistics in Psychology	4
		Developmental Pathways across Lifespan	4
		Psychology of Human Connections in Community	4
		Positive Psychology & Wellbeing	4
		Psychological Testing & Assessment	4
2nd Year	III	Psychological Perspectives of Health & Well-Being	4
		Total	44

Specialization Papers

For	Semester	Elective	Credits
Specialization in Clinical Psychology	III	<ul style="list-style-type: none"> • Psychological Disorders I 	4
		<ul style="list-style-type: none"> • Neuropsychology 	4
		<ul style="list-style-type: none"> • Psychotherapy 	4
	IV	<ul style="list-style-type: none"> • Psychological Disorders II 	4

For	Semester	Elective	Credits
Specialization in Counselling Psychology	III	<ul style="list-style-type: none"> • Foundations of Counselling Skills 	4
		<ul style="list-style-type: none"> • Psychological conditions Across lifespan 	4
		<ul style="list-style-type: none"> • Theories and Models of Counselling 	4
	IV	<ul style="list-style-type: none"> • Application of Counselling Skills in Diverse Populations 	4

For Specialization in	Semester	Elective	Credits
Organizational Behaviour & HR	III	<ul style="list-style-type: none"> Basics of Organizational Behaviour 	4
		<ul style="list-style-type: none"> Basics of Human Resource Management 	4
		<ul style="list-style-type: none"> Organizational Evolution & Communication 	4
	IV	<ul style="list-style-type: none"> Employee Maintenance, Industrial Relations & Emerging HR Issues 	4

Additional credits for Specialization

Semester	Research	Credits
III	<ul style="list-style-type: none"> Introduction to Research and Dissertation 	4
IV	<ul style="list-style-type: none"> Internship/Term Paper 	4
	<ul style="list-style-type: none"> Advanced Academic Research and Dissertation 	12
Total	Total	36

PROGRAMME OUTCOMES

Program Outcomes for M.A. in Psychology:

After completion of the program,

- Students will acquire the fundamental knowledge in the core domains of psychology, including history and systems of thought, biological, cognitive/ affective and developmental bases of behavior, personality, theory construction and research methods, psychological disorders and their treatment, and organizational psychology and consumer behaviour which are required to be a competent psychologist.
- Students will be able to integrate their knowledge of psychological theories and phenomena in diverse fields and utilise their knowledge in planning and conducting empirical

research in the discipline as well as become a part of the competent workforce in the field of psychology and allied disciplines.

3. Students will demonstrate empathetic social and ethical concern, understand the moral dimensions of their decisions, act with an informed awareness of issues and participate in civic life through volunteering.

4. Students will acquire the ability to engage in independent and life-long learning in the broadest context of socio-cultural changes.

Semester I

Core Papers

I) PARADIGMS AND PERSPECTIVES IN PSYCHOLOGY

Course Name: Paradigms and Perspectives in Psychology

Total Marks: 100 Paper Code:

Sem	Paper Code	Course Title	Full Marks	Nature of Course	Credits
1		Paradigms and Perspectives in Psychology	100	Core Course	4

Course Code:

Credit: 4

Semester: I

Nature of the Course: Core Course

No. of Lecture contact hours: 45

No. of Tutorial contact hours: 15

Course Outcomes: (CO)

After completing this course, students will be able to:

1. Understand the philosophical influences including rationalism, empiricism, mind-body perspectives, and determinism-free will debate that shaped psychology, and analyze their impact on contemporary psychological thought.
2. Comprehend the fundamental components of research paradigms (ontology, epistemology, axiology, methodology) and explain Kuhn's theory of paradigm shifts in psychological science.
3. Analyze and compare major paradigms (Positivist, Post-positivist, Critical, Constructivist, Pragmatic) and psychological systems (Structuralism, Functionalism, Gestalt, Psychoanalysis, Humanistic-Existential) in terms of their theoretical assumptions and methodological approaches.

4. Differentiate between various schools of psychological thought and apply their principles to understand historical and contemporary psychological phenomena.
5. Critically evaluate the integration of Eastern (Vedanta, Samkhya, Yoga, Buddhist) and Western psychological perspectives, and synthesize their applications in contemporary psychotherapeutic contexts.

Course Content

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
I	Philosophy of Science	Philosophical Influences on the development of Psychology – Rationalism and Empiricism; Monist and Dualist perspectives on the Mind-Body Problem in psychology; Determinism vs. Free Will in the development of psychology	15	25	CO1
II	Introduction to Paradigms	Introduction to paradigms – Ontology, Epistemology, Axiology and Methodology; Kuhn’s Paradigm Shift; Overview of Major Paradigms in Psychology - Positivist, Post-positivist, Critical, Constructivist, Pragmatic	15	25	CO1, CO3
III	Systems in Psychology	Structuralism; Functionalism; Behaviorism, Gestalt Psychology; Psychoanalysis; Humanistic-Existential Philosophy	15	25	CO2, CO3

IV	Foundations of Indian Psychology	Vedanta Traditions, Samkhya philosophy, Yoga psychology; Buddhist Philosophy – Basic constructs, contemporary application of Buddhist Psychology in psychotherapeutic approaches	15	25	CO2, CO4
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Suggested Readings:

1. Cornelissen, R.M.M., Misra, G., & Varma, S. (Eds.) (2011). Foundations of Indian Psychology – Theories and Concepts (Vol.1), New Delhi, India: Pearson.
2. King, D.B., Viney, W., & Woody, W.D. (2008). A history of Psychology: Ideas and Context (4th Ed.), London, UK: Pearson Education.
3. Rao, K.R., Paranjape, A.C., & Dalal, A.K. (Eds.) (2008). Handbook of Indian Psychology. New Delhi, India: Foundation Books.
4. Schultz, D.P. & Schultz, S.N. (2011). A History of Modern Psychology, 10th edition, UK: Wadsworth, Cengage Learning.
5. Hergenhahn, B.R. & Henley, T.B. (2014). An introduction to history of psychology. London : Wadsworth, Cengage Learning.
6. Paranjpe, A. C. (1984). Theoretical psychology: The meeting of East and West. New York: Plenum Press.
7. Pickren, W.E. (2009). Indigenization and the history of psychology. Psychological Studies 54, 87-95.
8. Paranjpe, A. (2006). From tradition through colonialism to globalization: Reflections on the history of psychology in India (pp.56-74). In A.C. Brock (Ed.), Internationalizing the history of psychology. NY: New York University Press.
9. Rao, K, R. & Paranjpe, A.C. (Eds.), (2017). Psychology in the Indian tradition. New Delhi: Springer.
10. Rao, K.R. (2011). Trisula: Trident Model of Indian Psychology (pp.1-20). In G. Misra (Eds.), Oxford handbook of psychology in India. New Delhi: Oxford University Press.

RECENT TRENDS IN COGNITIVE PSYCHOLOGY

Course Name: Recent Trends in Cognitive Psychology

Total Marks: 100 Paper Code:

Sem	Paper Code	Course Title	Full Marks	Nature of Course	Credits
1		Recent Trends in Cognitive Psychology	100	Core Course	4

Course Code:

Credit: 4

Semester: I

Nature of the Course: Core Course

No. of Lecture contact hours: 45

No. of Tutorial contact hours: 15

Course Outcomes (COs):

1. CO1. Explain the origins, development, and major assumptions of cognitive psychology.
2. CO2. Analyze mechanisms of attention, memory, language, and thought using contemporary theories.
3. CO3. Apply cognitive models to understand real-world phenomena such as eyewitness memory, reading, and decision-making.
4. CO4. Differentiate between various memory systems and their underlying processes.
5. CO5. Evaluate cognitive theories through empirical research and technological applications (AI, cognitive modeling).

Course Syllabus Structure

Module No.	Module Name	Topic / Description	No. of Lecture Hours Allotted	Marks Allotted	Associated Course Outcome (CO)
1	Cognitive Approach to Psychology	Origin and current status of cognitive psychology; assumptions and methods of cognitive psychology	10	15	CO1
2	Attention & Memory Processess	Concept and mechanisms of attention; types and theories; Models and directions in memory research; types of memory, approaches to memory	15	30	CO2, CO3, CO4
3	Language, Speech and	Language acquisition; models of	20	30	CO2, CO3

	Motor Cognition	reading and comprehension; meaning and beyond; Speech perception and production, neurocognitive bases of speech Motor cognition, motor planning and execution, cognitive-motor interaction			
4	Decision Making and Problem Solving	Models and theories; complex and uncertain decision-making; human problem-solving strategies – heuristics and biases	15	25	CO3, CO5

Suggested Readings:

- 1) Baddeley, A. D. (1997). Human memory: Theory and practice. Psychology Press.
- 2) Bermúdez, J. L. (2014). Cognitive science: An introduction to the science of the mind (2nd ed.). Cambridge University Press.
- 3) Eysenck, M. W., & Keane, M. T. (2020). Cognitive psychology: A student’s handbook (8th ed.). Psychology Press.
- 4) Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. (2018). Cognitive neuroscience: The biology of the mind (5th ed.). W. W. Norton.
- 5) Kahneman, D. (2011). Thinking, fast and slow. Farrar, Straus and Giroux.
- 6) Minda, J. P. (2015). The psychology of thinking: Reasoning, decision-making and problem solving (2nd ed.). SAGE Publications.
- 7) Pinker, S. (1997). How the mind works. W. W. Norton.
- 8) Reisberg, D. (2018). Cognition: Exploring the science of the mind(7th ed.). W. W. Norton.
- 9) Reisberg, D. (Ed.). (2013). The Oxford handbook of cognitive psychology. Oxford University Press.

10) Sternberg, R. J., & Sternberg, K. (2017). Cognitive psychology (7th ed.). Cengage Learning.

CURRENT DIRECTIONS IN PERSONALITY STUDIES

Course Name: Current Directions in Personality Studies

Total Marks: 100 Paper Code:

Sem	Paper Code	Course Title	Full Marks	Nature of Course	Credits
1		Current Directions in Personality Studies	100	Core Course	4

Course Code:

Credit: 4

Semester: I

Nature of the Course: Core Course

No. of Lecture contact hours: 50

No. of Tutorial contact hours: 10

Course Outcomes:

Upon successful completion of this course, the student will be able to:

- 1) Explain and differentiate the core concepts, determinants, and developmental trajectories of personality.
- 2) Distinguish between nomothetic and idiographic approaches, analyzing their epistemological foundations, methods, strengths, and limitations.
- 3) Analyze developmental, object relations, and attachment theories in explaining personality and identity formation.
- 4) Evaluate trait and learning-based models of personality with reference to their theoretical and empirical foundations.
- 5) Integrate humanistic–existential and Indian perspectives to develop a culturally informed understanding of personality.

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Course Syllabus Structure

Module no.	Module Name	Topic	No. of Lecture Hours Allotted	Marks Allotted	Associated CO
1	Foundations of Personality and Classical Psychodynamic Theories	<p>a. Defining personality: traits and dynamic processes, Nomothetic vs. idiographic approaches, Personality as structure, process, and development</p> <p>b. Psychodynamic and Depth Perspectives on Personality:</p> <ul style="list-style-type: none"> i. Freud's Psychosexual stages of development, Structure of Personality: Id, Ego, Super-ego. Levels of Consciousness ii. Jung: Analytical Psychology iii. Adler: Individual Psychology 	12	20	CO1.CO2, CO3
2.	Developmental, Object Relations, and Attachment Perspectives	<p>a) Psychosocial Extension of Psychoanalytic Thought – Erikson</p> <p>b) Object Relations & Attachment-Based Personality Models</p> <ul style="list-style-type: none"> i. Klein, ii. Winnicott iii. Kernberg iv. Bowlby 	12	20	CO3

3.	Trait, Learning, and Sociocognitive Approaches	<p>a)The Learning Tradition: From Behaviourism to Social-Cognitive Models :</p> <p>i) Skinner; Social Learning: Dollard and Miller;</p> <p>ii) Social Cognitive Theorist: Bandura)</p> <p>b) Trait Theories-</p> <p>i) Allport</p> <p>ii) Cattell</p> <p>iii) Eysenck & Costa Mc Crae</p>	12	20	CO4
4.	Humanistic– Existential, Cultural, and Indigenous Perspectives	<p>a. Humanistic-Existential Perspective - Agency, Meaning, and the Whole Person</p> <p>i. Maslow</p> <p>ii. Rogers</p> <p>iii. Rollo May</p> <p>b. Personality from the Indian Perspective: Ego and Ahamkara - Concepts of self and identity, Vedantic perspectives- Triguna & Pancha Kosha .Comparative Analysis: Critical synthesis of Indian and Western models (e.g., Triguna vs. Big Five).</p>	14	20	CO5
	Tutorial	Case presentations from each module	10		20

Suggested Readings:

1. Arockiasamy, A. (2005). Personality Psychology. Thanjavur: Aranya Publishers.
2. Feist, J., Feist, G.L. and Roberts, T-A. (2018). (Indian Edition). Theories of Personality. McGraw Hill Education (India) Private Limited.

3. Hall, C.S. and Lindzey, G. (1978). Theories of Personality, 3rd edition New York, John Wiley
4. Schultz, D. P., & Schultz, S. E. (2017). Theories of Personality. Cengage Learning
5. McAdams, D. P. (2023). The Person: A New Introduction to Personality Psychology. Wiley
6. Rao, K, R. &Paranjpe, A.C. (Eds.), (2017). Psychology in the Indian tradition. New Delhi: Springer
7. Cornelissen, R. M, Mishra, G. &Varma, S.(Eds.) (2011). Foundations of Indian Psychology: Theories and Concepts(Vol. 1). Pearson India.

RESEARCH METHODOLOGY

Course Name: Research Methodology

Total Marks: 100 Paper Code:

Sem	Paper Code	Course Title	Full Marks	Nature of Course	Credits
1		Research Methodology	100	Core Course	4

Course Code:

Credit: 4

Semester: I

Nature of the Course: Core Course

No. of Lecture contact hours: 45

No. of Tutorial contact hours: 15

Course Outcomes:

1. Explain the meaning, nature, and purpose of psychological research, and differentiate among major research paradigms and types of research.
2. Formulate research problems and hypotheses, identify and classify variables, and design appropriate quantitative research strategies using suitable statistical models.
3. Develop sampling designs and apply appropriate methods of data collection such as observation, interview, questionnaire, and tests for different research contexts.
4. Critically evaluate both quantitative and qualitative research traditions — including experimental, correlational, and ex-post facto designs, as well as phenomenology, ethnography, grounded theory, case study, and archival research — with attention to sampling, validity, reliability, and trustworthiness.

5. Demonstrate ethical awareness in psychological research and compose research reports following APA guidelines with clarity and accuracy.

Course Syllabus Structure

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
I	Introduction to Psychological Research	Meaning, Nature and Purpose; Concept of theory, law and hypothesis; Dimensions of Research; Paradigms of Research: Quantitative and Qualitative; Types of research- Descriptive, exploratory and causal research; Qualitative research methods; Ethics in psychological research; Reporting Writing: APA Format.	15	25	CO1, CO2, CO5
II	Quantitative Research	Formulation of research problem and hypothesis; Identifying variables; Control of extraneous variables; Research Design: Concept & Types (Experimental, Quasi-experimental, Correlational, Ex-post Facto, Developmental Design, Advanced Design); Statistical models: random model, fixed model, mixed model; Reducing bias in statistical testing	15	25	CO2, CO4, CO5
III	Sampling and Data Collection	Concept; Sampling procedures of hypothesis testing; Sampling Design; Sample size estimation; Research tools for data acquisition: Observation,	15	25	CO3

		interview, Questionnaires and tests.			
IV	Qualitative Research:	Historical Moments in Qualitative Research; Ethical Issues; Characteristics of qualitative research: Sampling; Trustworthiness; Types: Narrative Analysis, Phenomenology, Ethnography, Grounded theory, Case Study, Archival research.	15	25	CO4, CO5

References

1. Chadha, N. K. (2009) *Applied Psychometry*. New Delhi: Sage.
2. Gliner, J.A & Morgan G.A. (2000) *Research methods in applied settings: An integrated approach to design and analysis*, Lawrence Erlbaum, Mahwah.
3. Siegel, S. (1956) *Non-parametric statistical for behavioral sciences*. New York: McGraw Hill.
4. Weinberg, D. (2002). *Qualitative Research Methods*. Blackwell Publishers.
5. Bryman, A. (2004). *Quantity and Quality in Social Research*: Routledge.
6. Dyer, C. (2001). *Research in Psychology: A Practical Guide to Research Methodology and Statistics* (2nd ed.), Oxford: Blackwell Publishers.
7. Kerlinger, F.N., and Lee, H.B. (1999). *Foundations of Behavioural Research*. Wadsworth.
8. Denzin, N.K., and Lincoln, Y.S. (Latest edition). *Handbook of qualitative research*. Thousand Oaks: Sage
9. K. D. Broota: *Experimental Design In Behavioural Research*: New Age International Publishers.

BIOLOGICAL BASIS OF BEHAVIOUR

Course Name: Biological Basis of Behaviour

Total Marks: 100 Paper Code:

Sem	Paper Code	Course Title	Full Marks	Nature of Course	Credits
1		Biological Basis of Behaviour	100	Core Course	4

Course Code:

Credit: 4

Semester: II

Nature of the Course: Core Course

No. of Lecture contact hours: 45

No. of Tutorial contact hours: 15

Course Objectives: (CO) – As per Bloom’s Taxonomy

After completing this course, students will be able to:

1. **Critically analyze advanced theories and empirical findings** in biopsychology, with emphasis on the neural mechanisms underlying cognition, emotion, and behavior.
2. **Apply contemporary neuroscientific methods** (e.g., neuroimaging, electrophysiology, psychopharmacology) to investigate complex brain–behavior relationships.
3. **Evaluate the biological basis of psychological disorders** and explore implications for prevention, intervention, and treatment from a biopsychological perspective.
4. **Synthesize interdisciplinary knowledge** from genetics, neurochemistry, and psychophysiology to understand individual differences in behavior and mental processes.
5. **Engage with ethical, cultural, and applied issues** in biopsychology, including neuroethics, brain–computer interfaces, and emerging research trends.

Course Content:

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
I	Introduction to Biological Bases of Behavior	<ul style="list-style-type: none">• Biological bases of behavior<ul style="list-style-type: none">- Cartesian Dictum- Problem with nature/nurture dichotomy- Epigenetics• Methods in Biopsychology and neuro-imaging techniques and neuro-assessments	15	15%	CO1, CO2

II.	Nervous System	<ul style="list-style-type: none"> • Neurons, effectors, receptors • Structure of Neuron • Generation and conduction of nerve impulse • Synaptic Transmission • Neurotransmitters and Neuromodulators 	15		
III	Brain – Its parts, their functions	<ul style="list-style-type: none"> • Various parts of cerebral cortex, their functions: <ul style="list-style-type: none"> - Frontal lobe - Parietal lobe - Temporal lobe - Occipital lobe • Major sub-cortical structures, and their functions: <ul style="list-style-type: none"> - Basal ganglia - Limbic System - Thalamus - Hypothalamus 	15	35%	CO1 , CO3 , CO4
IV	Biological bases of Learning, Memory, and Emotions	<ul style="list-style-type: none"> • Parts of Brain involved in Learning and Memory • Parts of Brain involved in Emotion processing and its expression (Fear, Aggression, Pleasure, and Happiness) 	15	35%	CO4 , CO1

Suggested Readings:

1. Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.
2. Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson Education, New Delhi.
3. Levinthal, C. F. (1983). Introduction to Physiological Psychology. New Delhi: PHI.

Semester II
Core Papers

STATISTICS IN PSYCHOLOGY

Course Name: Statistics in Psychology

Total Marks: 100 Paper Code:

Sem	Paper Code	Course Title	Full Marks	Nature of Course	Credits
1		Statistics in Psychology	100	Core Course	4

Course Outcomes (COs):

- 1) CO1. Select and apply appropriate statistical tests for different types of psychological data.
- 2) CO2. Conduct and interpret analyses of group differences using ANOVA and MANOVA.
- 3) CO3. Use regression techniques to explore and predict relationships among variables.
- 4) CO4. Perform and interpret factor analyses for model construction and validation.
- 5) CO5. Apply nonparametric tests to psychological data and report results in tabular and written form.

Course Syllabus Structure

Module No.	Module Name	Topic / Description	No. of Lecture Hours Allotted	Marks Allotted	Associated Course Outcome (CO)
1	Introduction to Statistics and Data Analysis	Inferential statistics – Parametric and nonparametric; univariate, bivariate and multivariate statistics; Chi-Square, Median test, Wilcoxon test, Mann–Whitney U-test, Kolmogorov–Smirnov one- and two-sample tests,	20	25	CO1, CO5

		Kruskal–Wallis H test, Friedman two-way ANOVA, Kendall’s coefficient of concordance. Introduction to SPSS			
2	Analysis of Group Differences	Analysis of Variance – One-way and factorial with two or more variables, Repeated measures, Post-hoc comparisons; Multivariate Analysis of Variance; Discriminant function analysis	15	25	CO2
3	Exploring Relationship	Multiple regression analyses – Simultaneous, hierarchical and statistical strategies; interpretation and tabular presentation of results	10	25	CO3
4	Constructing and Testing Models	Exploratory factor analysis – interpretation and tabular presentation of results;	15	25	CO4

		Confirmatory factor analysis			
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Suggested Readings:

1. Mangal, S. K. (2002). Statistics in Psychology and Education. PHI Learning.
2. Das, D., & Das, A. (2021). Statistics in Biology and Psychology (6thEdn.). Academic Publishers.
3. Aron, A., Aron, E., & Coups, E. J. (2019). Statistics for Psychology. (6thEdn.). Pearson Education.
4. Broota, K. D. (2020). Research Design and Methods - A Process Approach. (2ndEdn.). New Age International Publishers.
5. Hair, Black, Babin, & Anderson. (2019). Multivariate Data Analysis. (8thEdn). Cengage Learning.
6. Tabachnick, B. G., & Fidell, L. S. (2013). Using Multivariate Statistics (6thEdn.). Pearson Education.
7. Anastasi, A. & Urbina, S. (2016). Psychological Testing. (7thEdn.). Pearson Education.
8. Veeraraghavan, V., & Shetgovekar, S. (2016). Textbook of Parametric and Nonparametric Statistics. Sage.
9. Verma, J. P. (2019). Statistics and Research Methods in Psychology with Excel. (1stEdn.). Springer, Singapore.

DEVELOPMENTAL PATHWAYS ACROSS LIFE-SPAN

Course Name: Developmental Pathways Across Life-Span

Total Marks: 100 Paper Code:

Sem	Paper Code	Course Title	Full Marks	Nature of Course	Credits
1		Developmental Pathways Across Life-Span	100	Core Course	4

Course Code:

Credit: 4

Semester: II

Nature of the Course: Core Course

No. of Lecture contact hours: 45

No. of Tutorial contact hours: 15

Course Objectives: (CO) – As per Bloom’s Taxonomy

After completing this course, students will be able to:

1. Analyze the major theoretical models of **Developmental Psychology** and critically evaluate the interplay of risk, resilience, and vulnerability factors across the lifespan.
2. Analyze cognitive and emotional development in childhood and evaluate major developmental disorders along with contextual stressors .
3. Examine the psychological challenges of adolescence using relevant developmental theories.
4. Assess developmental crises and psychosocial vulnerabilities in adulthood and ageing.
5. Apply knowledge of risk, protective factors, and resilience across the lifespan to formulate developmentally appropriate preventive and intervention strategies.

Module	Topic	Key Concepts and Subtopics	Lecture Hours	Marks Allotted	CO Mapping
	Theoretical Models of Developmental Psychology	<ul style="list-style-type: none">• Concept of Developmental Pathways• Transactional Model• Risk and Vulnerabilities: Biological and Environmental risk.• Resilience: Protective factors and resilience	15	25	CO1
II	Problems and Crisis in Children	<ul style="list-style-type: none">• Cognitive and emotional development in childhood.• Intellectual Disability and Global Developmental Delay, Autism Spectrum Disorder (ASD) & ADHD,	15	25	CO2

		<ul style="list-style-type: none"> • Academic Stressors, Peer Influence, Bullying. • Role of Parenting 			
III	Challenges and issues in Adolescence	<ul style="list-style-type: none"> • Adolescent crisis • identity crisis, • gender and sexual orientation. • Vulnerabilities to Addiction 	15	25	CO3 CO5
IV	Vulnerabilities in Adulthood and Ageing	<ul style="list-style-type: none"> • Crisis in Adulthood, • Retirement, isolation and loneliness, • Age related Psychopathologies . • Death Anxiety 	15	25	CO4, CO5
TOTAL			60 Hours	100 Marks	

References:

- 1) Cicchetti, D., & Cohen, D. J. (Eds.). (2015). *Developmental Psychopathology* (3rd ed., Vols. 1–4). John Wiley & Sons.
- 2) American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed., Text Revision - DSM-5-TR). American Psychiatric Publishing.
- 3) Mash, E. J., & Barkley, R. A. (Eds.). (2014). *Child Psychopathology* (3rd ed.). Guilford Press.
- 4) Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. R., & Lutz, C. (2014). *Atkinson & Hilgard's Introduction to Psychology* (16th ed.). Cengage Learning.
- 5) Sanyal, N., & Dasgupta, M. (2021). *Positive ageing: An approach towards transcendence*. Routledge India.

PSYCHOLOGY OF HUMAN CONNECTIONS IN COMMUNITY

Course Name: Psychology of Human Connections in Community

Total Marks: 100 Paper Code:

Sem	Paper Code	Course Title	Full Marks	Nature of Course	Credits
III		Psychology of Human Connections in Community	100	Core Course	4

Course Code:

Credit: 4

Semester: III

Nature of the Course: Core Course

No. of Lecture contact hours: 45

No. of Tutorial contact hours: 15

Course Outcome:

1. Explain the processes of self-awareness, self-concept, identity formation, and self-presentation within cultural and online community contexts.
2. Analyze interpersonal processes such as persuasion, conformity, compliance, obedience, attitude change, and group dynamics within community setting.
3. Examine the impact of media and digital environments (e.g., cyberbullying, deindividuation, echo chambers) on identity formation, social influence, and collective behavior.
4. Critically evaluate intergroup relations, including stereotypes, prejudice, discrimination, migration, and acculturation models, using relevant social-psychological theories.
5. Design community-based strategies or interventions to promote healthy relationships, manage aggression, and enhance social integration in diverse cultural contexts.

Course Contents

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
1	Self and identity formation within communities	Self Awareness, Self Knowledge, Self esteem, Self-Concept and Identity - Cultural Influences, Self presentation, Impression Management and	10	20	CO1

		Self-Enhancement. Self and Identity in online settings.			
2	Interpersonal Processes: Communication and influence in community context	<ul style="list-style-type: none"> • Social Persuasion and influence: Conformity, Compliance and Obedience. • Attitude formation and change. • Norms- Community norms, social regulation, and collective behavior, group Dynamics • Social Influence and Media: Cyberbullying (Deindividuation and anonymity) and echo-chamber • Cultural Differences and dynamics of social influence. 	15	25	CO3
3	Intergroup relations and community integration	<ul style="list-style-type: none"> • Stereotype, Prejudice and Discrimination • Migration and cultural diversity in the twenty-first century. • Unidimensional and Multidimensional Model of Acculturation. • Social-psychological theories and research 	20	30	CO3, CO4
4	Friendship, Intimacy, and Aggression in Community Contexts	<ul style="list-style-type: none"> • Friendship, attraction, and intimacy: psychological foundations • Determinants of Interpersonal Attraction - cultural, contextual, and 	15	25	CO5

		<p>collectivistic– individualistic influences</p> <ul style="list-style-type: none"> • Aggression: theories and socio-cultural determinants (culture and gender) • Community-based approaches to managing aggression and violence • Role of media and digital technologies in intimacy, aggression, and relational norms 			
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Suggested Readings:

1. Baron & Branscombe (2017). *Social Psychology*. (14thEdn.). Pearson Education.
2. Aronson, Wilson, & Sommers. (2020). *Social Psychology*. (10thEdn.). Pearson Education.
3. Taylor, Peplau, & Sears. (2006). *Social Psychology*. Pearson Education.
4. Gruman, Coutts, & Schneider (eds.) (2017). *Applied Social Psychology: Understanding and Addressing Social and Practical Problems (South Asian Adaptation)*. SAGE Publications India Pvt Ltd.
5. Myers & Twenge. (2021). *Social Psychology* (13thEdn.). McGraw Hill.
6. Rao, K. R., & Paranjpe, A. C. (2016). *Psychology in the Indian Tradition*.
7. Dalal, A. K., & Misra, G. (Eds.). (2006). *New directions in Indian psychology (Vol. 1: Social and cultural perspective)*. Sage Publications.
8. Dalal, A. K., & Misra, G. (Eds.). (2006). *New directions in Indian psychology (Vol. 1: Social and cultural perspective)*. Sage Publications.

POSITIVE PSYCHOLOGY & WELL-BEING

Total Marks: 100

Course Name: Positive Psychology & Well Being

Total Marks: 100 Paper Code:

Sem	Paper Code	Course Title	Full Marks	Nature of Course	Credits
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1		Positive Psychology & Community Well-being	100	Core Course	4
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Course Code:

Credit: 4

Semester: III

Nature of the Course: Core Course

No. of Lecture contact hours: 45

No. of Tutorial contact hours: 15

Course Outcomes

1. Explain the fundamental concepts, scope, and historical development of Positive Psychology, including major theoretical perspectives and their relevance to community and environmental contexts of well-being.
2. Analyse key positive emotional states, types of happiness and evaluate their role in psychological functioning, community connectedness, and collective well-being in environmental and social settings.
3. Differentiate and critically examine models of happiness and well-being—subjective and psychological well-being, hedonic and eudaimonic traditions—and relate these frameworks to community well-being indicators and environmental determinants of health.
4. Identify, assess, and apply character strengths, virtues, and positive psychological constructs (resilience, gratitude, forgiveness) to understand adaptive coping and adjustment in life challenges, including community resilience, environmental stressors, and socio-ecological challenges.
5. Demonstrate the use of evidence-based strategies—mindfulness, meditation, positive psychology interventions, and psychotherapeutic approaches—to enhance positive mental health and well-being in individual, community, and environmental sustainability contexts.

Course Content

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO

I	Introduction to Positive Psychology	Introduction to Positive Psychology: Definition and Scope; Nature and Dimension of Positive Psychology; History and theoretical perspectives on positive psychology.	10	20	CO1, CO2
II	Positive Emotional States and Happiness	Positive Emotional States & Happiness: Positive Emotions & Well being - Concepts of emotions, affect and well-being ; Hope, Optimism & Love - Concept & Theories; Emotional Intelligence: Concept & Theories; Happiness - Concept, Types of happiness - Eudaimonic and Hedonic, Theoretical Perspectives of happiness; PERMA model.	11	20	CO2

III	Positive Strengths and Strategies for meeting life challenges	Character strengths and virtues: Classification, assessment and nurturance; Concepts of Resilience, Gratitude and Forgiveness; Coping Strategies; Meditation & Mindfulness Techniques; Role of psychotherapy in positive well-being.	12	30	CO3,CO5
IV	Positive Community Psychology, Environment & Sustainable Well-being	Concept of Well-being - Subjective Well-being & Psychological Well-being ; Community Well-being - Dimensions; ecological and person-environment fit perspectives; Positive Community Psychology - Community resilience, Social Capital & Collective efficacy ; Sustainable well-being & Pro-environmental behaviour - Applications & SDG linked policies.	12	30	CO4, CO5

References

1. Carr, A. (2008). Positive Psychology: The science of happiness and human strengths. New Delhi: Routledge.

2. Boniwell (2012) - Positive Psychology in a Nutshell - The Science of Happiness (3rd edn) - Open University Press (2012)
3. Baumgardner & Crothers (2014) - Positive Psychology. Pearson.
4. Carr(2004). Positive Psychology_ The Science of Happiness and Human Strengths. Brunner-Routledge.
5. Joseph (2015) - Positive Psychology in Practice - Promoting Human Flourishing in Work, Health, Education, and Everyday Life – Wiley
6. Lopez & Snyder (2002) - Handbook of Positive Psychology (2nd Edn) - Oxford University Press, USA (2002)
7. Snyder & Lopez (2007) - Positive Psychology - The Scientific and Practical Explorations of Human Strengths - Sage Publications, Inc (2007)
8. Seligman (2004) - Authentic Happiness - Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment-Atria Books (2004)
9. Williams & Kabat-Zinn (2013) - Mindfulness - Diverse Perspectives on its Meaning, Origins and Applications – Routledge.
10. Hartig, T., Mitchell, R., de Vries, S., & Frumkin, H. (2014). Nature and health. *Annual Review of Public Health*, 35, 207–228.
11. Korpela, K., et al. (2018). Nature-based interventions for psychological well-being. *Landscape and Urban Planning*, 178, 139–152.
12. Gifford, R. (2007). *Environmental psychology: Principles and practice*. Optimal Books.
13. Keyes, C. L. M. (1998). Social well-being. *Social Psychology Quarterly*, 61, 121–140.
14. Kawachi, I., & Berkman, L. F. (2000). Social cohesion, social capital, and health. *Social Epidemiology*, Oxford University Press.
15. Hartig, T., Mitchell, R., de Vries, S., & Frumkin, H. (2014). Nature and health. *Annual Review of Public Health*, 35, 207–228.
16. Korpela, K., et al. (2018). Nature-based interventions for psychological well-being. *Landscape and Urban Planning*, 178, 139–152.

PSYCHOLOGICAL TESTING AND ASSESSMENT

Course Name: Psychological Testing and Assessment

Total Marks: 100 Paper Code:

Sem	Paper Code	Course Title	Full Marks	Nature of Course	Credits
1		Psychological Testing and Assessment	100	Core Course- Practical	4

Course Code:
Credit: 4
Semester: II
Nature of the Course: Core Course- Practical
No. of Tutorial contact hours: 60

Course Objectives: (CO) – As per Bloom’s Taxonomy

After completing this course, students will be able to:

1. **Apply** fundamental ethical guidelines, psychometric principles, and assessment foundations to ensure **competent and responsible** psychological testing practice.
2. **Demonstrate proficiency** in the administration, scoring, and interpretation of at least one major **Intelligence Quotient (IQ)** measure (e.g., SPM or WAIS), and **synthesize** the results into a comprehensive cognitive profile.
3. **Execute** the administration, scoring, and structured report writing for at least one major **Objective Personality** tool (e.g., EPQ, NEO-PI, or 16PF), and **evaluate** the data against normative standards.
4. **Analyze and integrate** data from at least one **Projective Personality** tool (Rorschach or TAT) with data from other measures to formulate a **holistic and integrated** psychological case report.

Module	Key Topic Focus	Hours Allotted	Marks Allotted	CO Mapping
I	Introduction to Foundations, Ethics & Psychometrics	10	15	CO1
	<i>Foundations of assessment, Ethics, Psychometric properties</i>	10	15	CO1
II	IQ Assessment (WAIS, VSMS, NIEPID)	20	30	CO2
	<i>Administration, Scoring, and Interpretation of an IQ measure .</i>	20	30	CO2
III	Objective Tools of Personality and Screening Assessment	15	25	CO3
	<i>EPQ, NEO-PI, DASS-21(Y), GHQ, SCL-90: Administration, Scoring, Profiling, and Report Writing.</i>	15	25	CO3

IV	Projective Tools of Personality Assessment	15	30	CO4
	<i>Rorschach Inkblot Test and Thematic Apperception Test: Data collection, analysis, and case integration.</i>	15	30	CO4
TOTAL		60 Hours	100 Marks	

References:

Bellak, L. (1993). *The T.A.T., C.A.T., and S.A.T. in Clinical Use* (5th ed.). Allyn & Bacon.

Exner, J. E., Jr., & Erdberg, P. (2005). *The Rorschach: A Comprehensive System: Vol 1: Basic Foundations* (4th ed.). John Wiley & Sons.

Feist, J., Feist, G. J., & Roberts, T. A. (2018). *Theories of Personality* (9th ed. or later). McGraw-Hill Education.

Gregory, R. J. (2004). *Psychological testing: History, principles, and applications*. Pearson Education India.

Raven, J., Raven, J. C., & Court, J. H. (Eds.). (2000). *Raven Manual: Section 1-5*. Oxford Psychologists Press.

2nd Year

Psychological Perspectives of Health and Well-Being

Course Name: Psychological Perspectives of Health and Well-Being

Total Marks: 100 **Paper Code:**

Sem	Paper Code	Course Title	Full Marks	Nature of Course	Credits
3		Psychological Perspectives of Health and Well-Being	100	Core Course	4

Course Code:

Credit: 4

Semester: III

Nature of the Course: Core Course

No. of Lecture contact hours: 45

No. of Tutorial contact hours: 15

Course Outcome: (CO) – As per Bloom’s Taxonomy

After completing this course, students will be able to:

1. Recall the nature, goals, and models of Health Psychology including medical, bio-psychosocial, and cultural approaches to health.
2. Understand the relationship between health and psychology, and the relevance of stress, coping, and stress management on physical and mental health.
3. Apply theories of health behavior and stress management techniques to real-life health situations.
4. Analyze characteristics of health behaviors, barriers to healthy behaviors, and the effects of stress on overall well-being.
5. Evaluate the role of health-enhancing behaviors such as exercise, nutrition, and stress management in health promotion.
6. Create case studies using the biopsychosocial model or develop questionnaires to assess health behaviors among youth populations.

Course Content

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
I	Introduction to Health Psychology	Nature and goals of the field of Health Psychology; Relationship between Health and Psychology; Models of health: Medical, Bio-Psychosocial, Cultural Approaches to Medicines (Especially with Respect to Traditional Indian Medicine: Ayurveda).	10	20	CO1
II	Stress and Coping	Stress as stimulus, response, and transaction; Models of Stress and Health (General Adaptation	15	25	CO2, CO3

		Syndrome, Diathesis-Stress Model, etc.) ; Physiology of Stress - Sympathetic Activation and HPA Activation, the role of the Nervous System; Sources of Stress (catastrophe, daily hassles etc.) Sociocultural factors in Stress; Coping Strategies			
III	Behaviour and Health Management	Introduction, Characteristics of Health Behaviours; Theories of Health Behaviour - Health Belief, Planned Behaviour, Transtheoretical; Health Compromising Behaviours and Health Promoting Behaviours; Health Management - Chronic Illness (Cardiovascular disease, Cancer, HIV AIDS) Management	20	30	CO3, CO4
IV	Promoting Well-Being	Prevention (Primary, Secondary, Tertiary); Community Health Education, Mass Awareness, and Regulatory Compliance; The role of health psychology in healthcare settings - patient adherence, patient-provider relationship, hospitalisation; Concept of Psycho-social Well-being: Western and Indian Perspectives	15	25	CO5, CO6

Suggested Readings:

- Agarwala, S., Das, I., Kumar, K., & Kumar, S. (2009). Health Psychology. New Delhi, Allied Publishers. Allen, F. (2011). Health Psychology and Behaviour. New Delhi Tata McGraw Hill.

- Dalal, A. K., & Misra, G. (Eds.). (2012). *New Directions in Health Psychology*. New Delhi: Sage.
- DiMatteo, M. R., & Martin L. R. (2017). *Health Psychology*. Noida: Dorling Kindersley.
- Sarafino, E.P., & Smith, T.W. (2016). *Health Psychology: Bio Psychosocial Interactions* (9th Ed.). New York: Wiley.
- Taylor, S.E. (2017). *Health psychology* (10th Ed.) New Delhi: Tata McGraw Hill.

Additional Resources

- Carr, A. (2011). *Positive Psychology: The Science of Happiness And Human Strength*. London, UK: Routledge.
- Desikachar, T. K. V. (2003). *Reflections on Yoga Sutras of Patanjali*. Chennai: Krishnamacharya Yoga Mandiram.
- Misra, G. (1999). *Stress and Health*. New Delhi: Concept.
- Morrison, V., & Bennett, P. (2009). *Introduction to Health Psychology* (2nd Ed). New York: Pearson Education Limited.
- Ogden, J. (2012). *Health Psychology*. New York, McGraw-Hill.

Sanderson, C.A. (2018). *Health Psychology: Understanding the mind-body connection* (3rd Edition). New York: Sage

A) Elective Paper I – Clinical

I) Psychological Disorder I

Sem	Paper Code	Course Title	Full Marks	Nature of Course	Credits
III		Psychological Disorders I	100	Core Course	4

Course Name: Psychological Disorders I

Course Code:

Credit: 4

Semester: III

Nature of the Course: Core Course

No. of Lecture hours: 60

No. of Tutorial contact hours: 0

Learning Objectives

1. To provide an in-depth understanding of the nature and conceptualization of psychological disorders.
2. To familiarize students with the clinical features, diagnostic criteria, and etiological perspectives of major neurotic, stress-related and mood disorders.
3. To critically examine the developments in classification systems such as ICD-11 and DSM-5.

Course Outcome

1. Explain theoretical foundations and concepts of normality and abnormality.
2. Identify and describe the symptomatology and etiology of anxiety, OCD, dissociative, somatoform disorders.
3. Evaluate different theoretical and empirical explanations of mood-related disorders.
4. Demonstrate an understanding of current diagnostic frameworks in the context of stress-related and eating disorders.

Course Content:

Module no.	Module Name	Topic	Description	No. of Lecture Hours Allotted	Marks Allotted	Associated Course Outcome (CO)
1.	Normality and abnormality	Concept, definition, and types & Models – Clinical Interview and MSE		5		CO1
2.	Anxiety and Obsessive-Compulsive Disorders	Generalized Anxiety Disorder, Panic Disorders, Phobias, Somatoform Disorders, Dissociative Disorder, Obsessive Compulsive and Related Disorders, clinical features and etiology		30		CO2

3.	Mood Spectrum Disorder	Major Depressive Disorder, Bipolar Affective Disorder, Pervasive Mood Disorders, clinical features and etiology		30		CO3
4.	Stress-related and Eating Disorders	Adjustment Disorder, PTSD, Complex PTSD, Types of Eating Disorders, clinical features and etiology		15		C04

Suggested Readings:

1. Kaplan, B.J. & Sadock, V.A., (1995). *Comprehensive Textbook of Psychiatry* (6th ed.). London: William & Wilkins.
2. Hooley, J. M., Butcher, J. N., Nock, M., & Mineka, S. (2017). *Abnormal psychology*. Boston: Pearson.
3. Gelder, M., Gath, D., & Mayon, R. (1989). *Oxford Textbook of Psychiatry* (2nd ed.). New York: Oxford University Press.

CO-PO mapping:

CO/PO	PO1	PO2	PO3	PO4
CO1	H	M	M	H
CO2	H	H	M	M
CO3	H	H	M	M
CO4	H	H	M	M

II) Neuropsychology

Sem	Paper Code	Course Title	Full Marks	Nature of Course	Credits
III		Neuropsychology	100	Core Course	4

Course Name: Neuropsychology

Course Code:

Credit: 4

Semester: IV

Nature of Course: Core Course

No. of Lecture Hours: 60

No. of Tutorial Contact Hours: 0

Learning Objectives

1. To understand the structure and functional organisation of the human brain and its relationship with behaviour.
2. To learn the principles, scope, and methods of neuropsychological assessment.
3. To explore the neuropsychological profiles of various neuropsychiatric disorders.
4. To gain insight into neuropsychological rehabilitation techniques and their clinical applications.

Course Outcomes

1. Explain the basic concepts and principles of neuropsychology.
2. Describe the relevance and applications of neuropsychological assessment in clinical disorders.
3. Identify the neuropsychological profiles of major neurological and psychiatric conditions.
4. Demonstrate understanding of neuropsychological rehabilitation methods and their applications.

Course Content:

Module no.	Module Name	Topic	Description	No. of Lecture Hours Allotted	Marks Allotted	Associated Course Outcome (CO)
1.	Introduction to Neuropsychology	Relationship between structure and function of the brain; brain-behaviour connection, cerebral organization; localization and lateralization of functions; neuroanatomical correlates of cognition, emotion, and behaviour; research methods in neuropsychology.		5		CO1
2.	Neuropsychological assessment	Principles, relevance, scope and indications for neuropsychological assessment and issues involved in neuropsychological assessment of children.		30		CO2
3.	Neuropsychological profile of neuro-psychiatric conditions	Neuropsychological profile of OCD, schizophrenia, cortical and subcortical dementia; major mental disorders and substance use disorders.		30		CO3

4.	Neuropsychological rehabilitation	Principles, objectives and methods of neuro-rehabilitation of traumatic brain injury, organic brain disorders, major psychiatric disorders and behavioural disorders; scope of computer-based retraining, neurofeedback, cognitive aids.		15		C04
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Suggested Readings:

1. Kolb, B. & Whishaw, I.Q. (2007). Fundamentals of human neuropsychology (6th ed). New York: Worth Publishers.
2. Lezak, M.D. (1995). Neuropsychological assessment. New York: Oxford University Press.
3. Walsh, K. (2003). Neuropsychology- A clinical approach (4th ed.). Edinburgh: Churchill Livingstone.

CO-PO mapping:

CO/PO	PO1	PO2	PO3	PO4
CO1	H	H	M	M
CO2	H	H	H	M
CO3	H	H	M	M
CO4	H	M	M	H

III) Psychotherapy

Sem	Paper Code	Course Title	Full Marks	Nature of Course	Credits
III		Psychotherapy	100	Core Course	4

Course Name: Psychotherapy

Course Code:

Credit: 4

Semester: III

Nature of Course: Core Course

No. of Lecture Hours: 60

No. of Tutorial Contact Hours: 0

Learning Objectives

1. To understand the fundamental objectives, principles, and processes of psychotherapy.
2. To familiarize students with different schools and approaches of psychotherapy and their applications.
3. To examine ethical, cultural, and research considerations in psychotherapeutic practice.

Course Outcome

1. Explain the principles, objectives, and types of psychotherapies.
2. Demonstrate knowledge of psychodynamic and brief psychodynamic therapy techniques, their stages, and applications.
3. Apply behavioural and cognitive-behavioural techniques for psychological disorders.
4. Evaluate humanistic, existential, client-centred, and Gestalt approaches to therapy.

Course Content:

Module no.	Module Name	Topic	Description	No. of Lecture Hours Allotted	Marks Allotted	Associated Course Outcome (CO)
1.	Introduction to Psychotherapy	a. Objectives and Principles of Psychotherapy b. Types of Psychotherapies c.		5		CO1

		Ethical and cultural issues in Psychotherapy; Record keeping d. Psychotherapy Research e. Stress, Burnout and personal growth of the therapist				
2.	Psychodynamic Psychotherapies	Techniques, Stages, Effectiveness, Limitations, Indications and Contraindications a. Psychoanalysis: Freudian and Neo Freudian b. Short Term Psychodynamic Psychotherapies		30		CO2
3.	Behaviour Therapy and Cognitive Behaviour Therapies	Techniques of Behaviour Therapy and CBT, Stages, Effectiveness, Limitations, Indications and Contraindications		30		CO3
4.	Client Centered, Existential, Humanistic therapy and Gestalt Therapy	Techniques, Stages, Effectiveness, Limitations, Indications and Contraindications		15		C04

Suggested Readings:

1. Patterson, C.H. & Wabkins, C. E. (1996). Theories of psychotherapy. Harper & Collins
2. Archer, J & McCarthy, C.J. (2007). Theories of Counseling and Psychotherapy.
3. Beck, A.T., Rush, A.J., Shaw, B.F., Emery, G. (1979). Cognitive therapy of depression. NY. Guilford Press

4. Franks, C.M. (Ed). (1969). Behaviour Therapy. Mc Graw Hill.

CO-PO mapping:

CO/PO	PO1	PO2	PO3	PO4
CO1	H	H	M	M
CO2	H	H	H	M
CO3	H	H	H	H
CO4	M	H	H	M

Elective II – Counselling

Semester III – Elective II

Sem	Paper Code	Course Title	Full Marks	Nature of Course	Credits
III		Foundations of Counselling Skills	100	Elective Course	4

Course Name: Foundations of Counselling Skills

Course Code:

Credit: 4

Semester: I

Nature of the Course: Elective Course

No. of Lecture hours: 45

No. of Tutorial contact hours: 15

Course Description: This course introduces postgraduate students to the fundamental skills of counselling, focusing on empathy, listening, rapport building, questioning, and ethical interviewing. Through practice-based activities, students will learn how to establish a therapeutic relationship, identify client concerns, and apply micro-skills in simulated settings.

Course Outcomes:

By the end of this course, students will be able to:

CO1: Demonstrate empathy and unconditional positive regard in counselling interactions.

CO2: Employ active listening and responding skills to facilitate client expression.

CO3: Conduct structured initial interviews with clients.

CO4: Show awareness of ethical considerations in early sessions.

CO5: Critically reflect on their own use of counselling skills.

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
1	Module 1: Introduction to Counselling and the Helping Relationship	<ul style="list-style-type: none">• Basics of Counselling – Definitions, Scope• Difference with psychotherapy, guidance and coaching• Major ethical concerns in counselling – (latest ACA ethical guidelines)• Discussion with case studies and examples• Managing ethical dilemmas in counselling			
2	Module 2: Basic Attending and Listening Skills	<ul style="list-style-type: none">• Attending and observing behaviors: Verbal and non-verbal• Active listening: Listening for content vs. listening for feelings.• Paraphrasing, summarizing, reflecting feelings.• Identifying barriers to listening.			

		<ul style="list-style-type: none"> • Role play exercises to practice counselling skills • Empathic confrontation 			
3	Module 3: Questioning and Interviewing Skills	<ul style="list-style-type: none"> • Types of questions: open vs. closed, circular, scaling, probing. • Structuring an initial counselling session. • Building rapport and trust. • Beginning, middle, and end phases of an interview. • Types of counselling interviews • Record keeping and ethical considerations in information gathering. • Counselling termination • Role play exercises to practice counselling skills for conducting counselling interview 			
4	Module 4: Practical	<ul style="list-style-type: none"> • Any three of the following four practical (Practicum 1 is Mandatory): <ul style="list-style-type: none"> - Practicum 1 (Mandatory): Students will submit at least four weekly reflective report of the practice of counselling skills in their everyday life. The report will incorporate the transfer of counselling skills from classroom to real life situations. - Practicum 2: Students will be required to role play by conducting and 			

		<p>recording mock counselling session with a volunteer for about fifteen minutes. They will work on the transcript of this mock session to identify the counselling skills used and analyze its effects. They will be reporting the same in their practical file.</p> <ul style="list-style-type: none"> - Practicum 3: Students will be required to conduct a mock counselling interview session with a volunteer about fifteen minutes for risk assessment for self-harm (an alternative could be Mental Status Examination). Students will highlight the use of counselling skills for conducting risk assessment (or MSE) interview in their report. - Practical: Stress related scales/questionnaire. 			
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Assessment:

- Final viva/practical demonstration: 15-minute simulated counselling session.
- Submission of reflective journal portfolio.

Semester III – Elective II

Course Name: Psychological Conditions across Lifespan

Total Marks: 100 Paper Code:

Sem	Paper Code	Course Title	Full Marks	Nature of Course	Credits
III		Psychological Conditions across Lifespan	100	Elective Course	4

Course Code:

Credit: 4

Semester: III

Nature of the Course: Elective Course

No. of Lecture contact hours: 45

No. of Tutorial contact hours: 15

Course Objectives: (CO) – As per Bloom’s Taxonomy

After completing this course, students will be able to:

CO1: Explain psychological conditions across childhood and adolescence.

CO2: Analyse mood, anxiety, trauma, and identity-related concerns across the lifespan.

CO3: Apply evidence-based counselling approaches in adult and relationship issues.

CO4: Identify personality, eating, geriatric, and special population concerns with referral awareness.

CO5: Demonstrate counselling skills in geriatric and special populations with ethical case integration and self-care awareness.

Module	Module name	Topic	Hours Allotted	Marks Allotted	CO Mapping
I	Foundations and Conditions in Early Life		15	25%	CO1, CO2
		Developmental and Counselling Foundations	6	10	
		Neurodevelopmental/Early Childhood Disorders	5	10	
		Trauma and Related Disorders in Childhood	4	5	
II	Conditions in Adolescence and Young Adulthood		15	25%	CO2 & CO3
		Adolescence (Identity, Substance Use)	6	10	
		Mood, Anxiety, and Self-Harm (Assessment, Safety)	5	10	

		Transition to Young Adulthood (Adjustment)	4	5	
III	Conditions in Adulthood and Relationship Dynamics		15	25%	CO3 & CO4
		Mood, Anxiety, and Trauma in Adulthood (CBT, ERP)	6	10	
		Relationships and Family Dynamics (EFT/Gottman, Divorce)	5	10	
		Personality and Eating Disorders (Recognition, Referral)	4	5	
IV	Geriatric, Special Populations, and Skill Integration		15	25%	CO5
		Ageing and Geriatric Counselling (Grief, Caregivers)	6	10	
		Counselling Special Groups (Queer Affirmative, Chronic Illness)	5	10	
		Skills Integration and Case Work (Case Concept., Ethics, Self-Care)	4	5	
TOTAL			60 Hours	100%	

References :

Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy* (10th ed.). Cengage Learning.

Egan, G., & Reese, R. J. (2019). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping* (11th ed.). Cengage Learning.

American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed., Text Revision - DSM-5-TR). American Psychiatric Publishing.

Cicchetti, D., & Cohen, D. J. (Eds.). (2015). *Developmental Psychopathology* (3rd ed., Vols. 1–4). John Wiley & Sons. .

Mash, E. J., & Barkley, R. A. (Eds.). (2014). *Child Psychopathology* (3rd ed.). Guilford Press.

Worden, J. W. (2018). *Grief Counseling and Grief Therapy: A Handbook for the Mental Health Practitioner* (5th ed.). Springer.

Sperry, L. (2016). *Counseling and Psychotherapy with Older Adults: Working with the Road to Retirement and Beyond* (4th ed.). Routledge.

Vance, J. C. (Ed.). (2012). *Counselling and Psychotherapy in India: Reflections on the Field*. SAGE Publications.

Semester III – Counselling: Theories and Models

Sem	Paper Code	Course Title	Full Marks	Nature of Course	Credits
III		Counselling: Theories and Models	100	Elective Course	4

Course Code:

Credit: 4

Semester: III

Nature of the Course: Elective Course

No. of Lecture contact hours: 60

No. of Tutorial contact hours: 0

Course Outcomes

1. Explain the historical development and conceptual foundations of counselling theories.
2. Demonstrate understanding of the major theoretical orientations in counselling and psychotherapy.
3. Compare the goals, techniques, and processes of different counselling models.
4. Apply appropriate theoretical frameworks to case formulations and counselling practice.
5. Integrate multiple theoretical perspectives to evolve a personal model of counselling.

Course Syllabus Structure

Module No.	Module Name	Topic / Description	No. of Lecture Hours Allotted	Marks Allotted	Associated Course Outcome (CO)
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1	Foundations of Counselling Theories	Definition, nature, and goals of counselling; Historical development of counselling and psychotherapy; Major assumptions underlying counselling theories; The role of theory in counselling practice; Overview of major theoretical orientations	15	20	CO1
2	Humanistic Models	Humanistic Approaches: Person-Centered Therapy (Rogers), Gestalt Therapy (Perls), Existential Therapy	15	30	CO2, CO3
3	Behavioral and Learning-Based Models	Behavioral Approaches: Classical and operant conditioning, techniques (systematic desensitization, exposure therapy,	15	25	CO2, CO3, CO4

		reinforcement, modelling).			
4	Contemporary, Systemic, and Integrative Models	Family and Systems Theories (Bowen, Structural, Strategic), Solution-Focused Brief Therapy, Narrative Therapy, Multicultural and Feminist Counselling Perspectives, Eclectic and Integrative Approaches	15	25	CO4, CO5

(ELECTIVE III) ORGANIZATIONAL BEHAVIOUR & HUMAN RESOURCE

SEMESTER III: ELECTIVE III

Course Name: Basics of Organizational Behaviour

Total Marks: 100 Paper Code:

Sem	Paper Code	Course Title	Full Marks	Nature of Course	Credits
III		Basics of Organizational Behaviour	100	Elective Course	4

Course Code:

Credit: 4

Semester: III

Nature of the Course: Elective Course

No. of Contact Hours: 60

Course Outcome (CO): As per Bloom's Taxonomy

After completing the course, the Student will be able to

CO1: Define and recall the fundamental concepts and theories in Organizational Behaviour.

CO2: Demonstrate understanding of the modern OB theories and models.

CO3: Identify the concepts of various Individual Processes at work in Organization..

CO4: Analyze and **assess** the importance of various group processes at play in Organization.

CO5: Evaluate the impact of leadership in organizational behaviour and adapt various conflict resolution strategies keeping in mind the nature of the Organization as a system.

Course Contents: Theory

Total Marks: 100

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted (%)	Associated CO
<u>1</u>	Introduction to Organizational Behaviour	<ul style="list-style-type: none">• Organizational Behaviour - Definition, Concept and Understanding of OB• Historical developments of OB, Global and Indian context of OB, Traditional and modern organizational models; OB in the context of changing business scenario.	12	25	CO1, CO2

SUGGESTED READINGS FOR BASICS OF ORGANIZATIONAL BEHAVIOUR:

2	Individual Processes in organizations	<ul style="list-style-type: none"> ● Concepts and Understanding of human behaviour within an organization. ● Personality traits and its relation with OB ● Concepts of human perception, motivation learning and problem solving; Influences on human behaviour in organizations. 	20	30	CO3
3.	Group Processes in Organization	<ul style="list-style-type: none"> ● Groups: Concept & Types (Formal & Informal), Understanding group properties, Group decision making. ● Leadership: Definition, Attributes, Theories; Contemporary & Emerging Issues, Style of Leadership ● Power & Politics in Organization 	18	25	CO4, CO5
4	The Dynamic Organization	<ul style="list-style-type: none"> ● Organizations as System: Open and close systems, Internal integration and external adaptation. ● Conflict: Definition, types, resolution strategies ● Transactional Analysis: Overview, Key concept & applications 	10	20	CO4, CO5

2. Luthans, F. (14th ed.). **Organizational Behaviour: An Evidence-Based Approach.** *McGraw-Hill Education*
3. Spector, P. E. (7th ed.). **Industrial and Organizational Psychology: Research and Practice.** *Wiley.*
4. Coyle, D. (2018). **The Culture Code: The Secrets of Highly Successful Groups.** *Bantam.*
5. Jones, G.R., Gupta, V. & Gopakumar, K.V. (2013). **Organizational Theory, Design And Change (Seventh Edition Revised).** *Pearson*

SEMESTER 3: ELECTIVE III

Semester III: BASICS OF HUMAN RESOURCE MANAGEMENT

Sem	Paper Code	Course Title	Full Marks	Nature of Course	Credits
III		Basics of Human Resource Management	100	Elective Course	4

Course Name: Basics of Human Resource Management

Credit: 4

Nature: Discipline Specific Elective Paper

No. of Contact Hours: 60

Course Outcome (CO): As per Bloom's Taxonomy

After completing the course, the Student will be able to

CO1: Define and recall the fundamental concepts, principles of Management with emphasis on Human Resource Management.

CO2: Demonstrate the understanding of the utility of various job design processes in Human Resource Functions.

CO3: Identify the importance of the concepts of Ergonomics in the Work Environment.

CO4: Assess the various recruitment and selection techniques.

CO5: Evaluate the impact scientific training on Human Resource Development and Explain the utility of Performance appraisal measures in HRM.

Course Contents: Theory

Marks Allotted=100

Module No..	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted (%)	Associated CO
<u>1</u>	Introduction to HRM	a. Management— Concept, Functions, Organization & management-Difference & Relation. b. TQM, KAIZEN, STEM— Techniques for Continuous Upgradation for Customer Satisfaction. c. Basics of Human Resource Management	13	25	CO1
2	Job Analysis & Job Environment	a. Job Analysis b. Job Design c. Job Evaluation d. Basics of Ergonomics	15	25	CO2, CO3
3.	Human Resource Planning in Job Context	Recruitment & Selection; Sources of Recruitment, Selection Process, Placement & Induction	12	15	CO4, CO5
4	Training & Development	a. Training: Definition, Techniques, POSH Training, SMART Goals, Types of training, Evaluation b. Performance Appraisal: Definition, types, significance	20	35	CO4, CO5

- Theory=100 marks

Suggested Readings:

1. Sanghi, S. (2017). Human Resource Management. 2nd Edition. Vikas Publishing House Ltd.
2. Agarwal, R.D. (1994). Organization and management. New Delhi. Tata McGraw Hill.
3. Ancona, D.G. (2004). Managing for the Future: Organizational Behaviour and Processes. Cengage Learning.
4. Anderson, L. D. (2013). Organizational Development. 2nd edition. Sage
5. Judge, M.C., Holbeck, L. & Becker, W. (2012). Organizational Development: A Practitioner's Guide for OD and HR. Wiley Publisher. 11. Parker, B. (1998).
6. Globalization and Business Practice. Sage.
7. Parku, M. (1999). Organizational Culture and Identity. Sage.

SEMESTER 3: ELECTIVE III

Sem	Paper Code	Course Title	Full Marks	Nature of Course	Credits
III		Organizational Evolution & Communication	100	Elective Course	4

Course Name: Organizational Evolution & Communication

Credit: 4

Nature: Discipline Specific Elective Course

No. of contact hours: 60 (Theory+Practical)

Course Outcome (CO): As per Bloom's Taxonomy

After completing the course, the Student will be able to

CO1: Label and Relate the various aspects of Organizational Culture & Climate

CO2: Develop a realistic understanding of Organizational Design.

CO3: Develop a thorough understanding of Organizational Development.

CO4: Analyze and assess the importance and the barriers of Organizational communication.

CO5: Compare realistically between Productive & Unproductive Work

Behaviour and elaborate the theoretical and practical understanding of the Occupational Stress..

Course Contents: Theory+Practical

Marks Allotted:60(T)+40(P)=100

Theory: 60+ Practical: 40= 100 marks

Suggested Readings:

1. Pestonjee, D.M, Pande, S. (2013). Stress and Work: Perspectives on Understanding and Managing Stress. India. Sage Publication.
2. Weinberg, A., Sutherland, V.J., Cooper, C. (2016). Organizational Stress Management: A Strategic Approach. United Kingdom. Palgrave Macmillan.
3. Linden, W. (2018). Managing Stress. Sage.
4. Buchanan & Huczynski. (2020). Organizational Behaviour - Pearson Education Limited
5. Arnold, J., Robertson, I.T., and Cooper, C.L. (1996). Work Psychology. McMillan India Ltd., Delhi.
6. Newstrom, J.W. and Davis, K. (Eds). (2001). Organizational Behavior: Human Behavior at Work (11thEdn.) McGraw Hill Education.
7. Conte & Landy. (2019). Work in the 21st Century - An Introduction to Industrial and Organizational Psychology (6th ed) - Wiley

Semester IV

Elective I – Clinical

Course Name: Psychological Disorders II

Course Code:

Credit: 4

Semester: III

Nature of Course: Core Course

No. of Lecture Hours: 60

No. of Tutorial Contact Hours: 0

Learning Objectives

- To deepen understanding of severe and complex psychological disorders and their classification.
- To explore clinical features and etiological perspectives of psychotic, childhood, developmental, personality, and organic disorders.

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted (%)	Associated CO
<u>1</u>	Organizational Context (Design & Culture)	a. Organizational culture: Nature and types; developing and maintaining organizational culture; Organizational Climate b. Organizational Design: concept, basic challenges c. Practical: Administering Scale on Organizational Culture/Organizational Climate	20	35	CO1, CO2
2	Organizational Development & Communication	a. Organizational Development: Definition, Concept, Significance, theories b. Communication: Types, Model, Significance, Barriers and management. c. Practical: Administering scale on Organizational Communication	18	25	CO3, CO4
3.	Work Behaviour In Organization	<ul style="list-style-type: none"> ● Productive Work Behaviour-definition & types, Positive Organizational Behaviour ● Counter productive work behaviour-definition & types ● Practical: Administering PsyCap/ Self-Efficacy Scale 	12	20	CO5

- To examine contemporary research and theoretical advancements in clinical psychopathology.

4	Organizational Stress & Management	<ul style="list-style-type: none"> ● Occupational Stress, Source, Consequences & Management. Work Related Burnout & its solution. Counselling skills (Time, Stress and Feedback) ● Practical: Measuring Occupational Stress with Occupational Stress Index Questionnaire/ Job Burnout Scale ● 	10	20	CO5
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Course Outcomes (COs)

1. Describe the clinical picture, subtypes, and etiological theories of schizophrenia and psychotic disorders.
2. Demonstrate knowledge of childhood and adolescent psychopathology, including behavioural and developmental disorders.
3. Analyze personality and behavioural disorders and their classification under ICD and DSM.
4. Explain the pathophysiology and cognitive aspects of organic and neurocognitive disorders.

Course Content:

Module no.	Module Name	Topic	Description	No. of Lecture Hours Allotted	Marks Allotted	Associated Course Outcome (CO)
1.	Psychosis	Schizophrenia, Acute and Transient Psychotic Disorder, Delusional disorders and other forms of psychotic disorders – types, clinical		5		CO1

		features, etiology				
2.	Childhood Disorders	Behavioural, emotional and developmental disorders of childhood and adolescence: types, clinical features and etiology		30		CO2
3.	Disorders of personality and behaviour	Specific personality disorders; mental & behavioural disorders due to psychoactive substance use; habit and impulse disorders; sexual disorders and dysfunction s – types, clinical features, etiology and new developments in ICD-11		30		CO3

4.	Organic Disorders	Delirium, Amnesia, Dementia-types, clinical features and etiology		15		C04

Suggested Readings:

1. Gelder, M., Gath, D., & Mayon, R. (1989). *Oxford Textbook of Psychiatry* (2nd ed.). New York: Oxford University Press.
2. Kaplan, B.J. & Sadock, V.A., (1995). *Comprehensive Textbook of Psychiatry* (6th ed.). London: William & Wilkins.
3. Rutter, M. & Herson, L. (1994). *Child and Adolescent Psychiatry: Modern approaches* (3rd ed.). London: Blackwell Scientific Publications.

CO-PO mapping:

CO/PO	PO1	PO2	PO3	PO4
CO1	H	H	H	M
CO2	H	H	M	M
CO3	H	H	H	M
CO4	H	H	M	M

Semester IV

Elective II – Counselling

Semester IV – Applying Counselling Skills with Diverse Populations

Sem	Paper Code	Course Title	Full Marks	Nature of Course	Credits
IV		Applying Counselling Skills with Diverse Populations	100	Elective Course	4

Course Name: Applying Counselling Skills with Diverse Populations

Course Code:

Credit: 4

Semester: IV

Nature of the Course: Elective Course

No. of Lecture hours: 45

No. of Tutorial contact hours: 15

Course Description: This course introduces postgraduate students to the skills of counselling required for working with diverse population. Through practice-based activities, students will learn how to establish a therapeutic relationship, identify client concerns, and apply micro-skills in different contexts and settings with diverse population.

Course Objectives:

By the end of this course, postgraduate students will be able to:

CO1: Identify and apply developmentally appropriate counselling skills across children, adolescents, couples/families, and crisis situations.

CO2: Demonstrate practical competence through role-plays, simulations, and supervised practice.

CO3: Integrate ethical, cultural, and contextual sensitivity in working with diverse populations.

CO4: Adapt counselling techniques to meet the unique needs of clients in different life situations.

CO5: Critically reflect on their skill development and areas for professional growth.

Course Content:

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
1	Module 1: Counselling Skills for Children	<ul style="list-style-type: none"> • Establishing rapport with children • Use of play techniques and creative modalities (art, music, storytelling) • Communicating at the child's developmental level • Ethical issues in child counselling (consent, confidentiality) • Practicum 1: Students will conduct a mock counselling session using any one of the modality (art, play, music, storytelling) with a child, after seeking parent's/guardian's consent. The same would be reported in the practical file. • Alternative Practicals: Students can use Childhood Autism Rating Scale (CARS) or VSMS with children below 12 years of age. 			
2	Module 2: Counselling Skills for Adolescents	<ul style="list-style-type: none"> • Building trust and rapport with adolescents • Addressing identity, peer pressure, career, and risk-taking behaviours • Motivational interviewing with adolescents 			

		<ul style="list-style-type: none"> • Confidentiality, ethics, and parental involvement • Practicum 2: Students can conduct Differential Aptitude Test (DAT) or Career Interest Inventory or Work Value Inventory or a personality test on an adolescent and write a report on the same. Four areas of career counselling will be covered (Aptitude, interest, personality, and intelligence) 			
3	Module 3: Counselling Skills for couples and families	<ul style="list-style-type: none"> • Systems perspective in counselling • Skills for couples: communication, conflict resolution, strengthening intimacy • Family therapy techniques (structural, solution-focused, narrative) • Working with diverse family forms and cultural contexts • Practicum 3: Students will be required to conduct a mock couple counselling session after taking the consent of both partners. The same would be reported in the practical file. 			
4	Module 4: Counselling Skills for Crisis Situations	<ul style="list-style-type: none"> • Understanding crisis and trauma • Psychological First Aid (PFA) • Gate-keeper Training • Skills for suicide risk assessment and intervention 			

		<ul style="list-style-type: none"> • Managing crises in diverse contexts (natural disasters, violence, loss) • Practicum 4: The instructor can select a relevant scale for crisis condition such as Crisis Assessment Scale for the practicum. 			
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Assessment:

- Final viva/practical demonstration: 15-minute simulated counselling session.
- Submission of reflective journal portfolio.

SEMESTER 4:

ELECTIVE III – Organizational Behaviour & HR

SEM IV: EMPLOYEE MAINTENANCE, INDUSTRIAL RELATIONS & EMERGING HR ISSUES

Course Name: Employee Maintenance, Industrial Relations & Emerging HR Issues

Credit: 4

Nature: Discipline Specific Elective Course

No. of Contact Hours: 60 (Theory+Practical)

After completing the course, the Student will be able to

CO1: Choose the appropriate compensation policy and policy for keeping in mind the situation..

CO2: Outline practical understanding of Employee Health & Welfare.

CO3: Make use of the various intricacies of Industrial Relations.

CO4: Assess Conflict Resolution & Negotiation Skills.

CO5: Evaluate the significance of Industrial Ethics and explain the various contemporary emerging issues of HRM.

Course Contents: Theory+Practical

Marks Allotted: 60(T)+40(P)=100

Course Outcome (CO): As per Bloom's Taxonomy

Module No.	Module Name	Practical Name	No. of Lecture Hours allotted	Marks Allotted (%)	Associated CO
<u>1</u>	Employee Maintenance & Compensation Management	a. Concept of Compensation, policies & procedure. b. Incentive Plan, fringe benefits, Performance linked compensation c. Employee health, welfare & Safety. Work-life balance d. Practical: Administering scale on quality of work life	20	35	CO1, CO2
2	Industrial Relations	a. Industrial Relations: Meaning, Characteristics, Factors b. Trade Union Movement, Industrial Disputes, Prevention of Disputes, Role of Negotiation & Bargaining, Grievance handling & Redressal c. Practical: Administering a scale on conflict resolution & negotiation skill	20	35	CO3, CO4

3.	Industrial Ethics	a. Industrial Ethics: Meaning, Ethics in Job Design, Planning, Selection & Recruitment, Employee Turnover b. Diversity Management, Labour Laws in the Indian and global contexts. c. Practical: Case Analysis on Organizational Ethics	9	14	CO5
4.	Emerging Trends & Practices	a. Diversity, Equity, and Inclusion b. Employee Well Being c. Remote & Hybrid Working Model, Application of AI in HRM d. Practical: Administering a scale on Employee Well Being	11	16	CO5

- **Theory Marks:60+ Practical Marks:40= 100**

Suggested Readings:

- 1. Beardwell, I. & Holden, L. (1996). Human Resource Management. India.McMillan.
- 2. Dale, B. et.al. (1997). Managing Quality and Human Resources. Blackwell.
- 3. Gomez-Mejia, R. L., Balkin, B.D. & Cardy, L.R. (2012). Managing Human Resources. 7th edition. Pearson.
- 4. Harris, M. (2000). Human Resource Management. 2nd edition. The Dryden Press.
- 5. Leonard, S. H., Lewis, R., Freedman, M. & Passmore, J. (2013). The Wiley-Blackwell Handbook of the Psychology of Leadership, Change, and Organisational Development. Wiley-Blackwell.
- 6. Pettigrew, A. & Fenton, E. (Eds.). (2001). The Innovating Organization. Sage.
- 7. Rao, P.S.V. (2011). Human Resource Management. 3rd edition. Excel books.
- 8. Singh, K. (2013). Organizational Behaviour. 2nd edition. Pearson Education.
- 9. Tayeb, H. M. (2005). International Human Resource Management. Oxford University press