



Deccan Education Society's
Fergusson College (Autonomous)
Pune

Learning Outcomes-Based Curriculum
for 2nd year M.A Programme
as per guidelines of
NEP-2020

for
M. A. (Psychology)

With effect from Academic Year

2024-2025

Program Outcomes (POs) for M.A. Programme

PO1	<p>Disciplinary Knowledge: Demonstrate comprehensive knowledge and a strong theoretical grounding in their area of work.</p>
PO2	<p>Critical Thinking and Problem solving: Identify problems by closely examining the situations around them and think holistically about the phenomena and generate viable solutions to these problems. Exhibit the skill of critical thinking and understand scientific texts and place scientific statements and themes in contexts and also evaluate them in terms of generic conventions. Identify the problem by observing the situation closely, take actions and apply lateral thinking and analytical skills to design the solutions.</p>
PO3	<p>Social competence and communication skills: Demonstrate the ability to accommodate the views of others and present their own opinions and complex ideas, in written or oral form, in a clear and concise manner in group settings. Exhibit thoughts and ideas effectively in writing and orally; communicate with others using appropriate media, build effective interactive and presenting skills to meet global competencies. Elicit views of others, present complex information in a clear and concise and help reach conclusion in group settings.</p>
PO4	<p>Research-related skills and Scientific temper: Infer scientific literature, build sense of enquiry and able to formulate, test, analyze, interpret and establish hypothesis and research questions; and to identify and consult relevant sources to find answers. Able to plan and write a research paper/project while emphasizing on academics and research ethics, scientific conduct and creating awareness about intellectual property rights and issues of plagiarism.</p>
PO5	<p>Trans-disciplinary research competence: Create new conceptual, theoretical, methodological innovations that integrates and transcends beyond discipline-specific approaches to address a common problem.</p>
PO6	<p>Personal and professional competence: Perform independently and also collaboratively as a part of team to meet defined objectives and carry out work across interdisciplinary fields. Execute interpersonal relationships, self-motivation and adaptability skills and commit to professional ethics.</p>
PO7	<p>Effective Citizenship and Ethics: Demonstrate empathetic social concern and equity centered national development and act with an informed awareness of moral and ethical issues and commit to professional ethics and responsibility.</p>
PO8	<p>Environment and Sustainability: Understand the impact of the scientific solutions in societal and environmental contexts and demonstrate the knowledge of and need for sustainable development.</p>
PO9	<p>Self-directed and Life-long learning: Demonstrate attitudes of being a life-long learner who passionately pursues self-determined goals in the broadest context of socio-technological changes. Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes.</p>

PSO No.	<p style="text-align: center;">Program Specific Outcomes(PSOs)</p> <p style="text-align: center;">Upon completion of this programme the student will be able to</p>
PSO1	<p>Academic Competence –</p> <ul style="list-style-type: none"> i) Develop sound disciplinary knowledge in their chosen area of specialization like the industrial-organizational or clinical psychology along with deeper understanding of Human cognition, Emotions, Personality, Counselling, Psychometry and Research. ii) Ability to use skills in laboratory as well as the real world settings iii) Develop their critical thinking further by sharpening their interpretative abilities using different approaches.
PSO2	<p>Personal and Professional Competence –</p> <ul style="list-style-type: none"> i) Develop positive attributes such as empathy, compassion, self- awareness, social participation, and accountability. ii) Learn the social skills of collaboration, cooperation and realize the power of groups. Display leadership skills and also the ability to carry out tasks independently. iii) Apply the research and psychometric knowledge to their chosen fields of specialization.
PSO3	<p>Research Competence –</p> <ul style="list-style-type: none"> i) Plan, design and conduct research studies and interpret and apply the research findings to real life situations. Conduct a comprehensive review of existing literature and formulate hypotheses based on that. ii) Develop an in-depth understanding of research tools, methodology and ethical research practices.
PSO4	<p>Entrepreneurial and Social competence: –</p> <ul style="list-style-type: none"> i) Analyze social problems, social dynamics and create solutions to manage them effectively. ii) Develop deep self- awareness including their own biases and cultural notions. iii) Display sensitivity, and understanding about how various socio-cultural factors impact human behaviour. Respect intellectual property rights and is aware of the implications of engaging in unethical means

PROGRAMME STRUCTURE

Implementation of NEP-2020 for Two Year PG program

(As per GoM GE 16/05/2023)

**Illustrative Credit distribution structure for Two Years/ One Year PG
(M.A./M.Sc./M.Com.) and Ph. D. Programme**

Year (2 Yr PG)	Level	Sem. (2 Yr)	Major		RM	OJT / FP	RP	Cum. Cr.	Degree
			Mandatory	Electives					
I	6.0	Sem I	12-14 (2*4 +2*2 or 3*4+2)	4	4			20-22	PG Diploma (after 3 Yr Degree)
		Sem II	12-14 (2*4 +2*2 or 3*4+2)	4		4		20-22	
Cum. Cr. For PG Diploma			24-28	8	4	4	-	40-44	
Exit option: PG Diploma (40-44 Credits) after Three Year UG Degree									
II	6.5	Sem III	12-14 (2*4 +2*2 or 3*4+2)	4			4	20-22	PG Degree After 3-Yr UG Or PG Degree after 4 - Year UG
		Sem IV	10-12 (2*4 +2 or 3*4)	4			6	20-22	
Cum. Cr. for 1 Yr PG Degree			22-26	8			10	40-44	
Cum. Cr. for 2 Yr PG Degree			46-54	16	4	4	10	80-88	
2 Years-4 Sem. PG Degree (80-88 credits) after Three Year UG Degree or 1 Year-2 Sem PG Degree (40-44 credits) after Four Year UG Degree									
	8.0		Course Work Min. 12 (3*4)			Training in Teaching / Education/ Pedagogy: 4	16 + Ph. D. Work		Ph.D. in Subject

Abbreviations: Yr.: Year; Sem.: Semester; OJT: On Job Training; Internship/ Apprenticeship; FP: Field projects; RM: Research Methodology; Research Project: RP; Cumulative Credits: Cum. Cr.

**Department wise Courses Titles as per NEP guidelines
(Psychology)**

Second Year

Semester	Paper Code	Paper Title	Credits
III	PSY -601	Personality	4
	PSY -602	Counseling Theory	4
	PSY -603 OR	Psychodiagnostics	4
	PSY -604	Organization Behavior	
	PSY -610	Research Project	4
	PSY-620	Practicum (Clinical- Hospital Internship, Industrial Training)	2
	PSY -621	Counseling Practical	2
	Total Semester Credits		
IV	PSY -651	Community Psychology	4
	PSY -652	Biological processes in Motivation, Emotion and Cognition	4
	PSY -653 OR	Psychotherapies	4
	PSY-654	Organization Development	
	PSY -660	Research Project	6
	PSY -670	Practical III (Human Interventions/IR)	2
	Total Semester Credits		
Total PG-I Credits			40

M.A. Psychology Second Year		
Semester III		
Title of the Course and Course Code	PERSONALITY (PSY- 601)	Number of Credits : 04
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Cite the major approaches to the study of personality. Differentiates personality theories from other single domain theories in psychology	
CO2	Describe the various grand theories of personality along with their basic tenets	
CO3	Apply personality theories to the analysis of case studies and interprets biographies on the basis of theoretical concepts	
CO4	Compare and contrasts the different approaches to personality studies with reference to their formal and substantive attributes	
CO5	Evaluate critically personality theories on the basis of their comprehensiveness, and ability to generate research	
CO6	Formulate 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 3.3. Humanistic Perspectives: Abraham Maslow, Carl Rogers 3.4. Existential Positions: Viktor Frankl, Rollo May	15
IV	TRAIT APPROACH AND CURRENT ISSUES 4.1. Trait Approach: History 4.2. G. Allport, Raymond Cattell	15

	<p>4.3. Hans. J. Eysenck, Five Factor Model – Costa & McCrae</p> <p>4.4. Current Issues I: Cross-cultural research, experimental personality research</p> <p>4.5. Current Issues II: Consistency and temporal stability of personality and issues in social desirability</p>	
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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. 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: Kluwer.
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.

Title of the Course and Course Code	Counselling Theory (PSY - 602)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describe the field of counselling psychology and the training required for a counsellor	
CO2	Describe the scope of the field of counselling, ethics and micro skills required for effective counselling	
CO3	Apply skills of empathic listening, paraphrasing and interpretation in peer counselling settings	
CO4	Connect the client's physical reactions, and internal dialogues with their emotional states and interpersonal difficulties	
CO5	Assess client's progress through sessions. Appraises own levels of skill and self-awareness while counselling	
CO6	Generate 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 3.5. Assessing and improving thinking	15

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
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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	PSYCHODIAGNOSTICS (PSY - 603)	Number of Credits : 04
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	List the different techniques used for Clinical assessment of patients. Identifies the steps in arriving at a formal diagnosis of a disorder	
CO2	Differentiate between the techniques of assessment such as interviewing, self-report testing, projective testing, neuropsychological assessment and making diagnostic formulations	
CO3	Carry out basic case history taking along with an assessment of risk and protective factors in a patient's illness	
CO4	Explain 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	Formulate 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, CPM 2.3. Ability testing for children with special needs: tests for Autism, Learning disability, Intellectual disability and ADHD 2.4. Infant testing: Bayley's scales of infant testing.	15

III	TESTS AND RATING SCALES USED IN CLINICAL SETTINGS 3.1. Assessment measures for Anxiety and Depression: Taylor's Manifest Anxiety Scale, Altman's Self Rating Mania Scale, BDI, HDRS 3.2. Assessment measures for psychopathology: DSM Level1 Cross Cutting Symptom Measure: Adult and Child version, SCL-90-R, PANSS, WHO DAS, CBCL 3.3. Neuropsychological Tests: BVMG, Halstead Reitan Test, NIMHANS Neuropsychology Battery 3.4. Tests used to assess cognitive impairment: MMSE, MINICOG, Lobe testing 3.5. Projective tests: Rorschach, TAT, CAT, Projective Play	15
IV	PSYCHOLOGICAL BASIS OF PSYCHOPATHOLOGY. 4.1. Psychoanalytic theories of illness 4.2. Behavioural theories: learned helplessness 4.3. Cognitive theories of psychopathology: attribution theory, irrational beliefs, cognitive biases 4.4. Humanistic existential theories of distress 4.5. Writing a diagnostic formulation and therapeutic formulation Assignment: case analysis	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). *Abnormalpsychology*. (9thed.). 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). *Clinicalpsychology: Evolving theory, practice and research*. Upper SaddleRiver, 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* (7thed.).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 . (3rded). 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	Organization Behavior (PSY- 604)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describe the different models of Organization behavior, culture, motivation and leadership theories. Outlines the historical development in the organization processes like motivation and leadership	
CO2	Distinguish between the organizational structures and design. Gives examples of different types of conflicts and conflict handling styles.	
CO3	Employ the theoretical constructs pertaining to organizations to solve case study questions.	
CO4	Explain the scenarios in the organizations in the context of culture, motivation, leadership, Communication and Conflict insights.	
CO5	Evaluate critically the pros and cons of employing certain organizational constructs	
CO6	Write about the functioning of organizations 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 Behavior; Models of OB; Trends & Challenges of OB 1.2. Organization 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 2.4. Quality of Work Life model, Contemporary trends in motivation	15
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.	15

	3.4. Decision making process, models, risk, group decision making techniques.	
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 Dehli: Tata Mcgraw-Hill.

Title of the Course and Course Code	RESEARCH PROJECT(PSY – 610)	Number of Credits : 04
<p>Rationale: The NEP 2020 has emphasized on the inclusion of research and development in Higher Education Institutions. As colleges are integral part of knowledge impartment and creation NEP 2020 has introduced the research component to quite substantial degree at post graduate level. The multidisciplinary, transdisciplinary and translational research culture is expected to be introduced at postgraduate level. Such research project undertaken will obviously enhance the research productivity, collaboration at national and international level in various industries, government as well as community based organizations and agencies.</p>		
<p>Objective</p> <ol style="list-style-type: none"> 1. Enabling students to take up socially relevant research projects. 2. To apply pre-learnt concepts to design research problem with help of literature survey 3. Enabling students to do sufficient groundwork in terms of deciding the methodology for the proposed research work which includes grants, infrastructural requirements and procurement of resources. 4. Allowing students the opportunity to develop a thorough research proposal. UGC guidelines to be followed for writing the research proposal. 5. Giving students the opportunity to present their proposal before funding agencies and if possible, procure funding for the project 		
<p>Expected outcome</p> <ol style="list-style-type: none"> 1. Students will do the ground work for research in terms of identifying a socially relevant problem area and gathering literature review for the topic in Semester III. 2. By the end of the semester the student is expected to be ready with a research proposal and if possible have procured funding for the same. 		

Evaluation

1. In Semester III, the total credits for the research project are 4. Hence internal evaluation will be of 40 marks and external evaluation will be of 60 marks.
2. Students will be allowed to work individually or in groups (maximum number of students in each group should not exceed 4).
3. The pattern of evaluation will be as follows:

	Examiner for Internal exam	Examiner for External exam	Nature of evaluation (Internal)	Nature of evaluation (External)
Sem III	Internal guide	External subject expert	Periodic assessment of ideation and proposal development	Student(s) present research proposal

Assessment parameters

1.	Originality of the research problem identified
2.	Significance of the research project for society
3.	Literature review
4.	Thoroughness of the proposal in terms of methodology, apparatus/equipment required and timeline (PERT chart).
5.	Funding procured

Title of the Course and Course Code	PRACTICUM (PSY - 620)	Number of Credits : 02
(Clinical- Hospital Internship)		
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describe the clinical picture in psychological disorders and the steps involved in diagnosis	
CO2	Describe the various elements of a case report (onset, duration, genogram, family history, psychiatric history, diagnosis, formulation, and prognosis)	
CO3	Examine patient's symptoms and carries out clinical interviews, mental status examination and appropriate assessments	
CO4	Analyze the case based on the information provided by the informant and test reports	
CO5	Decide the diagnosis according to the DSM. Justifies the diagnosis and differential diagnosis	
CO6	Formulate the case in the light of psychological theories. Proposes a plan of treatment.	

<p>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):</p> <ol style="list-style-type: none"> 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 (50 Marks)

A. Continuous(Internal) Assessment and Distribution of Marks (20 Marks).

1. Presentation of one case report and viva (latest by five weeks from the commencement of the semester)- 5 marks.
2. Hypothetical case (one) analysis-5 marks.
3. Presentation of another case and viva (latest by ten weeks from the commencement of the semester)-5 marks.
4. Overall performance (e.g. regularity, sincerity, quality of work etc.) and variety of disorders. - 5marks

B. End Semester Examination (ESE)-30 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 30 marks for external examination will be as follows:

1. Analysis of 2 hypothetical problems and its reports (10 marks, i.e.5 marks each)-1 ½ hours.
2. Viva -10 marks
3. Practicum reports- 10marks

(Industrial - Training)	
Course Outcomes (COs)	
On completion of the course, the students will be able to:	
CO1	Is able to identify the training topic and objectives
CO2	Is able to design a training programme for a group of participants
CO3	Conduct the training for a group of participants
CO4	Evaluate the training program
CO5	Organize the information in a structured manner
CO6	Write the report covering all the important aspects and including the theoretical factors of the discipline.

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 1.5 Training of trainers	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

Students should select any one topic to design and conduct a training program in the semester. Students should carry out need assessment on the intended participants of the training program and curate the content of the training in keeping with the needs. Students should present the training design as a part of continuous assessment. Report of training conduction and evaluation should be neatly typed in the standard format and a bound copy should be submitted. The report should be prepared based on following points:

1. Topic Chosen
2. Reason for the chosen topic and population
3. Program Objectives and Learning Objectives
4. Training Session Plan
5. List and Description of activities to be conducted in the training program
6. Training Conduction

7. Training Evaluation Design and Forms
8. 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 (50 MARKS)**Continuous (Internal) Assessment and Distribution of Marks (20 Marks)**

1. Presentation of training topic, reason and learning objectives and viva (latest by five weeks from the commencement of the semester)-5 marks.
2. Hypothetical case (one) analysis-5 marks.
3. Presentation of session plan and training activities and viva (latest by ten weeks from the commencement of the semester)-5 marks.
4. Overall performance (e.g. regularity, sincerity, quality of work etc.) and training design- 5 marks

End Semester Examination (ESE)-30 marks.

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

Division of 30 marks for external examination will be as follows:

1. Analysis of 2 hypothetical problems (10 marks, i.e.5 marks each)-1 ½ hours.
2. Viva -10 marks
3. Exercise reports -10 marks.

Title of the Course and Course Code	COUNSELING PRACTICAL (PSY – 621)	Number of Credits : 02
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Carry out detailed case history taking	
CO2	Use skills like active listening, paraphrasing, empathy and validation for counseling	
CO3	Analyze their own strengths and shortcomings in the counseling process	
CO4	Work with peers and do self-work	

Students should complete at least 3 cases of counseling, with detailed case history taking, identifying the problem and using counseling skills to support the client. Students should take feedback about their sessions from the teacher-supervisor. Students should 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.

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 (50 MARKS)

Continuous (Internal) Assessment and Distribution of Marks (20 Marks)

1. Case history taking and rapport building – 5 marks
2. Case conceptualization and formulation of one case -5 marks.
3. Case termination and follow-up – 5 marks.
4. Overall performance (e.g. regularity, sincerity, quality of self-work etc.) and variety of exercises- 5 marks

Semester End Examination (SEE)-30 marks.

1. Case presentation of one case - 10 marks.
2. Viva: 10 marks
3. Report: 10 marks

SEMESTER IV		
Title of the Course and Course Code	COMMUNITY PSYCHOLOGY (PSY- 651)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Define community psychology and distinguish it from related field such as clinical psychology and social work. State the core values and goals of community psychology	
CO2	Describe the epidemiology of various social problems and discuss the causes and repercussions of these problems	
CO3	Apply the philosophical principles of community psychology to understand issues faced by particular populations	
CO4	Analyze the interconnectedness of various social problems and the reasons for the success or failure of welfare measures	
CO5	Evaluate the use of research designs and welfare measures to understand and address social issues	
CO6	Formulate interventions and strategies to address community social issues	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	INTRODUCTION TO COMMUNITY PSYCHOLOGY 1. Nature and scope of community psychology, historical background 2. Ecological levels of analysis in community psychology 3. Core values of community psychology 1.1. Research methods in community psychology	15
II	HEALTH AND WELL-BEING 1. Health initiatives for women: global and Indian scenario 2. Child mortality and morbidity: global and Indian scenario 3. Community health and preventive medicine 2.1. Health care for the elderly	15
III	MENTAL HEALTH: GLOBAL AND INDIAN PERSPECTIVE 3.1. Epidemiological estimates of mental illness 3.2. Evolution of the mental health system and the movement towards deinstitutionalization 3.3. Specific social issues and social services: child maltreatment, intimate partner violence, teenage pregnancy, the elderly and homelessness 3.4. Law, crime and the community	15
IV	PUBLIC POLICY AND INTERVENTIONS 4.1. Understanding the public policy process and advocacy 4.2. Policy evaluation and revision 4.3. Community development and empowerment 4.4. Case studies in Indian context	15

References:

1. Moritsugu, J., Vera, E., Wong, F.Y., & Duffy, K. (2019). *Community Psychology* (6th ed.). Routledge. <https://doi.org/10.4324/9780429021558>
2. Thomas E. Hill J. Dalton J. H. Kloos B. Elias M. J. & Wandersman A. (2012). *Community psychology : linking individuals and communities* (3rd ed.). Thomson Wadsworth.
3. Jason, Leonard A.; Glantsman, Olya; O'Brien, Jack F.; and Ramian, Kaitlyn N., "Introduction to Community Psychology: Becoming an Agent of Change" (2019). *College of Science and Health Full Text Publications*.
4. Deb, S., Sunny, A. M., Sanyal, N., & Deb, S. (2023). *Community Psychology: Emerging Issues and Challenges*.UK: Taylor & Francis.
5. Lal, R. (2023). *Community Psychology: Indian Perspective*. BFC Publications.

Title of the Course and Course Code	BIOLOGICAL PROCESSES IN MOTIVATION, EMOTION, COGNITION (PSY - 652)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describe the functioning of the various systems of the body, viz., the nervous system, the endocrine and the immune system	
CO2	Explain the neural and peripheral mechanisms involved in the expression of motives and emotions	
CO3	Apply the findings of biological psychology to understand abnormalities of behaviour	
CO4	Analyse the links between the various motives, emotions and cognitions and their influence on human behaviour	
CO5	Appraise the role biological factors play in psychological functioning	
CO6	Formulate strategies to address behavioural problems like eating, sleep and language related dysfunctions	
Unit. No.	Title of Unit and Contents	No. of lectures
I	NEURONS <i>Essential readings: Nervous system, structure and types of neurons and firing of neurons</i> 1. The working of the neuron, neuronal circuits 2. Mirror neurons: implications for empathy 3. Brain plasticity: implications for learning and Traumatic Brain Injury 4. Effects of experience on early development, maintenance and reorganization of neuronal circuits	15
II	AUTONOMIC NERVOUS SYSTEM AND PRIMARY AND SECONDARY MOTIVES <i>Essential readings: Brain structures, limbic system</i> 1. Autonomic nervous system: links with the limbic structures 2. Primary motives: Neural and peripheral mechanisms of hunger, thirst, sex, sleep and regulation of body temperature 3. Secondary motives: affiliation, aggression, achievement motivation and power 4. Attack and escape behaviours, disordered eating and sleep	15
III	ENDOCRINE AND IMMUNE SYSTEMS AND EMOTIONS <i>Essential readings: Cerebral lateralization, glands, immune system, theories of emotion</i> 1. Contact comfort studies, development of emotions 2. Functions of emotions, and their influence on morality and rationality 3. Neurodivergence and emotions: Autism, Alexythymia 4. Link between endocrine, immune system and emotions	15
IV	HIGHER ORDER COGNITIVE PROCESSES AND EXECUTIVE FUNCTIONS	15

	4.1. Language: understanding discourse 4.2. Reading and writing: implications for specific learning disabilities 4.3. Thinking and decision making 4.4. Problem solving and creativity	
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References

1. Buck, R. (1988). *Human Motivation and Emotion*. New York: Wiley.
2. Deckers, L. (2018). *Motivation: Biological, psychological and environmental*. New York: Routledge.
3. Kalat J. W. (2009). *Biological psychology* (10th ed.). Wadsworth Cengage Learning.
4. Reeve, J.(2009). *Understanding motivation and emotion*(5th Ed.). USA:John Wiley & Sons

Title of the Course and Course Code	PSYCHOTHERAPIES (PSY -653)	Number of Credits : 04
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Define the nature of psychotherapy. Describe the different approaches to psychotherapy	
CO2	Explain the basic theoretical assumptions behind every approach to therapy. Describes the processes involved in each form of therapy.	
CO3	Carry out case analyses using psychoanalytic and cognitive behavioral techniques	
CO4	Analyze therapy sessions with reference to the therapist's ethical standards, respect for boundaries and resolution of transferences	
CO5	Compare and contrast the various psychotherapies and their effectiveness with different patient groups	
CO6	Create a therapy plan for clients based on their case history and assessment reports	

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	15

	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	

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.
- Brown, C & August-Scott, T (2007) "Narrative Therapy". Sage Publications

Title of the Course and Course Code	ORGANISATION DEVELOPMENT (PSY - 654)	Number of Credits : 04
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	Describe the fundamental concepts of change, change management and organization development	
CO2	Distinguish between various change management models. Articulates the steps in OD process	
CO3	Demonstrate knowledge about diagnostic processes used in OD intervention.	
CO4	Explain and classify the various interventions to be used at individual, team and organizational level	
CO5	Justify the use of a model or intervention by employing the theoretical knowledge of the constructs learnt	
CO6	Design an OD intervention for an organization.	
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 organization 1.2. Organizational Change: Meaning, Models of organization 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 Analyzing, 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. Organizational Culture change, Structural interventions, 4.3. Directional Interventions and Quality Interventions. 4.4. Evaluation of OD intervention and Ending the engagement.	15
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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 :Response Book (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 resource 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 behavior*. N.D.: Pearson Prentice Hall .
3. Cascio, W.F. (2006).. *Managing human resources: Productivity, quality of work life, profits* 7thed. N.D.: Tata Mc-Graw-Hill
5. 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 behavior and management*. Delhi: Tata Mc-Graw Hill.
7. Dessler, G. (2008). *Human resource management, 10thed*. N.D.: Dorling Kindersley India Pvt. Ltd.
8. Greenberge, J. & Baron, R.A. (2005). *Behavior in organizations* (8th ed). New Delhi: Pearson Education.
9. McShane, S.L. & Von Glinow, M.A. (2000). *Organizational Behavior: Emerging realities for the workplace revolution*. New Delhi: Tata McGraw-Hill.

Title of the Course and Course Code	RESEARCH PROJECT (PSY- 660)	Number of Credits : 06
<p>Preamble Under the NEP, students are expected to get industry ready by the time they pass out of their Masters' degree course. There is also an emphasis on research so that every student is expected to carry out independent research project as a part of their Post Graduate program. The emphasis is on research that is socially applicable, and carried out with scientific rigor. One benchmark of good quality research is publication of the project either in International or National level scientific journals or the presentation of students' research work at International, National or State level conferences. With this broad objective, the following has been proposed for student research projects at Masters level.</p>		
<p>Objectives:</p>		
<p>1. To facilitate substantial data collection for the proposed research work</p>		
<p>2. To carry out research following ethical aspects of research activities.</p>		
<p>3. To compile and communicate the findings/conclusions / results obtained in the science community through various means of communication.</p>		
<p>4. To enable students to put together a research paper that can be published or presented at conferences.</p>		
<p>Outcome:</p> <ol style="list-style-type: none"> 1. Carry out a substantial research-based project 2. Capacity development to analyze data and process research findings 3. Use research findings to advance education theory and practice. 4. Focus on quality review of the research papers and may be published in peer reviewed journals or may be presented in conferences / seminars. The research project outcome can be considered for evaluation based on following criteria. 5. Research Publication in Peer reviewed, Scopus / UGC -CARE indexed journal. 6. Poster/ Oral Presentation in seminars/ conferences outside the institute 7. Poster/ Oral Presentation in seminars/ conferences arranged by the institution 		
<p>The dissertation will be done as per the guidelines of UGC which are as follows:</p> <p style="text-align: center;">Thesis and Project Report Arrangement</p> <p>Assemble the thesis/project report in this order:</p> <ol style="list-style-type: none"> 1. Cover page: includes the title, author, degree (“Thesis/Project submitted in partial fulfillment of the requirements for the Degree of M.A./M.Sc. ... in ...”), and date. 2. Cover page color: Black 3. Plagiarism policy compliance statement. 4. Dedication page (optional). 5. Acknowledgments page (optional). 6. Abstract: a concise summary of the essential information of the work being presented, namely of the study’s scope, purpose and results. The reference-free single spaced abstract should not exceed two pages. 7. Table of Contents: includes all the subsections of each chapter and the list of appendices (if applicable) and page numbers. 8. List of Figures: includes figure number, caption, and the page number. 9. List of Tables: includes table number, caption, and the page number. 10. Abbreviations page: lists all the abbreviations used in the text alongside their fully written unabbreviated form. <p>Thesis/Project text; the layout is described in the next section.</p>		

Layout

The following presents a framework for a thesis. The information is offered as a general guideline. Students should always consult their advisor for additional guidelines.

In particular, the layout of project reports can be different depending on the type and scope of the project. Note that each chapter should start on a new page.

- **Introduction:** background; statement of the problem; definition of terms; purpose of the study; theoretical basis; contributions of the study; organization of the remainder of the study.
- **Literature Review:** chronological, categorical or related theoretical view points related to topic.
- **Proposed Solution/Methodology:** research design or approach (quantitative, qualitative or algorithmic); population and / or sample; collection and tabulation of data; and data analysis procedures.
- **Solution Validation, Analysis of the Data, Results, and Discussion:** presentation and discussion of the findings, including limitations.
- **Conclusions, Recommendations:** summarizes the entire research effort; addresses the initial purpose of the study (stated in the introduction); stresses the importance of the work accomplished; leaves a final impression on the reader. It can also include suggestions for further work.

Bibliography/References: references should acknowledge any work done by someone other than the author. The reference should also include work performed by the author if presented or published at an earlier date. References should adopt one of the standard international styles; the American Psychological Association style for references and citation is recommended. For more information, contact the library.

Appendices: material too detailed or lengthy for inclusion in the body of the study (e.g. questionnaires, maps). Appendices may also contain information that might clarify the thesis but is routine in nature or indirectly related to the thesis. Raw data and examples of calculation could be incorporated

Assessment parameters:

Continuous Assessment of day to day work (Internal assessment)
Record keeping/ maintenance of journal (Internal Assessment)
Ability design work protocol and troubleshooting
Proficiency of Presentation skills and use of audio-visual aids
Effective data representation (eg. Graphs, chats etc.)
Research Potential of the work, result and interpretation
Outline of the study and possible future plans
The dissertation report preparation (Scientific writing) and its contents
Abilities of satisfactory responses to the queries from the audience
Publication potential of the work

PRACTICAL III (PSY- 670)		
Title of the Course and Course Code	PRACTICAL III (PSY- 670)	Number of Credits : 02
CLINICAL (HUMAN INTERVENTIONS)		
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1	List the different types of interventions used in clinical, organizational and other settings	
CO2	Describe the interventions along with their theoretical underpinnings	
CO3	Carry out techniques like relaxation training, assertiveness training, systematic desensitization, play therapy, art based therapy and narrative therapy in groups.	
CO4	Compare and contrast various intervention strategies with respect to their applicability to different client problems	
CO5	Appraise the outcomes of the sessions conducted for the client based on client's feedback	
CO6	Device 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 1.1 Relaxation Training 1.2 Assertiveness Training 1.3 Narrative Therapy 2.4 Cognitive Behavior 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

Students should select at least 5 types of exercises, e.g. relaxation training, assertiveness training, narrative therapy, etc. in consultation with the teacher, and conduct workshops of 4 to 6 hours on these topics. Students should present two workshops/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 assertiveness training, relaxation procedures, transactional analysis etc. should be prepared on the basis of following points:

1. Nature of the group with whom the workshop was to be conducted.
2. Needs assessment
3. Rationale behind activities decided
4. Procedure of recruiting participants
5. Nature of exercise
6. Tools used (if any)
7. Feedback of participants
8. 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.

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. Langdridge, 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.

INDUSTRIAL (INDUSTRIAL RELATIONS)	
Course Outcomes (COs)	
On completion of the course, the students will be able to:	
CO1	Identify Industrial- Organization related issues of organizations that can be examined in detail
CO2	Outline how the identified issues can be studied using the tools, techniques of I-O Psychology
CO3	Carry out the planned activities in the Organization/ field
CO4	Interpret the findings and explains the steps for future implementation
CO5	Organize the information in a structured manner
CO6	Write the report covering all the important aspects and including the theoretical factors of the discipline.

Students should select at least 5 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 (20 Marks)

1. Presentation of one exercise and viva (latest by five weeks from the commencement of the semester)-5 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)-30 marks.

1. Students will present a report of any two activities/workshops before the External Examiner.
2. Marks for Viva and Exercise Report will be given by both examiners and
3. Average marks will be considered as final marks of the candidate.

Division of 30 marks for external examination will be as follows:

1. Presentation of activities: 10 marks
2. Viva -10 marks
3. Exercise reports-10 marks.