



**Fergusson College (Autonomous)
Pune**

M. A. II - Psychology

With effect from June 2019

From Academic Year

2020-21

Program Structure M.A. (Psychology)

Semester	Course Code	Course Title	Course	No. of credits
I	PSY4101	Statistics and Research Methods	Core	04
	PSY4102	Psychometry Theory	Core	04
	PSY4103	Introduction to Human Resource Management	(Departmental elective)	04
	PSY4104	Foundations of Clinical Psychology	(Departmental elective)	04
	PSY4105	Psychology Practicals (Psychometry)	Core	04
II	PSY4201	Advanced Statistics and Research Methods	Core	04
	PSY4202	Human Cognition and Emotion	Core	04
	PSY4203	Performance Management and Development	(Departmental elective)	04
	PSY4204	Abnormal Psychology	(Departmental elective)	04
	PSY4205	Psychology Practicals (Experiments)	Core	04
III	PSY5301	Personality	Core	04
	PSY5302	Processes in Organisation	(Departmental elective)	04
	PSY5303	Strategic Human Resource Management	(Departmental elective)	04
	PSY5304	Psychopathology	(Departmental elective)	04
	PSY5305	Psychodiagnostics	(Departmental elective)	04
	PSY5306	Project/Field Work (Industrial)	(Departmental elective)	04
	PSY5307	Project/Field Work (Clinical)	(Departmental elective)	04

IV	PSY5401	Counselling Psychology	Core	04
	PSY5402	Organisation Development	(Departmental Elective)	04
	PSY5403	Training and Industrial Relations	(Departmental Elective)	04
	PSY5404	Psychotherapies	(Departmental Elective)	04
	PSY5405	Human Interventions	(Departmental Elective)	04
	PSY5406	Practicum (Industrial)	(Departmental Elective)	04
	PSY5407	Practicum (Clinical)	(Departmental Elective)	04

M.A. II Psychology Semester III		
Title of the Course and Course Code	PERSONALITY (PSY5301)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Cites the major approaches to the study of personality. Differentiates personality theories from other single domain theories in psychology	
CO2	Describes the various grand theories of personality alongwith their basic tenets	
CO3	Applies personality theories to the analysis of case studies and interprets biographies on the basis of theoretical concepts	
CO4	Compares and contrasts the different approaches to personality studies with reference to their formal and substantive attributes	
CO5	Critically evaluates personality theories on the basis of their comprehensiveness, and ability to generate research	
CO6	Formulates individual as well as group level explanations of personality differences and dynamics in clinical and organizational settings	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	INTRODUCTION TO PERSONALITY 1.1 Definitions and nature of personality 1.2 Characteristics of good personality theory and Evaluation of personality theory 1.3 Applications of personality in industrial and clinical areas. 1.4 Approaches: Trait-Type, Person-Situation interaction, Idiographic & Nomothetic	15
II	PSYCHOANALYTIC AND NEO-PSYCHOANALYTIC THEORIES OF PERSONALITY 2.1. Classical Psychoanalysis: Sigmund Freud 2.2. Carl Jung 2.3. Adler, Horney 2.4. Erik Erikson	15
III	LEARNING, COGNITIVE, HUMANISTIC – EXISTENTIAL THEORIES OF PERSONALITY 3.1. Learning Perspectives: Dollard & Miller, Julian Rotter's expectancy model 3.2. Cognitive Perspectives: Kelly's constructive alternativism	15

	3.3. Humanistic Perspectives: Abraham Maslow, Carl Rogers 3.4. Existential Positions: Viktor Frankl, Rollo May	
IV	TRAIT APPROACH AND CURRENT ISSUES 4.1. Trait Approach: History 4.2. G. Allport, Raymond Cattell 4.3. Hans. J. Eysenck, Five Factor Model – Costa & McCrae 4.4. Current Issues I: Cross-cultural research, experimental personality research 4.5. Current Issues II: Consistency and temporal stability of personality and issues in social desirability	15

References:

1. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of Personality*. 4th Edn. Wiley: India.
2. Hall, C.S., Lindzey, G. & Campbell, J. B. (1998). *Theories of Personality*. New York: John Wiley & Sons.
3. Ryckman, R.M. (1978). *Theories of Personality*. D.Van Nostrand Company: New York.
4. Frager, R. & Fadiman, J. (2007). *Personality and personal growth*. 6th Edn. Pearson Prentice Hall, India.
5. Mayer, F.S & Sutton, K. (1996). *Personality: An integrative approach*. N.J.: Prentice-Hall.
6. Larsen & Buss *Personality Development*
7. Buck, R. (1976) *Human Motivation and Emotion*, New York: Wiley.
8. Endler, N.S., & Magnusson, D. (1976) *Interactional Psychology and Personality*. Hemisphere Pub. Corporation.
9. Kalat, J. W. (2000). *Biological psychology*. Wadsworth, Inc.
10. Schultz, D.P & Schultz, E.S. (2005). *Theories of personality*. Delhi: Thomson Wadsworth.
11. Kaplan, H.B. (1996), Psychological stress from the perspective of self-theory. In: H.B. In Kaplan (Ed) *Psychological stress*. N.Y. Academic Press:
12. Kuppaswami, B. (1985) *Elements of ancient Psychology*. Delhi: Vani Educational Books.
13. Lazarus, R.S. and Monat, A. (1979). *Personality*. Prentice Hall, Inc.
14. McCrae, R.R. & Allik, J. (eds) (2002). *Five-factor model across cultures*. Dordrecht: Netherlands: Kluver.
15. London, H. & Exner, J.E. (1978) *Dimensions of Personality*. New York: Wiley
16. Oatley, K. & Jenkins, J. M. (1992). *Understanding emotions*. Cambridge: Blackwell publishers.

Processes in Organisation (PSY5302)		
Title of the Course and Course Code	Processes in Organisation (PSY5302)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describes the different models of Organisation behaviour, culture, motivation and leadership theories. Outlines the historical development in the organisation processes like motivation and leadership	
CO2	Distinguishes between the organisational structures and design. Gives examples of different types of conflicts and conflict handling styles.	
CO3	Employs the theoretical constructs pertaining to organisations to solve case study questions.	
CO4	Explains the scenarios in the organisations in the context of culture, motivation, leadership, Communication and Conflict insights.	
CO5	Critically evaluates the pros and cons of employing certain organisational constructs	
CO6	Writes about the functioning of organisations and diagnoses pitfalls and provides suggestions for improvement.	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	FUNDAMENTALS OF ORGANIZATIONAL BEHAVIOUR 1.1. Nature of Organizational Behaviour; Models of OB; Trends & Challenges of OB 1.2. Organisation Theories 1.3. Culture: Dimensions according to Hofstede, Tromenaar, Pareek (OCTAPACE). Organizational Culture: characteristics, typology, creating and transmitting organizational culture 1.4. Organization Structure and Design: Classical and Contemporary Designs (Matrix, Vertical, Horizontal, Network).	15
II	MOTIVATION IN ORGANIZATION 2.1. Motivating by Meeting Needs and Managerial Applications: Maslow, Adlerfer, Herzberg, and McClelland. 2.2. Motivating by Setting Goals, Equity theory, procedural justice, interactional justice, and organizational justice. 2.3. Motivating by Altering Expectations and by Structuring Jobs: VIE model, Porter & Lawler model, job enrichment and job enlargement, Hackman & Oldham's job characteristics model	15

	2.4. Quality of Work Life model, Contemporary trends in motivation	
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III	WORK TEAMS, LEADERSHIP AND DECISION MAKING 3.1. Group formation, team structure and Process 3.2. Behavioral Approach to Leadership Style. Contingency model; Hersey Blanchard's situational leadership model; path goal model; and Vroom's decision making model. 3.3. Emerging Approaches to Leadership: Authentic and transformational leadership; substitutes and enhancers for leadership; and self & super leadership. 3.4. Decision making process, models, risk, group decision making techniques.	15
IV	COMMUNICATION AND CONFLICT 4.1. Organizational Communication: Meaning, functions, Directions types (formal-informal, electronic) Non-verbal and techniques for improving communication skills 4.2. Conflict: Nature, Levels, Sources, Effects 4.3. Strategies for conflict resolution, Transactional analysis 4.4. Johari window	15

References:

1. Newstrom, J.W. (2007) Organizational behaviour: Human behaviour at work N.D.: Tata McGraw-Hill
2. Greenberg, J. and Baron R.A. (2005) Behaviour in organizations. N.D.: Pearson Edu.
3. Luthans, F. (2013) Organizational behaviour: An Evidence – based Approach (12thEd.) ND: McGraw-Hill Edu (India) Pvt. Ltd.
4. Ivancevich, J.M. Konsopaske R. & Matteson M.T. (2005) Organizational behaviour and management. New Delhi: Tata McGraw-Hill
5. Robbins, S.P., Judge T.A., & Sanghi, A. (2009) Organizational behaviour N.D. Pearson Prentice Hall.

BOOKS FOR FURTHER READING: -

1. Muchinsky, P. (2001). Psychology Applied to work .6th ed. New Delhi :Wadsworth
2. Sinha, J.B.P. (2008) Culture & Organization Behaviour. New Delhi: Sage Texts
3. Mullins, L.J. (2007) 7th ed. Management and organizational behaviour N.D. : Pearson Edu
4. Pareek, U. and Rao, T.V. (2003). Designing and managing human resource system. N.D.: Oxford & IBH.
5. Hersey, P. & Blanchard, K.H. (1982) . Management of organizational behaviour utilizing human resources (4thed.). Prentice-Hall.
6. Robbins, S. (2001). Organization behaviour. (9thed.). New Delhi :Prentice Hall of India.
7. Rao, V.S.P. and Narayana, P.S. (1995). Organizational theory and behaviour (2nded.) New Delhi :Konark Pub. Pvt.Ltd.
8. McShane, S.L. and Von Glinow, M.A. (200). Organizational behavior: Emerging realities for the workplace revolution . New Delhi: Tata McGraw-Hill.

Title of the Course and Course Code	STRATEGIC HUMAN RESOURCE MANAGEMENT (PSY5303)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describes the different models of Organisation behaviour, culture, motivation and leadership theories. Outlines the historical development in the organisation processes like motivation and leadership	
CO2	Distinguishes between the organisational structures and design. Gives examples of different types of conflicts and conflict handling styles.	
CO3	Employs the theoretical constructs pertaining to organisations to solve case study questions.	
CO4	Explains the scenarios in the organisations in the context of culture, motivation, leadership, Communication and Conflict insights.	
CO5	Critically evaluates the pros and cons of employing certain organisational constructs	
CO6	Writes about the functioning of organisations and diagnoses pitfalls and provides suggestions for improvement.	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	STRATEGIC HRM 1.1 HRM and Strategic Management process 1.2 HR tools to implement strategy, Developing the HR strategy 1.3 Improving HRM effectiveness 1.4 HR analytics and Use of software for HRM functions.	15
II	COMPENSATION AND BENEFITS 2.1. Developing Pay levels and Pay structures 2.2. Types of Pay: Individual and Group 2.3. Types of Benefits 2.4. Matching organisation strategy to compensation strategy	15

III	BUILDING COMPETENCY MODEL 3.1 Key concepts in competency model 3.2 Data collection methods 3.3 Steps in competency model 3.4 Uses of Competency models for HRM	15
IV	MANAGING HR GLOBALLY 4.1 Current global changes 4.2 Factors affecting HRM in global markets 4.3 International employees and levels of global participation 4.4 Management of expatriate managers	15

References:

1. Michael Armstrong, Stephen Taylor, (2015). *Armstrong's Handbook of Human Resource Management Practice*. 13th edition. KoganPage Publications.
2. Gary Dessler, Biju Varkkey, (2016). *Human Resource Management*. 14th edition. Pearson Publications Pacific Grove:
3. Nick Wilton, (2011). *An Introduction to Human Resource Management*. Sage South Asia Edition. SAGE Publications, Los Angeles.
4. Michael Muller-Camen, Richard Croucher, Susan Leigh, (2016) *Human Resource Management. A Case Study Approach*. Viva Books, New Delhi
5. K. Ashwathapa (2008). *Human Resource Management*. 5th edition, New Delhi: Tata McGraw-Hill
6. Pattanayak B. (2005) *Human Resource Management*. 3rd Edn. N.D. Prentice Hall
7. Pareek U. and Rao T.V. (2003) *Designing and Managing HumanResource System*. N.D. Oxford and IBH
8. Noe, R.A.; Hollenbeck, J. R.; Gerhart, B. & Wright, P.M. (2006).
9. *Human Resource Management*. N.D.: Tata Mc-Graw Hill
10. Dessler, G. (2008). *Human resource management, 10thed*. N.D.: Dorling Kindersley India Pvt. Ltd.
11. Cascio, W.F. (2006). 7th ed. *Managing human resources: Productivity,quality of work life, profits*. N.D.: Tata Mc-Graw-Hill

PSYCHOPATHOLOGY (PSY5304)		
Title of the Course and Course Code	PSYCHOPATHOLOGY (PSY5304)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Names the different disorders listed in DSM 5. Describes the Clinical picture and symptoms of each disorder	
CO2	Explains the etiological factors involved in these disorders from various paradigms in pathology	
CO3	Infers about the causes of particular disorders on the basis of symptomatology and the patient's case history	
CO4	Compares and contrasts between overlapping diagnostic categories.	
CO5	Recommends appropriate strategies for treatment for particular disorders depending upon their time of onset, duration and intensity of symptoms	
CO6	Develops case formulations and treatment goals for patients. Devises action plans to treat the patient.	

Unit No.	Title of Unit and Contents	No. of Lectures
I	SCHIZOPHRENIA SPECTRUM AND OTHER PSYCHOTIC DISORDERS 1.1 Brief history of schizophrenia 1.2 Schizophrenia spectrum: brief psychotic disorder, schizophreniform disorder, schizophrenia, schizoaffective disorder, catatonia 1.3 Delusional disorder 1.4 Etiological factors 1.5 Treatment	15
II	SEXUAL, GENDER RELATED AND PERSONALITY DISORDERS 2.1. Sexual Dysfunctions 2.2. Paraphilic disorders 2.3. Gender Dysphoria 2.4. Personality Disorders	15

III	SUBSTANCE RELATED, ADDICTIVE DISORDERS AND NEUROCOGNITIVE DISORDERS 3.1. Alcohol use, caffeine use, Cannabis use, Hallucinogen use, Opioid use, 3.2. Stimulant use, sedative, hypnotic or anxiolytic intoxication, tobacco use disorders 3.3. Neurocognitive disorder: delirium 3.4. Major and mild neurocognitive disorders: Alzheimers, Parkinson's, Huntington's chorea, Lewi Body disease, Vascular dementia 3.5. Major and mild neurocognitive disorders due to Traumatic Brain injury, HIV and Prion disease	15
IV	OTHER CONDITIONS THAT MAY BE A FOCUS OF CLINICAL ATTENTION 4.1. Medication induced movement disorders and other adverse effects of medication 4.2. Relational problems, neglect and abuse 4.3. Educational, occupational and social problems 4.4. Other problems related to the social environment	15

References:

1. American Psychiatric Association: "Diagnostic and Statistical Manual of Mental Disorders", DSM-5 (5 th Edn)
2. Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). *Kaplan & Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry* (Eleventh edition.). Philadelphia: Wolters Kluwer.
3. Sarason, I.G, & Sarason, R.B. (2002). *Abnormal psychology: The problem of maladaptive behavior* (10th ed.). Delhi: Pearson Education.
4. Barlow, D.H. & Durand, V.M. (2005). *Abnormal psychology* (4th ed.). Pacific Grove: Books/Cole.
5. Nolen- Hoeksema, S. (2004). *Abnormal Psychology* 3rd Edn. McGraw Hill: New York, USA.
6. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). *Abnormal Psychology: current perspectives*. 9th Edn. Tata McGraw-Hill: New Delhi, India.
7. Davison, G.C., Neal, J.M. & Kring, A.M. (2004). *Abnormal psychology*. (9th ed.). New York: Wiley.
8. Comer, R.J. (2007). *Abnormal psychology* (6th ed.). New York: Worth Publishers.
9. Fauman, M.A. (1996). *Study guide to DSM-IV*. Jaypee Brothers.
10. First, M.B. & Tasman, A. (2004). *DSM-IV-TR mental disorders: Diagnosis, etiology, and treatment*. New York: Wiley.
11. World Health Organization (1992). *The ICD-10 Classification of mental and behavioral disorders: Clinical description and diagnostic guidelines*: Delhi: Oxford University Press.
12. Puri, B.K., Laking, P.J. & Treasaden, I.H. (1996). *Textbook of psychiatry*. New York: Churchill Livingsto.
13. Oltmanns T. F., Emery R. E. (1995) 'Abnormal Psychology' Prentice Hall.
14. Sue, D., Sue D. W. & Sue S. (2006) "Abnormal Behavior" (8 th Edn) Houghton Mifflin Company.

15. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) Abnormal Psychology (15th Ed.)
 16. Dorling Kindersley(India) Pvt.Ltd. of Pearson Education.

PSYCHODIAGNOSTICS (PSY5305)		
Title of the Course and Course Code	PSYCHODIAGNOSTICS (PSY5305)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Lists the different techniques used for Clinical assessment of patients. Identifies the steps in arriving at a formal diagnosis of a disorder	
CO2	Differentiates between the techniques of assessment such as interviewing, self-report testing, projective testing, neuropsychological assessment and making diagnostic formulations	
CO3	Carries out basic case history taking along with an assessment of risk and protective factors in a patient's illness	
CO4	Explains the results of different assessments and draws conclusions based on the assessment results.	
CO5	Critically appraises which of the techniques of assessment would be appropriate for use with different disorders. Distinguishes between the goals of different assessments.	
CO6	Formulates clinical cases and hypothesizes about the goals of treatment in these cases	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	INITIAL ASSESSMENT 1.1 Case history taking (including the patient's experience of distress, stigma, anticipated outcome, somatic symptoms, stressors, evaluation of supports, instrumental and perceived support), Cultural Formulation Interview 1.2 The Clinical interview; structured and semi-structured interviews, SCID 1.3 Mental Status Examination and non-verbals of the client 1.4 Suicide Risk Assessment and warning signs 1.5 Writing up the intake interview and making referrals 1.6 Assignment: Videos on SCID or motivational interviewing	15
II	TOOLS FOR PERSONALITY ASSESSMENT AND ABILITY TESTING 2.1. Self-report inventories: MMPI, 16 PF, NEO-PIR, MCMI 2.2. Intelligence tests: Kamat-Binet, WAIS, WISC, SPM,	15

	<p>CPM</p> <p>2.3. Ability testing for children with special needs: tests for Autism, Learning disability, Intellectual disability and ADHD</p> <p>2.4. Infant testing: Bayley's scales of infant testing.</p>	
III	<p>TESTS AND RATING SCALES USED IN CLINICAL SETTINGS</p> <p>3.1. Assessment measures for Anxiety and Depression: Taylor's Manifest Anxiety Scale, Altman's Self Rating Mania Scale, BDI, HDRS</p> <p>3.2. Assessment measures for psychopathology: DSM Level I Cross Cutting Symptom Measure: Adult and Child version, SCL-90-R, PANSS, WHO DAS, CBCL</p> <p>3.3. Neuropsychological Tests: BVMG, Halstead Reitan Test, NIMHANS Neuropsychology Battery</p> <p>3.4. Tests used to assess cognitive impairment: MMSE, MINICOG, Lobe testing</p> <p>3.5. Projective tests: Rorschach, TAT, CAT, Projective Play</p>	15
IV	<p>PSYCHOLOGICAL BASIS OF PSYCHOPATHOLOGY.</p> <p>4.1. Psychoanalytic theories of illness</p> <p>4.2. Behavioural theories: learned helplessness</p> <p>4.3. Cognitive theories of psychopathology: attribution theory, irrational beliefs, cognitive biases</p> <p>4.4. Humanistic existential theories of distress</p> <p>4.5. Writing a diagnostic formulation and therapeutic formulation Assignment: case analysis</p>	15

References:

1. Sarason, I. G. and Sarason, B. R. (2005). *Abnormal Psychology*. N.D.: Dorling Kindersley.
2. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology*, 13th Edn. Pearson Education, India.
3. Barlow, D.H. & Durand, V.M. (1999). *Abnormal psychology* (2nd ed.). Pacific Grove: Books/Cole.
4. Davison, G.C., Neal, J.M. & Kring, A.M. (2004). *Abnormal psychology*. (9th ed.). New York: Wiley.
5. Nolen-Hoeksema, S. (2004). *Abnormal Psychology* 3rd Edn. McGraw Hill: New York, USA.
6. Hersen, M., & Thomas, J.C. (2007). *Handbook of Clinical Interviewing with Adults*. California: Sage Publications Inc.
7. Taylor, S. (2006) 6th ed. *Health psychology*. ND: Tata McGraw-Hill
8. Brannon, L. & Feist, J. (2007). *Introduction to health psychology*. Singapore: Thomson Wadsworth.
9. Anastasi, A., & Urbina, S. (2005). *Psychological Testing*. 7th edn. Pearson Education: India.

10. Wolman, B.B. (ed.) (1975). *Handbook of clinical psychology*. New York: McGraw-Hill.
11. Sundberg, N.D., Winebarger, A.A. & Taplin, J.R. (2002). *Clinical psychology: Evolving theory, practice and research*. Upper Saddle River, N.J.: Prentice-Hall.
12. Lezak, M.D. (1995). *Neuropsychological assessment*. New York: Oxford University Press.
13. Kapur, M. (1995). *Mental health of Indian children*. New Delhi: Sage.
14. Kellerman, H. & Burry, A. (1981). *Handbook of diagnostic testing: Personality analysis and report writing*. New York: Grune & Stratton
15. Rychlak, F. (1973). *Introduction to personality and psychopathology*. New York: Houghton Mifflin.
16. Kaplan, H. I., Sadock, B. J., & Grebb, J. A. (1994). *Kaplan and Sadock's synopsis of psychiatry: Behavioral sciences, clinical psychiatry (7th ed.)*. New Delhi: B. I. Waverly Pvt. Ltd.
17. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) *Abnormal Psychology (15th Ed.) Dorling Kindersley(India) Pvt.Ltd. of Pearson Education*
18. Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). *Kaplan & Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry (Eleventh edition)*. Philadelphia: Wolters Kluwer.
19. Bellack, A.S. and Hersen, M. (Ed.s) (1998) *Behavioral assessment A Practical Handbook (4th ed.)*. MA: Allyn and Bacon.
20. Goldstein, G. and Hersen, M. (Ed.) (2000) *Handbook of Psychological Assessment . (3rd ed.)*. Oxford: Elsevier science.
21. Hersen, M. (2004). *Comprehensive Handbook of Psychological Assessment (Vol. 4). Industrial and Organizational assessment*. New York, NY: Wiley.

Title of the Course and Course Code	Project/Fieldwork(Industrial) (PSY5306)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Defines the steps involved in carrying out a research project. (Outlines the functioning of institution or organisation)	
CO2	Describes the research problem and summarizes existing research findings in the defined area of research. (Describes the organisation structure and Key roles in the organisation)	
CO3	Carries out data collection with appropriate research protocols. (Carries out designated tasks and projects in the Organisation)	
CO4	Analyzes the data obtained using SPSS or with suitable qualitative methods. Explains the relationship between different variables studied. (Identifies the HR related problem area of the organisation using various data collection tools)	
CO5	Appraises the research project in terms of the applicability of the findings and limitations (Critically evaluates and provides inputs to the organisation)	
CO6	Writes a dissertation following the American Psychological Association guidelines. (Writes a report detailing the steps undertaken and provides inputs to the organisation and reflects on the insights gained)	

GENERAL

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

Eligibility for the Project Examination is subject to Certification of Project by the teacher-in-charge and HOD.

PROJECT ASSESSMENT– 100 MARKS

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

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

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

b) Semester End Examination (SEE): 50Marks**b (1) Evaluation of Project Report-20 marks****b (2) Presentation & Viva-voce –30 marks**

1. Presentation -15 marks
2. Viva-voce-15 marks

Title of the Course and Course Code	Project/Field Work (Clinical) (PSY5307)	Number of Credits : 04
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Defines the steps involved in carrying out a research project. (Outlines the functioning of the mental health institution)	
CO2	Describes the research problem and summarizes existing research findings in the defined area of research. (Describes the hierarchy of the mental health institution with the job roles of each level)	
CO3	Carries out data collection with appropriate research protocols. (Carries out designated tasks and projects in the mental health institution)	
CO4	Analyzes the data obtained using SPSS or with suitable qualitative methods. Explains the relationship between different variables studied. (Identifies the needs of patient groups and available treatment methods)	
CO5	Appraises the research project in terms of the applicability of the findings and limitations (Critically evaluates the functioning of the institution with respect to the effectiveness of its work in the field of mental health)	
CO6	Writes a dissertation following the American Psychological Association guidelines. (Writes a report detailing the steps undertaken and provides inputs to the organisation and reflects on the insights gained)	

GENERAL
1. Each batch of project should consist of maximum 8 students.
2. Workload for each batch will be equivalent to 8 lecture periods .
3. Student should select a research problem pertinent to their specialization area in consultation with teacher concerned OR the student should do fieldwork guided by the teacher concerned.
4. Eligibility for the Project Examination is subject to Certification of Project
5. by the teacher-in-charge and HOD.
PROJECT ASSESSMENT– 100 MARKS
1. Project assessment will be based on presentation of project before the internal and external examiners.
2. There will be 50 marks for continuous (internal) assessment and 50 marks for Semester End Examination (SEE).
a) Continuous (Internal) Assessment of project-50 Marks.
1. Term Paper 1 -15 marks
2. Term Paper 2 -15 marks
3. Presentation of project report in the classroom -20 marks
b) Semester End Examination (SEE): 50Marks
b (1) Evaluation of Project Report-20 marks
b (2) Presentation & Viva-voce –30 marks
1. Presentation -15 marks
2. Viva-voce-15 marks

M.A. II Psychology Semester IV		
Title of the Course and Course Code	Counselling Psychology (PSY5401)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describes the field of counselling psychology and the training required for a counsellor	
CO2	Describes the scope of the field of counselling, ethics and micro skills required for effective counselling	
CO3	Applies skills of empathic listening, paraphrasing and interpretation in peer counselling settings	
CO4	Connects the client's physical reactions, and internal dialogues with their emotional states and interpersonal difficulties	
CO5	Assesses client's progress through sessions. Appraises own levels of skill and self-awareness while counselling	
CO6	Generates strategies for conducting group counselling sessions. Designs small workshops for stress management, counsellor self-care and managing burnout	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	THE NATURE AND SCOPE OF COUNSELING 1.1. Defining features of Counseling Psychology 1.2. Training of the counselor 1.3. The scope of the counseling process 1.4. Confidentiality agreement 1.5. The therapeutic relationship: Working alliance, transference and the real relationship	15
II	THE RELATING STAGE 2.1. Active listening 2.2. Non-verbals of the counselor 2.3. Understanding the client's internal frame of reference 2.4. Showing attention and interest, empathy and validation 2.5. Paraphrasing and reflecting feelings	15
III	THE UNDERSTANDING STAGE 3.1. Offering interpretations, confrontation, appropriate self disclosures, insights 3.2. Understanding feelings and physical reactions 3.3. Understanding the client's perceptions 3.4. Socratic questioning, understanding and improving client's rules	15

	3.5. Assessing and improving thinking	
IV	THE CHANGING STAGE AND TERMINATING COUNSELING 4.1. Coaching skills: speaking, demonstrating and rehearsing 4.2. Dealing with transference 4.3. Writing a counseling session report and documentation 4.4. Terminating counseling and follow ups 4.5. Counselor's self-work, supervision, dealing with counselor's burnout	15

Learning Resources:

1. Nelson-Jones, R. (2009). *Introduction to Counseling Skills: Text and Activities*. New Delhi: Sage Publications
2. Gelso, C. & Fretz, B. (2001). *Counseling Psychology: Practices, Issues and Interventions*. New Delhi, India: Cengage Learning India Private Limited.
3. Gibson, R.L. & Mitchell, M.H. (2008). *Introduction to Counseling and Guidance. 7th Edition*. New Delhi, India: Pearson Education, Inc.
4. Corey, Gerald & Corey, Gerald. Theory and practice : case of Stan (2009). *Theory and practice of counseling and psychotherapy* (8th ed). Brooks/Cole Cengage Learning, Belmont, CA

Title of the Course and Course Code	ORGANISATION DEVELOPMENT (PSY5402)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describes the fundamental concepts of change, changemanagement and organisation development	
CO2	Distinguishes between various change managementmodels. Articulates the steps in OD process	
CO3	Demonstrates knowledge about diagnostic processesused in OD intervention.	
CO4	Explains and classifies the various interventions to beused at individual, team and organisational level	
CO5	Justifies the use of a model or intervention by employingthe theoretical knowledge of the constructs learnt	
CO6	Designs an OD intervention for an organisation.	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	1.1. Nature of OD, Values, assumption and beliefs in OD, History/approaches of OD Systems theory of organisation 1.2. Organizational Change: Meaning, Models of organisation change, Resistance to change, overcoming resistance to change. 1.3. Theories for Planned Change 1.4.1. Lewin`s three- step model. 1.4.2. Kotter`s eight- step plan. 1.4.3. Burke-litwin Model. 1.4.4. Porras & Robertson. 1.4.5. Normative-Re-educative Strategy. 1.4 OD consulting relationship, model, types, process, skills of OD consultant	15
II	OD DIAGNOSIS AND INTERVENTION 2.1 Phases of OD: Entry and Contracting 2.2 Data gathering process, methods and ethics 2.3 OD Diagnosis: Diagnosis of the system and process. Six-Box model Analysing, interpreting and giving Feedback 2.4 OD Intervention: Nature, Developing OD strategy for success. OD Intervention in Indian organization.	15

III	INDIVIDUAL AND TEAM INTERVENTION 3.1 Individual assessment, coaching, mentoring and career development 3.2 Team Intervention : Team building intervention 3.3 Inter group intervention 3.4 Role focused intervention.	15
IV	ORGANISATION INTERVENTION AND ENDING AN OD ENGAGEMENT 4.1. Characteristics of Large scale interventions 4.2. Organisational Culture change, Structural interventions, 4.3. Directional Interventions and Quality Interventions. 4.4. Evaluation of OD intervention and Ending the engagement.	15

Learning Resources:

1. French, W.L. & Bell, C.H. (1999). 6th ed. *Organizational development: Behavioral science interventions for organization improvement*. N.D.: Prentice-Hall.
2. Ramanarayan, S. , Rao T.V. & Singh K. (eds) (1988) *Organizational development: interventions and Strategies (2007 reprint)* New Delhi :ResponseBook (a division of Sage Publication),
3. French , W.L.”: Bell, C.H.: & Zawacki, R.A.(2006) *Organizational development and transformation: Managing effective Change*. Delhi :Tata Mc-Graw Hill
4. Pareek, U. and Rao, T.V. (2003). *Designing and managing human resources systems*. N.D.: Oxford & IBH.

BOOKS FOR FURTHER READING

1. Schultz, D. and Schultz, S. E. (2006). *Psychology and work today*. 8th ed. N.D.: Pearson Edu.
2. Robbins, S.P.; Judge, T.A.; & Sanghi, A. (2009). *Organizational behaviour*. N.D.: Pearson Prentice Hall .
3. Cascio, W.F. (2006).. *Managing human resources: Productivity, quality of work life, profits* 7th ed. N.D.: Tata Mc-Graw-Hill
4. McGill, M. E. (1997). *Organizational development for operating managers*. New York: (AMA-OH) A division of American Management Assn.
6. Ivancevich, J.M.; Konopaske, R. & Matteson, M.T. (2005). *Organizational behaviour and management*. Delhi: Tata Mc-Graw Hill.
7. Dessler, G. (2008). *Human resource management, 10th ed*. N.D.: Dorling Kindersley India Pvt. Ltd.
8. Greenberge, J. & Baron, R.A. (2005). *Behaviour in organizations* (8th ed). New Delhi: Pearson Education.
9. McShane, S.L. & Von Glinow, M.A.(2000). *Organizational Behaviour:Emerging realities for the workplace revolution*. New Delhi: Tata McGraw-Hill.

Title of the Course and Course Code	Training and Industrial Relations (PSY5403)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Identify the various types of training department structures in organisation. Identify the need for collective bargaining and laws for employees	
CO2	Compares the different training methods to provide effective training content.	
CO3	Examines the role of historical antecedents in employee/employer relations.	
CO4	Explains the importance of industrial relation in the context of modern organisations	
CO5	Evaluates the need and implementation of employee legislations in modern organisations	
CO6	Designs a training programme for a group of participants	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	STRATEGIC TRAINING 1.1. Process of strategic training and development 1.2. Organisational Context of Training 1.3. Models of Organisational training departments 1.4. Training and business strategy	15
II	E- LEARNING AND USE OF NEW TECHNOLOGIES IN TRAINING 2.1 Multi- media and Computer based training 2.2 Intelligent tutoring Systems, Distance Learning 2.3 Technology for training Support and administration 2.4 Learning Management Systems	15
III	OVERVIEW OF IR IN INDIA 3.1 Nature and Scope of Industrial Relations 3.2 Collective bargaining 3.3 Nature, Causes and Settlement of Industrial Disputes 3.4 Employee Grievance and Discipline.	15
IV	EMPLOYEE LAWS 4.1 Laws related to employee pay and working conditions 4.2 Laws related to employee welfare 4.3 Laws related to employee safety 4.4 Sexual Prevention of sexual harassment at workplace.	15

Learning Resources:

1. Noe, R. A. Employee training and development, McGraw-hill. NY.
2. Werner J. M., DeSimone, R.L., Human resource development, South Western.
3. Nadler, L., Corporate human resources development, Van Nostrand Reinhold.
4. Mankin, D., Human resource development, Oxford University Press India.
5. Haldar, U. K., Human resource development, Oxford University Press India.
6. Rao, T.V., Future of HRD, Macmillan Publishers India.
7. Rao, T.V., HRD Score Card 2500: Based on HRD audit, Response Books, SAGE Publications.
8. Rao, T.V., Hurconomics for talent management: Making the HRD missionary business-driven, Pearson Education.

Title of the Course and Course Code	PSYCHOTHERAPIES (PSY5404)	Number of Credits : 04
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Defines the nature of psychotherapy. Describes the different approaches to psychotherapy	
CO2	Explains the basic theoretical assumptions behind every approach to therapy. Describes the processes involved in each form of therapy.	
CO3	Carries out case analyses using psychoanalytic and cognitive behavioral techniques	
CO4	Analyzes therapy sessions with reference to the therapist's ethical standards, respect for boundaries and resolution of transferences	
CO5	Compares and contrasts the various psychotherapies and their effectiveness with different patient groups	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	INTRODUCTION TO PSYCHOTHERAPIES AND PSYCHOANALYTIC APPROACH 1.1 Nature and Definition of Psychotherapies 1.2 Ethical principles in psychotherapy and legal aspects of psychotherapy 1.3 The therapeutic relationship 1.4 Psychoanalytic Therapies: Classical & Modern Assignment: Peer counselling and understanding unconscious processes/ dream analysis	15

II	BEHAVIOR THERAPY AND COGNITIVE APPROACHES 2.1 Basic assumptions & various forms of behavior therapy 2.2 Relaxation and Systematic Desensitization, Contingency management, Modelling procedures 2.3 Basic assumptions of cognitive therapy 2.4 Rational Emotive Behavior Therapy	15
III	HUMANISTIC AND EXISTENTIAL THERAPIES 3.1 Basic assumptions of Humanistic Psychology 3.2 Roger's Client Centered Therapy 3.3 Basic assumptions of Existential Psychology 3.4 Gestalt Therapy 3.5 Logo Therapy Assignment: Book reading: Viktor Frankl: Man's search for Meaning	15
IV	THERAPIES PRACTISED IN CLINICAL SETTINGS 4.1 Childhood therapies: Behavior modification for children with Autism, ADHD, LD & MR 4.2 Suicide Prevention strategies 4.3 Psychotherapy in health settings: Pre surgery testing, psychoeducation, supporting the family members of the patient 4.4 Family Therapy Assignment: Case study of family dynamics	15

Learning Resources:

1. Capuzzi, D., & Gross, D.R. (2008). Counseling and Psychotherapy: theories and interventions 4thEdn. Pearson Education: India
2. Corey, G. (2008). Theory and practice of group counseling. Thomson Brooks/Cole: Belmont CA
3. Prochaska, J.O., & Norcross, J.C. (2007). Systems of psychotherapy: a transtheoretical analysis. 6th Edn. Thomson Brooks/Cole: Belmont, CA : USA.
4. Corsini, R.J. & Wedding, D. (Eds.) (1995). Current psychotherapies. Itasca, Ill.: F.E. Peacock.
5. Gelso, C. J. & Fretz, B.R. (1995). Counselling psychology Bangalore: Prism books.
6. Woolfe, R. & Dryden, W. (Eds.) (1996). Handbook of counseling psychology. New Delhi: Sage.
7. Stewart, I. (2000). Transactional analysis counseling in action. London: Sage.
8. Beck, A.T. (1976). Cognitive therapy and behavior disorders.
9. Rimm, D.C. & Masters, J.C. (1987). Behavior therapy: Techniques and empirical findings. New York: Harcourt, Brace, Jovanich.
10. Watts, A. W. (1973). Psychotherapy: East and West. London: Penguin books.
11. Ellis, A. & Harper, A. (1975). A new guide to rational living. Englewood.
12. Cliffs, N.J.: Prentice-Hall.
13. Verma, L. (1990). The management of children with emotional and behavioral difficulties. London: Routledge.
14. Brown, C & August-Scott, T (2007) "Narrative Therapy". Sage Publications

Title of the Course and Course Code		
	HUMAN INTERVENTIONS (PSY5405)	Number of Credits : 04
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Lists the different types of interventions used in clinical, organizational and other settings	
CO2	Describes the interventions along with their theoretical underpinnings	
CO3	Carries out techniques like relaxation training, assertiveness training, systematic desensitization, play therapy, art based therapy and narrative therapy in groups.	
CO4	Compares and contrasts various intervention strategies with respect to their applicability to different client problems	
CO5	Appraises the outcomes of the sessions conducted for the client based on client's feedback	
CO6	Devises treatment plan for children and other population groups going through psychological problems	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	PSYCHOANALYTIC APPROACHES 1.1. Object Relations Therapy 1.2. Dream Analysis, Individual Therapy 1.3. Transactional Analysis	15
II	COGNITIVE BEHAVIOURAL APPROACHES 2.1 Relaxation Training 2.2 Assertiveness Training 2.3 Narrative Therapy 2.4 Cognitive Behaviour Therapy	15
III	EXPERIENTIAL APPROACHES 3.1. Dance Movement Therapy 3.2. Drama Therapy 3.3. Expressive Arts therapy	15
IV	THERAPIES FOR SPECIFIC POPULATIONS 4.1. Play Therapy 4.2. Couples Counseling 4.3. Grief Counseling, supportive therapy and End of Life care 4.4. Trauma Counseling and Crisis Intervention	15

Learning Resources:

1. Capuzzi, D., & Gross, D.R. (2008). *Counseling and Psychotherapy: theories and interventions* 4thEdn. Pearson Education: India.
2. Corey, G. (2008). *Theory and practice of group counseling*. Thomson Brooks/Cole: Belmont CA
3. Prochaska, J.O., & Norcross, J.C. (2007). *Systems of psychotherapy: a transtheoretical analysis*. 6th Edn. Thomson Brooks/Cole: Belmont, CA : USA.
4. Corsini, R.J. & Wedding, D. (Eds.) (1995). *Current psychotherapies*. Itasca, Ill.: F.E. Peacock.
5. Gelso, C. J. & Fretz, B.R. (1995). *Counselling psychology* Bangalore: Prism books.
6. Woolfe, R. & Dryden, W. (Eds.) (1996). *Handbook of counseling psychology*. New Delhi: Sage.
7. Stewart, I. (2000). *Transactional analysis counseling in action*. London: Sage.
8. Beck, A.T. (1976). *Cognitive therapy and behavior disorders*.
9. Rimm, D.C. & Masters, J.C. (1987). *Behavior therapy: Techniques and empirical findings*. New York: Harcourt, Brace, Jovanich.
10. Watts, A. W. (1973). *Psychotherapy: East and West*. London: Penguin books.
11. Ellis, A. & Harper, A. (1975). *A new guide to rational living*. Englewood.
12. Cliffs, N.J.: Prentice-Hall.
13. Verma, L. (1990). *The management of children with emotional and behavioral difficulties*. London: Routledge.
14. Brown, C & August-Scott, T (2007) "Narrative Therapy". Sage Publications.
15. Nelson R., Jones (2009) *Theory and Practice of Counselling and Therapy* (4th Ed) Sage Publication.
16. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) *Abnormal Psychology* (15th Ed.) *Dorling Kindersley(India) Pvt.Ltd. of Pearson Education*.
17. Langley, D. (2006). *An Introduction to Drama Therapy*. London: Sage Publications
18. Langdrige, D. (2013). *Existential Counseling and Psychotherapy*. Los Angeles: Sage Publications
19. Cooper, M. (2003). *Existential Therapies*. London: Sage Publications
20. Angus, L. & McLeod, J. (2004). *The Handbook of Narrative and Psychotherapy: Practice, Theory and Research*. London: Sage Publications
21. Meekums, B. (2002). *Dance Movement Therapy*. London: Sage Publications
22. Dryden, W. & Branch, R. (2012). *The CBT Handbook..* Los Angeles: Sage Publications.
23. Scott, M. (2013). *CBT for Common Trauma Responses*. Los Angeles: Sage Publications.

Title of the Course and Course Code		
Title of the Course and Course Code	PRACTICUM (INDUSTRIAL) (PSY5406)	Number of Credits : 04
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Identifies Industrial- Organisation related issues of organizations that can be examined in detail	
CO2	Outlines how the identified issues can be studied using the tools, techniques of I-O Psychology	
CO3	Carries out the planned activities in the Organisation/field	
CO4	Interprets the findings and explains the steps for future implementation	
CO5	Organizes the information in a structured manner	
CO6	Writes the report covering all the important aspects and including the theoretical factors of the discipline.	

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

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

General

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

PRACTICUM ASSESSMENT (100 MARKS)**Continuous (Internal) Assessment and Distribution of Marks (50 Marks)**

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

Semester End Examination (SEE)-50 marks.

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

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

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

Title of the Course and Course Code	PRACTICUM (CLINICAL) (PSY5407)	Number of Credits : 04
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Describes the clinical picture in psychological disorders and the steps involved in diagnosis	
CO2	Describes the various elements of a case report (onset, duration, genogram, family history, psychiatric history, diagnosis, formulation, and prognosis)	
CO3	Examines patient's symptoms and carries out clinical interviews, mental status examination and appropriate assessments	
CO4	Analyzes the case based on the information provided by the informant and test reports	
CO5	Decides the diagnosis according to the DSM. Justifies the diagnosis and differential diagnosis	
CO6	Formulates the case in the light of psychological theories. Proposes a plan of treatment.	

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

- a. Taking of case history.
- b. Assessment and diagnosis.
- c. Validation in consultation with teachers.
- d. Prognosis.
- e. Writing session report along with therapeutic formulation and proposed treatment of each case.
- h. Presentation of 2 cases in classroom

GENERAL

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

PRACTICUM ASSESSMENT (100MARKS)

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

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

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

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

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

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

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

PROGRAM OUTCOMES

Programme Learning Outcome relating to M.A. In Psychology

The post graduate student of psychology:

- Has adequate knowledge of Clinical/Industrial Psychology
- Is grounded in professional ethics and values
- Is able to develop and use psychological assessment tools
- Has professional competencies in the chosen area of specialization
- Is sensitive to the differing needs of varied cultural groups and minorities
- Has developed critical thinking as well as communication and presentation skills
- Is prepared for further research such as M.Phil./Ph.D. programmes