

SEMESTER - IV**BEHAVIOR AT WORKPLACE****1. Course Description**

Programme: M.Sc.

Max. Hours: 45

Course Code: P24/PSY/DSC/403

Hours per week:03

Course Type: DSC

Max. Marks:100

No. of credits: 03

2. Course Objectives

- To comprehend how groups work in organizations, considering communication, composition, and culture influences.
- To look at different ways leaders lead in different cultures and understand how power and gender can influence leadership.
- To learn about how to talk to people, solve problems when there's a fight, and make decisions in different kinds of workplaces.

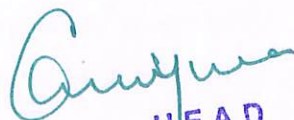
3. Course Outcomes

On completion of the course the student will be able to:

CO1: Scrutinize the complex interplay of group dynamics, communication structures, and cultural factors in organizational team formation and functioning.

CO2: Critically assess leadership styles across cultures, analyzing power dynamics and gender influences on leadership behaviors.

CO3: Develop strategies for effective communication, conflict management, and decision-making in diverse organizational contexts.



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4. Course Content

MODULE I: GROUP AND THE ORGANIZATION**(15 Hrs)****Groups and Teams**

Definition and Group Properties

Classification of groups – Formal and Informal Groups

Theories of group formation – Five Stage Model, Alternative model for temporary groups with deadlines

Factor Affecting group performance: Homogeneity of group, stability of membership, Group size, Group status, communication structure, Social facilitation and inhibition

Teams: Definition and types – Problem Solving Teams, Self-Managed work teams, Cross-

Functional Teams, Virtual Teams Model of team effectiveness Importance of Team building

Groups Vs Teams Cultural influences on team work: Teams in the Indian context and Building teams in the Indian organization.

MODULE II: LEADERSHIP AND POWER**(15 Hrs)**

An Overview of Definition, Importance

Styles of leadership

Leadership across cultures

Gender differences in Leadership

Leadership behaviors: Leadership Pipeline Model and Assessing Leadership Behaviors

Theoretical Approaches: Behavioral approach, Power and influence approach, Leader-Member Exchange theory.

The Situational Approach: Fiedler Hersen, Blencharad Situational Leadership and Path Goal theory.

Power: Definition and Bases of power

Power Tactics, Preference for power tactics, Organizational Politics


Process of empowerment, Authority and Power

Unequal Power in workplace

Current Trends and Research



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MODULE III: COMMUNICATION, CONFLICT MANAGEMENT AND DECISION MAKING_ (15 Hrs)

Communication

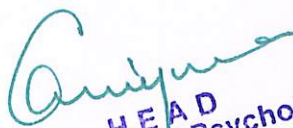
- Process and direction of organization communication
- Modes of communication – Interpersonal & Organizational
- Gender differences in communication
- Barriers to effective communication


Conflict

- Traditional Vs Modern view of conflict
- Sources of conflict in organizations
- Types of conflict – Interpersonal, Intrapersonal & Organizational
- The process of conflict
- Constructive Vs Destructive conflict
- Co-operation, competition and co-opetition, conflicts and its management, Negotiation process

Decision Making

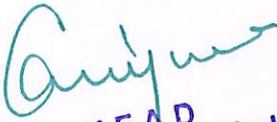
- Decision making techniques - Interacting groups, Brainstorming, Nominal group technique, Rational Model, Bounded Rationality and Intuition
- Common Errors and Biases in Decision Making
- Current Trends and Research



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9. Gregory Stone, A., Russell, R. F., & Patterson, K., Transformational versus servant leadership: A difference in leader focus.
10. Leadership & Organization Development Journal, 25(4), 349-361, 2004.
11. Hellriegel, D. & Slocum, J. W., Organizational behavior. Singapore: Thomson Asia Pvt Ltd. 13th Edition., 2011. Belmont, CA: Brooks/Cole Publications.


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6.Syllabus Focus

a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Global	Understanding group dynamics, leadership styles across cultures, and communication barriers prepares individuals to work effectively in diverse global environments.
Regional	Exploring conflict management strategies and decision-making techniques considers regional nuances and challenges that may vary across different geographic areas.
Local	Examining cultural influences on teamwork and leadership behaviors, particularly in the Indian context, allows for tailored approaches to team building and leadership development that resonate with local organizational cultures.

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
EMP	Module I: Teams & Groups	Group projects where students must demonstrate collaboration, time management, and presentation skills.
SD: Critical thinking , Analyse and Apply	Module II: Leadership	Leadership behaviors explored through case studies and group discussions.
ED	Module III: Decision Making	Present real-world entrepreneurial scenarios where students analyze opportunities, evaluate risks, and make informed decisions.

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Interactive Classroom Game: Students engage in a simulation game, applying theoretical concepts to practical scenarios, fostering hands-on learning.
2.	Participative Learning	Group Discussion: Students actively contribute to discussions, sharing perspectives, and analyzing topics collaboratively to deepen understanding.
3.	Participative Learning	Presentation: Students are divided into groups, prepare and deliver presentations on course topics, facilitating peer learning and communication skills development.
4	Problem Solving	Case Study: Students analyze real-world case studies, identify problems, and propose solutions, enhancing critical thinking and decision-making abilities.



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a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA-1 – Internal Assessments	Written Exam
CO2	CIA-1 -- Internal Assessments/ Assignments	
CO3	CIA-2 – Presentations/Review of research articles/Skill Test	

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BEHAVIOR AT WORKPLACE

Code No: P24/PSY/DSC/403

Max. Marks: 60

No. of Credits: 03

Time: 2 ½ Hours

SECTION – A

Answer the following

(3 x 12 = 36 Marks)

1. Define groups. Compare and contrast two theories of Group formation
OR
2. Define Teams. Write about the process of Team Development
3. Compare three leadership theories (behavioral, power and influence, Leader-Member Exchange), highlighting their applications.
OR
4. Analyze the impact of unequal power distribution in workplaces and suggest strategies for mitigation.
5. Explain the process of Communication in Organizations.
OR
6. Write about the techniques of negotiation

SECTION – B

Answer any four

(4 x 6 M = 24 Marks)

7. Analyze the concept of homogeneity within groups and its effects on group dynamics
8. Describe the characteristics and structure of self-managed work teams.
9. Explain the Leadership Pipeline Model and its relevance in organizational leadership development.
10. Discuss the concept of power in organizations.
11. Compare and contrast communication styles between genders.
12. Evaluate strategies for managing and resolving conflicts arising from various sources.



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SEMESTER - IV

CASE STUDY AND WORKSHOP

1. Course Description

Programme: M.Sc
Course Code: P24/PSY/DSC/404/P
Course Type: DSC
No. of credits: 2

Max. Hours:60
Hours per week:4
Max. Marks:50

2. Course Objectives

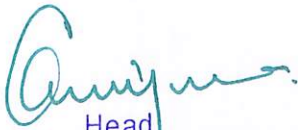
- To be able to construct individual and organizational cases using person analysis and job analysis.
- To be able to design and develop training modules and conduct programs in organizations.

3. Course Outcomes

On completion of the course the student will be able to:

CO1: Designing and conducting modules for workshops (**CREATE**)

CO2: Acquiring the necessary skills and knowledge to design, develop, execute training modules and programs within organizational settings (**APPLY**)



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4. Course Content

OVERVIEW:

PART A: CASE STUDY: Students are to gather information and construct 2 cases from their internship sites

- One case study should be constructed on the basis of Person Analysis and Job descriptions collected from their place of internship
 - One case study should be constructed based on the Organization's need as recommended by the site supervisor
 - The topics should cover concepts of organizational behavior and human resource development.
 - Students are to present their case and give the same in a record format
1. Company details, Case identified
 2. Gathering case information
 3. Reasons for the problem identified
 - Employee's Perspective
 - Intern's perspective
 4. Relating the problem to OB/ HR and current research
 5. Relevance of the issue/problem to the organization and explanation for it
 6. Intervention plan (Which includes training modules)

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TRAINING MODULE: Based on the cases formulated the students are to prepare 1 day and 3 days module on a topic for record and present a 1 hr module on the same topic for practical evaluation. The student is required to design a 60-minute training on specific organizational training needs such as Team building, Interpersonal Relations, Communication.

PART B: Application of Soft skills

Key Soft Skills Areas:

Communication, empathy, active listening, adaptability.

Verbal and Non-Verbal Communication Skills:

Tone, pace, clarity in verbal communication.

Body language, facial expressions, gestures in non-verbal communication.

Clarity, Conciseness, and Articulation:

Structuring content effectively.

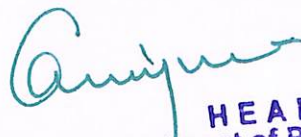
Organizing thoughts clearly.

Avoiding jargon and ambiguity.

Tailoring Communication Styles:

Adapting to diverse audiences and preferences.

Assertive, empathetic, persuasive communication styles.




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6. Syllabus Focus

a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Global	Cross-cultural communication is essential for understanding diverse clients worldwide.
Regional	Addressing regional workplace cultures and stressors enhances training effectiveness.
Local	Understanding local work culture and interpersonal relationships informs targeted audiences


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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD: critical thinking and analytical skills	All Topics	Case Study analysis : The students will analyze real life employee behaviors and design modules
ED	All Topics	This Practicum can prepare students to establish and manage their own private practice, including business planning, marketing, and client management.
EMP	All Topics	Based on the practical exposure students can use these skills which lead to employment opportunities in corporate settings or EAPs, where counselors provide mental health support, crisis intervention, and workplace counseling services to employees.


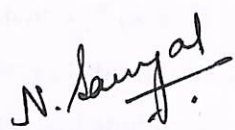

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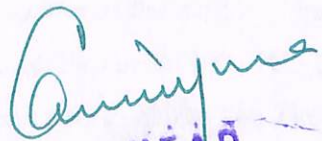
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7. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

Continuous Internal Assessments CIA -40%	End Semester Examination-60%
Internal Presentation: 10 M (One Day Module & 3 Day Module) Record: 10 M	Written Exam: 10 M Presentation: 10 M Viva: 10 M

Prepared by	Checked & Verified by	Approved by
 Ms. Arupuda Mary Rajan Faculty-in-Charge	 Dr. Nandini Sanyal Head of Department	 Dr. Uma Joseph Principal


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SEMESTER - IV

COUPLE AND FAMILY THERAPY

1. Course Description

Programme: MSc.

Max. Hours: 45

Course Code: P24/PSY/DSC/402

Hours per week:03

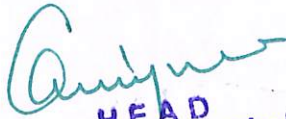
Course Type: DSC


Max. Marks: 100

No. of credits:03

2. Course Objectives

- To provide students with a comprehensive understanding of the historical foundations, theoretical frameworks, and practical applications of family therapy, preparing them for further study and practice in the field.
- To provide students with a comprehensive understanding of love, intimate relationships, dating, mate selection, gender roles, sexuality, conflict resolution, premarital counseling, family dynamics, and therapeutic approaches in couples counseling.
- To Implement evidence-based practices in addressing child-focused problems such as physical child abuse and neglect, conduct problems, emotional problems, and psychosomatic problems within the couple and marital therapy contexts.

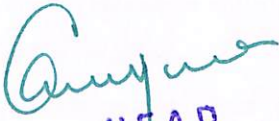

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3. Course Outcomes

On completion of the course the student will be able to:

- CO1: understand various aspects related to definitions, trends, perspectives, diversities, and historical evolution in the study of family and marriage, preparing students for critical analysis, evaluation, and application of knowledge in professional contexts **(UNDERSTAND, ANALYZE)**
- CO2: understand various aspects of love, intimate relationships and family dynamics, and therapeutic approaches in couples counselling and also Critically assess the impact of mate selection processes on individual well-being and relationship satisfaction and Analyze the impact of societal norms and cultural influences on individual and collective sexual behaviors. Evaluate the effectiveness of support services and interventions in addressing family stressors and promoting family well-being. **(UNDERSTAND, APPLY, EVALUATE)**
- CO3: Evaluate the effectiveness and limitations of different theoretical approaches in addressing couples issues, specific family dynamics, problem-maintaining behavior patterns, and problematic belief systems, considering their impact on therapeutic outcomes. **(EVALUATE, APPLY)**


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4. Course Content**MODULE I: INTRODUCTION AND HISTORICAL EVOLUTION OF FAMILY THERAPY (15 hrs)**

Definitions of family and marriage, trends in marriage and family structure and types of families: nuclear, joint, extended, single parent, cooperative families;

Family Systems perspective, Family strengths perspective, Multicultural perspectives

Cultural diversities in Families: Strengths and challenges

Historical evolution of Family Therapy: Key movements and its influence (Early social work, Sexual reform movement, family therapy movement, overview of Feminist family therapy and multicultural family therapy movement)

MODULE II: INTIMATE RELATIONSHIPS & DYNAMICS, CHANGES AND TRANSITIONS (13 hrs)

Love and Intimate Relationships: Styles of Love, Stenberg's Love Triangle, Building Intimacy through strengths in relationships.

Dating and Mate selection: Overview of theories of Mate Selection

Gender roles: Theories of gender role development and power in family communication in family (Communication behaviours and its types); Sexuality (Sexual identity, sexual orientation) and Sexual Expression (sexual scripts, range of sexual behaviours, influences on sexuality)

Conflict and Violence in Dating, Conflict resolution effective ways of handling conflicts

Premarital Counseling

Dynamics, changes and transitions in families: Stress, Abuse and violence in Families, Single parenthood, divorce, death, chronic illness and disability in families; Legal Issues in Marriage & Family

Overview of Gottman's relationship model and its approach in resolving relationship issues

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MODULE III: ASSESSMENT, THEORETICAL PERSPECTIVES AND INTERVENTIONS IN COUPLE & FAMILY THERAPY (17 hrs)


Steps in assessment of couples and families: Planning, assessment, treatment and disengagement/recontacting; Formulating problems and exceptions: The three-column problem formulation model and the three-column exception formulation model ;

Overview of Therapies based on predisposing historical, contextual or constitutional, problem-maintaining behavior patterns, problematic belief systems

Couple & Family Therapies: Emotionally Focused Therapy, Cognitive Behavioural Therapy, Narrative Therapy, Solution Focused Brief Therapy , Bowen's Transgenerational Therapy, Cognitive Therapy, Structural Family Therapy, Strategic Family Therapy, Attachment Therapy

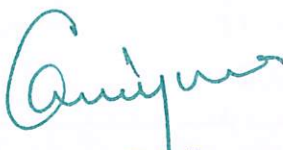
Evidence Based Practice in Family and Marital Therapy – Child focused problems (physical child abuse and neglect; conduct problems; emotional problems; psychosomatic problems)



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7. Becvar, D.S. & Beevar, R.J. (2005) Ed. Family therapy- A systemic integration. Massachusetts. Allyn & Bacon



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6. Syllabus Focus

a) Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National / Global Development Needs	Relevance
Regional	Understanding family therapy across the lifecycle, with a particular emphasis on addressing separation, divorce, and diverse family structures which are relevant to current cultural context
Local	Collaborate with local schools and community centers to provide workshops and resources for parents and caregivers on effective parenting strategies based on relevant theoretical frameworks
Regional	Establish local support groups or counseling services focused on improving communication dynamics within families and intimate relationships.


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b) Components on Skill Development / Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD - Analyze	Module III: Steps in assessment of couples and families: Planning, assessment, treatment and disengagement/recontracting & Interventions In Couple and Family Therapy	students will analyze the case using theories based on contextual, behaviour patterns, problematic belief systems
SD - Presenting , Communication	Module I: Cultural diversities in Families: Strengths and challenges	Students will be asked to create Family strengths & challenges from their own family and have a group discussion in the class how families vary across cultures/ religions etc

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Group Discussion - Students will be asked to create Family strengths & challenges of their own family and have a group discussion in the class how families vary across cultures/ religions etc
2.	Problem solving	Case studies - students will analyze the case using theories based on contextual, behaviour patterns, problematic belief systems
3.	Participative Learning	Presentation - Students will be asked to prepare presentations on module III
4.	Participative Learning	Guest Lecture/ Seminar on Gottman's relationship model

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8. Course Assessment Plan**a) Weightage of Marks in Continuous Internal Assessments and End Semester****Examination**

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA 1 – Written Exam	Written Exam
CO2	CIA 1 - Written Exam / CIA 2 - Presentation	
CO3	CIA 2 - Skill Test CIA 2 - Research Article Review on Evidence based practice in family & marital therapy - child focused problems	

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b) Model Question Paper- End Semester Exam**COUPLE AND FAMILY THERAPY****Paper Code: P24/PSY/DSC/402****Max Marks : 60****Credits: 03****Time: 2 1/2 hrs****SECTION – A****Answer the following****3 x 12= 36 M**

1. Analyze how changing gender roles have influenced family structures over time.

OR

2. Explain the influence of the early social work movement on the development of family therapy.

3. Compare and contrast the communication behaviors associated with healthy and unhealthy relationships according to Gottman's model.

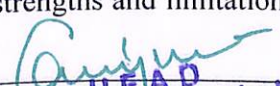
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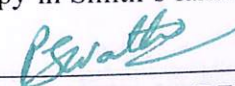
4. Analyze the impact of societal norms and cultural factors on sex-role development, sexual identity, and sexual orientation.

5. The Smith family consists of four members: John (father), Sarah (mother), Emily (daughter), and Michael (son). John and Sarah have been married for 20 years. Emily is 17 years old, and Michael is 15 years old. The family seeks therapy due to ongoing conflicts and communication breakdowns.

Presenting Issues:

- John and Sarah report frequent arguments and disagreements about parenting styles and family rules.
- Emily expresses feeling misunderstood and unsupported by her parents, leading to feelings of resentment and rebellion.
- Michael exhibits behavioral problems at school and home, including defiance, aggression, and academic underachievement.
- Assess the strengths and limitations of Bowen's Transgenerational Therapy in Smith's family


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dynamics and promoting relational health.

OR

6. How would you select and implement evidence-based interventions for conduct problems in children within a family therapy setting?

SECTION -B

Answer any 4 of the following

4 x6 = 24 Marks

7. Describe the trends in marriage and family structure observed in contemporary society.
8. Apply multicultural perspectives to address conflicts within diverse families.
9. Explain Sternberg's Love Triangle and how it relates to the dynamics of intimate relationships.
10. Explain the impact of abuse and violence on family dynamics.
11. Evaluate the effectiveness of the three-column problem formulation model in promoting client insight and facilitating therapeutic change.
12. How does EFT conceptualize relationship distress and attachment patterns in couples

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SEMESTER IV**FIELD WORK****1. Course Description**

Programme: M.Sc

Max. Hours: 60

Course Code: P24/PSY/DSC/402/P

Max. Mark: 50

Course Type: DSC

Hours per week: 4

No. of credits: 2

2. Course Objectives

- Develop skills to understand the process of conducting thorough case histories & mental status examinations
- Observe & interview individuals in various settings like mental health, school & organizational & learn to formulate comprehensive case formulation based to the collected data.
- Apply knowledge of diagnostic criterias outlined in DSM-V or ICD-10 to identify & classify mental health disorders accurately

3. Course Outcomes

On completion of the course the student will be able to:

CO1: Students will have an enhanced practical knowledge about observation & interview techniques to effectively conduct thorough case histories, mental status examinations.

CO2: Students will be able to identify patterns of behavior & symptoms that indicate different psychological conditions.

CO3: Students will be able to integrate their counseling skills towards tailoring appropriate therapies & interventions for various physiological as well as psychological disorders.

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4. Course Content

OVERVIEW:

The student has to identify at least four cases from centers that cater to children with special needs and take a detailed:-

- Case History
- Mental Status Examination

Students will be oriented on Case History - Observation & Interview techniques, Case Formulation & Report Writing

The student should use appropriate techniques from the above to diagnose the problem with reference to DSM- V or ICD-10. Students will collect 4 cases & document the same based on any developmental delays or disability, namely:

- Learning Disabilities
- Autism Spectrum Disorder
- Intellectual Disabilities


After the collection of Data (Case History) the students have to present two cases a Case Conference & generate a systematic report of both cases as per APA guidelines.


Marks Division

Total Marks: 50

Internal marks – 20

External marks – 30


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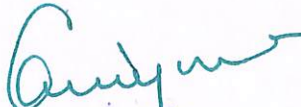



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6. Syllabus Focus

a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Local	Addressing mental health issues helps in overall well-being and resilience of communities, improved understanding and assessment of mental health problems- this can lead to more effective interventions and support systems within local communities, enhancing professionals' skills in psychological assessment and case management resulting in quality of mental health services being accessible locally.
Regional	It can address mental health challenges prevalent across a particular region while sharing best practices and standardized assessment techniques regionally can improve the quality and consistency of mental health care delivery.
National	Contribute to development of a skilled workforce in mental health assessment and intervention - leading to early intervention and prevention efforts, reducing the overall burden on national healthcare systems.


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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD - Explain	MODULE I Report writing exercise	Students can be asked to write reports for each case according to the APA guidelines - Clarity, Organized & based on ethical ways of reporting
SD - Demonstrate	MODULE II Role playing	Students can take turns & be given hypothetical situations to practice their skills of observations, case history taking, mental status examination, report writing.
EMP - Apply	MODULE III Diagnostic exercise	Practice applying diagnostic manuals (DSM & ICD-10) to case studies

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Role plays	Students can be given hypothetical situations to practice their skills of observations, case history taking, mental status examination, report writing.
2.	Presentation	A mock presentation of a case can be conducted for the students to equip them with accurate probable responses to defend their work.

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8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

Continuous Internal Assessments CIA - 20%	End Semester Examination-30%
Case reports (10M)	Case Presentation (10M)
Presentation (10M)	Case reports (10M) Viva voce (10M)

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SEMESTER - IV

GROUP COUNSELING

1. Course Description

Programme: M.Sc.

Max. Hours: 45

Course Code: P24/PSY/DSE/401

Hours per week: 3

Course Type: DSE 5

Max. Marks: 100

No. of credits: 3

2. Course Objectives

- To help students attain in-dept knowledge of group counseling, their types, the therapeutic factors governing them and the ethical considerations.
- To equip students with the knowledge of personal characteristics of effective leaders, their functions, therapist's tasks, skills, leadership styles and the stages of group process.
- To acquaint students to the ways in which psychological theories and methods can be applied in group counselling.

3. Course Outcomes

On completion of the course the student will be able to:

CO1: Demonstrate an understanding of the fundamental concepts in group counseling; explain the types of groups, elucidate and analyze the various therapeutic factors essential in the group process and examine the ethical issues in group counseling. **(UNDERSTAND, APPLY, ANALYZE)**

CO2: Demonstrate an understanding of the personal characteristics and functions of an effective group leader, skills and tasks of a group therapist, the various leadership styles demonstrated by the group leaders, co-leadership models and issues; comprehensive examination of the stages of group process and discuss the ways to deal with problematic situations and behaviors. **(UNDERSTAND, APPLY, ANALYZE)**

CO3: Analyze and evaluate the Theoretical Approaches of Group Counseling to suit various groups and apply the Theoretical Approaches to conceptualize cases. **(APPLY, ANALYZE)**

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4. Course Content**MODULE I: INTRODUCTION****(12 hrs)**

Stages of Group Development by Tuckman

Types of groups: psychoeducational, counseling & therapy, task-facilitation groups, support, self-help, educational, problem-solving, experimental.

Goals; Functions and Definitions of: Group guidance, Group counseling, and Group therapy;

Therapeutic factors by Yalom

Ethical issues in group counselling: Group specific & Leader specific

MODULE II: TASKS, SKILLS & STAGES OF GROUP PROCESS**(20 hrs)**

Group leader: Personal characteristics of effective leaders; Functions of leader; Basic Tasks and skills of Group Therapist; Group Leadership Styles; Co-leadership

Stages of Group Process: characteristics, member and leader functions, possible problems at Pre group stage, Initial stage, Transition stage, Working stage and Final stage; Pre group and Post group issues; skills of focus and exercise.

Dealing with difficult problem situations and problem group members

Crisis Intervention Management

MODULE III: GROUP WORK: THEORETICAL APPROACHES & TECHNIQUES (13 hrs)

Definition of key concepts; role and functions of the leader; stages; and therapeutic techniques and procedures of:

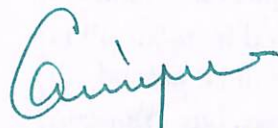
Psychoanalytic, Existential, Person-Centred, Cognitive-Behavioral, Transactional Analysis, Reality therapy, Solution Focused Brief Therapy, Gestalt, and Psychodrama

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6. Syllabus Focus

a) Relevance to Local, Regional, National and Global Development Needs

Local/ Regional/ National/ Global Development Needs	Relevance
LOCAL	By addressing individual and collective mental health issues, communities become more resilient and better equipped to tackle local challenges thereby fostering social connections and promotes a sense of belonging within communities.
REGIONAL	Promoting dialogue, understanding, and resolution in regions marked by conflicts. It contributes to the reduction of tensions and facilitates regional stability. It can be utilized for skill-building programs, empowering individuals in a region to develop the necessary skills for employment, entrepreneurship, and civic engagement, thereby contributing to regional development.
NATIONAL	In workplace settings enhances employee well-being, reducing stress and increasing productivity. A mentally healthy workforce contributes significantly to the overall economic development of a nation. Addressing mental health at the national level through group counseling helps alleviate the burden on healthcare systems. It promotes preventive measures and reduces the impact of mental health issues on public health, thereby contributing to national development.
GLOBAL	In a globalized world, group counseling can facilitate cross-cultural understanding and communication. This is crucial for addressing global challenges, fostering cooperation, and promoting peaceful relations between nations. It is essential in humanitarian efforts, supporting individuals and communities affected by disasters, conflicts, or displacement. It contributes to the psychological well-being of people in crisis situations, aiding in long-term recovery and development.

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD – Analyze and Apply - Students will be able to analyze and evaluate the theoretical approaches of Group Counseling to suit various groups and apply them to conceptualize cases.	Module III	Review and Presentations – Students will collect information on the development and recent advancements in the theoretical approaches assigned to them. They will analyze and evaluate the application of theories of group counseling in these areas based on empirical evidence and relevance to real-world phenomena. Students will review and present the findings in this context.

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Students will participate in Interactive Class room games and quiz to demonstrate their understanding of the subject matter.
2.	Participative Learning	Presentations – Students will be divided into small groups and each group can select one topic from the syllabus. Each group will indulge in in-depth research on the selected topic. They will present the same. They will also take part in role plays and group discussion wherein simulated group therapy sessions will be conducted where they can apply the theory learned during the class.
3.	Problem-Solving	Students will read case studies and apply the theory in solving the problems.

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8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA 1 – Written Exam CIA 2 – Assignment – Interactive quiz	Written Exam
CO2	CIA 1 – Written Exam CIA 2 – Skill Test	
CO3	CIA 2 – Presentations	

b) Model Question Paper- End Semester Exam

GROUP COUNSELING

Paper Code: P24/PSY/DSE/401

Total Marks: 60

Credits: 3

Duration: 2 ½ Hour

Section A

Answer the following

3 x 12 = 36 Marks

1. Explain about Group guidance, counseling and therapy and elicit their differences with examples.

OR

2. Write a note on the therapeutic factors and examine which factors will be helpful for difficult clients in a group setting and why?
3. How do you classify the styles of group leadership and how does the choice of leadership style impact group dynamics and member engagement?

OR

4. Elucidate the stages of group process in detail and the ways of dealing with difficult situations and problematic clients.
5. Explain the theoretical underpinnings, process and techniques involved in any 2 approaches.

OR

6. How can the theoretical approaches be integrated in group counseling? Explain with the help of case studies.

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Section B

Answer any four of the following

4 x 6 = 24 Marks

7. Therapeutic Factors by Yalom
8. Ethical issues in group counseling.
9. Skills for opening and closing group sessions.
10. Group leadership styles and co-leadership.
11. Skills of focus and exercises in group process
12. Techniques used in SFBT and Psychodrama

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	CO1	2	12	2	6
2	15	CO2	2	12	2	6
3	15	CO3	2	12	2	6

9. CO-PO Mapping

CO	PO	Cognitive Level	Class room sessions(hrs)
1	1	Understand, Apply, Analyze	12
2	4, 5, 6	Understand, Apply, Analyze	20
3	2	Apply, Analyze	13

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SEMESTER - IV**INTERNSHIP IN ORGANIZATIONS****1. Course Description**

Programme: M.Sc
Course Code: P24/PSY/DSC/403/P
Course Type: DSC
No. of credits:04

Max. Hours:120
Hours per week:8
Max. Marks:100

2. Course Objectives


- To enable students to apply theoretical knowledge of organizational and HRD concepts from Semester III in practical workplace settings.
- To provide students with firsthand experience and observation opportunities to understand the practical implications and applications of the concepts learned in Semester III within real organizational environments.


3. Course Outcomes

On completion of the course the student will be able to:

CO1: Foster the ability of students to translate theoretical understanding of organizational and HRD concepts from Semester III into actionable strategies and solutions within diverse workplace contexts.

CO2: Cultivate students' capacity to critically analyze and evaluate workplace dynamics, employee interactions, and organizational processes through the lens of the concepts learned in Semester III, thereby enhancing their professional competence and adaptability.


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4. Course Content

OVERVIEW:

The student may approach the HR Team of an Industry/Organisation and conduct diagnostic study to map the Individual Employees Problems/Organizational Issues hampering the productivity of the Individual/Organisation at large by:

- Conducting Interviews with the HR Teams
- Interactions with the Supervisors of the Employees
- Administering Individual Tests for (Employee Oriented Problems) / Group Tests for Organizational Problems
- Profiling the Issues/Problems
- Designing Intervention Plan (for individual employees)/Organizational Development
- Interventional Strategies (for organizational problems)
- Counselling sessions with Individual Employees/Discussion the OD Strategies with the HR Team for Organizational Problems
- Internship carries 100 marks which includes 300 hours of internship work.

At the end of the internship the students are expected to submit a record. The record should contain:-

- Background about the organization: annexure –I to be used for this purpose
- The selection procedure:
- The performance appraisal procedure/system.
- Communication patterns (In the form of flow chart).
- Structure of the organization (In the form of flow chart).
- Case studies (2 each)
- Staff orientation (topics covered)
- Background checks (process)
- Systems and procedures for addressing grievances
- Person/employee analysis: Person analysis to be conducted on at least 10 employees using information from annexure –II.

Based on this person analysis, patterns of issues have to be identified and taken up as cases for practical one of Semester-IV.

- Job analysis: It has to be conducted for those employees on whom person analysis was done.
- Assessments should be conducted on employees at a hierarchical or departmental level.
- A Competency matrix has to be designed for employees with reports and recommendations.
- Trainings/workshops conducted (stress, assertiveness etc)
- All other activities done in the organization should be included

Organizational Assessments

1. Job Satisfaction
2. Conflict Management
3. Organizational Climate
4. NEO 5
5. Organizational Citizenship Behavior
6. Work Motivation
7. FIRO-B

APPLICATION

Application of various psychological assessments in organizational setting:

Students are to conduct the above mentioned assessments on employees (during internship) – and interpret the results while applying them in the below format.

Pre-employment testing and Performance appraisal,

Measuring personal characteristics for job placement,

Measuring characteristics of the work setting and Measuring the match between person-situations.

INTERPRETATION AND EVALUATION

Administer the following on an employee's profile collected during internship:

Job Analysis

Resume Evaluation

Competency Mapping

EXPECTATIONS FOR INTERNSHIP

- Log sheets: the student is expected to ensure that the log sheets are maintained correctly at all times. These log sheets will be verified in supervision every week and the student are expected to carry the log sheets to supervision every time
- Supervision sheets: every time the student attends supervision, she is supposed to get the attendance for it in the supervision form. Supervision carries marks.
- Marks will be given both internally and externally by college supervisor and site supervisor respectively, on thorough evaluation.
- Attendance – number of hours of internship will be 300 hours in total which is mandatory (Excluding Summer Internship).
- Attendance for documentation at home has to be documented separately in a log sheet (available at the end of this kit)

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3. Alderfer, C. (2010). The Practice of Organizational Diagnosis: theory & Methods. Oxford University Press.
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6. Syllabus Focus

a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Global	Cross-cultural communication is essential for understanding diverse clients worldwide and exposure to multicultural working styles
Regional	Addressing regional workplace cultures and practices
Local	Understanding local work culture and interpersonal relationships

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD: critical thinking and analytical skills	Assessments	Practicum experiences in develop active listening skills, enabling them to understand clients' concerns, emotions, and needs effectively and also learn to assess psychological competences.
EMP	Job Analysis , Competency Mapping	Internships cultivate communication, teamwork, problem-solving, adaptability, professionalism, technical skills, networking, and learning agility.

7. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

Continuous Internal Assessments CIA -40%	End Semester Examination-60%
Internal Presentation: 10 M On- Site Supervision: 20 M College Supervision:10 M	Record: 30 M Presentation: 20 M Viva: 10 M

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SEMESTER - IV**INTERNSHIP****1. Course Description**

Programme: MSc.

Max. Hours: 120

Course Code: P24/PSY/DSC/401/P

Hours per week:08

Course Type: DSC

Max. Marks: 100

No. of credits:04

2. Course Objectives

- To integrate all the formal academic training in the Counseling Psychology program. It is an opportunity for students to assume the role of a professional counselor-in-training and provide counseling services in schools/ colleges/ organizations corporate, and drug addiction centres, under supervision.
- To train students in designing and conducting modules for workshops addressing different sections of the population based on their specific needs

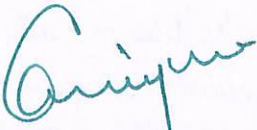
3. Course Outcomes


On completion of the course the student will be able to:

CO1: Students will be able to implement the counseling skills to real cases in school/college/counseling settings. (APPLY)

CO2: Analyze and organize the theoretical information to elicit client problems and Apply the theoretical understanding to conceptualize the cases (ANALYZE, APPLY)

CO3: Apply the theoretical understanding in designing modules and conducting workshops to specific needs of the population (ANALYZE , APPLY)


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4. Course Content

OVERVIEW: Counseling Internship includes 120 hours .

Shadow Internship (15 hrs)

Shadowing allows students to observe professionals in action, providing valuable insights into the day-to-day responsibilities and challenges of the profession. This experiential learning complements theoretical knowledge gained through academic coursework.

Individual Counseling (50 hrs)

One on one sessions are conducted by taking consent and prepare documentation for the same

Training Modules & Workshop (10 hrs)

Students will also conduct Need Analysis to see any psychological concerns faced in organisations such as schools/ colleges/ organizations corporate, health Institutions/ NGO's. Based on the Need Analysis students will be provide Training & Workshop to the target groups

Supervision (45 hrs)

This will help students get inputs from the college supervisor .

Internship Rules

- **Log sheets:** the student is expected to ensure that the log sheets are maintained correctly at all times. These log sheets will be verified in supervision and the student is expected to carry the log sheets to supervision every time
- **Supervision sheets:** every time the student attends supervision, she is supposed to get the attendance for it in the supervision form. Supervision carries marks.
- Marks will be given both internally and externally by college supervisor and site supervisor respectively, on thorough evaluation.
- Attendance – number of hours of internship will be 50 direct one-to-one counseling hours in total which is mandatory.
- Supervision by college supervisors will be as per the time table (attendance mandatory)
- Students conduct Need Analysis to understand the psychological issues faced by targeted groups (Women's group / Geriatric population / children living in NGO's or Orphanages / Problems faced by School students/ College students / people in organisations)

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6. Syllabus Focus

a) Relevance to Local , Regional , National and Global Development Needs

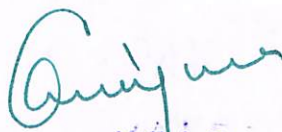
Local /Regional/National /Global Development Needs	Relevance
Local / Regional	Practice of counseling skills in various organizations can contribute to addressing mental health needs by providing accessible and culturally sensitive counseling services to individuals and communities, schools , organisations .
National	Practice of counseling skills in various organizations can contribute to national public health initiatives by addressing mental health issues, substance abuse, and other health-related concerns through counseling interventions and prevention programs
Global	Practice of counseling skills in various organizations can support global development efforts by providing counseling services in underserved communities, promoting mental health awareness, and addressing psychosocial issues in humanitarian settings.


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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
EMP	Training Modules & Workshops, Individual Counseling	Based on the practical exposure students can use these skills which lead to employment opportunities in corporate settings or EAPs, where counselors provide mental health support, crisis intervention, and workplace counseling services to employees.
ED	Training Modules & Workshops, Individual Counseling	Counseling practicum can prepare students to establish and manage their own private counseling practice, including business planning, marketing, and client management.


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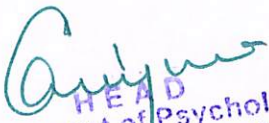
7. Pedagogy


S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Internship Opportunities - Students will conduct one on one sessions , Create modules to address needs of the people

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
Module selection + Presentation – 10 Marks Punctuality + students approach towards Internship + Log sheets - 30 Marks	Presentation + Record + Viva – 60 Marks


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SEMESTER - IV

MANAGEMENT PRACTICES

1. Course Description

Programme: M.Sc.

Course Code: P20/PSY/DSE/404

Course Type: DSE

No. of credits: 03

Max. Hours: 45

Hours per week:03

Max. Marks:100

2. Course Objectives

- To comprehend HRM principles and international dimensions, including cross-national organizations and globalization trends.
- To develop coaching, mentoring, and career management skills for effective leadership and talent development using HRIS for career planning.
- To gain insights into employee relations, ethics, labor legislation, disciplinary procedures, and international HRM for effective management and trust-building.

3. Course Outcomes

On completion of the course the student will be able to:

CO1: Analyze the impact of globalization on HRM practices, distinguishing between domestic and international organizational structures. **(APPLY)**

CO2: Apply coaching, mentoring, and career management techniques to enhance employee performance and organizational productivity. **(APPLY)**

CO3: Evaluate ethical considerations and legal frameworks in employee relations. **(EVALUATE)**



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4.Course Content**MODULE I: INTRODUCTION – MANAGEMENT AND PLANNING (15 Hrs)**

Introduction to Management

Nature, Concept, Scope and Significance;

Functions; Management: Art or Science or Profession;

Organization vs Administration vs Management,

Schools of Management: Contributions of F.W. Taylor, Henry Fayol, Elton Mayo;

Roles of Managers; Social Responsibility and Business Ethics

Comparative Management Styles and approaches

MODULE II: PLANNING AND ORGANISING**(15 Hrs)**

Planning - Steps in Planning Process Scope and Limitations

Forecasting and types of Planning -Characteristics of a sound Plan

Decision Making - Types, Techniques and Processes.

Organisation Structure and Design

Authority and Responsibility Relationships

Delegation of Authority and Decentralisation

Interdepartmental Coordination

Impact of Technology on Organisational design - Mechanistic vs Adoptive Structures

Formal and Informal

Organisation.Control:meaning, function, Process and types of Control

MODULE III: EMPLOYEE RELATIONS, DEVELOPMENT AND MANAGEMENT**(15 Hrs)**

Ethics and fair treatment at work: Meaning; ethics and law; Ethics, Justice and fair treatment; Employee Rights

Labour legislation in India

Trust and employment relationship

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Managing Labor relations and collective bargaining

HR and internationalization of Business: Improving international assignments, Training and maintaining international employees

Executive development: Nature and concept, importance, Process of executive development,

Methods of conducting an executive development program

5. References

1. Armstrong, M. (2006). A handbook of human resource management practice. Kogan Page Publishers.
2. Assael, Henry (2004). Consumer behavior: a strategic approach. Houghton Mifflin Company, Boston, Mass.
3. Daniela, M. A. (2011). Fundamental Theories on Consumer Behaviour: An Overview of the Influences Impacting Consumer Behaviour. "Ovidius" University Annals, Economic Sciences Series, Volume XI, Issue 2, pp. 837-841.
4. Gary Dessler. (2005) Human Resources Management. (10th Ed.). New Delhi: Pearson- Prentice Hall.
5. Haugtvedt, C. P. & Herr, P.M. Kardes, F. R. (2008). (Eds). Handbook of Consumer Psychology. New York: Taylor & Francis Group.
6. Horn, T. S. (Ed.) (2002). Advances in sport psychology. USA: Human Kinetics Publishers.
7. Pham, M. T. (2013). The seven sins of consumer psychology. Journal of Consumer Psychology 23, 4, 411–423.
8. Price, A. (2007). Human resource management in a business context. Cengage Learning EMEA. Raymond J. Stone. (2005). Human Resources Management. New York: Joh Wiley & Sons. Subbarao. P. (2013). Essentials of HRM and Industrial Relation, (5th Ed.). Himalaya Publishing House Pvt. Ltd
9. Weinberg, R. S., & Gould, D. (2003). Foundations of sport and exercise psychology. USA: Human Kinetics Publishers, Inc.

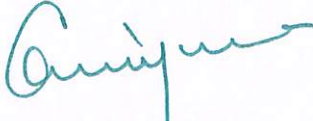
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6.Syllabus Focus

a) Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Need	Relevance
Global	International HRM: Understanding different forms of international HRM and cross-national organizations is crucial in the globalized economy where businesses operate across borders and cultures.
Regional	Recognizing the significance of training, executive development, and relationship management helps address regional workforce challenges and promote skill development.
Local	Understanding local labor legislation, ethics, and fair treatment at work is vital for compliance and fostering a positive work environment.


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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD: Analyse , Apply and create	Module - I: Introduction to Human Resource Management	Case Study: Students analyze case studies depicting real workplace scenarios, identifying the need for interventions in various industries or organizational settings.
ED	Module- II: Managing the new workforce	Students work in teams to design innovative training programs for specific industries or target audiences.
EMP	Module – III: HRM and Relationship management	Students work collaboratively to develop comprehensive training processes aimed at enhancing workplace and wellbeing.

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Interactive Classroom Game: Students engage in a simulation game, applying theoretical concepts to practical scenarios, fostering hands-on learning.
2.	Participative Learning	Group Discussion: Students actively contribute to discussions, sharing perspectives, and analyzing topics collaboratively to deepen understanding.
3.	Participative Learning	Presentation: Students are divided into groups, prepare and deliver presentations on course topics, facilitating peer learning and communication skills development.
4	Problem Solving	Case Study: Students analyze real-world case studies, identify problems, and propose solutions, enhancing critical thinking and decision-making abilities.

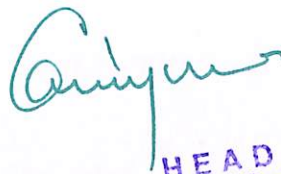
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8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA-1- Written Exam	Written Exam
CO2	CIA-1- Written Exam	
CO3	CIA-2 – Presentations/Review of research articles/Skill Test	



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b) Model Question Paper- End Semester Exam**MANAGEMENT PRACTICES****Code No: P24/PSY/DSE/404****Max. Marks: 60****No. of Credits: 03****Time: 2 ½ Hours****SECTION – A****Answer the following****(3 x 12 = 36 Marks)**

1. Define management. Describe the importance of management along with its applications.

OR

2. Discuss the contributions of F.W. Taylor and Elton Mayo to the evolution of management theories.

3. Compare and contrast mechanistic and adaptive organizational structures

OR

4. Explain the steps involved in the planning process

5. Evaluate the role of HR in the internationalization of business.

OR

6. outline the methods used to conduct an executive development program. ?

SECTION – B**Answer any four****(4 x 6 M = 24 Marks)**

7. What are the key components of knowledge management in modern organizations.

8. Discuss the importance of ethical behavior at work

9. Discuss the differences between formal and informal organization structures?

10. Define delegation of authority and discuss its importance in organizational decentralization.

11. What are the key principles of labor legislation in India, and how do they protect employee rights?

12. Discuss the concept of trust in the employment relationship and its implications for organizational performance.

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SEMESTER - IV**PROJECT****1. Course Description**

Programme: MSc.

Max. Hours: 75

Course Code: P24/PSY/PRJ/401

Hours per week:05

Course Type: PRJ

Max. Marks: 150

No. of credits:05

2. Course Objectives

- To provide students with training in designing, executing and reporting a research project.
- They will gain proficiency in interpreting results, and draw meaningful conclusions in research.

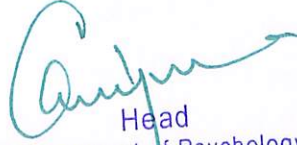
3. Course Outcomes

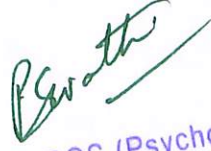
On completion of the course the student will be able to:

CO1: Understand, integrate and summarize theoretical frameworks and relevant literature relating to the area of study and to demonstrate an understanding of the role of ethics in performing research with human participants and the ability to differentiate between ethical and unethical research practices. **(UNDERSTAND, ANALYZE, APPLY)**

CO2: Select and administer standardized psychometric tests for measuring the chosen variables in the target sample and will be able to analyse and interpret the data to answer research questions and report the findings with reference to existing literature. **(APPLY, ANALYZE)**

CO3: Students will be able to effectively use the APA style in writing research dissertations **(APPLY)**


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4. Course Content

The student has to choose two or three variables from any of the areas of psychology. She will then administer the chosen psychometric tests on a minimum sample of 100 (depending on the availability and nature of sample) respondents. After collection of this data, the students will prepare systematic reports of this in APA format. The project report should include an introduction to the topic, review of related literature, the methodology adopted (sample, tools, design and analysis of data), the results of the project and the conclusion, implications and suggestions.

The Project carries a total of 100 marks for the Dissertation and Viva-Voce examination.

Areas - positive psychology, clinical psychology, health psychology, organizational psychology, personality, social psychology, community psychology, child psychology, school psychology.

5. Syllabus Focus

a) Relevance to Local, Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
National/ Global	Students can use different statistical methods to analyze data on different psychological concepts and utilize the data in developing intervention programs tailored for various National/ Global organisations, education system, healthcare, and social welfare etc.
Global	Prediction statistics are essential for global health organizations in predicting health emergencies. This enables coordinated responses, international collaboration, and resource mobilization to combat global health threats and protect vulnerable populations worldwide.

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b) Components on Skill Development/Entrepreneurship Development/Employability


SD/ED/EMP	Syllabus Content	Description of Activity
SD - critically Evaluate, Analyze	Project	Encourage critical thinking skills to evaluate research findings and design studies that address important questions.
EMP	Project	Students will be given different research assistant position opportunities in different organisation if they have developed skills of Analysing data

6. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

Continuous Internal Assessments CIA	End Semester Examination
Internal Presentation – 50 Marks	Record + Presentation + Viva – 100 Marks


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SEMESTER - IV**PSYCHOTHERAPIES****1. Course Description**

Programme: M.Sc.

Max. Hours: 45

Course Code: P24/PSY/DSC/401

Hours per week: 3

Course Type: DSC

Max. Marks: 100

No. of credits: 3

2. Course Objectives

- To give an orientation to the students about the view of human nature and manifestation of problems according to the different therapeutic approaches
- To integrate the skills of professional counseling with theory to conceptualize cases

3. Course Outcomes

On completion of the course the student will be able to:

CO1: Understand and interpret the ethical principles and standards outlined by the APA, demonstrating comprehension of their application to various ethical dilemmas and professional scenarios encountered in psychotherapy practice and also Understand and analyze the psychoanalytic approaches in diverse populations (**UNDERSTAND, INTERPRET**)

CO2: Understand and analyze the similarities and differences between person-centered therapy, and Gestalt therapy, evaluating their underlying assumptions, therapeutic techniques, and treatment goals. (**UNDERSTAND, ANALYZE, EVALUATE**)

CO3: Understand the theoretical foundations and key principles of postmodern approaches to therapy, such as narrative therapy and solution-focused therapy. Critically assess the strengths and limitations of postmodern therapy approaches in comparison to traditional therapeutic modalities and also to understand and analyze the use of MET, DBT, ACT in various settings. (**UNDERSTAND, ANALYZE, ASSESS, EVALUATE**)

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4. Course Content**MODULE I: INTRODUCTION TO PSYCHOTHERAPY & PSYCHOANALYTIC APPROACHES (13 hrs)**

Definitions & goals of Psychotherapy

Difference between Counseling and Psychotherapy

Professional issues and training Ethical issues (General as well as Specific to Psychotherapy as per APA)

An introduction to Psychopharmacotherapy

Psychoanalytic Therapy: Psychoanalytic Theoretical Principles, Evolution and Development in Psychoanalytic Theory and Practice, Application: Therapeutic Techniques and Procedures, Case Analysis and Treatment Planning

MODULE II: BEHAVIOUR THERAPY, PERSON-CENTERED THERAPY & GESTALT THERAPY (15 hrs)

Behavioral Theory: Key Concepts, The Therapeutic Process, Application: Therapeutic Techniques and Procedures, Behavior Therapy from a Multicultural Perspective

Person-Centered Therapy: Theoretical Principles, The Practice of PCT: A Way of Being with Clients Person-Centered Therapy from a Multicultural Perspective: Cultural and Gender Considerations, Applications of PCT, Case Analysis and Treatment Planning

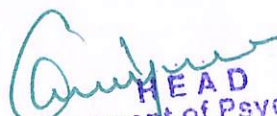
Gestalt Therapy: Theoretical Principles, Application: Therapeutic Techniques and Procedures, The Practice of Gestalt Therapy, Case Analysis and Treatment Planning,


MODULE III: COGNITIVE THERAPY AND & POST-MODERN APPROACHES (17 hrs)

Albert Ellis's Rational Emotive Behavior Therapy, Key Concepts, The Therapeutic Process, Application: Therapeutic Techniques and Procedures, Aaron Beck's Cognitive Therapy, Cognitive Behavior Therapy from a Multicultural Perspective, Case Analysis and Treatment Planning

Contemporary Postmodern Therapies: Solution-Focused, Brief Therapy, Narrative Therapy

Overview of Motivational Enhancement Therapy (MET) , Dialectical Behaviour Therapy (DBT), Acceptance and Commitment Therapy (ACT)



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5. References

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2. Glen O. Gabbard, Judith S. Beck (2007), Oxford Textbook Of Psychotherapy,Jeremy Holmes Oxford University Press.
3. Sharf S. Richard, (2000), Theories Of Psychotherapy & Counseling. University Of Delaware, Brooks/Cole.
4. Wu, S. J. (1997). Narrative Therapy: The Social Construction of Preferred Realities. *Journal of Marital and Family Therapy*, 23(3), 357.


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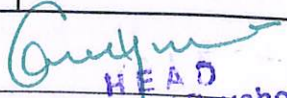
6. Syllabus Focus

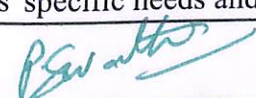
- **Relevance to Local, Regional, National and Global Development Needs**

Local /Regional/National /Global Development Needs	Relevance
Local	If students can incorporate current research trends and knowledge from theoretical foundations of psychotherapies, they can develop tailored interventions to address prevalent mental health issues within the community.

- **Components on Skill Development/Entrepreneurship Development/Employability**

SD/ED/EMP	Syllabus Content	Description of Activity
SD – Analyzing	Module II, III	Learn to formulate comprehensive case conceptualizations based on theoretical frameworks and clinical assessments, and develop individualized treatment plans tailored to clients' specific needs and goals.
SD – Critically evaluate, Planning interventions	Module II, III	Develop proficiency in conducting clinical assessments, including diagnostic interviews, mental status examinations, and psychological testing, to accurately identify clients' presenting problems and develop appropriate treatment plans.
SD – Analyzing	Module II, III	Learn to formulate comprehensive case conceptualizations based on theoretical frameworks and clinical assessments, and develop individualized treatment plans tailored to clients' specific needs and goals.


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7. Pedagogy


S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Art Projects - students were divided into 3 or 4 groups where they were asked to create flyers on Professional issues and training Ethical issues
2.	Problem solving	Case studies - students were given different cases where they use any of the therapies / theories to conceptualize the case
3.	Participative Learning	Guest Lecture on An Introduction to Psychopharmacotherapy

8. Course Assessment Plan

• Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA -1 - Written Exam CIA - 2 - Assignment on preparing Flyers on Professional issues and training Ethical issues	Written Exam
CO2	CIA -1 – Written Exam CIA -2 - Case Conceptualization using different therapies	
CO3	CIA -1 - Skill Test	


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PSYCHOTHERAPIES

Code: P24/PSY/DSC/401

Max.Marks:60

Credits: 3

Time:2 ½ hrs

SECTION- A

Answer the following

3 x 12= 36 M

1. Explain the importance of informed consent and confidentiality in maintaining ethical boundaries in psychotherapy practice.

OR

2. Can you distinguish between counseling and psychotherapy based on their goals and objectives?
3. John is a 45-year-old man who seeks therapy due to feelings of frustration and dissatisfaction with his life. He reports experiencing difficulties in his relationships, both personally and professionally, and struggles with chronic stress and anxiety. John describes feeling disconnected from his emotions and senses a lack of fulfillment in his daily activities. He also reports experiencing symptoms of insomnia and low energy levels. Propose a case conceptualization using Gestalt Therapy principles for the presented case.


OR

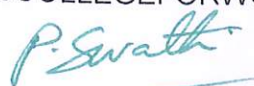
4. Evaluate the strengths and limitations of Person-Centered Therapy as a therapeutic approach. Assess the effectiveness of Person-Centered Therapy in promoting client self-awareness, self-acceptance, and personal growth
5. Sarah is a 30-year-old woman who has been experiencing symptoms of anxiety and depression for the past year. She reports feeling constantly worried, having difficulty sleeping, and feeling hopeless about the future. Sarah has a history of perfectionism and tends to ruminate on negative thoughts about herself and her abilities. She also avoids social situations and has lost interest in activities she used to enjoy. Develop a treatment plan for Sarah's symptoms by incorporating cognitive therapy techniques.

OR

6. Mark is a 45-year-old man who has been struggling with feelings of inadequacy and self-doubt since childhood. He describes an occurring narrative of being "not good enough" and believes that he is a failure in both his personal and professional life. Mark's self-esteem is low, and he often avoids taking on new challenges or pursuing his interests due to fear of failure. He also

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Experiences symptoms of anxiety and depression, including difficulty sleeping and loss of interest in activities he used to enjoy. Develop a case study scenario where Narrative Therapy principles could be applied effectively.

SECTION -B

Answer any four of the following

4 x6 = 24 M

7. Compare and contrast the ethical guidelines for online therapy versus traditional in-person therapy.
8. Explain how the duration and intensity of treatment differ between counseling and psychotherapy.
9. Can you describe how the therapist's attitude and approach differ in Person-Centered Therapy compared to other therapeutic modalities?
10. Critically assess the ethical considerations involved in conducting Gestalt therapy with diverse client populations.
11. Apply the principles of MET to develop a personalized change plan with a hypothetical client struggling with substance use.
12. Evaluate the effectiveness of DBT in reducing self-harming behaviors and improving emotion regulation skills.

• Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
I	13	CO1	2	12	2	6
II	15	CO2	2	12	2	6
III	17	CO3	2	12	2	6

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SEMESTER - IV**SPORTS PSYCHOLOGY****1. Course Description**

Programme: M.Sc.

Max. Hours: 45

Course Code: P24/PSY/DSE/402

Hours per week:3

Course Type: DSE

Max. Marks: 100

No. of credits: 3

2. Course Objectives

1. Foster mental resilience in athletes, contributing to improved performance and satisfaction in sports through strategic psychological well-being enhancement.
2. Cultivate positive interpersonal dynamics by promoting effective communication, collaboration, and leadership skills within sports environments to bolster cohesive team dynamics and supportive coach-athlete relationships.
3. Enhance athletes' overall development and sustained success in sports through the exploration and implementation of holistic psychological interventions encompassing motivation, goal-setting, and stress management.

3. Course Outcomes

On completion of the course the student will be able to:

CO 1: Develop a foundational understanding of key concepts and historical developments in sports psychology, providing a basis for advanced exploration in subsequent modules.

CO 2: Acquire insights into the psychological intricacies of athlete behavior, team dynamics, and performance optimization, enabling a more comprehensive approach to sports coaching and management.

CO 3: Cultivate expertise in addressing psychological challenges in sports, including stress, anxiety, and burnout, while implementing interventions that contribute to athletes' overall well-being and sustained performance.

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4. Course Content**MODULE 1: FOUNDATIONS OF SPORTS PSYCHOLOGY****(14 HOURS)**

Meaning & Nature of Sports Psychology

Objectives and Specialties

History of Sports Psychology

Contemporary Trends

Scope of Sports Psychology: Present & Future Trends

Personality Research and its Application in Sports

MODULE 2: PSYCHOLOGICAL ASPECTS OF SPORTS PERFORMANCE (13 HOURS)

Competition and Cooperation: Meaning, Enhancing Competition, and Cooperation

Approaches to Influencing Behavior

Guidelines for Using Positive Reinforcement and Punishment

Behavior Modification in Sports

Motivation: Nature, Major Approaches, Achievement Motivation, Intrinsic and Extrinsic – parent vs child drive, Cognitive Evaluation Theory, Concept of Flow

Team Cohesion: Nature, Relationship with Performance, Strategies for Enhancement

Leadership and Coaching: Components of Effective Leadership, Sports-oriented Interactional Approaches, Recognizing Breakdowns, Enhancing Communication, Coach-Athlete Relationship

MODULE 3: PSYCHOLOGICAL WELLNESS AND INTERVENTIONS IN SPORTS**(18 HOURS)**

Techniques for Arousal Reduction & Induction

Stress, Anxiety, Burnout & Training in Sports

Psychological Skills Training: Mental Toughness, Three Phases, Self-Regulation, Program Development


Imagery Techniques, Affirmations

Anxiety Reduction Techniques

Coping and Resilience – Age related transitions, coping with unmet expectations



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5. References

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6.Syllabus Focus

a)Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Local	Crucial for nurturing the mental well-being of athletes, and supporting local community sports programs.
Regional	Essential for enhancing team dynamics, coaching effectiveness, and athlete performance, contributing to regional sports excellence.
National	Plays a pivotal role in developing elite athletes, optimizing national sports performance.
Global	Relevant for promoting cross-cultural understanding, facilitating international collaborations in sports.

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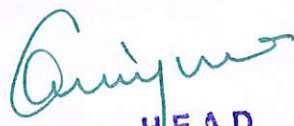
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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
Skill development	Module 2	Behaviour charts – for enhancing the performance of the athletes
Employability	Module 3	Imagery and relaxation techniques to reduce anxiety and burnout.

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Problem solving	Research Projects – to create interventions to enhance the performance of athletes
2.	Participative learning	Group discussions – brainstorming and identifying strategies to mentally strengthen the athletes.
3.	Experiential learning	Quiz – Assimilating information to develop knowledge.


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8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA 1 – Written Exam CIA 2 – Assignment – Interactive quiz	Written Exam
CO2	CIA 1 – Written Exam CIA 2 – Assignment	
CO3	CIA 2 – Skill test	

b) Model Question Paper- End Semester Exam

SPORTS PSYCHOLOGY

P24/PSY/DSE/402

Credits 3

Max. Marks: 60

Time: 2 1/2 Hours

Part-A:

Essay Type: Answer the following

Marks – 3x 12=36

1. Outline the key contributors and milestones in the historical development of sports psychology, summarizing their impact on the field.

OR

2. Interpret the contemporary trends in sports psychology, explaining how these trends influence athlete development and coaching strategies.
3. Differentiate between intrinsic and extrinsic motivation in sports psychology. Provide examples and analyze their effects on athlete performance.

5

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specific strategies for enhancing team dynamics and their potential impact on performance.

5. Examine the psychological factors contributing to stress and anxiety in athletes. Evaluate the effectiveness of psychological interventions in managing stress-related challenges in sports.

OR

6. Synthesize information on psychological skills training in sports. Develop a comprehensive plan for a sports team, integrating mental toughness and self-regulation techniques.

Part - B:

Short Notes: Answer any four of the following **Marks – 4x6=24**

7. Apply sports psychology concepts locally for enhanced athlete development.
8. Analyze the impact of personality research on coaching strategies.
9. Evaluate the effectiveness of behavior modification strategies in sports.
10. Apply anxiety reduction techniques in a sports scenario.
11. Apply imagery techniques for performance enhancement
12. Three phases of psychological skills training for a customized athlete program.

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	1	2	12	2	12
2	16	2	2	12	2	12
3	14	3	2	12	2	12

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SEMESTER - IV**TRAINING AND DEVELOPMENT****1. Course Description**

Programme: M.Sc.
 Course Code: P24/PSY/DSC/404
 Course Type: DSC
 No. of credits: 03

Max. Hours: 45
 Hours per week: 03
 Max. Marks: 100

2. Course Objectives

- To comprehend key training theories and instructional designs, and their significance in the training process.
- To explore various training methodologies, including behavioral and technical approaches, and their application in different contexts.
- To master the training process, from needs analysis to evaluation, while considering individual differences and global implications in training strategies.

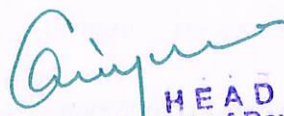
3. Course Outcomes


On completion of the course the student will be able to:

CO1: Analyze the evolution of training and development theories and practices, highlighting their significance in contemporary organizational settings. **(ANALYZE)**

CO2: Integrate instructional design models such as the ADDIE Model and Bloom's Taxonomy to develop comprehensive training programs aligned with organizational objectives and learner needs. **(INTEGRATE)**

CO3: Evaluate the effectiveness of various training methods, including behavioral and technical approaches, in addressing organizational learning needs and enhancing employee performance. **(EVALUATE)**


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4. Course Content

MODULE I: TRAINING AND ASSESSMENT OF NEEDS (15 Hrs)

Definition and Importance
 Process of Training- Instructional Designs: ADDIE Model, Bloom's Taxonomy
 Contemporary Theories: Merrill's Principles of Instruction, Gagne 9 Events of Instructions and Design Thinking
 The role of the trainer
 Learning objectives
 Learning process: Principles of learning, Andragogy, Macro and Micro Learning
 Importance of Management Development
 Knowledge and skill requirement of managers
 Management of Development ProA Multilevel Perspective on Training and Development Effectiveness

MODULE II: TRAINING METHODS (15 Hrs)

Job Skill Related Techniques:

Lecture, Audio-Visuals, Programmed Instruction/Computer Assisted Instruction, Teletraining and Video Conferencing, Electronic Performance Support Systems (EPSS)

Experiential Techniques for Job Skill Enhancement:

Experiential Learning Philosophy, Vestibule Learning, Simulation, In-Basket Technique, Case Study Method, Incident Method, Role-playing, Behavior Modeling Training, Sensitivity Training, Laboratory Education

Self-Enhancement Techniques:

Group Discussion, Educational Games

Technical: Job instruction training, Job methods training, job relations training, and On the Job training (OJT), Types of OJT, OJT Process
 Six sigma, TQM, TPM, Training on 5-s concept,

MODULE III: TRAINING PROCESS (15 Hrs)

Training Needs Analysis
 Designing a training programs principles, process, selecting training methods, lesson plan.
 Individual Differences, Attribute – Treatment Interactions, and Training Outcomes
 Implementation of training.
 Evaluation: Kirkpatrick's model, data collection and methods.
 Training for different modalities :eg: Team Building, Induction and Socializing new employees,
 Training and Development Strategy: Meaning, Implementation, Global Implication

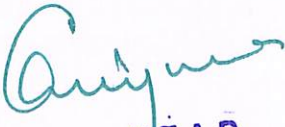
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6.Syllabus Focus

a) Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Need	Relevance
Global	Understanding contemporary theories and management development principles equips learners to navigate global business environments effectively.
Regional	Training needs analysis and program design principles can be customized to address specific regional challenges and industry demands.
Local	Tailoring training methods to local cultural contexts enhances effectiveness and relevance.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD: Analyse evaluate	Module -I: Training and Assessment of Needs	Case Study: Students analyze real-world case studies related to training and assessment needs in various industries. They identify key issues, propose solutions, and present their findings, enhancing critical thinking and problem-solving skills.
ED	Module- II: Training Methods	Students work in teams to design innovative training programs for specific industries or target audiences.
EMP	Module – III: Training Process	Students work in teams to design innovative training programs for specific industries or target audiences.

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Interactive Classroom Game: Students engage in a simulation game, applying theoretical concepts to practical scenarios, fostering hands-on learning.
2.	Participative Learning	Group Discussion: Students actively contribute to discussions, sharing perspectives, and analyzing topics collaboratively to deepen understanding.
3.	Participative Learning	Presentation: Students are divided into groups, prepare and deliver presentations on course topics, facilitating peer learning and communication skills development.
4	Problem Solving	Case Study: Students analyze real-world case studies, identify problems, and propose solutions, enhancing critical thinking and decision-making abilities.

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8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA-1- Written Exam	Written Exam
CO2	CIA-1- Written Exam	
CO3	CIA-2 – Presentations/Review of research articles/Skill Test	

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b) Model Question Paper- End Semester Exam

TRAINING AND DEVELOPMENT

Code No: P24/PSY/DSC/404

Max. Marks: 60

No. of Credits: 03

Time: 2 ½ Hours

SECTION – A

Answer the following

(3 x 12 = 36 Marks)

1. Discuss the significance of the ADDIE Model and Bloom's Taxonomy in instructional design, highlighting their role in developing effective training programs
OR
2. Define Andragogy and discuss its relevance in adult learning theory.
- 3 Explain the difference between non-experiential and experiential training techniques.
OR
4. Evaluate the effectiveness of role-playing as a training method in developing interpersonal skills and conflict resolution strategies
- 5 Critically evaluate Kirkpatrick's model of training evaluation.
OR
6. Evaluate the importance of training needs analysis in designing comprehensive training programs

SECTION – B

Answer any four

(4 x 6 M = 24 Marks)

7. Discuss the importance of management development programs in fostering organizational growth and employee retention.
8. Explain the concept of macro and micro learning in training methodologies.
9. Describe the process of job instruction training and its significance.
10. Discuss the role of simulations in enhancing learning outcomes.
11. Outline the steps involved in designing a training program.
12. Explain the significance of selecting appropriate training methods based on organizational objectives and learner needs

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