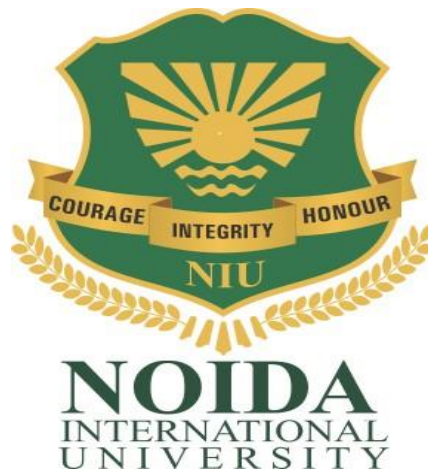


NOIDA INTERNATIONAL UNIVERSITY



SCHOOL OF LIBERAL ARTS
Department of Psychology

M.A. PSYCHOLOGY

**COURSE STRUCTURE OF POST GRADUATE
PROGRAMME (CBCS)**

Academic Year (2018- 19)

COURSE STRUCTURE AND SYLLABUS OF POSTGRADUATE PROGRAMME

The courses of study in M.A. (Applied) Psychology have been redesigned with the objective of making the entire programme more comprehensive and to enhance skill based learning among students to help them understand different aspects of behavioural and cognitive development of an individual in social, organizational and across over all life span of an individual by acquiring knowledge of theories and concepts that have been developed in the field so far. Understanding of research methods, experimental psychology and psychological testing have also been kept as integral components of the programme both at theoretical as well as at practical levels.

Vision

1. To create self-awareness among students to discover one's true calling in life for the evolution of higher human consciousness.
2. To create a healthy interface between society, culture and higher education in the context of psychology teaching, learning and research.
3. To bring in, integrate, and strengthen the cultural rootedness and appropriateness of psychological knowledge and practice with a global outlook.
4. To help develop professional skills that empowers the students to gain employment, as well as contribute towards the well-being of other individuals and small groups, and promote harmony in the society.
5. To foster and nurture the strengths of Indian society such as diversity, secularism, and accessibility to all thereby ensuring the potential for growth for individuals and the social system.

Mission

To create, evolve and demonstrate the knowledge systems in the discipline of psychology that would promote, facilitate subjective strengths and individual specific potentials, as well as egalitarian concerns for maintaining collective existence. Courses should ensure cultural relevance and address other contemporary societal concerns in the program.

Program Outcomes (POs)

Students in the MA Program in Psychology acquire meaningful and applicable knowledge and skills in the following areas:

- **Advanced knowledge base in Psychology:** Students acquire knowledge of key concepts, theories and findings in three broadly defined areas of psychology: Applied and Evaluative Psychology, Social, Cognitive & Developmental Psychology, and Biopsychology & Comparative Psychology.
- **Scientific inquiry and critical thinking:** Students learn to reason scientifically, interpret and use statistics, and critically assess and conduct psychological research.
- **Ethical inquiry & practice:** Students learn to apply ethical standards in conducting, evaluating, and applying psychological research.
- **Scientific communication:** Students learn to write scientific papers in the format specified by the American Psychological Association, how to write a MA thesis based on original empirical research, and how to present their research at conferences. The thesis will demonstrate:
 - i. creative problem-solving in the design, implementation of empirical research.
 - ii. project management skills in the implementation of empirical research.
 - iii. advanced competency in the statistical analysis and interpretation of empirical research findings.
 - iv. communication (oral and written) of research findings at a professional level.
- **Career Enhancement**
Students completing the MA in Psychology program will achieve career enhancement through placement in a doctoral program or acceptance of a position requiring a master's in psychology in the public or private sector.

Specialization in Clinical Psychology

- **Interventions and evidence-based applications**
 - i. Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention
 - ii. Students will demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature
- **Communication and Case presentation**
 - i. Students will demonstrate effective integration and communication of clinical case material
 - ii. Students will demonstrate the ability to synthesize contextual and cultural variables into presentations of client materials

- iii. Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers
- iv. Students will be able to think and discuss cases other than their own, applying theories, principles, and relevant empirical findings to those cases
- **Competent Assessment and Evaluation**
Students will demonstrate understanding of different assessment devices and strategies for assessing client outcome over the course of treatment including standardized nomothetic and idiographic approaches
- **Professional clinical practice**
Students will demonstrate depth and breadth of understanding in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family therapy, cultural diversity, psychopharmacology, and issues relevant to adult and child clinical populations. Students will be able to apply this knowledge to clinical cases
- **Preparation and meeting professional licensing requirements**
Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences

Specialization in Industrial/Organization (I/O) Psychology

- Students of the program will acquire a base of knowledge about the principles of psychology as they are applied to industrial and organizational settings.
- Students will learn core psychological competencies including:
 - History of I/O Psychology and its integration into the broader discipline
 - Related fields of psychology (i.e. social psychology, personality psychology, psychometrics, motivation, learning theory).
- Students will learn core I/O competencies including:
 - Ethical, legal and professional issues
 - Measurement of individual differences
 - Criterion theory and development
 - Job and task analysis
 - Employee selection
 - Performance appraisal and feedback
 - Training and development
 - Work motivation
 - Attitude theory

- Organization theory
- Organizational development.
- Students will learn data collection and analysis skills including:
 - Research methods (i.e. methods, procedures, and techniques used to conduct empirical research in I/O psychology)
 - Statistical methods (i.e. techniques used in the analysis of data generated by empirical research).
- Students of the program will acquire a base of knowledge about the practice of I/O psychology by applying the concepts of I/O psychology to the functioning of organizations.
- Students will perform professional activities related to I/O Psychology including, but not limited to:
 - Administering employee surveys
 - Evaluating organizational interventions
 - Conducting job analyses
 - Creating selection tests
 - Developing performance management systems

Program Specific Outcomes (PSOs)

PSO1: To create a strong research oriented theoretical foundation in consonance with recent advances in the discipline of psychology.

PSO 2: To enable students to take a creative, empirical and ethical approach to the program that combines conceptual repertoire and research practices in both quantitative and qualitative traditions.

PSO 3: To provide an opportunity to extend the knowledge base to the world of practice with a view to promote healthy interface between academia and society.

Structure of the Courses

To achieve these objectives the proposed curriculum would have the following structure:

1. Core (Foundational) Courses
2. Electives (Specialization)
3. Open Electives (skill based papers)

1. **Core courses** of the curriculum are designed to promote common educational edifice without which a particular discipline cannot be taught. They are necessary as they enable the students to take up more specialized course of their choice later on.
2. **Elective courses** would cater to specialization in particular domains. They must highlight the conceptual foundations, pedagogical considerations and specific set of skills required within semester frame. They would strive to bring in a process orientation. These courses would be taught through workshop/experiential/reflective mode, and assessment would be done by process driven activities.
3. **Open Elective** courses should also be designed and developed keeping in view the market demands and core competencies available within the discipline of psychology, which would be taught with the blend of pedagogies relevant for psychology as a subject.

The duration of the course leading to the degree of Masters of Arts (Applied) in

- ❖ In first year there will be two semesters—Semester 1st and Semester 2nd. The first semester will have four theory papers of 100 marks each. In second semester, there will be three theory papers of 100 marks and one practicum of 100 marks.
- ❖ In second year, there will be two semesters—Semester 3rd and Semester 4th. Semester 3rd, the student will choose the specialization from Clinical, Counselling and Organizational Psychology, there are two specialized theory papers of 100 marks each (from selected field) and one field training (3 Case submissions) of 100 marks & one Dissertation, which will be continued in Semester 4th. In semester 4th, there are four papers, in continuation from 3rd semester, another two specialized theory papers of 100 marks each, field training with 2 cases (100 Marks) and one Dissertation of 200 marks (3rd & 4th semester).
- ❖ External and internal examiners will evaluate dissertation/viva-voice jointly.

The papers included in the curriculum will be based on Choice based credit system.

CHOICE BASED CREDIT SYSTEM (CBCS):

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across

institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System:

1. Core Course: A course which should compulsory to be studied by a candidate as a core requirement is termed as a core course. The core papers for semester I are Advanced Counseling Skills & Research Methodology, which will be continued in Semester 2nd. With these two papers, there are three more theoretical and one practical paper which will be studied in semester 1st & 2nd. In Masters in Psychology (M.A. Applied), we offer only 3 specialized courses i.e., Clinical, Counseling and Organizational Psychology.

1.1 In Masters in Psychology (M.A. Applied), we offer only 3 specialized courses i.e., Clinical, Counseling and Organizational Psychology. Students can opt. any one, from three of the specialization i.e., Clinical, Counseling and Organizational Psychology for Semester 3rd & 4th.

2. Dissertation/Project:

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analysing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits (for each semester). A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

3. Field Training:

Each student would undergo supervised training for a period of 90 days (each semester) in an institution related to the opted discipline specific area. A detailed report of the training would be submitted to the institute concerned, at the end of the week, and full report to the Department before the examination. Evaluation would be based on Report and viva- voce.

The report will be prepared as per the following module: About the institution: Mission, goals and objectives of the institution where training is undertaken. Topic of training program: Introduction Case history, Identification of problem, goals and achievement, Conclusion (Experience of the student) (Minimum 5 cases to be reported).

3 cases to be submitted in 3rd Semester and 2 cases in 4th Semester. The cases will be as follows:

1. IQ Assessment Report – 2
2. Personality/Psychological Disorder Report – 1
3. Neuropsychological Report – 1
4. Psycho-evaluation Report (any child related cases) -1

Note: Specific opted area related.

Program Objectives:

Our program envisions-

- To create a strong research oriented theoretical foundation in consonance with recent advances in the discipline of psychology.
- To enable students to take a creative, empirical and ethical approach to the program that combines conceptual repertoire and research practices in both quantitative and qualitative traditions.
- To provide an opportunity to extend the knowledge base to the world of practice with a view to promote healthy interface between academia and society.

The M.A. (Applied Psychology CBCS) is divided into three parts as under. Each part will consist of two semesters.

Part 1	First Year	Semester I	Semester II
Part 2	Second year	Semester III	Semester IV

The schedule of Papers prescribed for various semesters shall be as follows:

M.A. (H.) Psychology Semester Wise Syllabus

Semester-I

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	PYM-101	A Conceptual History of Psychology	3	1	0	4	40	60	100
2	PYM-102	Cognition, Neuroscience & Consciousness	3	1	0	4	40	60	100
3	PYM-103	Research Methodology –I (Issues & essential techniques in Statistics & Experimental Design)	3	1	0	4	40	60	100
4	PYM-104	Advance Counselling Skills- I (General Counselling Skills)	3	1	0	4	40	60	100
Total			12	4	0	16	160	240	400

Semester II

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	PYM-201	Social Psychological Perspective	3	1	0	4	40	60	100
2	PYM-202	Advance Counselling Skills –II (Facilitating Personal Growth)	3	1	0	4	40	60	100
3	PYM-203	Research Methodology-II(Qualitative & Contemplative practices)	3	1	0	4	40	60	100
4	PYM-P1	Psychology Practicum-P1	0	0	2	2	40	60	100
Total			9	3	2	14	160	240	400

Semester-III

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	PYM-301,303,305	Specialization Paper - I	3	1	0	4	40	60	100
2	PYM-302,304,306	Specialization Paper - II	3	1	0	4	40	60	100
3	PYM-307	Research Project/Dissertation (Relevant to specific specialization)	1	1	4	6	60	40	100
4	PYM-P2	Field Training- P2 (Relevant to specific specialization)	1	1	4	6	40	60	100
Total			8	4	8	20	180	220	400

Semester-IV

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	PYM-401,403,405	Specialization Paper -III	3	1	0	4	40	60	100
2	PYM-402,404,406	Specialization Paper -IV	3	1	0	4	40	60	100
3	PYM-407	Research Project/Dissertation (Relevant to specific specialization)	1	1	4	6	60	40	100
4	PYM-P3	Psychology Practicum-P3	1	1	4	6	40	60	100
Total			8	4	8	20	180	220	400

Grand Total -- 1600

Total Credits 70

*= Specific course code Indicator

L: Lecture hours; T: Tutorial hours; P: Laboratory/ Practical hours; Internal Marks include class tests, Assignments, Presentations and

Attendances (75% mandatory)

Course Code: PYM-101

Course Name: A Conceptual History of Psychology

Course Credit Hour: 4Hr

Total Contact Hour: 60

Course Objective:

- To acquaint the student with a wider (global) history of psychology in general and India in particular.
- To highlight the paradigms and dominant concerns of mainstream Euro American psychology, and issues therein.

Course Description:

Explores the intellectual history and contemporary diversity of psychology in dialogue with a cultural understanding about the nature of the person. Topics include: psychology and science, philosophy of mind, functionalism, measurement, applied psychology, gestalt, behaviorism, the unconscious mind, phenomenological and existential psychology, clinical psychology and mental health, and qualitative perspectives

Course Contents:

Unit 1: Historical Evolution

1.1. Introduction to psychological thought— Early roots of Psychology, Psychology as a study of Soul & Consciousness, Emergence and Birth of Psychology as a scientific discipline in Euro-American tradition.

1.2. Six important paradigms of Western psychology: Positivism, Post-positivism, the critical perspective, Social constructionism, existential phenomenology, and cooperative enquiry.

1.3. Issues: Crisis in psychology due to strict adherence to experimental-analytical paradigm (logical empiricism); Move from modern to Postmodern Psychology; Indic influences on modern psychology.

Unit 2: Perspectives & Paradigms in Psychology

2.1 Psychodynamic Perspective, Behavioristic Perspective, Humanistic & Existential Perspective, Cognitive Perspective, Socio-Cultural perspective, Biopsychological perspective.

2.2 Behavioristic Perspective—Learning Paradigms, Classical conditioning, Operant conditioning & Social Cognitive Learning.

2.3 Socio-cultural Perspective—Learning Paradigms, Classical conditioning, Operant conditioning & Social Cognitive Learning.

Unit 3: Cognitive Perspective

3.1 Approaches in Cognitive Psychology: Information Processing Approach, Connectionist Approach, Ecological Approach, Linguistic approach, Effect of drugs on cognitive performance.

3.2 Attention & Perception—Concept and theories of attention; Form, Depth & Movement Perception, Plasticity in Perception, Effect of Nature & Nurture on perception, Improving visual and auditory perception in everyday life.

3.3 Thinking & Memory—Role of mental imagery & language in thinking; Memory as a process, three stage model, Levels of Processing theory, Everyday memory, Working memory, Memory Improvement, Eye-witness testimony.

Unit 4: Existential, Humanistic & Indian Psychology

4.1 Existential Philosophy & thought—Influence of Existential philosophy on Psychology, Early existential thinkers, Existential Search for Meaning & Anxiety

4.2 Humanistic Perspective—Emergence of Humanism & Humanistic Thinking, Humanistic perspective as Third force in psychology, Early humanistic thinkers-Carl Rogers, Abraham Maslow

4.3 Indian Psychology: The primacy of self-knowledge, Major Indian systems influencing and exploring mind and behaviour: Vedas, Upanishads, Bhagavad Gita, Tantra, Buddhism, Sufism, Kriya Yoga and Integral Yoga of Sri Aurobindo, Emergence of Indian psychology in academia.

Course Learning Outcomes (CLO's):

CLO1: Discuss the philosophical and scientific foundations of psychology. Critically examine problems, questions, and assumptions of various schools of thought such as functionalism, psychoanalysis, behaviorism, and Gestalt, existential-phenomenology, humanistic and experimental psychology.

CLO2: Compare Eastern and Western philosophical and intellectual traditions from antiquity with contemporary thought on human's relationship to nature and notions of divinity.

CLO3: Describe the philosophical implications of mind-body interaction for psychology as a science.

CLO4: Examine the usefulness of qualitative and quantitative approaches to psychology.

Text Books

- Corelissen, R. M., Misra, G., & Varma, S. (Eds.) (2014). Foundations and applications of Indian psychology. New Delhi, India: Pearson.
- Brysbaert, M., & Rastle, K. (2009). Historical and conceptual issues in psychology. New Delhi, India: Pearson Educational.

Reference Books

- Bhatia, S. (2002). Orientalism in Euro-American and Indian psychology: Historical representations of —natives‖ in colonial and postcolonial contexts. *History of Psychology*, 5(4), 376–398.
- Misra, G., & Paranjpe, A. C. (2012). Psychology in modern India. In Robert B. Rieber (Ed.), *Encyclopedia of the history psychological theories* (Part 1, pp. 881-892). New Delhi, India: Springer Science.

Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

Course Code: PYM-102

Course Name: Cognition, Neuroscience & Consciousness

Course Credit Hour: 4Hr

Total Contact Hour: 60

Course Objective:

- To provide an in-depth understanding of some of the cognitive processes in terms of current theories, models and applications.
- To help learners understand the importance of these cognitive processes in everyday life

Course Description:

Consciousness is an ephemeral process of collecting information from the outside world and making that information available to our awareness. Though consciousness has been a subject of inquiry in philosophy since the ancient Greece, the study of consciousness was in hiatus during the majority of the 20th century. However, a paradigm shift and more recent brain imaging techniques have allowed for examining it extensively, making consciousness one of the most studied scientific phenomena.

Course Contents:

Unit 1: Brain, Mind and Behavior

- 1.1 Historical Perspectives
- 1.2 Emerging areas in neuropsychology
- 1.3 Philosophical antecedents
- 1.4 Approaches and key issues

Unit 2: Cognitive Neuroscience

- 2.1 Structure of Neuron & Nervous system
- 2.2 Function of cortical lobes – Frontal, Temporal & Parietal
- 2.3 Neurotransmitters & their role in cognitive functioning
- 2.4 Neuro-behavioural pathology

Unit 3: Consciousness

- 3.1 The difficulty of defining consciousness
- 3.2 Current theories of consciousness
- 3.3 What Consciousness is, does, and how it fits into the evolving universe
- 3.4 An understanding of consciousness from first principles

Unit 4: Cognition

- 4.1 Two Approaches to the study of mind: The Outer approach used in Cognitive Science, and the Inner approach of various meditative traditions
- 4.2 Can outer, third-person, approaches provide a complete understanding of mental phenomena?
- 4.3 Advaita and Madhyamika View: perception is fundamentally non-dual and subject and object are one in non-dual perception
- 4.4 Need for new approach to perception and cognition that combines scientific and experimental methodologies and recognizes that subject-object non-duality is central to our biological nature.

Course Learning Outcomes (CLO's):

CLO1. To provide an in-depth understanding of some of the cognitive processes in terms of current theories, models and applications.

CLO2. To help learners understand the importance of these cognitive processes in everyday life.

CLO3. To understand of brain, mind and Behaviour relationship with the help of current developments in the field of neuroscience,

CLO4. To understand of brain, mind and Behavior relationship with the help of current developments and scientific theories, clinical and real-life examples

Text Books

- Menon, S. (2014). Brain, self and consciousness: Explaining the conspiracy of experience. New Delhi, India: Springer.
- Das, J. P. (2014). Consciousness quest. New Delhi, India: Sage.

Reference Books

- Goswami, A., Reed, R. A., & Goswami, M. (1995). The self-aware universe: How consciousness creates the material world. New York: Putnam.
- Kak, S. (2016). Mind and self. Mississauga, Ontario, Canada: Mount Meru Publishing.

Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

Course Code: PYM-103

Course Name: Research Methodology – I (Issues & essential techniques in statistics & experimental design)

Course Credit Hour: 4Hr

Total Contact Hour: 60

Course Objective:

- It tries to build upon the basic assumptions in adopting different methodologies for different kinds of research themes.
- It introduces certain philosophical ideas underlying the emergence of different methodologies in social sciences.
- It also attempts to sensitize the students to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can help them in their future research.

Course Description:

This course is designed to support postgraduate students in developing their research project and to assist them in defining their mode of enquiry. It will give students a general introduction to postgraduate research, its methodologies, its challenges and its organisation. Students will be introduced to a range of research tools and will be equipped to plan and organise their research design, as well as to communicate their findings. After giving basic introduction in under graduation, it gives advanced and in-depth knowledge about the applicability of research techniques to conduct real research.

Course Content:

Unit 1: Psychological Research

- 1.1 Concept and nature of research
- 1.2 Types of Psychological Research
- 1.3 Problems of Objectivity- Positivist & Post Positivist perspectives
- 1.4 Ethical issues and Concerns

Unit 2: Basic Elements of Social Research

- 2.1 Formulating a Research Problem-- assumptions & characteristics
- 2.2 Hypotheses-- Meaning, Importance, Types and Formulation
- 2.3 Sampling-- Meaning & Factors influencing sampling
- 2.4 Types of sampling methods

Unit 3: Tools of Data Collection

- 3.1 Meaning and Nature of data—Primary & Secondary
- 3.2 Methods of Data Collection- Experimental, Observational
- 3.3 Survey method—Interview & questionnaire
- 3.4 Research Design: Meaning and Types of Research Designs

Unit 4: Psychological Testing & Measurement

- 4.1 Psychological Testing—standardization and objectivity
- 4.2 Reliability, Validity & Norms
- 4.3 Steps in test development & standardization
- 4.4 Applications

Course Learning Outcomes (CLO's):

- CLO1. To sensitize the students towards the concept and pedagogy of social science research.
- CLO2. To facilitate their understanding of identifying and formulating research problem,

hypothesis and sampling methods.

CLO3. To orient them towards methods of data collection, research designs, basic statistics involved in quantitative analysis the method of writing a scientific research document.

CLO4. To equip the students for formulating and conducting a relevant research

Text Books

- A.K. Singh (2005). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan: Patana.
- Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.

Reference Books

- Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, Second Edition.
- Blalock, Hubert M. (1979), Social Statistics. New York:

Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

Course Code: PYM-104

Course Name: Advance Counseling Skills - I (General Counseling Skills)

Course Credit Hour: 4Hr

Total Contact Hour: 60

Course Objective:

- Demonstrate process and its dynamics.
- Appreciate the ethical, legal, basic attending and listening skills.
- Appreciate the counseling and cultural issues associated with counseling.
- Examine how their own attitudes and beliefs affect the counseling outcome.
- Identify their own strengths and weaknesses as counselors.

Course Description:

The course plan aims to provide exposure Demonstrate process and its dynamics. Appreciate the ethical, legal, basic attending and listening skills. Appreciate the counseling and cultural issues associated with counseling. Examine how their own attitudes and beliefs affect the counseling outcome. identify their own strengths and weaknesses as counselors.

Course Contents:

Unit 1: Professional Foundation of Counseling

- 1.1. Concept of counseling & link to other related concepts
- 1.2. Characteristics of an Effective Counselor
- 1.3. Professional aspects of being a counselor
- 1.4. The Attribution and Systematic framework of Counseling

Unit 2. Ethical Concerns

- 2.1. Discussion: What do practice counselors need to know about the ACA code of ethics?
- 2.2. Relationship between counseling, ethics, morality and the law.
- 2.3. The role of ethics in specific counseling situations.
- 2.4. Case studies discussion to explore ethical concern in counseling.

Unit 3. During class, students will practice, discuss, and reflect upon:

- 3.1. Attending and listening skills
- 3.2. Interviewing skills
- 3.3. Responding skills (perceptiveness, knowledge, assertiveness)
- 3.4. Empathy and unconditional positive regard
- 3.5. Probing and summarizing
- 3.6. Self-disclosure
- 3.7. Immediacy
- 3.8. Effective challenging (with support)
- 3.9. Decision-making and goal-setting skills
- 3.10. Interpretation/reframing skills, etc.

Unit 4. Counseling with Diverse Populations

- 4.1. Counseling Aged Population
- 4.2. Counseling with children
- 4.3. Counseling disabled population
- 4.4. Issues in counseling; Gender- Based Counseling; Counseling cases with gender identity, Considerations with Different Cultural Groups in India..

Course Learning Outcomes (CLO's):

CLO1. To learn to engage with the process of conscious self-development and self-mastery.

CLO2. To understand the complexities and nuances of life and appreciate the ethical, legal, basic attending and listening skills.

CLO3. Appreciate the counseling and cultural issues associated with counseling.

CLO4. Examine how their own attitudes and beliefs affect the counseling outcome & Identify their own strengths and weaknesses as counselors.

Text Books

- Belkin, G. S. (1984). Introduction to counseling. Dubuque, Iowa: WCB/McGraw-Hill.
- Bellack, A. S., Hersen, M., & Kazdin, A. E. (Eds.) (2012). International handbook of behavior modification and therapy. New York: Springer Science & Business Media.

Reference Books

- Corey, G. (2015). Theory and practice of counseling & psychotherapy. New Delhi: Pearson.
- Cormier, L. S., & Nurius, P. S. (2003). Interviewing and change strategies for helpers (Fifth ed.). Pacific Grove, CA: Brooks/Cole.

Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

Course Code: PYM-201

Course Name: Social Psychological Perspectives

Course Credit Hour: 4Hr

Total Contact Hour: 60

Course Objective:

- To develop insight about the basic assumptions and scope of social psychological perspectives.
- To learn the use of research methodologies in Social Psychology.
- To explore the use of social psychological perspectives in addressing the issues and problem of the real world.

Course Description:

This course offers a brief introduction to classic and contemporary social psychology, covering topics such as decision making, persuasion, group behavior, personal attraction, and factors that promote health and well-being.

Course Contents:

Unit 1. Introduction to Social Psychological Perspectives

1.1. Nature and scope of social psychology; brief history of social psychology; psychological social psychology and sociological social psychology; symbolic interactionism; social constructionism; social representation; cultural and cross-cultural psychology; traditional theoretical perspectives (field theory, cognitive dissonance, sociobiology, psychodynamic approaches)

1.2. Use of experimental, correlational and qualitative methods in social psychological research

Unit 2. Social Influence and Responding to Social Situations

2.1. Social facilitation; social loafing; conformity, compliance, obedience; social power; reactance; cultural context of getting influenced or resisting influence

2.2. Social perception; attitude and its change within cultural context; aggression and ways to manage aggression; pro-social Behaviour

Unit 3. Intergroup relations

3.1. Group dynamics, leadership style and effectiveness

3.2. Theories of intergroup relations (minimal group experiment and social identity theory, relative deprivation theory, realistic conflict theory, equity theory), conflicts and resolution

Unit 4. Applications in real world

4.1. Application for whom and for what? Revisiting the meanings of social 'in social psychological perspectives; exploring voice of end-users/stakeholders in social psychological perspectives; challenges of societal development

4.2. Issues of gender, poverty, marginalization and social suffering; facilitating wellbeing and self-growth in diverse cultural and socio-political contexts

Course Learning Outcomes (CLO's):

CLO1: To explore the use of social psychological perspectives in addressing the issues and problem of the real world.

CLO2: To Develop insights about the basic assumptions and scope of social psychological perspectives

CLO3: To learn the use of research methodologies in social psychology.

Text Books

- Baron, R. A., & Byrne, D. (2000). (8th ed.). Social psychology. New Delhi: Prentice Hall of India.
- Billig, M. (1976). Social psychology and intergroup relations. NY: Academic Press.

Reference Books

Misra, G. (Ed.) (1990). Applied social psychology in India. New Delhi: Sage.

Dalal, A.K., & Misra, G. (Ed.) (2001). New directions in Indian psychology, Vol. 1: Social psychology. New Delhi: Sage.

Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

Course Code: PYM-202

**Course Name: Advanced Counseling Skills-
II**

Course Credit Hour: 4Hr

Total Contact Hour: 60

Course Objective:

- To Learn to engage with the process of conscious self-development and self-mastery
- To Understand the complexities and nuances of life and life a personally meaningful view on the existential issues of life.

Course Description:

The course will focus on therapist variables, self-knowledge and the counseling relationship as the essential elements for effective counseling. In addition, students can expect to develop expertise in case conceptualization and application of more advanced counseling skills.

Course Contents:

Unit 1: The Existential Questions of Life

- 1.1 Journey of Personal Growth
- 1.2 Meaning of Freedom and Determination in Personal Growth
- 1.3 Exploring the relational self- Forgiveness, Gratitude and Letting go.
- 1.4 Engaging with pain, grief and death

Unit 2: Exploring the Moral Self

- 2.1 Concept of Moral Self and Moral Reasoning
- 2.2 Hope, Self- Compassion and Wisdom
- 2.3 Exploring the Power of Silence

Unit 3: Power & Personal Conflicts

- 3.1 Working with the Body
- 3.2 Non- violent Communication
- 3.3 Engaging with complexity and ambiguity: Understanding the complexity of the situation, avoid quick- fix solutions and tolerate ambiguity

Unit 4: Spirituality in Everyday Life

- 4.1 Spiritual Self & the meaning of life
- 4.2 Exploring the power of creativity and imagination
- 4.3 Facilitating changes

Course Learning Outcomes (CLO's):

CLO1: Learn to facilitate the development of Self and others.

CLO2: To View life as a continually changing process that requires continuous questioning of cultural hegemonies, creative renewal and psychological imagination.

CLO3: To Practice psychological capacities that can be potentially useful in times of stress and distress and that give a deeper insight into life.

Text Books

- Gandhi, M. K. (1993). My experiments with truth. Ahmedabad, India: Navjivan Press.
- Halder, B. (2006). A life less ordinary. New Delhi, India: Penguin Books.

- Leary, M. R. (2004). The curse of the self: Self-awareness, egotism, and the quality of human life. Oxford: Oxford University Press.

Reference Books

- Frankl, V. (1992). Man's search for meaning. Massachusetts, Boston: Beacon Press.
- Friere, P. (1985). Pedagogy of the oppressed. London: Continuum Pub.
- Kegan, R. (1982). The evolving self: Problem and process of human development. Cambridge: Harvard University Press.

Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

Course Code: PYM-203

**Course Name: Research Methodology – II
(Qualitative & Contemplative Practices)**

Course Credit Hour: 4Hr

Total Contact Hour: 60

Course Objective:

- It tries to build upon the basic assumptions in adopting different methodologies for different kinds of research themes.
- It introduces certain philosophical ideas underlying the emergence of different methodologies in social sciences.
- It also attempts to sensitize the students to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can help them in their future research.

Course Description:

The course plan aims to provide exposure to the fundamentals of various research techniques and methods. It tries to build upon the basic assumptions in adopting different methodologies for different kinds of research themes. It introduces certain philosophical ideas underlying the emergence of different methodologies in social sciences. It also attempts to sensitize the students to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can help them in their future research.

Course Content

Unit 1: Introduction

- 1.1 Purpose and Dimensions of Research
- 1.2 Paradigms of Research—Qualitative & Quantitative
- 1.3 Sampling and Nature of data for qualitative and quantitative researches, Scales of measurement
- 1.4 Ethical issues and concerns

Unit 2: Quantitative Research Methods

- 2.1 Descriptive Statistics: Measures of Central Tendency, Measures of variability, Graphical representation of data
- 2.2 Normal Distribution Curve- characteristics & properties
- 2.3 Correlation
- 2.4 Chi-square test

Unit 3: Inferential Statistics

- 3.1 Inferential Statistics—Hypothesis Testing, Concept and Characteristics of Random
- 3.2 Sampling Distribution of Means, Errors in Hypothesis Testing
- 3.3 Parametric and Non-parametric tests—Assumptions and applications
- 3.4 Parametric tests--Student's distribution of 't'—Independent and Dependent
- 3.5 Sample, ANOVA and Factorial Designs
- 3.6 Non-Parametric Statistics—Mann-Whitney U test, Sign Rank test, Kruskal, Walis Test

Unit 4: Basic Procedures in Qualitative Inquiry

- 4.1 Formulating qualitative research problems, Role of Empathy & Reflexivity
- 4.2 Paradigms- Social constructionist, Participative inquiry, Grounded theory
- 4.3 Type of qualitative data—In-depth interviews, Focused group discussions, Case- studies, ethnographic manuscripts, narratives, cinematographic narratives
- 4.4 Coding & thematic analysis in qualitative research

Course Learning Outcomes (CLO's):

CLO1. The course plan aims to provide exposure to the fundamentals of various research techniques and methods.

CLO2. It tries to build upon the basic assumptions in adopting different methodologies for different kinds of research themes.

CLO3. It introduces certain philosophical ideas underlying the emergence of different methodologies in social sciences.

CLO4. It also attempts to sensitize the students to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can help them in their future research.

Text Books

- A.K. Singh (2005). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan: Patana.
- Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.

Reference Books

- Thakur, D. (2003). Research Methodology in Social Science, Deep and Deep Publications Pvt. Ltd.: New Delhi.
- Young, P.V. (1988), Scientific Social Surveys and Research, New Delhi Prentice Hall.

Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

Course Code: PYM-P1

Course Name: Psychology Practicum

Course Credit Hour: 2Hr

Total Contact Hour: 30

Course Objective:

- To Enable the students to understand the processes and steps involved in administered the psychological tests in laboratory
- The Students are supposed to administer at least two tests based on the following along with a detailed introductory report on Psychological testing and Assessment.

Course Description:

The major goal of the school-based practicum is to provide an integrated and coordinated series of learning experiences that will serve students with opportunities to: (a) practice and expand on previously held knowledge and learned skills; (b) develop new skills and knowledge; and (c) experience personal and professional growth and development

Course Content

- Case History & Mental Status Examination
- TAT (Thematic Apperception Test)
- IQ Assessment (GDT, VSMS, SFBT, MISIC)
- BGT (Bender Gestalt Test)
- CARS

Course Learning Outcomes (CLO's):

CLO1: Develop knowledge and skills in delivering services

CLO2: Develop and demonstrate a commitment to evidence-based intervention procedures

CLO3: Consult and collaborate across settings and care-providers

CLO4: Receive exposure to a diversity of academic and behavioral concerns, student demographics, and students' special needs within the school environment

CLO5: Develop knowledge related to mental health concerns within the school environment

Text Books

- Holt, R. R. (Ed.) (1984). Diagnostics Psychological testing (Revised edition) New York: International Universities Press.
- Cronbach, I. J, (1970). Essential of Psychological Testing. New York: Harper & Row.

Reference Books

- Anastasi, A. (1968). Psychological Testing, Pearson Education Asia: Pearson Publication.
- Singh, A. K. (1997). Test, Measurement and Research Methods in Behavioral Sciences. New Delhi: Bharat Bhawan

Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)

Attendance	:	10%
Conduction	:	10%
Interpretation	:	10%
Practicum Notebook	:	10%
Total Internal Assessment	:	40%

Course Code: PYM-301

Course Name: Introduction to clinical Psychology

Course Credit Hour: 4Hr

Total Contact Hour: 60

Course Objective:

- To familiarize with the history and development of clinical psychology as a field in India and its evolving professional identity.
- To Orient students to major theoretical models which guide clinical psychological practice and research.
- To orient about clinical assessment process and its applications in various domains.

Course Description:

Clinical psychology is a broad branch of psychology that focuses on diagnosing and treating emotional, mental, and behavioural disorders. Few of the more common disorders that may be treated include learning disabilities, substance abuse, eating disorders, depression, and anxiety

Course Contents:

Unit 1. Foundations

1.1. Historical background: Early & recent history.

1.2. Nature of discipline: Theory and research.

1.3. Developing a professional identity: Education & training, professional activities and employment settings, sub-specializations.

Unit 2. Psychodynamic approach

2.1. Brief orientation to four psychoanalytic psychologies – Drive, ego, object relations & self-psychology

2.2. Understanding psychological defenses, regression, and the true and false self-systems

Unit 3. Other major approaches

3.1. Behavioural and cognitive-behavioural

3.2. Humanistic

3.3. Existential

3.4. Family systems

3.5. Biological

3.6. Attempt at integration: Bio-psycho-social

Unit 4. Clinical assessment

4.1. Rationale and planning

4.2. Clinical interviewing

4.3. Areas of applications: Intellectual and educational; personality and interpersonal; behavioural and psycho-diagnostic

Course Learning Outcomes (CLO's):

CLO1: To facilitate students' professional identity and practice as clinical psychologists through fundamental knowledge of psychology, commitment to professional ethics, understanding of multiculturalism & diversity, and by participation in life-long learning.

CLO2: To provide students with in-depth training under supervised conditions in direct service models of assessment, and therapy in order to practice as clinical psychologists.

CLO3: To train students in the scientist-practitioner model who are competent in the evaluation, production and dissemination of research.

Text Books

- Hecker, J. E., & Thorpe, G. L. (2005). Introduction to clinical psychology: Science, practice, and ethics. Delhi, India: Pearson Education.
- Hersen, M., Kazdin, A. E., & Bellack, A. S. (Eds.) (1991). The clinical psychology handbook (2nd ed.). New York: Pergamon Press.

Reference Books

- Pomerantz, A. M. (2008). Clinical psychology: Science, practice, and culture. New Delhi, India: Sage Publications.
- Trull, T. J., & Phares, E. J. (2001). Clinical psychology: Concepts, methods, and profession (6th ed.). Belmont, CA: Wadsworth/Thomson Learning

Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

Course Code: PYM-302

Course Name: Psychopathology

Course Credit Hour: 4Hr

Total Contact Hour: 60

Course Objective:

- To Develop understanding of the various manifestation of psychopathology
- To Familiarize with DSM V and ICD 10 Classificatory system in the context of diagnosis of various psychiatric/psychological disorder.

Course Description:

Students will be learned about the types and causes of mental disorders, their assessment, treatment, and related research in psychotherapy for the disorders. The professional, ethical, and cultural issues related to psychopathology and its treatment will also be discussed

Course Contents:

Unit 1. Classification and models of psychopathology

- 1.1. Psychopathology and systems of classification.
- 1.2. Basic features of DSM-V & ICD-10: Similarities, differences and critical evaluation.
- 1.3. Major theoretical models of psychopathology.
- 1.4. Critical evaluation.

Unit 2. Disorders of mood, anxiety, somatoform & behavioural syndromes

- 2.1. Clinical characteristics and etiology of depression, bipolar affective disorders.
- 2.2. Clinical characteristics and etiology of phobia, panic, OCD, PTSD, adjustment disorder.
- 2.3. Clinical characteristics and etiology of dissociative disorder, somatoform disorder, other neurotic disorders.
- 2.4. Clinical characteristics and etiology of eating disorder, sleep disorder.

Unit 3. Psychotic spectrum disorders

- 3.1. Clinical characteristics and etiology of schizophrenia, delusion, other psychotic disorders.
- 3.2. Schizophrenia and its spectrum.
- 3.3. Delusional, brief and shared psychotic disorders.
- 3.4. Schizo-affective disorders and related manifestations.
- 3.5. Other psychotic disorders, culturally specific manifestations, organic overlay.

Unit 4. Disorders of infancy, childhood and adolescence

- 4.1. Clinical characteristics and etiology of specific developmental disorder of scholastic skills.
- 4.2. Pervasive developmental disorders.
- 4.3. Behavioural and emotional disorders.
- 4.4. Disorders of social functioning.

Course Learning Outcomes (CLO's):

- CLO1. To develop understanding of the various manifestations of psychopathology.
- CO2. To familiarize with DSM V and ICD 10 classificatory systems in the context of diagnosis of various psychiatric/psychological disorders.
- CO3. To gain knowledge of the major features of specific disorders, their etiology and current theories and models of their underlying mechanisms.
- CO4. A brief overview of somatic and psychological approaches to the treatment of mental disorders.

Text Books

- Adams, P. B., & Sutker, H. E. (2001). Comprehensive handbook of psychopathology (3rd ed.). New York: Springer.
- Craighead, W. E., Mankowitz, D. J., & Craighead, L. W. (2008).
- Psychopathology: History, diagnosis and empirical foundations. New York: John Wiley and Sons.

Reference Books

- Millon, T., Krueger, R. F., & Simonsen, E. (2011). Contemporary directions in psychopathology. New York: Guilford Press.
- Sadock, B. J., & Sadock, V. A. (2015). Kaplan and Sadock's synopsis of psychiatry (11th ed.). PA, USA: Lipincott, Williams and Wilkins.

Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

Course Code: PYM- 307
Course Credit Hours: 6Hr

Course Name: Research Project/Dissertation
Total Contact Hours: 96

Course Objective:

This course provide practical Application of learner's theoretical and methodological understanding and skills into devising researchable ideas and specific research questions and hypotheses, by Conducting a focused review of the relevant literature and creating appropriate conceptual framework, developing a realistic research design with specific research strategies. This enables students to think through and articulate a research in their interested areas.

Course Description:

Dissertations normally report on a research project or study, or an extended analysis of a topic. The structure of the thesis or dissertation explains the purpose, the previous research literature which impinges on the topic of the study, the methods used and the findings of the project.

Course Content:

- Project work/Dissertation is considered as a special course involving application of knowledge in solving / analysing /exploring a real life situation / difficult problem.
- A Project/Dissertation work may be given in lieu of a discipline specific elective paper.
- At the time of End Semester, students will present Research Proposal for their Project/Dissertation work.

The Dissertation should include the following –

1. Title of Dissertation
2. Introduction
3. Review of Literature
4. Problems of Research
5. Objectives of Research
6. Research Methodology
7. Discussion & Conclusion
8. References

Course Learning Outcomes (CLOs):

CLO 1: Critical thinking and analysis of psychology concepts and literature. The Master's thesis and oral defense assess critical thinking, analyze and demonstrated analysis of psychology concepts and literature.

CLO 2: The Master's thesis and oral defense are evaluated with respect to the style of communication followed by the American Psychological Association.

CLO 3: Presentation and interpretation of quantitative data in psychological research.

CLO 4: Demonstrate the technical skills and ethical decisions that are appropriate for the student's particular concentration.

Assessment Methods: (Continuous Internal Assessment=60%, Final Examination=40%)

Evaluation Criteria:

1. Institution
 - Quality

- Depth & Breadth of analysis,
- Coverage,
- Scope and content
- Project fulfillment
- Data collection ability in the field (if any)
- Scope of Implementation.

2. Board of Examiners

Presentation & Viva-voce Examination

Course Code: PYM –P2

Course Name: Field Training (Relevant to specific specialization)

Course Credit Hours: 6Hr

Total Contact Hours: 96

Course Objectives:

- To familiarize students with planning, reporting, conducting and interpreting data in the domain specific areas.
- Equipping students with the field based empirical knowledge.

Course Description:

Each student would undergo supervised training for a period of 90 days in an institution related to the opted discipline specific area. A detailed report of the training would be submitted to the institute concerned, at the end of the week, and full report to the Department before the examination. Evaluation would be based on Report and viva- voce.

The report will be prepared as per the following module: About the institution: Mission, goals and objectives of the institution where training is undertaken. Topic of training program: Introduction Case history, Identification of problem, goals and achievement, Conclusion (Experience of the student) (Minimum 3 cases to be reported).

Course Content:

Minimum 3 cases to be submitted, the cases will be as follows:

1. IQ Assessment Report – 2
2. Personality/Psychological Disorder Report – 1
3. Neuropsychological Report – 1
4. Psycho-evaluation Report (any child related cases) - 1

Course Learning Outcomes (CLOs):

CLO 1: Students would be able to write Case report as per the prescribed standardized norms.

CLO 2: Students would be able to carry out his/her field based empirical report.

Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)

At the end of internship/field training, the learners have to prepare a report on their internship. They are required to submit the internship report at the study center. They are advised to keep a copy of it with themselves. The total marks for internship is 100. For successful completion of internship, a learner should secure a minimum of 40% marks.

The breakup of the evaluation according to the specialization is given below.

Internal Marks Details -40%

Sincerity and professional competence-----	10
Report-----	10
Overall interaction with patients, clients & Employees and handling of cases-----	20

External Marks Details- 60%

Assessment Case history, Mental Status Examination, Interview, Psychological Testing etc.) -----	20
Provisional diagnosis and Planning of Intervention-----	10
Overall Understanding of Cases-----	10
Viva Voce-----	20

Course Code: PYM-401
Course Credit Hour: 4Hr

Course Name: Psychotherapy
Total Contact Hour: 60

Course Objective:

- To Understand theories and techniques of major psychotherapy
- To develop an appreciation for the importance of psychotherapy

Course Description:

Students will be learned about the types and causes of mental disorders, their assessment, treatment, and related research in psychotherapy for the disorders. The professional, ethical, and cultural issues related to psychopathology and its treatment will also be discussed

Course Contents:

Unit 1. Foundations

- 1.1. Becoming a psychotherapist: Training and supervision.
- 1.2. Stages of therapy.
- 1.3. Modes of therapy: Individual, group, couples & family.
- 1.4. Psychotherapy research.
- 1.5. Critical/controversial issues in psychotherapy.

Unit 2. Psychodynamic therapies

- 2.1. Psychoanalytic therapies.
- 2.2. Brief analytic therapies.
- 2.3. Object-relations therapies.
- 2.4. Interpersonal approaches.

Unit 3. Humanistic & transpersonal therapies

- 3.1. Client-centered therapies.
- 3.2. Existential therapies.
- 3.3. Gestalt therapies.
- 3.4. Transpersonal therapies.

Unit 4. Behavioral & cognitive-behavioral therapies

- 4.1. Behavioral therapy.
- 4.2. Cognitive therapy (Beck).
- 4.3. Rational emotive behaviours therapy (Ellis).

Course Learning Outcomes (CLO's):

CLO1. To understand theories and techniques of major psychotherapy approaches.

CLO2. To understand the complexities and nuances of life and to develop an appreciation for the importance of psychotherapy research.

CLO3. To practice psychological capacities that can be potentially useful in times of stress and distress and that give a deeper insight into life.

CLO4. Enhance and extend academic and professional development to Master's degree level and contribute to professional body.

Text Books

- Berms, C. (2000). Dealing with challenges in psychotherapy and counseling. Singapore: Brooks/Cole.
- Berms, C. (2001). Basic skills in psychotherapy and counseling. Singapore: Brooks/Cole.

Reference Books

- Palmer, S. (Ed.) (2006). Introduction to counseling and psychotherapy: The essential guide. New Delhi, India: Sage.
- Corey, G. (2015). Theory and practice of counseling and psychotherapy (10th ed.). Boston: Cengage Learning.

Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

Course Code: PYM-402

Course Name: Philosophy of Clinical Psychology

Course Credit Hour: 4Hr

Total Contact Hour: 60

Course Objective:

- To Familiarize with the philosophical problems/criticisms prevailing in the various approaches within the discipline of clinical Psychology.
- To assess the criticisms of the prevailing approaches in clinical psychology and attempt to frame them into coherent philosophy of science.
- To begin to actively consider/reflect upon one's own philosophy as a trainee clinical psychologist/psychotherapist.

Course Description:

A Philosophy of Clinical Psychologist identifies about the philosophical issues which is related of psychoanalytic, behaviorist, Cognitive behavioural as well as biological approach

Course Contents:

Unit 1. Introduction

- 1.1. Clinical psychology and the philosophy of science.
- 1.2. Philosophical problems.

Unit 2. Philosophical issues of the psychoanalytic approach; Phenomenological & existential approaches.

Unit 3. Philosophical issues of the behavioural and cognitive behavioural approaches.

Unit 4. Philosophical issues of the biological approach.

Course Learning Outcomes (CLO's):

CLO1: Learn to facilitate the development of Self and others.

CLO2: To View life as a continually changing process that requires continuous questioning of cultural hegemonies, creative renewal and psychological imagination.

CLO3: To Practice psychological capacities that can be potentially useful in times of stress and distress and that give a deeper insight into life.

Text Books

- Miller, R. B. (1992). The restoration of dialogue: Readings in the philosophy of clinical psychology. Washington DC: American Psychological Association.
- O' Donohue, W. T. (2013). Clinical psychology and the philosophy of science. New York: Springer.

Reference Books

- Frankl, V. (1992). Man's search for meaning. Massachusetts, Boston: Beacon Press. Friere, P. (1985). Pedagogy of the oppressed. London: Continuum Pub.
- Kegan, R. (1982). The evolving self: Problem and process of human development. Cambridge: Harvard University Press.

Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

Course Code: PYM –407

**Course Name: Research Project/Dissertation
(Relevant to specific specialization)**

Course Credit Hours: 6Hr

Total Contact Hours: 96

Course Objectives:

- To provided standardized guidelines deriving from current grant applications for the Masters Dissertation proposals.
- To identify a format that will ensure a more standardized assessment of the scientific quality of the proposed research by the supervisory committee.
- To provide an opportunity to students to gain experience in grant writing and have a formalized review process to evaluate the quality of the proposed research similar to that of a granting agency. The students will learn to design an investigation(s) which starts from a wide and analytical knowledge base, proposed imaginative and testable hypotheses, relies upon exemplary investigative procedures, and aims to provide data critical to an identified area in psychology.
- To develop skills in communicating scientific ideas in an oral and in a written format.

Course Description:

Format of Dissertation Proposal

General Style

The proposal should be considered as a finished document that has both scientific merit as well as feasibility. The proposal should be typed and doubled spaced. The desirable length is 10 pages and must not exceed 20 pages. Grammatical conventions of standard edited English should be followed, with correct spelling and punctuation. As well, the proposal should be formatted according to APA Sixth Edition requirements. Append (in addition to the 10-20 pages of description) a list of references cited and instruments. The required ethical approval forms will be signed following committee approval. Use the following headings to describe the research in enough detail to allow informed assessment by your committee.

Summary

Provide a 1 page summary of your proposal. Include concise explanations of the general objectives of the proposed research, the work undertaken to achieve these objectives, and the scientific contribution of the research.

Objectives

Briefly state the explicit objectives of your proposed research such that the overall purpose of the research can be evaluated.

Theoretical Context

Identify the theoretical perspectives from which your research derives in the context of relevant scholarly literature. Identify and explain the importance, originality, and the anticipated contribution to knowledge of the proposed research.

Method

Describe the methodological approach of the proposed research, including subjects, measures, and procedures for data collection that will be used to achieve the stated objectives. In this section, you need to justify the choice of method and explain the specific instruments to be used. The method should flow logically from the stated objectives and the theory.

Data Analysis

Describe your proposed data analysis and explain how these analyses will be used to assess the stated objective.

Time Line

Provide a proposed schedule for data collection, data analysis, and data write up.

Course Learning Outcomes (CLOs):

CLO 1: Practical training, internship and field placement.

CLO 2: Engaging in conversations, learning the art of qualitative interviewing, collecting data on significant critical and cultural issues, learning to listen to the narratives of pain and social suffering, attending to shifts in inter-generational concerns related to self and psyche and so on and so forth.

CLO 3: Exposure to ways of thinking and relating with self and others through practical exercises which delve into autobiographical awareness and creating a story of their life.

CLO 4: Learning planning and conducting small scale studies and analyzing data following scientifically.

CLO 5: Learning to write the reports of studies which may be published in scientific journals and popular media.

CLO 6: Mastery of the use of computers and internet in conducting experiments and surveys.

CLO 7: Analyzing the obtained data manually as well as through SPSS and other software.

CLO 8: Mastery of communication and counselling skills.

Evaluation Criteria

1. Is the overall purpose of the investigation worthwhile and clearly stated?
2. Is the analysis of the background data and theory succinct, complete, and logical? Is the research literature that is relevant to the topic adequately covered?
3. Is there a clear statement of a problem to be addressed and do the hypotheses follow from the existing knowledge base?
4. Are the research strategy, experimental design, the techniques, the participants and methods of data analysis clearly described? Can the research questions be answered with this methodology? Are the sampling and sample size explained?
5. In what way is the proposal original? What advances in knowledge, theory, research or practice will this research result in?
6. Are there any ethical concerns associated with this proposal?
7. Is the proposal written according to grammatical conventions of standard edited English, with correct spelling and punctuation and does it maintain a consistent and appropriate level of formality? Is the paper clearly written, effectively organized, and logically developed?

Assessment Methods: (Continuous Internal Assessment=60%, Final Examination=40%)

Evaluation Criteria:

1. Institution- Marks 60
 - Quality, Depth & Breadth of analysis,
 - Coverage, Scope and content
 - Project fulfillment, Data collection ability in the field (if any)
 - Scope of Implementation.
2. Board of Examiners - Viva-voce Examination - Marks-40
3. **Total 100**

Course Code: PYM –P3

Course Name: Field Training (Relevant to specific specialization)

Course Credit Hours: 6Hr

Total Contact Hours: 96

Course Objectives:

- To familiarize students with planning, reporting, conducting and interpreting data in the domain specific areas.
- Equipping students with the field based empirical knowledge.

Course Description:

Each student would undergo supervised training for a period of 90 days in an institution related to the opted discipline specific area. A detailed report of the training would be submitted to the institute concerned, at the end of the week, and full report to the Department before the examination. Evaluation would be based on Report and viva- voce.

The report will be prepared as per the following module: About the institution: Mission, goals and objectives of the institution where training is undertaken. Topic of training program: Introduction Case history, Identification of problem, goals and achievement, Conclusion (Experience of the student) (Minimum 2 cases to be reported).

Course Content:

Minimum 2 cases to be submitted, the cases will be as follows:

5. IQ Assessment Report – 2
6. Personality/Psychological Disorder Report – 1
7. Neuropsychological Report – 1
8. Psycho-evaluation Report (any child related cases) – 1

Course Learning Outcomes (CLOs):

CLO 1: Students are exposed to high-level applied, active learning experiences in psychology involving research and clinical practice.

CLO 2: Students would be able to carry out his/her field based empirical report.

Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)

At the end of internship/field training, the learners have to prepare a report on their internship. They are required to submit the internship report at the study center. They are advised to keep a copy of it with themselves. The total marks for internship is 100. For successful completion of internship, a learner should secure a minimum of 40% marks.

The breakup of the evaluation according to the specialization is given below.

Internal Marks Details -40%

Sincerity and professional competence-----	10
Report-----	10
Overall interaction with patients, clients & Employees and handling of cases-----	20

External Marks Details- 60%

Assessment Case history, Mental Status Examination, Interview, Psychological Testing etc.) -----	20
Provisional diagnosis and Planning of Intervention-----	10
Overall Understanding of Cases-----	10
Viva Voce-----	20

SEMESTER-III

COUNSELLING PSYCHOLOGY (Specialization II)

Course Code: PYM-303

Course Name: Methods and Approaches

Course Credit Hour: 4Hr

Total Contact Hour: 60

Course Objective:

- To give a comprehensive understanding of the different methods and approaches to counselling.
- To give the student the experience of undergoing as well as performing counselling using different methods.

Course Description:

Counselling psychology is a psychological speciality that encompasses research and applied for work in several broad domains such as counselling process and outcome; supervision and training; career development and counselling and prevention and health.

Course Contents:

Unit 1. Approaches

- 1.1. Psychodynamic approaches
- 1.2. Behavioural approaches
- 1.3. Humanistics Approaches
- 1.4. Existential Approaches
- 1.5. Indian Spiritual/yogic approaches

Unit 2. Dynamic Methods

- 2.1. Psychoanalytic approaches
- 2.2. Jungian theory based counselling
- 2.3. Adlerian Counselling
- 2.4. Other Neo-Freudian methods

Unit 3. Other Techniques

- 3.1. Behaviouristic Counselling
- 3.2. Cognitive Counselling
- 3.3. Non-Directive Counselling
- 3.4. Directives Counselling
- 3.5. Psycho-drama, use of fine arts and in counselling

Unit 4. Miscellaneous Approaches, Methods and Techniques

- 4.1. Group Counselling
- 4.2. Peer Counselling Approaches and Methods
- 4.3. Other Counselling approaches and methods.
- 4.4. Modern development in Counselling

Course Learning Outcomes (CLO's):

CLO1: Students should be familiar with the terminology used in testing and assessment. This terminology consists of the following: psychological testing, psychological assessment reliability and validity (including the various types of these) criterion-referenced, norm-referenced, and

content-referenced z-score, t-score, standard score, percentile score mean, standard deviation, standard error of measurement

CLO2: Students should be familiar with the purpose of testing and assessment.

CLO3: Students should be familiar with the APA Ethical Principles of Psychologists and Code of Conduct, the ACA Code of Ethics, and Nebraska State Laws as they pertain to the practice of psychology and counseling.

Text Books

- Chandra, R. (2011). Psychology, counseling and therapeutic practices. N.D.:Gyan Books.
- Corey, G. (2004). Theory and practice of counseling and psychotherapy. NJ, USA: Princeton.

Reference Books

- Feltham, C., & Horton, I. (Eds.) (2012). The Sage handbook of counseling and psychotherapy. Los Angeles: Sage.
- Misra, G. (Ed.) (2011). Handbook of psychology in India. New Delhi, India: Oxford University Press.

Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

Course Code: PYM-304

Course Name: Assessment & Research

Course Credit Hour: 4Hr

Total Contact Hour: 60

Course Objective:

- To give the student a broad acquaintance with psychological measurement and assessment, psychological tests, testing in India and methods of test development.
- To train the students in methods of research and analysis of data in counselling psychology.

Course Description:

Counselling psychology is a psychological speciality that encompasses research and applied for work in several broad domains such as counselling process and outcome; supervision and training; career development and counselling and prevention and health.

Course Contents:

Unit 1. Psychological Measurement

- 1.1. Methods of personality assessment.
- 1.2. Psychological testing.
- 1.3. Well known psychological tests.
- 1.4. Tests and testing in India used for counselling.

Unit 2. Test Development

- 2.1. Steps in test development.
- 2.2. Item analysis.
- 2.3. Preparation of norms.
- 2.4. Methods for determining reliability and validity.

Unit 3. Research Methods

- 3.1. Quantitative data and analysis.
- 3.2. Types of qualitative data and techniques for analysis.
- 3.3. Research design.
- 3.4. Computerisation, writing research reports, papers, books.

Unit 4. Counselling in India

- 4.1. Problems of test development in India.
- 4.2. History of counselling movement in India, Indianisation of counselling.
- 4.3. Contemporary issues relating to counselling practice in India.
- 4.4. Future of counselling practice, research and development in India.

Course Learning Outcomes (CLO's):

CLO1: Students should be familiar with the terminology used in testing and assessment. This terminology consists of the following: psychological testing, psychological assessment reliability and validity (including the various types of these) criterion-referenced, norm-referenced, and content-referenced z-score, t-score, standard score, percentile score mean, standard deviation, standard error of measurement

CLO2: Students should be familiar with the purpose of testing and assessment.

CLO3: Students should be familiar with the APA Ethical Principles of Psychologists and Code of Conduct, the ACA Code of Ethics, and Nebraska State Laws as they pertain to the practice of psychology and counseling.

Text Books

- Breakwell, G. M., Smith, J. A. & Wright, D. B. (Eds.) (2012). Los Angeles: Research methods in psychology. Sage.
- Groth-Marnat, G., & Wright, A. J. (2016). Handbook of psychological assessment. N.J: Wiley.

Reference Books

- Lane, S., Raymond, M. R., & Haladyna, T. M. (Eds.) (2015). Handbook of test development. U.K.: Routledge.
- Misra, G. (Ed.) (2009). The structure of Indian mind. New Delhi, India: L.B. Shastri Sanskrit Vidyapeeth.

Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

Course Code: PYM- 307 & 407
Course Credit Hours: 6Hr (each)

Course Name: Research Project/Dissertation
Total Contact Hours: 96 (each)

Course Objective:

This course provide practical Application of learner's theoretical and methodological understanding and skills into devising researchable ideas and specific research questions and hypotheses, by Conducting a focused review of the relevant literature and creating appropriate conceptual framework, developing a realistic research design with specific research strategies. This enables students to think through and articulate a research in their interested areas.

Course Description:

Dissertations normally report on a research project or study, or an extended analysis of a topic. The structure of the thesis or dissertation explains the purpose, the previous research literature which impinges on the topic of the study, the methods used and the findings of the project.

Course Content:

- Project work/Dissertation is considered as a special course involving application of knowledge in solving / analysing /exploring a real life situation / difficult problem.
- A Project/Dissertation work may be given in lieu of a discipline specific elective paper.
- At the time of End Semester, students will present Research Proposal for their Project/Dissertation work.

The Dissertation should include the following –

1. Title of Dissertation
2. Introduction
3. Review of Literature
4. Problems of Research
5. Objectives of Research
6. Research Methodology
7. Discussion & Conclusion
8. References

Course Learning Outcomes (CLOs):

CLO 1: Critical thinking and analysis of psychology concepts and literature. The Master's thesis and oral defense assess critical thinking, analyze and demonstrate analysis of psychology concepts and literature.

CLO 2: The Master's thesis and oral defense are evaluated with respect to the style of communication followed by the American Psychological Association.

CLO 3: Presentation and interpretation of quantitative data in psychological research.

CLO 4: Demonstrate the technical skills and ethical decisions that are appropriate for the student's particular concentration.

Assessment Methods: (Continuous Internal Assessment=60%, Final Examination=40%)

Evaluation Criteria:

1. Institution
 - Quality, Depth & Breadth of analysis,
 - Coverage, Scope and content
 - Project fulfillment, Data collection ability in the field (if any)
 - Scope of Implementation.
2. Board of Examiners- Presentation & Viva-voce Examination

Course Code: PYM –P2 & P3

Course Name: Field Training (Relevant to specific specialization)

Course Credit Hours: 6Hr (each)

Total Contact Hours: 96 (each)

Course Objectives:

- To familiarize students with planning, reporting, conducting and interpreting data in the domain specific areas.
- Equipping students with the field based empirical knowledge.

Course Description:

Each student would undergo supervised training for a period of 90 days (and another 90 days in 4th semester) in an institution related to the opted discipline specific area. A detailed report of the training would be submitted to the institute concerned, at the end of the week, and full report to the Department before the examination. Evaluation would be based on Report and viva- voce.

The report will be prepared as per the following module: About the institution: Mission, goals and objectives of the institution where training is undertaken. Topic of training program: Introduction Case history, Identification of problem, goals and achievement, Conclusion (Experience of the student) (Minimum 3 cases to be reported).

Course Content:

Minimum 3 cases in 3rd semester and 2 cases in 4th semester to be submitted, the cases will be as follows:

1. Anxiety Assessment Report – 2
2. Personality/Psychological Disorder Report – 1
3. Depression Report – 1
4. Psycho-evaluation Report (any child related cases) – 1
5. Cognitive Behavior Therapy Intervention- 2
6. Counseling Session Report- 1
7. Group Therapy Session Report 1
8. Other types of Counseling Techniques-2

Course Learning Outcomes (CLOs):

CLO 1: Students would be able to write Case report as per the prescribed standardized norms.

CLO 2: Students would be able to carry out his/her field based empirical report.

Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)

At the end of internship/field training, the learners have to prepare a report on their internship. They are required to submit the internship report at the study center. They are advised to keep a copy of it with themselves. The total marks for internship is 100. For successful completion of internship, a learner should secure a minimum of 40% marks.

The breakup of the evaluation according to the specialization is given below.

Internal Marks Details -40%

Sincerity and professional competence-----	10
Report-----	10
Overall interaction with patients, clients & Employees and handling of cases-----	20

External Marks Details- 60%

Assessment Case history, Mental Status Examination, Interview, Psychological Testing etc.) -----	20
Provisional diagnosis and Planning of Intervention-----	10
Overall Understanding of Cases-----	10
Viva Voce-----	20

Course Code: PYM-403
Course Credit Hour: 4Hr

Course Name: Areas and Related Disciplines
Total Contact Hour: 60

Course Objective:

- To study the application of counselling in different areas.
- To understand the connection with and difference from related other disciplines.

Course Description:

Counselling psychology is a psychological speciality that encompasses research and applied for work in several broad domains such as counselling process and outcome; supervision and training; career development and counselling and prevention and health.

Course Contents:

Unit 1. Areas of Counselling

- 1.1. Counselling for personal and adjustment problems.
- 1.2. Educational counselling.
- 1.3. Vocational guidance and career counselling.
- 1.4. Family and marital counselling.

Unit 2. Purposes of Counselling

- 2.1. Counselling for health problems, hospital counselling.
- 2.2. Paediatric counselling.
- 2.3. Geriatric counselling.
- 2.4. Adolescent problems.
- 2.5. Counselling related to gender issues.
- 2.6. Cross-cultural counselling.

Unit 3. Special Counselling Applications

- 3.1. Rehabilitation counselling.
- 3.2. Crisis and trauma counselling.
- 3.3. Counselling and substance abuse.
- 3.4. Psychiatric counselling.
- 3.5. Disability counselling.

Unit 4. Counselling and Related Other Disciplines

- 4.1. Counselling and case work as practised by social work people.
- 4.2. Psychiatry, psychotherapy, and clinical psychology.
- 4.3. Community psychology.
- 4.4. Rehabilitation psychology.
- 4.5. Popular lay movements like Transactional Analysis, NLP, etc.

Course Learning Outcomes (CLO's):

CLO1. Students should be familiar with a variety of ethical dilemmas that could arise, and understand the ways in which to navigate and select the best course of action.

CLO2. Students should be familiar with the major counseling approaches categorized as humanistic experiential, learning/cognitive, and psychoanalytic/psychodynamic.

CLO3. Students should be able to demonstrate knowledge of the therapist's role and the values by which the therapist conducts counseling.

Text Books

- Blocher, D., & Biggs, D. (1983). Counseling psychology in community settings. N.Y.:Springer Publishing Co.
- Gelso, C. J., Williams, E. N., & Fretz, B. (2014). Counseling psychology (3rd ed.). Washington, D.C.: American Psychological Association.

Reference Books

- Moodley, Gielen, & Wu,R. (2013). Handbook of counseling and psychotherapy in an international context. New York: Routledge.
- Gerstein, H., Ægisdóttir, L., & Norsworthy. (2009). International handbook of cross-cultural counseling: Cultural assumptions and practices worldwide. Los Angeles: Sage.

Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

Course Code: PYM-404

Course Name: Background Fields

Course Credit Hour: 4Hr

Total Contact Hour: 60

Course Objective:

- To understand different theories of Personality, Personality development and personal growth.
- To familiarise students with Indian society, social issues and problems of people in India.

Course Description:

Course will draw from major theories in personality psychology, as well as current empirical research on individual differences and personality development, including work in genetics, psychobiology, evolutionary psychology, emotions, traits, motivation, social learning theory, and attachment theory.

Course Contents:

Unit 1. Personality and Personality Development

- 1.1. Theories of personality.
- 1.2. Theories of personality development and personal growth.
- 1.3. Developmental psychology, stages of growth and life stages.
- 1.4. Indian theories of life stages and growth.

Unit 2. Counseling and Indian Psychology

- 2.1. Positive psychology.
- 2.2. Psychology of consciousness.
- 2.3. Personal growth of the counselor and counseling skill, counseling training.
- 2.4. Professionalization of psychology in India and counseling psychology.

Unit 3. Psychology of Indians

- 3.1. Social psychology.
- 3.2. Cross-cultural psychology, anthropological psychology.
- 3.3. Health psychology.
- 3.4. Indian psychology (yoga, Buddhism, Sufism, etc.)
- 3.5. Personality of Indians.

Unit 4. Counselling in the Indian Context

- 4.1. Contemporary Indian society.
- 4.2. Social change in India.
- 4.3. Needs and problems of Indians.
- 4.4. Ethical issues in counselling practice with special reference to India.
- 4.5. Legal issues: Licensing and certification counselling practice in India.

Course Learning Outcomes (CLO's):

CLO1. Students should be familiar with the reasons ethical codes were developed.

CLO2. Students should be familiar with the Regulatory bodies that have jurisdiction over the practice of counselors and mental health practitioners, and the sanctions each of these regulatory bodies can impose.

CLO3. Students should be familiar with various ethical decision-making models and the components of these models.

Text Books

- Adler, L. L., & Gielen, U. P. (Eds.) (2001). Cross-cultural topics in psychology. Westport, CT: Praeger.
- Blocher, D. H. (1966). Developmental counseling. U.K.:Ronald.

Reference Books

- Gibson, R. L., & Mitchell, M. H. (2003). Introduction to counseling and guidance. N.J.: Prentice-Hall.
- Mischel, W., Shoda, Y., & Smith, R. E. (2004). Introduction to personality: Toward an integration. New York: John Wiley & Sons.

Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

SEMESTER-III

ORGANIZATIONAL PSYCHOLOGY (Specialization III)

Course Code: PYM-305

Course Name: Organizational Behaviour in Indian Context

Course Credit Hour: 4Hr

Total Contact Hour: 60

Course Objective:

- To understand how behaviour of an individual is shaped by various factors in Indian culture, society, and organization.
- To understand how behaviour of managers impacts performance.
- To understand what steps can be taken to improve performance effectiveness.

Course Description:

This course is aimed at developing knowledge and understanding the principles of fields of psychology. The course gives an edge to the psychology students to enable them to inculcate the philosophies, ideologies and methodologies of psychologist's profession.

Course Contents:

Unit 1. Indian cultural context

- 1.1. History of OB in India
- 1.2. The Indian mind-set
- 1.3. Appreciating enabling and disabling contexts
- 1.4. Context sensitivity of Indians

Unit 2. Self, culture and personality

- 2.1. Understanding Indian view of self
 - 2.1.1. The cultural construction of self: Indian familial self (symbiosis reciprocity; socially contextual ego ideal; contextual mode of functioning; religious rites, rituals, gurus to realize spiritual pursuits).
 - 2.1.2. Understanding one's limitations and its impact on others
 - 2.1.3. Individual differences and their impact on managerial and interpersonal behaviour: Dependence proneness; Orientations: Collectivist; materialist and holistic.
- 2.2. Perception, attitude and decision making
 - 2.2.1. Becoming aware of one's biases & personal prejudices and their impact on perception
 - 2.2.2. Understanding the cultural aspects of decision making
 - 2.2.3. Perceptual influences on managerial behaviour and decision making
- 2.3. Motivation and well-being
 - 2.3.1. Conceptualization of well-being in the Indian context
 - 2.3.2. Understanding people's needs and using this data for motivating others

Unit 3. Interpersonal and group dynamics

- 3.1. Interpersonal dynamics
 - 3.1.1. Latent and manifest determinants of interpersonal dynamics
 - 3.1.2. Techniques of building group consensus
- 3.2. Groups and teams
 - 3.2.1. Understanding and managing team dynamics

3.3. Creating and building effective teams in Indian organizations

Unit 4. Leadership

4.1. Theories of Leadership

4.2. Becoming aware of Leadership styles congruent with Indian culture: Pioneering Innovative (PI) style; Paternalistic Leadership; Nurturant Task Leadership style

4.3. Understanding the difference between leader and manager

4.4. Becoming aware of how to influence others

Course Learning Outcomes (CLO's):

CLO1: Program graduates will demonstrate competencies consistent with best practices in their discipline.

CLO2: Program graduates will demonstrate the ability to think critically, to analyze complex and diverse concepts, and to use reason and judgment.

CLO3: Program graduates will communicate effectively, both orally and in writing, in academic and professional settings.

Text Books

- Paranjpe, A. C. (1998). Self and identity in modern psychology and Indian thought. New York: Plenum.
- Khandwalla, P. N. (2003). Corporate creativity: The winning edge. New Delhi, India: Tata McGraw-Hill.

Reference Books

- Pareek, U. (2007). Understanding Organizational Behaviour (2nd ed.). Delhi, India: Oxford University Press.
- Parikh, M., & Gupta, R. K. (2010). Organisational behavior. New Delhi: McGraw Hill.

Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MID EXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

Course Code: PYM-306

Course Name: Learning & Development

Course Credit Hour: 4Hr

Total Contact Hour: 60

Course Objective:

- To understand the psychology of the learning process on which training is based.
- To examine the role of training and development in human resource management.
- To analyze the training needs of an organization.
- To gain proficiency in designing, implementing, and evaluating various training /learning programs.

Course Description:

Industrial-organizational psychology is the branch of psychology that applies psychological theories and principles to organizations. Often referred to as I-O psychology, this field focuses on increasing workplace productivity and related issues such as the physical and mental well-being of employees.

Course Contents:

Unit 1. The strategic importance of people development: An overview

- 1.1. Introduction to adult learning theories – Behaviour learning theory; Cognitive theory; Social learning theory; Psychodynamic theory; Humanistic theory; Experiential Learning; Andragogy.
- 1.2. Learning for spiritual development.
- 1.3. Overview of training methods: Lecture, Simulation, Outbound, Role play, T-group, Case study.
- 1.4. Characteristics of alternate training methods and media.

Unit 2. Program design

- 2.1. Analysis of training/learning and development needs: Selection of appropriate training methods based on training objectives, trainee characteristics, and organizational constraints.
- 2.2. Designing the program: Preparation of learning objectives/outcomes of training, training techniques to be used (on-the-job/off-the-job), training program content, cost of training, period of training, training materials, aids, equipment's.
- 2.3. Designing training, macro (annual calendar) & micro (curriculum development).
- 2.4. Technology, learning and development: Designing and evaluating E-learning and Mlearning programs.

Unit 3. Evaluating learning and development programs

- 3.1. Models for evaluation of program effectiveness:
 - 3.1.1. Kirkpatrick's four level model.
 - 3.1.2. Hamblin's five level model.
 - 3.1.3. Warr's framework of evaluation.
 - 3.1.4. Virmani and Premila's model of evaluation.
 - 3.1.5. Peter Bramely's model of evaluation.
 - 3.1.6. David Reay's approach to evaluation.
- 3.2. Transfer of learning: Keller's ARCS model.
- 3.3. Monitoring, controlling, and following up on the learning process.

Unit 4. Learning and development practices in organizations

- 4.1. Learning and development at entry level: Socialization process.
- 4.2. Career planning and development.
- 4.3. Special training initiatives: Leadership development; training for diversity management.
- 4.4. Preparing employees for international assignments.
- 4.5. Training in yoga and meditation.
- 4.6. Management of learning environment: Culture of learning; Roles of trainer, Coordinator, faculty, Training manager and Chief learning officer.

Course Learning Outcomes (CLO's):

CLO1: Program graduates will interact effectively and respectfully with people from diverse backgrounds and cultures and work through differences with civility.

CLO2: Program graduates will exhibit ethical leadership skills in professional practice and community service.

CLO3: Program graduates will utilize knowledge and skills related to their discipline to engage in activities that directly benefit the University or the civic community.

Text Books

- Alexander, C. N., Davies, J. L., Dixon, C. A., Dillbeck, M. C., Oetzel, R. M., Druker, S. M., Muehlman, J. M., & Orme-Johnson, D. W. (1990b). Growth of higher stages of consciousness: Maharishi's Vedic psychology of human development. In C. N. Alexander & E. J. Langer (Eds.), Higher stages of human development: Perspectives on adult growth (pp. 386–340). New York:
- Hamblin, A. C. (1974). Evaluation and control of training. U.K.: McGraw Hill Book Company (U.K.) Ltd.

Reference Books

- Kapp, K. M. (2012). The gamification of learning and instruction: Game-based methods and strategies for training and education. New York: John Wiley & Sons.
- Hamblin, A. C. (1974). Evaluation and control of training. U.K.: McGraw Hill Book Company (U.K.) Ltd.

Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

Course Code: PYM- 307 & 407
Course Credit Hours: 6Hr (each)

Course Name: Research Project/Dissertation
Total Contact Hours: 96 (each)

Course Objective:

This course provide practical Application of learner's theoretical and methodological understanding and skills into devising researchable ideas and specific research questions and hypotheses, by Conducting a focused review of the relevant literature and creating appropriate conceptual framework, developing a realistic research design with specific research strategies. This enables students to think through and articulate a research in their interested areas.

Course Description:

Dissertations normally report on a research project or study, or an extended analysis of a topic. The structure of the thesis or dissertation explains the purpose, the previous research literature which impinges on the topic of the study, the methods used and the findings of the project.

Course Content:

- Project work/Dissertation is considered as a special course involving application of knowledge in solving / analysing /exploring a real life situation / difficult problem.
- A Project/Dissertation work may be given in lieu of a discipline specific elective paper.
- At the time of End Semester, students will present Research Proposal for their Project/Dissertation work.

The Dissertation should include the following –

1. Title of Dissertation
2. Introduction
3. Review of Literature
4. Problems of Research
5. Objectives of Research
6. Research Methodology
7. Discussion & Conclusion
8. References

Course Learning Outcomes (CLOs):

CLO 1: Critical thinking and analysis of psychology concepts and literature. The Master's thesis and oral defense assess critical thinking, analyze and demonstrate analysis of psychology concepts and literature.

CLO 2: The Master's thesis and oral defense are evaluated with respect to the style of communication followed by the American Psychological Association.

CLO 3: Presentation and interpretation of quantitative data in psychological research.

CLO 4: Demonstrate the technical skills and ethical decisions that are appropriate for the student's particular concentration.

Assessment Methods: (Continuous Internal Assessment=60%, Final Examination=40%)

Evaluation Criteria:

1. Institution
 - Quality
 - Depth & Breadth of analysis,
 - Coverage,
 - Scope and content

- Project fulfillment
- Data collection ability in the field (if any)
- Scope of Implementation.

2. Board of Examiners

Presentation & Viva-voce Examination

Course Code: PYM –P2 & P3

Course Name: Field Training (Relevant to specific specialization)

Course Credit Hours: 6Hr (each)

Total Contact Hours: 96 (each)

Course Objectives:

- Relate concepts and principles from the psychology of training and development to real occupational issues in order to make a constructive contribution to organisations.
- Recognize the psychological assumptions made in making training and development decisions and to manage these assumptions appropriately.
- Equipping students with the field based empirical knowledge.
- Provide a basis for making useful training interventions within organisations and evaluating such interventions and to address assessment, engagement, retention, and productivity of employees and workers.

Course Description:

Each student would undergo supervised training for a period of 90 days (another 90 days in 4th semester) in an institution related to the opted discipline specific area. A detailed report of the training would be submitted to the institute concerned, at the end of the week, and full report to the Department before the examination. Evaluation would be based on Report and viva- voce.

The report will be prepared as per the following module: About the institution: Mission, goals and objectives of the institution where training is undertaken. Topic of training program: Introduction, Identification of problem, goals and achievement, Conclusion (Experience of the student) (Minimum 3 cases to be reported in 3rd semester and 2 cases to be reported in 4th semester).

Course Content:

Minimum 5 Reports to be submitted in 2nd year of Post-Graduation, the cases will be as follows:

1. Conduct a valid Job Analysis for School Teachers-1
2. Personality/Psychological Disorder Report – 1
3. Engineers and technicians Job Analysis– 1
4. Develop Job Performance Criteria- 1
5. Develop a selection program- 1
6. Cognitive ability and personality assessment for management applicants-1
7. Analyze job satisfaction and recommend solutions to improve morale-1
8. Analyze consumer patterns for better sales results- 1
9. Dark personality in organizations- 1
10. Achieve high workplace quality and optimal work-life balance for management and employees- 1
11. Assessment of personality test, occupational interest and communication skill-3

Course Learning Outcomes (CLOs):

CLO 1: Students would be to develop appropriate understanding of using occupational psychology within organisations with respect to issues of training and development.

CLO 2: Students would be able to carry out his/her field based empirical report.

CLO 3: Discuss key ideas concerning attitudinal and behavioral manifestations of the work setting, including consideration of issues such as stress, diversity, emotional intelligence, and teamwork.

CLO 4: Articulate key ideas concerning industrial psychology including processes regarding staffing, job analysis, training and development.

CLO 5: Articulate key ideas concerning organizational psychology including motivation, attitudes, stress, fairness, leadership, teams and work behavior.

Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)

At the end of internship/field training, the learners have to prepare a report on their internship. They are required to submit the internship report at the study center. They are advised to keep a copy of it with themselves. The total marks for internship is 100. For successful completion of internship, a learner should secure a minimum of 40% marks.

The breakup of the evaluation according to the specialization is given below.

Internal Marks Details -40%

Sincerity and professional competence-----	10
Report-----	10
Overall interaction with patients, clients & Employees and handling of cases-----	20

External Marks Details- 60%

Assessment Case history, Mental Status Examination, Interview, Psychological Testing etc.) -----	20
Provisional diagnosis and Planning of Intervention-----	10
Overall Understanding of Cases-----	10
Viva Voce-----	20

Course Code: PYM-405

Course Name: Interpersonal & Team Processes in Organizations

Course Credit Hour: 4Hr

Total Contact Hour: 60

Course Objective:

- To grasp principles of interpersonal communication.
- To understand the stages of team development and design an effective team.
- To turn a group of individuals into a collaborative team that achieves high performance.
- To break down your personal barriers in diversity awareness and appreciation.
- To understand types and causes of conflict in teams.
- To develop capacity to manage conflicts.

Course Description:

Industrial-organizational psychology is the branch of psychology that applies psychological theories and principles to organizations. Often referred to as I-O psychology, this field focuses on increasing workplace productivity and related issues such as the physical and mental well-being of employees.

Course Contents:

Unit 1. Importance of interpersonal relationships in organization

- 1.1. Introduction: Team as a sub-system of an organization.
- 1.2. Importance of experiential learning: Significance of self-learning, introspection.
- 1.3. Overview of interpersonal relationships: Interpersonal needs; FIRO-B.
- 1.4. The psychology of individuals in groups: Trust, identity, attachment.
- 1.5. Perceptiveness and feedback in team setting: JOHARI window; Indian perspective.
- 1.6. Processes in interpersonal relationships: Issues in coordinated action; interpersonal communication; culture sensitive; face saving processes such as personalized relationship; role of work as an instrument to discharge family obligations; persuasive communication; altruism; Importance of establishing growth promoting relationship.
- 1.7. Buddhist values - maîtri (love), karuna (compassion), mudita (joy) and upeksha (equanimity).

Unit 2. Groups and teams

- 2.1. Difference between groups and teams.
- 2.2. Hindrance in team building: Group think; Indian societal stereotypes and prejudice.
- 2.3. Building effective teams: Stages of team building and issues at each stage.
- 2.4. Creating a balanced team: Team roles; Establishing trust in teams.
- 2.5. Shared vision/mission of the team: Goal clarification in teams.
- 2.6. Gaining commitment in teams.

Unit 3. Conflicts in groups and teams

- 3.1. Concept of conflict and its implications on team effectiveness.
- 3.2. Nature and causes of conflict: Resource scarcity.
- 3.3. Managing conflicts: Jugaad; Consensus building; Keeping relationships above goals; Negotiation; Third party intervention; Face saving for self and others.
- 3.4. Importance of superordinate goals.

Unit 4. Developing skills for team management

- 4.1. Team leadership skills: Process intervention and structural intervention.

4.2. Skills for managing different types of teams: Homogeneous & heterogeneous teams; Self-managed; Virtual teams and project teams.

4.3. Managing interdependence: Intergroup and team relations.

4.4. Linking team processes to team effectiveness.

Course Learning Outcomes (CLO's):

CLO1. Program graduates will exhibit ethical leadership skills in professional practice and community service.

CLO2. Program graduates will utilize knowledge and skills related to their discipline to engage in activities that directly benefit the University or the civic community.

CLO3. Program graduates will demonstrate readiness to pursue life-long learning through continuing education, scholarship, service, and participation in professional organizations

Text Books

- Pareek, U. (2007). Understanding organizational behaviour (2nd ed.). New Delhi, India: Oxford University Press.
- Parikh, M., & Gupta, R. K. (2010). Organisational behaviour. New Delhi: McGraw Hill.

Reference Books

- Schutz, W. (1966). The interpersonal underworld. Palo Alto, CA: Science & Behavior Books.
- Reddy, B. R. (2005). Team development and leadership. Mumbai: Jaico Publishing House.

Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Total Internal Assessment	:	40%

Course Code: PYM-406

Course Name: Coaching & Mentoring at Workplace

Course Credit Hour: 4Hr

Total Contact Hour: 60

Course Objective:

- To develop an appreciation of developmental relationships.
- To develop effective interpersonal skills for coaching and mentoring.
- To identify coaching and mentoring options for employees.

Course Description:

Industrial-organizational psychology is the branch of psychology that applies psychological theories and principles to organizations. Often referred to as I-O psychology, this field focuses on increasing workplace productivity and related issues such as the physical and mental well-being of employees

Course Contents:

Unit 1. Overview of developmental relationships

- 1.1. An introduction to developmental relationships: Counselling, coaching and mentoring.
- 1.2. Personality and developmental relationships: Altruism; extension motivation; nishkam karma.
- 1.3. Issues in developmental relationships in Indian context: Managing Trishanku complex; dependency proneness, diversity; mindset towards Indian cultural diversity.

Unit 2. Overview of coaching, counselling and mentoring

- 2.1. Process of counselling, coaching and mentoring.
- 2.2. Mentor competencies: The nurturing superior.
- 2.3. Indian perspective on coaching, counselling and mentoring: Sneh-shraddha.

Unit 3. Developing dyadic relationships

- 3.1. Guru Shishya Parampara.
- 3.2. Samkhya.
- 3.3. Feedback process: Interpersonal and performance.

Unit 4. Organizational systems: Coaching and mentoring process at workplace

- 4.1. Work-centric nurturant culture.
- 4.2. Views of Arthashastra (Kautilya).
- 4.3. Cosmic collectivism.

Course Learning Outcomes (CLO's):

CLO1. Program graduates will communicate effectively, both orally and in writing, in academic and professional settings.

CLO2. Program graduates will interact effectively and respectfully with people from diverse backgrounds and cultures and work through differences with civility.

CLO3. Program graduates will exhibit ethical leadership skills in professional practice and community service.

Text Books

- Garvey, B., Stokes, P., & Megginson, D. (2009). Coaching and mentoring: Theory and practice. London: Sage

- Gupta, R. K., & Awasthy, R. (Eds.) (2015). Qualitative research in management: Methods and experiences. New Delhi, India: Sage Publications.

Reference Books

- Pareek, U. (2007). Understanding organizational behaviour (2nd ed.). Delhi, India: Oxford University Press.
- Sinha, J. B. P. (2009). Culture and organizational behaviour. New Delhi: Sage Publication.

Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%