

APPENDICES

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APPENDIX I
SURVEY QUESTIONNAIRE



DEPARTMENT OF PSYCHOLOGY
FACULTY OF EDUCATION AND PSYCHOLOGY
THE M.S. UNIVERSITY OF BARODA
VADODARA

Dear Madam/Sir,

I am pursuing Ph.D. in Psychology from the Department of Psychology, The M.S. University of Baroda, Vadodara, on **PRACTITIONERS' PERSPECTIVES ON EDUCATION, PSYCHOLOGICAL PRACTICE AND PROFESSIONAL REGULATION OF PSYCHOLOGY IN INDIA: THE MIXED METHODS APPORACH**. The focus of this study is to understand and reflect upon the quality of education, psychological services, and the role of regulatory body in India. The study also attempts to know what the competencies are, a prospective psychologist needs to have while starting profession. You are requested to respond to questionnaire below. Please, respond to each question as per your experience and knowledge in psychology profession.

You are assured that the data will be used for research purpose only and will be strictly confidential. Thank you for your cooperation.

Jatin Patel

Research Scholar

DEMOGRAPHIC INFORMATION

Sex : Male ☐ Female ☐

Qualification : _____

Specialization (if any): - _____

University / Institute / College: _____

Area of Work: Clinical & Health ☐ Education ☐ Work & Organization ☐ Other ☐

Occupation : Academician ☐ Practitioner ☐ Researcher ☐

Experience : < 5 years ☐ 6 - 10 ☐ > 10 ☐

City :

FUNDAMENTAL INFORMATION

PLEASE, SELECT THE FOLLOWING OPTIONS AS YOU FEEL IMPORTANT FOR THE SELECTION OF STUDENTS AT PG LEVEL. */* Multiple Response Possible*

**/please, put an 'X' in the selected box.*

-
- A. Merit Only
-
- B. Merit + Interview
- C. Merit + Entrance Test
- D. Entrance Test
- E. All the Above

PLEASE, SELECT THE FOLLOWING OPTIONS AS YOU FEEL IMPORTANT FOR THE SELECTION OF SPECIALIZATION AT PG LEVEL */* Multiple Response*

*Possible */please, put an 'X' in the selected box.*

-
- A. Merit Only
-
- B. Merit + Interview
- C. Merit + Entrance Test
- D. Entrance Test
- E. All the Above

PLEASE, RATE THE WEIGHTAGE FOR THE DESIGN OF ACADEMIC CURRICULUM AS PER YOUR EXPERIENCE IN THE PROFESSION AT PG LEVEL. PLEASE, PUT AN 'X' IN THE SELECTED BOX

	0 %	25 %	50 %	75 %	100 %
A. Need of Theoretical Learning (e.g. – Lectures, Presentations & Examinations)					
B. Need of Practical Learning (e.g. – Practical, Research Assignments & Internship)					
C. Need for common academic curriculum in Psychology at PG level.					
D. Online Learning + Online Assignments					

7. RATE THE FOLLOWING STATEMENTS THE EXTENT TO WHICH THE FOLLOWING ISSUES FACED BY PSYCHOLOGISTS IN INDIA. PLEASE, PUT AN 'X' IN THE SELECTED BOX.

		Not a Problem	Rarely	Sometimes	Most of The Times	Always
A	Exhaustion due to professional responsibilities and client care					
B	Difficulty in establishing private practice.					
C	Lack of a central licensing body in the country for Psychology.					
D	Lack of appropriate training of psychological practices.					

E	Lack of attention to other disciplines of psychology except 'Clinical Psychology'.					
F	Lack of Awareness to Seek Mental Health Among People in Society.					
G	Lack of Ethical Guidelines to Practice.					
H	Lack of Supervision and Monitoring of Psychological Practices.					
I	Lack of Support from The Govt. / Non-Govt. Psychological Organizations.					
J	Misuse of The Label "Counselor" Or "Psychologist".					
K	Lack of Mental Health Awareness in Society.					

COMPETENCE PROFILE FOR PSYCHOLOGIST

INSTRUCTIONS: Following table contains a list of competencies, what a psychologist need to be gained, for their professional development of psychologist. Please, put a tick mark on the statements where you feel appropriate. Please, put an 'X' in the selected box.

Not at All Need – NA,

Low Level of Need – LLN,

Moderate Level of Need - MLN

High Level of Need - HLN

Relationship					
		(NA)	LLN)	(MLN)	(HLN)
	Professional Demeanor				
K	Knowledge of Norms of Professional Relationships.				
S	Ability to Interact with Others with Respect and Appropriate Assertiveness.				
S	Ability to Reflect on The Impact of Oneself on Others.				
A	Respect & Manners for Those Above and Below the Person in The Chain of Command.				
	Self				
K	Adequate Knowledge of Self as A Psychologist				
K	Knowledge of Personal Strengths and Limits				
S	Ability to Listen and Be Empathic to Others				
S	Ability to Engage in Fairly Advanced Self-Evaluation and Self-Reflection				
S	Ability to Recognize, tolerate, and Use One's Affect in Professional Relationships.				
A	Openness to Others' Input and Views About Oneself.				
	Other				
S	Integration of Experience with Literature to Understand Professional Relationships.				
A	Respect for and Interest in Other Cultures and Other Perspectives.				
	Interpersonal Connection				
S	Ability to Communicate Hope.				

S	Ability to Understand Things in A Moment, Not Just Upon Reflection.				
A	Openness to Hearing About and Understanding the Experience of Others.				
A	Exhibition of Basic Compassion toward Self and Others.				
A	Openness to Give and Receive Feedback.				
	Cultural Adaptability				
K	Knowledge of Helping Relationships Within a Social Justice and Cultural Context.				
S	Ability to Take the Other's Perspective When Working with Individuals from Groups.				
	Ethics				
K	Understanding of Legal and Ethical Requirements of The Profession and How They Relate to Developing Professional Relationships.				
K	Ability to Seek and Provide Consultation Around Relationships When Needed.				
K	Ability to Articulate Understanding of The Legal and Ethical Requirements of a Professional Psychologist.				
S	Demonstration of Respect for Self, Others, and The Profession Both Verbally and Nonverbally				
Assessment					
	Interviewing & Relationships	(NA)	LLN)	(MLN)	(HLN)
K	Familiarity with Models and Techniques of Interviewing, Treatment Planning, and Goal Setting.				

K	Broad Knowledge of One's Personal Characteristics, As They Impact the Assessment Process.				
S	Active Listening to Interviews and Assessment.				
A	Willingness to Tolerate Ambiguity, Conflict, and Stress.				
	Case Formulation				
K	Basic Knowledge of The Process of Hypothesis Generation and Psychological Testing.				
S	Ability to Generate Differential Diagnostic Possibilities				
S	Ability to Discuss Strengths and Limitations of Assessment Measures in Report as Needed.				
A	Willingness to Think Critically and With an Open Mind About Alternative Hypotheses.				
	Psychological Testing	(NA)	LLN)	(MLN)	(HLN)
K	Basic Knowledge of Psychometric Test and Measurement Theory (E.G., Test Construction, Validity, Reliability)				
K	Knowledge of Strengths, Weaknesses, and Limits of Applicability of Standard Intellectual and Personality Measures				
S	Ability to Choose, Administer, Score, and Interpret Tests, Appropriate to The Referral Question with Increasing Levels of Autonomy				
A	Respect for Value of Psychological Testing and Assessment.				
	Ethics & Professionalism				

S	Knowledge and Ability to Apply Relevant Legal and Ethical Principles to The Assessment Situation and Seeks Supervision or Consultation.				
S	Ability to Make Referrals Based on Legal and Ethical Principles.				
A	Willingness to Critically Examine Test Results In Light of Diverse Populations and Normative Data.				
Intervention					
	Intervention Planning	(NA)	(LLN)	(MLN)	(HLN)
K	Basic Knowledge of Theories of Therapy and Their Intervention.				
S	Ability to Explain Rationale for Selection of a Treatment Strategy and Ability to Change Strategy as Necessary				
S	Ability to Seek and Utilize Consultation Strategically When Formulating Cases.				
A	Curiosity, Openness, Empathic Stance, Desire to Serve, Respect, and Nonjudgmental Attitude.				
A	Belief in Possibility of Change and Attitude of Hope and Optimism.				
	Intervention Implementation				
K	Knowledge of The Appropriate Treatment Intervention for Particular Clients and Current Problems.				
K	Awareness of One's Personal Abilities and Limits in Regard to Various Treatment Their Outcomes.				

S	Ability to Use Appropriate and Effective Relational Skills and Communication Skills to Establish and Maintain Therapeutic Relationships.				
S	Ability to Prioritize Problems to Be Addressed and Plan Interventions Accordingly.				
S	Ability to Terminate Appropriately, With Sensitivity to The Issues at Hand.				
A	Appreciation of The Value of Receiving Supervision, Consultation, and Guidance.				
	Intervention Evaluation	(NA)	(LLN)	(MLN)	(HLN)
A	Greater Comfort in Role of Professional Psychologist Related to Trusting One's Judgment on Intervention, Process, and Outcome.				
A	Commitment to Evaluation of Knowledge, Skill and Attitudes to The Development of a Professional Identity.				
	Ethics				
K	Knowledge of Ethical and Legal Guidelines from Various Sources (E.G., RCI, APA and Other Psy. Associations).				
K	Knowledge of Specific Licensure Requirements.				
K	Awareness of Basic Documentation, Procedures, Agency Policies, and Other Practice Management Skills.				
A	Openness to Self-Exploration and Self-Critique, When It Relates One's Own Beliefs and Biases				
Research & Evaluation					
	Critical Evaluation of Research	(NA)	(LLN)	(MLN)	(HLN)

K	Understanding of The Strengths and Limitations of Different Research Methodologies. (I.E., Quantitative and Qualitative).				
S	Ability to Independently Conduct a Comprehensive Literature Review on A topic of Interest.				
A	Ability to Distinguish Scientific Evidence from Personal Opinion.				
A	Incorporation of Scientific Attitudes and Values in Work as A Psychologist				
	Conducting and Using Research in Applied Settings	(NA)	LLN)	(MLN)	(HLN)
K	Knowledge of Basic Statistical Concepts.				
S	Ability to Collect and Analyze Both Qualitative and Quantitative Data.				
S	Ability to Detect and Correct Errors in Conducting Research.				
A	Ability to offer Feedback to Peers on Research Design Through Supervision or Consultation				
	Ethics and Professional Competence				
S	Ability to Conduct Research According to Accepted Ethical Principles and Standards.				
Consultation & Education					
	Knowledge of Evidence Based Theories, Models & Interventions	(NA)	LLN)	(MLN)	(HLN)
K	Knowledge of A Range of Educational Methods and Approaches (E.G., Lecture, Small Group, Tutorial, Independent Study, Blended, Online).				
S	Ability to Use Appropriate Consultation and Educational Evaluation				
	Integration of Research & Evaluation				

K	General Knowledge of Outcome Research and Evaluation Methods in Consultation and Education				
S	Beginning Ability to Write Reports, Under Supervision, That Provide Useful Recommendations to Consultants.				
A	Willingness to Research and Adopt Innovative Approaches to Consultation and Education				
	Problem Solving and Intervention				
A	Knowledge and Willingness to Use Consultation and Education As tools of Psychology to Address Social Problems.				
	Performing Consultation and Education Roles and Building Relationships				
K	Knowledge of Roles of Educators and Consultants.				
S	Ability to Select and Conduct Appropriate Consultation and Education Models and Interventions Taking into Account Individual and Group Differences.				
S	Ability to Summarize and Present Results in A Clear, Useful Manner.				
A	Attitude of Curiosity toward Others and One's Personal Impact in The Context of Consultation and Education				
	Ethical Professional Practice				
K	Understanding and Openness to The Importance of Ethical and Legal Issues in Consultation and Education				
Diversity					
	Multiple Identities	(NA)	(LLN)	(MLN)	(HLN)

K	Knowledge of The Importance of Individual Differences and Their Impact on Professional Work.				
S	Ability to Be Self - Reflective and Articulate Own Attitudes, Biases, and Conflicts Around Individual and Cultural Diversity (Iced).				
K	Inclusion of Diversity Issues in The Development, Implementation, and Interpretation of Research				
S	Ability to Recognize and Discuss the Impact of Social Injustice				
	ICED - Specific Knowledge				
K	Knowledge of The Scientific, Theoretical, and Application-Based Literature Related to ICD.				
S	Ability to Determine How ICD Knowledge Applies to One's Identity and Experiences as Well As Others				
	Culturally Competent Service Provision				
K	Knowledge of Culturally Competent Treatment Approaches.				
S	Ability to Establish Rapport with Individuals From Diverse Groups.				
A	Willingness to Make Active Attempts to Interact with Persons of Diverse Backgrounds.				
	Ethics				
K	Basic Knowledge of Ethical Principles and Guidelines That Address Professional Relationships and Issues of ICD.				
S	Ability to Integrate ICD Issues into Ethical Decision Making				
	Technological Competence	(NA)	(LLN)	(MLN)	(HLN)

K	Knowledge of Assistive Technology				
K	Knowledge of Software for Psychological Testing				
S	Ability to Operate Various Technological Resources Such As, Email, Social Network, Skype and Other Resources to Communicate with Others.				
A	Willingness to Adapt Technology in Psychological Practices.				

Thank you very much for your support to strengthen the psychology profession. Please, contact below if you would like to share any significant information which be fruitful for the study.

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APPENDIX II

SEMI-STRUCTURED INTERVIEW SCHEDULE

The study concerns existing scenario of psychology in India. The title of the study is **PRACTITIONERS' PERSPECTIVES ON EDUCATION, PSYCHOLOGICAL PRACTICE AND PROFESSIONAL REGULATION OF PSYCHOLOGY IN INDIA: THE MIXED METHODS APPROACH.**

The focus of the research is to understand and reflect upon the quality of existing education, practices and affiliation with professional institutions; and functions and role of regulatory body in India. This explorative study will help us to understand the issues that need attention of all stakeholders, the educators, practitioners and concerned government bodies.

Will it be ok for you if I record the interview?

Information I collect during this interview will be handled confidential. Scientific results will be reported so no specific person or organisation could be identified.

Do you agree to participate in this study?

Preliminary Information

Name, Gender, Age, Qualification (Academic/Training), Specialization, University, Experience in current work, Experience in this field.

Are you associated with any psychological association in India or abroad?

Objective I

To understand practitioners' perspectives on the education of psychology at university level.

Theme 1 - ADMISSION

- What do you know/suggest about current admission process for post-graduation from?
 - What were the selection criteria for students at post-graduation level?
 - What could be the selection criteria for students at post-graduation level?
- And also, the way specialization has been allotted to students?
 - What are different criteria set by university for allotting a specialization to students?

- Based on your experience, how would you think a university should offer specialization or general subjects/curriculum?

Theme 2 – CURRICULUM

- Your views on curriculum at academic level.
 - How important is the theoretical curriculum relevant in your practice?
 - Have you received any training during post-graduation? Where? Duration?
 - What is your opinion for the need of theoretical/practical experiences in curriculum?
- Views on theory/practical's/research/field experience
 - Do you think research/dissertation is required as a core course for post-graduation?
 - How do you feel it can be integrated in the academic curriculum?

Theme 3 – EDUCATION PADAGOGY

- Process of teaching, Methods of teaching
 - As a practitioner, do you feel there is a need of common ground for education of psychology in India? How?
 - In your opinion, how teaching methods has been evolved over the years? How can we strengthen for the better quality of teaching?

Objective II

- To understand practitioners' professional psychological practices.

THEME 1 PRACTITIONER'S APPROACH

- What is your preferred approach for practice?
- Other kinds of techniques/therapy you use in practice?
- For where you have earned the expertise in such techniques?
- What are the different therapies/techniques are being used by other practitioners nowadays? What are the available resources to acquire such knowledge?

THEME 2 CHALLENGES IN PRACTICE

- Do you think today practitioners in India faces many challenges in their practices? What are the challenges?
- What can be the major reasons behind it?
- How can be it resolved?

THEME 3 PRACTICE NEEDS

- Do you think the quality and kind of psychological practices needs to be improved or change?
- Where is the gap between the practitioners' approach and knowledge?
- What would be probable steps to bring about a change?
- What will be the benefits for clients? For society? for practitioners

Objective III

- To understand the need of regulatory body and possible model of regulation in India.

THEME 1 UNDERSTANDING REGULATORY BODY

- Have you heard of regulatory body/licensing system for psychologists in India?
- Please, share the information you know
- Have you registered yourself to any psychological association (RCI/NAOP/IAAP/IACP...)? How it helps you?
- Do you know how such body work in foreign countries?

THEME 2 NEEDS FOR REGULATORY BODY

- What is your opinion about existing system of practice without any regulation?
 - How it affects the standards of psychological services?
 - How it affects the development of people and society?
- Do you think there should there is a need to establish regulatory body in India?

THEME 3 CHANGE NEEDED IN EXISTING SYSTEM

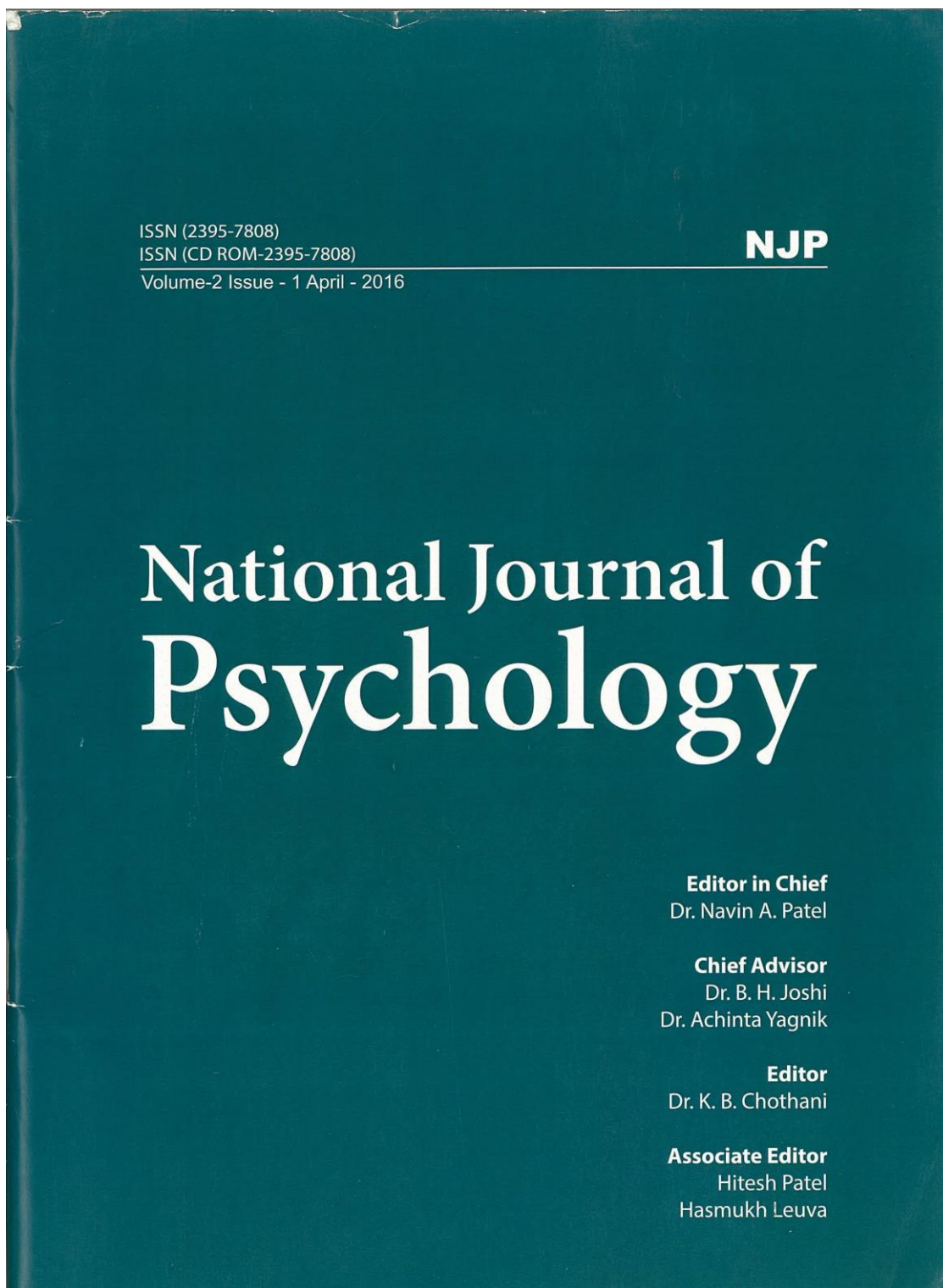
- Do you think existing system needs to be changed? (or specifically education/psychological practice)
- In what way?
- How it will be helpful to strengthen quality of psychological services?

- How it will be helpful to students of psychology?
- How it will be helpful to people?

ANY OTHER SUGGESTIONS/COMMENTS YOU WOULD LIKE TO GIVE FOR THIS STUDY?

HOW WOULD YOU LIKE TO CONTRIBUTE YOUR EXPERIENCE IN THE FIELD OF PSYCHOLOGY?

APPENDIX III
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PRESENT STATUS OF PSYCHOLOGY AND IMPORTANCE OF ETHICAL GUIDELINES FOR PSYCHOLOGISTS IN INDIA

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Abstract

Ethical guidelines for psychologists are meant to stimulate and enhance the abilities of psychologists to perform appropriately with respect to clients, colleagues and other individuals, involved in their professional relations. The purpose of ethical guidelines is often said to be protection of clients, raising standards of psychological practice, protection of qualified one against the malpractice of others and to serve as a label and means of identification. This paper talks about present status of psychology in India and emphasize the ethical aspects of education and psychological practice. Psychologists practicing and teaching in India do not have ethical guidelines, hence they face dilemma: they need to behave ethically yet they do not know guidelines or system that monitors such behaviours. This paper highlights the need of professional attitude towards psychology and the need to develop regulatory body for psychologists in India. It also consolidates the perspectives of practitioners and academicians for development of regulatory body/licensing system.

Keywords : *Ethical guidelines, Psychological practice, Regulatory body, licensing system*

PSYCHOLOGY IN INDIA

Psychology was first introduced as a subject in the philosophy department at Calcutta University in 1905. After eleven years, the first psychology department was established in 1916 at Calcutta University. During 1960s, departments were started at many places. With academicians' efforts to bring psychology discipline relevant to Indian socio-cultural context, the study of psychology was expanded to the study of social issues such as poverty, prejudice, cultural identity and other concerned issues. (Mishra, 2003).

In recent years, the demand of psychological services is rapidly growing in India. In 1986, Rehabilitation Council of India (RCI) was established in order to regulate rehabilitation services, to regulate and monitor services given to persons with disability and also to standardize syllabi and maintain a Central Rehabilitation Register for all qualified professionals and personnel. The Mental Health Act enacted by Parliament also prescribes punitive action against unqualified person. However, RCI registers only Psychiatrist, Clinical Psychologists, Psychiatric Social Worker, Rehabilitation Psychologist, and Rehabilitation Counsellor and allied professionals such as special educators and occupation therapists. It is not mandatory to register to RCI except its requirement for government services. Minimum requirement for registration as a clinical psychologist or rehabilitation psychologist or a counsellor is Master of Philosophy (M Phil) or PhD in Clinical Psychology, Psychiatric Social Worker, or Rehabilitation Psychology from recognized institutes that provide training. However in India, very few institutions train professionals in above mentioned subjects. As a result, several qualified (but not registered) as well unqualified professionals mushroomed in the field and providing psychological services varying from assessment, training to counselling. As per mental health policy group on web, mental health professionals' discussions in 2011, it has been said that psychiatrists are dominantly providing psychiatric services while lay psychology practitioners who are not qualified are providing psychology services.

EDUCATION OF PSYCHOLOGY

Psychology has been considered a degree course in Arts stream (as a Bachelors of Arts (BA) or Masters of Arts (MA)) or Science stream (as a B.Sc. & M.Sc.) in most of the universities in India. Some universities also offer

M.Phil. (Masters of Philosophy) and Ph.D. (Doctorate of Philosophy) in Psychology. In other areas such as, engineering and medical, students complete their masters' programme and they walk out with the label of engineer or doctor respectively.

In most of the universities in India, the curriculum of masters' programme includes only theoretical subjects and hardly any practical oriented subjects/experiences except experimental psychology practical. Very few department of psychology provide exposure in hands on experience training in terms of placement or internship as a part of the curriculum. Because of lack of opportunities in practical approach in the curriculum in many universities, students themselves have not developed the clear understanding of their theoretical learning and got confused in the selection of work as per their specialization. For example, students who have done their masters' studies in clinical psychology are working as a school counsellor. Students who have done their masters' studies in organizational psychology are found working with psychiatrist or rehabilitation centres as a clinical psychologist.

Even, the definition of 'Psychologist' is not defined as per standards of psychology. Who is Psychologist? Those who complete their masters' program without any training or practical approach or those who have completed in other areas of humanities such as, social work. Similarly, the term 'counsellor' have been found having many interpretations in different areas such as marketing, retail, educational and vocational institutes and healthcare. As a result, individual who specialized in counselling psychology has been misunderstood for his/her profile by the society and it also affects the job opportunities in the field of psychology.

Those who are interested in academics are required to pass the National Eligibility Test (NET) or State Level Eligibility Test (SLET) and they are eligible to teach Psychology in universities. Institutes such as, NIMHANS, IBHAAS and RIPHANS provide certification for clinical practice as part of M.Phil. or Ph.D. There is no association found which provides license to practice to other students who have completed the masters' program, M.Phil. or Ph.D. in other areas of psychology such as, counselling psychology, developmental psychology, industrial psychology and so on. Rehabilitation Council of India (RCI) also considers only rehabilitation psychologist, clinical psychologist and psychiatrists for certified practice and provides them license.

In India one does not need a license or proof of adequate training in order to offer psychological services. With relatively few psychologists, and a huge need for psychological services, it is certain that therapies and psychological testing will be conducted by people, who have no certified degree or certification to practice. Further, as the actual roles of the different professions such as, psychologist, psychotherapist and counsellor, are poorly defined, it is extremely difficult to identify a level of competence or a minimum qualification that is applicable to all. A definition of who is qualified to practice as a clinical psychologist is therefore vital.

Misra and Kumar (2005) have examined and bring out various standards that characterized theory, research and applications of psychology in India. They have also drawn attention to the criteria where the goal is to see psychology, becoming a more vibrant field of study and constructively contributing in solving the problems faced by rapidly changing Indian society. Rao (2003) draws attention to a wide variation in the settings in which psychological services have been carried out as well as in the type and level of professional training of psychologists. In the absence of regulatory body monitoring professional training, the onus is on each psychologist, to ensure that he/she is qualified to deal with client's issues. The paucity of trained practitioners in India and the lack of regulatory body for its monitoring are matters of grave concern and urgent in demand.

Licensing system in India is not responding to the emerging demand of psychological practices by not allowing post-graduate professionals and continuing education credits. Lack of strict regulation gives opportunities for unqualified people to provide services that is hampering the quality of psychological services to society.

LICENSING

IMPORTANCE OF LICENSING

Kuhlmann (2013) have described the importance of licensing as follows.

Protection of public, or part of the public that is being served, is placed as first in importance. For example, to wire

a house and to install electrical instruments so as to prevent fire and injury or deaths require some special knowledge and skill. The electrician's state license serves both as a label by which the competent worker may be identified and offers a reasonably good guarantee that satisfactory service will be given.

Second important factor is the protection of qualified against the inefficiency or mal-practice by others because license serves as a label and mean of identification. In India, there are no specified criteria for psychologists who practice psychology, so it would require the accurate definition of psychologist, various certification and training under supervision one need to have. Once, this criterion for psychologists, those who practice or those who are into academics is defined appropriately, those who mal-practice without required qualification or training will be identified easily.

Raising standards to a uniform and required level of education of psychological practice is the third factor, which explained that qualification must be determined and standards set and should have uniform education all over the nation. Education of Psychology at graduate/post-graduation level do have varied curriculum all over India. Hence, quality of teaching and training during post-graduation does not impart uniform knowledge necessary to be an effective psychologists. For example, in medicine, there is uniform curriculum all over India, which says that a student in New Delhi will have similar education and training as a student in Vadodara. Having uniform education can enhance the quality of psychological services also.

Education of the public is the fourth objective for licensing. The license says the public that a special skill is required for psychologist or psychotherapist and there are people who possess that skill. Practitioners having post-graduation in psychology and having certified training in specific psychotherapy will be very efficient compared to the one who has done degree in social work and working as a clinical psychologist in school for special children. If public fails to observe these facts, the licensed person can be depended upon to tell the public what it needs to know. It also helps making public aware about the need of psychological help and skill conscious.

NEED OF LICENSING TO PRACTICE IN PSYCHOLOGY

The factors described above are also implied to license to practice psychology in India. if one should canvass all whom people call psychologists for an opinion as to whether psychology can be sufficiently applied in the practical affairs of everyday life to merit the name of the profession it is doubtful whether a majority would vote in the affirmative. The challenge for teachers is to establish effective teaching and training for students so that, like any medicine student in India, students from masters in psychology feel confident and well qualified for practice in Psychology.

Undoubtedly, this may lead to more effort on the part of universities to give training that students needed and could apply. The integration of courses for the purpose of giving adequate training for any particular field in psychology is almost unknown among universities teaching psychology.

It is also important to consider the attitude of the layman's tendency to perceive, the man/woman who has not a degree of psychology in college, but who may use the services of a psychologist. In India, the biggest problem with layman's attitude in acquiring psychology services is that he/she is confused with the quack, in the form of mental healer, fortune teller, tantric and what not, who have preceded the psychologist by many generations. All of these methods of problem solving can be harmful to people but they are unaware of it and unconsciously-consciously they always choose to consult them for their problems. Today, superstitious rituals are still playing major role in Indian society directly-indirectly and hence, it affects people's lives. People are not still convinced that psychology now has a better method that is very effective for their mental issues as compared to above mentioned methods. Awareness of the need of psychological need to be considered by the universities and they need to implement programs for students to ignite the spark of help among public. The license to practice psychology could go far towards distinguishing legitimate practice from quackery in the public mind. Once the license would be allocated to psychologists to practice, the chances of quackery will be minimised. According to Kuhlmann (2013, an individual, though with

unquestionable merits as a teacher of his subject, but with an experience in handling children or in administering tests, is a quack when he proposed to function as practitioner. If the psychologist is a quack when his activities go beyond his specialization and subject, much more so is the physician, the attorney, the school teacher or the social worker, when they without any special certification or training, indulge into psychological testing. They usually do much more, including the interpretation of the psychological test and the evaluation of psychological testing in general for the enlightenment of the public.

- Why do inadequately trained people indulge into psychological services?
- Why does industrial psychologist so often function as a clinical psychologist or vice versa?

All these issues are being raised by many practitioners, students and psychological associations recently. This might have happened because of following reasons.

The employers do hire such individuals as the immediate cost to him is less and secondly, the employer might be unaware of the fact that, considering the real value of the service received, he is choosing the more expensive way. It is found that school teachers, nurses and social workers doing psychological testing as a side-line to their real jobs instead of psychologist trained in psychological testing. Thirdly, psychologists themselves including both the college teacher of psychology and the practitioner, are unable to see eye to eye, to see their common interest, share information and therefore, unable to corporate with each other.

PSYCHOLOGICAL PRACTICES

According to American Psychological Association (APA), psychological practices are defined as “an assortment of evidence based treatments to help people improves their lives through training, teaching and counselling.”

In Western countries such as, United States of America (USA) and United Kingdom (UK), practicing psychologists have professional training and skills to help people learn to cope more effectively with the life issues and mental health issues. After years of graduate school and supervised training, they become licensed and professional by the government to provide a number of services including evaluation and psychotherapy. There are number of ethical guidelines for practice, which practitioners have been asked to implement in to their practice such as, unbiased treatment, ethical use of the skill, confidentiality of clients' personal information, regular reporting to supervisor and so on. There are various psychological association such as – American Psychological Association (APA), EFPA, APS, SPC etc., which have been established by the government, responsible for maintaining and implementing good quality practice for society. And maybe, that is why, mental health has been given equal importance and attention as physical health in those countries.

But mental health is debatable issue in India. People in India live with many myths about mental health diseases and treatment, despite suffering from mental illnesses. They do not seek care and treatment, and if someone seek for mental health services, he/she get inappropriate guidance or referrals by doctors or society due to lack of check on authentic professionals. Getting good quality services for psychological need is another concern for society in India, due to lack of awareness about how – from where – from whom, they can get good and authentic services and absence of regulatory body or psychological association which can be responsible for monitoring and validating professionals and give them permission to work in the field. There are no standardized guidelines, official document/ policy to decide on good quality professionals and standardized services here in India.

Some questions can be as follows,

- Psychologist / Counselor / Psychotherapist – what is the standardization of labeling an individual as psychologist. Different people believe and follow differently as per their convenience and knowledge.
- What are the rules and regulations for the ethical practices? On what basis, it can be decided?
- Who can or cannot practice or work in the field of psychology.

- What if an individual having insufficient knowledge and skills provide inappropriate services to others?
- Who is responsible to monitor or keep check whether ethical services are being given or not?

There are several such issues that need the attention of experts, who are responsible for the better quality of life of the people in India. Those people can be experienced psychologists – who are well established providing psychological services to people, directors/top level management of already established psychological associations, currently working practitioners, lecturers /professors who teach psychology every day to students and also importantly – the people of the society to whom, psychological services need to be delivered ethically through certified and skilled and knowledgeable man power.

CONCLUSION

There is a need to develop psychological union in India to streamline teaching and practicing of psychology. Over the time, concern has been expressed for the lack of professional orientation in imparting an education of psychology in the universities both at graduate and post-graduate level. It has been observed through various discussions among groups such as, Mental Health Policy Group, wherein they have initiated a forum on the need of universal guidelines for mental health practitioners in India and the need to develop a system where continuous monitoring and evaluation of practitioners takes place for maintaining high standard of quality in Psychology.* (personal communication with practitioners from yahoo group and mental health policy group.)

Similarly, it is crucial to understand quality of existing education, psychological research, practices and functions and role of regulatory body in India. Further, no scientific study observed in reviewed literature in India on the topic.

While keeping the above observations, a Ph.D. work focuses on current scenario of psychology in India. The objective is to capture aspects of the review process of ethical guidelines as well as describe problems practitioners experienced due to lack of codes of ethics in to their training and practice, dealing with clients, establishing themselves as effective practitioners in society. This study will also provide explanations for current status of teaching psychology in universities and kind of practice delivered by practitioners in India.

It focuses on three factors namely, Education of psychology, Psychological practice and Need of regulatory body in India, from the perspectives of practitioners and academicians. Practitioners and academicians will share their opinions and experiences on how universities are imparting knowledge, theoretical and practical exposure to students in psychology, what can be done to streamline psychology field, so that people can get good and authentic psychological help from the certified and experienced practitioners, how a student can choose the specialization in psychology as per his/her interest, how an unethical service provider can be stopped doing malpractice into society and how can be made aware of the need of psychological help which is as normal as going to gymnasium.

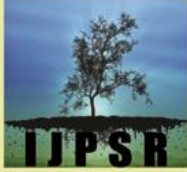
- This study will be first scientific document to record contemporary psychological practices and regulation, practitioners' perspectives on practices and regulatory body.
- On the basis of feedback by the practitioners, this study will also help psychologists to maintain, develop and increase competencies in order to strengthen services and to enhance contribution to psychology profession.
- This study will provide inputs to aspiring and next generation of psychologists in India.

A hall mark of any profession which provides services to society, is its ability to be self-regulating. People who belong to profession of psychology in academics, research and practice, accede on standards of psychological practice that can be expected of them all and stick to those standards in their everyday professional activities such as teaching, practicing and training. As a result, the students, society and the government and other members can be assured of the quality of service provided by individual members of that profession. This standards of a particular profession like medical, law, engineering and psychology are usually encapsulated in documents, which are called, codes of ethics. (Allan A., 2010)

In the globalization period, the world is experiencing rapid change and development in terms of health and wellbeing. It is necessary to develop a code and scrutinize it thoroughly. development in psychological practices and training of practitioners, in community standards have been crucial aspects which need to be regulated appropriately keeping in mind the wellbeing of society. This paper provides insight into rethinking of present status of psychology in India in terms of education of psychology, processes of psychological practices and need of regulatory body or ethical guidelines for psychologists in India.

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PSYCHOLOGY CURRICULUM AT POST-GRADUATE LEVEL IN INDIAN UNIVERSITIES:A CRITICAL ANALYSIS

Patel, J¹ & Sharma, R²

ABSTRACT

According to National Policy on Education (1986), the role of higher education provides an opportunity to reflect on critical social, economic, cultural, moral and spiritual issues facing humanity. It also contributed to the national development through dissemination of specialized knowledge and skills in society. Inherent in this declaration is the assumption that there are no principles for developing a curriculum. This paper presents critical thoughts on contemporary psychology in post-graduation, with a particular focus on the gap of implementation of curriculum by more than thirty universities in India. Curriculum of post-graduation was collected from these universities and they are compared with the model curriculum recommended by United Grant Commission (UGC). It has been also noticed that the critical analysis of psychology curriculum, there is gap in the relevance of inclusion of theoretical and practical subject ratio, needed upgradation and relevance with applications psychological practice between the model curriculum and what has been implemented in major Indian universities. It was also observed that there is need of practice and training oriented curriculum for teaching Psychology at post-graduation level.

Keywords - Curriculum, Psychology, Higher Education, Teaching

HIGHER EDUCATION IN INDIA IN 21ST CENTURY

Being the third largest education system in the world, after United States of America (USA) and China, the Indian higher education system presents a fairly large and diversified system of higher education. With growing internationalization of higher education, the Indian higher education system has become the second fastest growing economy in the world by providing trained and skilled human power. It has also acted as a powerful mechanism for the upward social mobility of the economically and socially backward sections. With Globalization and internationalization, opportunities appear to be immense in diverse areas. The remarkable development information technology has promoted learners' method of learning in both the formal and distance modes. Distance education and virtual institutions are regarded to be an industrialized form of education. With the fast growing information and communication technology the availability and flow of academic resource materials is providing input to the academicians to compete with their counterparts anywhere in the world (Rashmi, 2013).

The first universities of the country were established by the British government in 1857 at Calcutta (Kolkata), Bombay (Mumbai) and Madras (Chennai). The higher education system was largely elitist and the number of higher education institutions

was limited. At the time of independence, there were only 20 universities and 500 affiliated colleges in India. Since then major transformation has taken place in the higher education sector of the country. (George, 2013). The University Grant Commission (UGC) was established by the Government of India in 1953 for the planned development of higher education of the country. The UGC became a statutory organization by an Act of Parliament in 1956 and was entrusted with the task of coordination, determination and maintenance of standards of higher education. the UGC also provides financial assistance under various schemes to eligible colleges and universities which are included under Section 2(f) and declared fit to receive central assistance under Section 12(B) of the UGC Act, 1956. The Government of India set up few central universities by the Acts of Parliament. All the central and state universities depend heavily on central government or the state government for funds. The period since 1990 has witnessed the emergence of private universities and colleges in large numbers.

Present State of the Higher Education System.

The institutional framework of the higher education sector in India at present mainly consists of 46 central universities, 329 state universities, 205 state private universities, 128 deemed universities, 33 institutions of national importance and over 40,760 colleges as shown in below table 1.

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Table 1 - Number of Universities/Colleges in India

Types of Institutions	Number (As on 31.03.2015)
Central Universities	46
State Universities	329
State Private Universities	205
Institutions deemed to be universities	128
Institutions established under state legislations	03
Colleges	40,760

Source: UGC Annual Report – 2014 -15.

As per the above table, although India have more than 500 universities including central universities, state universities, deemed universities and other private universities and institutions, there will be need of 1500 universities in the near future. A minimum standard of quality need to be ensured in teaching, research, publications, patent, innovations, social recognitions and international reputations. Higher education system in India is facing a number of issues of concerns and challenges such as, access, quality, governance, autonomy, accountability, funding, impact of technology, privatization, internationalization, etc.

THE UGC MODEL CURRICULUM OF PSYCHOLOGY, 2001

Renewing and updating of the curriculum is the essential ingredient of any vibrant university academic system. According to UGC model curriculum for Psychology (2003), there ought to be a dynamic curriculum with necessary with a prime objective to maintain updated curriculum and also providing therein inputs to take care of fast paced development in the knowledge of the subject concerned. Revision of curriculum need to be a continuous process to provide an updated education to the students at large.

The UGC Model Curriculum has been produced to take care of the lacuna, defects/shortcomings in the existing Curricula in certain universities, to develop a new Model Curriculum aiming to produce the one which is compatible in tune with recent development in the subject,

- To introduce innovative concepts
- To provide a multi-disciplinary profile and
- To allow a flexible cafeteria like approach including initiating new papers to cater to frontier development in the concerned subject.

Panels of experts from the across the country attempted to combine the practical requirements of teaching in the Indian academic context with the need to observe high standards to provide knowledge in the frontier areas of their respective disciplines. It

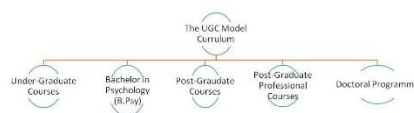
has been also aimed to combine the goals and parameters of global knowledge with pride in the Indian heritage and Indian contribution in this context.

The University Grant Commission (UGC) constituted the Curriculum Development Committees to meet the need and requirement of the society and in order to enhance the quality and standards of education, updating and restructuring of the curriculum. The model curriculum of Psychology has been provided to the universities only to serve as a base and to facilitate the whole exercise of updating the Curriculum soon.

With the development of new courses, the Curriculum Development Committee (CDC) envisions that the training imparted by Universities and college departments will enable students in,

- Generation of psychological knowledge through inter-disciplinary focus and
- Developing skills for rendering psychological services to the society for human and social development.

The CDC in Psychology has categorized the UGC Model Curriculum in three broad sections as follows:



CURRICULUM OF PSYCHOLOGY AT POST-GRADUATE LEVEL

The purpose of post graduate programme in Psychology is aimed at competence building among students from holistic and interdisciplinary approach. The curriculum at post-graduate level needs to inculcate both knowledge generation as well as application in different domains of the discipline. However, all psychology departments may nor may not opt for specialization in various branches of the discipline. With the offering wide variety of courses at post-graduate level, special attention was recommended to be given to the use of Indian source material since most of them are Euro-American products. Also, it was recommended to give emphasis to laboratory work, practical training and practice in scientific writing and reporting. Development of professional skills and competence building were considered the important for pedagogy. As per the CDC recommendation, it was expected that an appropriate mix of theoretical courses and practical in doing laboratory work, field work, etc. will be decided by departments based on the specializations, but recommendation is

that the theoretical courses need to carry a weight of between 70-80% and practical courses between 20-30 %.

DATA CONSOLIDATION OF CURRICULUM OF PSYCHOLOGY AT POST-GRADUATE LEVEL

For the purpose to understand the gap between the UGC model curriculum / guidelines and existing implementation of curriculum at post-graduate level in the universities in India, different cur-

riculum was collected from the official websites of each university. Total 33 curriculums have been collected from 33 state and central universities of India. One of the limitation of the review was that some university have not put the curriculum of post-graduation on their website.

Table 1 shows the list of subjects included in psychology curriculum at post-graduate level from different universities.

Table 1. Curriculum of Various Universities of India

	University	MAC Grade	Year	Annual / Semester	Subjects	Subjects	Subjects	Subjects	Subjects	Subjects	Subjects	Subjects	Subjects	Subjects
1	Andhra University	A	2013-14	Semester	Principles of Psychology	Life Span Developmental Psychology	Physiological Psychology	Research Methodology	Personality and Adjustment	Cognitive Psychology	Psychopathology	Clinical Psychology	Project	Human Resource Management
					Psychological Testing	Psychological Testing (Practical)	Cognitive Psychology (Practical)	Social Psychology	Organizational Behavior	Counseling Psychology	Health Psychology	Psychological Assessment		
2	Banaras Hindu University	A		Semester	Attention & Perceptual Processes	Research Methods & Exp. Designs	Advanced Physiological Psychology	Applied Social Psychology	Practical	Language, Memory & Thinking	Non-experimental & Correlational Methods	HRM	Psychology of Adolescents	Rehabilitation Psychology
					Psychobiology	Cross-cultural Psychology	Practical	Therapeutic Technique	Neuro Psychology	Personality	Organizational Development	Psychology of Adulthood & Aging	Organizational Communication	Sports Psychology
					Practical	Comprehensive Viva	Health Psychology/ Human Factors	Drugs and Behavior	Counseling					Psychology of Rehabilitation
3	Banasthali University	A		Semester	Cognitive Psychology	Psychopathology	Theories of Personality	Research Methods and Statistics	Community Psychology	Environmental Psychology	Positive Psychology	Social Science	Organizational Behavior	Sports Psychology
					Clinical Psychology	Counseling Psychology	Health Psychology							Gerontology
4	Bharathiar University	A	2011	Semester	Psychometry & Research Methodology	Health Psychology	Organizational Behavior	Cognitive Psychology	Experimental Psychology	Advanced Social Psychology	Personality Research & Applications	Educational Psychology	Sports Psychology	Group Dynamics for Social Living
					HRM	Theories of Motivation and Emotions	Theories of Counseling	Experimental Psychology	Project Work / Practical					Consumer Psychology
5	Dr. Bhimrao Ambedkar University	A	2013-14	Semester	Experimental Psychology	Statistical Methods	Social Psychology	Indian and Western Contribution to Psychology	Experimental Psychology II	Psychopathology	Psychometry	Physiology	Research Designs and Statistics	Theories of Personality
					Organizational Psychology	Clinical Psychology	Educational Psychology	Advanced Statistics and Exp Design	Man at Work: Assessment and Training	Psychodiagnostics	Forensic Psychology	Group Processes	Educational Psychology II	Man at Work: Satisfaction, Motivation and Performance
					Psychotherapy and Counseling	Advanced Educational Psychology	Developmental Psychology	Guidance and Counseling	Dissertation					Viva

6	Gulbarga University	B		Semester	Systems of Psychology	Physiological Psychology	Research Methodology	Social Psychology	Cognitive Psychology	Psychological Statistics	Theories of Motivation & Personality	Principles of Psychological Measurements	Practical	Child Development	Counseling Psychology
					Psychopathology & Mental Hygiene	Health Psychology	Clinical Assessment	Block Placement	HRM	Clinical Psychology	OB	Fieldwork	Dissertation		
7	Jamia Millia Islamia	A	2013-15	Semester	Cognitive Psychology	Research Methods	Social Psychology	Psychometrics	Psychological Testing	Psychopathology	Organizational Behavior	Dissertation	OB	C. Advanced Social Psychology	C. Consumer Psychology
					Statistics in Psychology	Peace Psychology	Psychological Experiments	Health Psychology	Positive Psychology	Intervention in Counseling	HRM	Psychotherapy			
8	Jawahar Nehru University	A		Semester	Theories & Systems	Experimental Psychology	Social Psychology	Research Methods and Statistics	Cognitive Psychology	Practical	Psychopathology & Clinical Psychology	Organizational Psychology	Principles & Applications of Cuklanc	Human Development	Psychometrics
					Personality	Physiological Psychology	Psychological Testing								
9	Jiwaji University	A	2008-09	Semester	Cognitive Processes	Research Methods & Statistics	Psychopathology	Life Span Development	Psychology of Personality	Social Psychology	Educational Psychology	Clinical Psychology			
10	Karnatak State Open University	A		Annual	Systems and Contemporary Trends in Psychology	Biological and Social foundations of Behavior	Cognitive Processes	Motivation and Emotions	Personality and Adjustment	B. Advanced Skills and Processes of Counseling and Psychotherapy	B. Consultation-Liaison Psychology				
11	Kolkata University	A	2013-15	Summer	O. Training and Development										
12	Kurukshetra University	A	2002-03	Summer	Experimental Psychology	Social Psychology	Research Methodology	Practical	Cognitive Psychology	Practical	N. Sports Psychology				
13	Madras University	A		Semester	Advanced General Psychology	Advanced Social Psychology	Life Span Psychology	Research Methodology	Psychological Testing	Organizational Behavior	Consumer Behavior	HRM	Counseling and Behavior Modification	Health Psychology	Group and Team Effectiveness in Organizations
					I. Organizational Development										
14	Madurai Kamaraj University	A	2013	Annual	General Psychology	Life Span Development	Social Psychology	Research Methodology	Experimental Psychology - Practical	Psychopathology & Mental Hygiene	Environmental Psychology	Counseling Psychology	HRM	Project Work	
15	Maharshi Dayanand University	A	2014-15	Semester	History of Psychology	Experimental Psychology	Physiological Psychology	Research Methods and Statistics	Practical	Theories of Psychology	Cognitive Psychology	Developmental Psychology	Practical	Guidance and Counseling	Consumer Psychology
					Personality	Bio-Psychology	Research Designs and Statistics	Practical	Psychological Testing	Foundations of Clinical Psychology	Social Psychology	Neuro Psychology	Health Psychology	Child Psychology	G. Child Emotional and Behavioral Problems and Interventions
					Practical	Psychometrics	Clinical Intervention	Applied Social Psychology	Neuro Psycho Rehabilitation	G. Gender and Psychology	Industrial Psychology	Positive Psychology	Management of Health and Illness	HRM	Peace and Harmony

16	Mahatma Gandhi University	A	2011	Semester	Cognitive Psychology	Personality and Personal Development	Positive Psychology	Testing & Measurement in Psychology	Psychological Assessment - Practical	Psychology of Intelligence, Learning & Motivation	Health Psychology	Clinical Psychology	Community Psych/Clinical Psych/Criminology/Fundamentals of Sports & Exercise	Contemporary issues and role of Psychology in Social Engineering	Cross Cultural Psychology
					Research Methodology	Psychodiagnostics - Practical	Principles of Neuropsychology	Cognitive and Behavioral Oriented Therapies	Counseling	Psychology of Differently Abled / Counseling in School Settings	HRM / Consumer Behavior & Advertising Psychology	Forensic Psychology	Principles of Sports Behavior	Internship	Dissertation
17	Mizoram University	A		Semester	Cognitive Psychology	Research Methodology	Applied Social Psychology	Practical	Learning & Memory	Statistics & Psychometrics	Advanced Physiological Psychology	Practical	Stress, Emotions, Coping & Health	Psychodiagnostics	Practical
					Personality Theories	Practical	Clinical Psychology	Adult Psychopathology	Neuropsychology	Disorientation					
18	Mumbai University	A	2013-14	Semester	Personality Psychology	Cognitive Neuropsychology	Statistics	Experimental Psychology	Evolutionary Psychology	Intervention Systems in Psychology	Research Methodology in Psychology	Practical (Psychological Assessment)	Counseling across life span	Organizational Behavior	Multiculturalism
					CBT, REBT and Group Therapy	Psychological Assessment Application Report writing	Clinical Psychopathology	Constructing Social Psychology	Positive Psychology	Advanced Applied Psychometrics	Change Management				
19	Osmania University	A		CSCS	Statistics	Social Psychology	Cognitive Psychology	Personality Theories & Assessment	Experimental Psychology - Practical	Exp. Designs in Psychology	Development across Life Span	Psychological Testing	Psychological Testing - Practical	Understanding Basic Psychological Processes	Health Psychology
						Experimental Psychology - Practical	Abnormal Psychology	Organizational Behavior	Fundamentals of Counseling	HRM	Counseling Skills & Practical	Seminar	Applied Psychology for Health		
20	Punjab University	A		Semester	Theories & Systems	Social Psychology	Experimental & Cognitive Psychology	Research Methodology	Social Psychology	Practical	Organizational Behavior	Child Psychology	Practical	Behavior Economics	Parapsychology
					Clinical Psychology: Psychodiagnostics	Counseling Psychology	Sports Psychology	Positive Psychology	Health Psychology	Media Psychology					
21	Rajasthan University	A	2015-17	Annual	Systems and Theories of Psychology	Cognitive Psychology	Physiological Psychology	Statistics and Research Methods	Practical / Experiments	Applications of Psychology	Social Psychology	Fundamentals of Clinical Psychology	Population Psychology	Organizational Psychology	Vocational Psychology
					Personality Theories	Thesis	Guidance and Counseling	Industrial Psychology	Ecological Psychology						
22	Rashtrasant Tukadoji Maharaj Nagpur University	A		Semester	Cognitive Psychology	Research Methods	Personality Theories	Advanced Social Psychology	Practical	Advanced General Psychology	Research Designs	Personality Theories II	Health Psychology	Practical (Clinical Psychology)	Management of Personnel in HR
					Issues in Social Behavior	Practical	Abnormal Psychology	Psychodiagnostics	Counseling & Psychotherapy	Family and Couples Therapy	Consumer Behavior	Industrial Psychology Practical	Guidance and Career Guidance	Education and Career Guidance	Assessment in Counseling
					OB	Child Assessment	Therapeutic Interventions	Community Mental Health and Medical Psychology	Clinical Psychology Practical	OD	Leadership in Communication	OC, Learning and Change	Employment Counseling	Psychological	Psychological Testing
					Psy. Testing in Guidance N Counseling	Psychology Disorder	Intervention Strategies in Counseling	Special Areas of Counseling	Basic Counseling Skills	Counseling Psychology Practical	Psychopathology				

23	Ravenshaw University	A		Semester	Human Cognition & Mind	Theoretical System in Psychology	Research Methods I	Statistics I	Practical Works	Cognitive Psychology	Theoretical System in Psychology I	Research Methods II	Health Psychology	Dissertation	Seminar Paper
					Statistics II	Practical Works	Applied Social Psychology	Counseling Psychology	Applied Social Psychology	Personality Disorders Theory assessment, and Interventions					
24	Sambalpur University	B	2014-15	Annual	General Psychology	Abnormal Psychology	Practical (Experiments I)	Educational Psychology	Statistics	Practical	Guidance & Counseling				
					Developmental Psychology	Social Psychology	Industrial Psychology	Practical							
25	Saurashtra University	A	2005	Semester	Advanced Experimental Psychology	Research Methodology	Developmental Social Psychology	Health Psychology	Psychology of Emotion - I	Perspectives of Human Behaviour	Advanced Industrial Psychology	Environmental Psychology	Dissertation	Social Psychology and Praxis	Rehabilitation Psychology
					Practical	Statistics in Psychology	Psychological Measurement and Scaling	Organizational Psychology	Neuro Psychology/Psychodiagnostics of Psychopathology	Psychodiagnostics Testing	Stress Management				
26	Rhivaji University	A	2013-14	Semester	Research Methods in Psychology	Applied Cognitive Psychology	Personality Psychology	Practical (Experiments)	Statistics	Health Psychology	Positive Psychology	Practical (Psychological Assessment)			
27	SNVT Women's University	A		Semester	Cognitive Processes	Research Methodology	Psychological Testing	Psychological Testing Practical	Theories of Personality	Environmental Psychology	Neuro-cognition	Applications of Statistics in Psychology	Counseling Psychology-intervention Strategies / Internship / Dissertation	Career Counseling and World of Work	Environmental Psychology
					Practical	Applied Social Psychology	Positive Psychology	Cross-cultural Psychology	Clinical Psychology - Psychopathology	OB	Psychology of Adjustment	Psychotherapy & Counseling	Industrial Psychology - Employee Counseling	Practical (Clinical Psychology)	Dissertation
					Psychodiagnostics	Practical	HRM	OC & Development	Occupational Health and Safety	Psychology of Adjustment	Assessment in Counseling	Internship			
28	St. Francis College of Women	A		Semester	Essential of Psychology	Theories of Psychology	Life Span Development	Statistics in Psychology	Practical I	Practical II	Seminars	Cognitive Psychology	Positive Psychology	OS	Workplace Counseling
					Psychopathology	Research Methodology	Therapeutic Psychology	Psychological Counseling Skills	Techniques of Counseling	Internship	Dissertation	Counseling in Diverse Settings	HRM		
29	The M.S. University of Baroda	B		Semester	Theories & Systems	Psychophysiology & Psychometrics	Perceptual & Motor Processes	Personality	Understanding Individual in an Organization	Fundamentals of Educational Psychology	Clinical Psychology	Org. Theory, Structure & Design	Foundations of Behavioral Problems	Psychology of Personality and Adjustment	Org. Development
					Placements	Health Psychology	Experimental Design	Learning, Motivation & Thinking	Individual & Group Behavior	Adv. Industrial Psychology & OB	Counseling Skills	Educational Psychology - Children	Memory and Thinking	Exp. Psychology - Practical	Applied Social Psychology
					Psy. Testing	Env. Psychology	Dissertation	Social Psychology	Human Resource Development	Approaches to Counseling	Adv. Educational Administration	Analysis of Research and Scientific Writing	Psycholinguistic and Consciousness		

30	University of Jammu	A	2011-12	Semester	Experimental Psychology	Historical issues and systems of psychology	Statistical foundations of psychological research	Psychology practicum-i	Psychology of personality	Physiological psychology	Research methods in psychology-i	Cognitive psychology	Foundations of cognitive psychology	Psychopathology	
					Organizational psychology	Advanced social psychology	Psychology practicum-iii	Modern health psychology	Developmental psychology	Clinical psychology: assessment and diagnosis	Field training in the specialized area: clinical psychology	Community psychology	Counseling and psychotherapeutic techniques		
31	University of Mysore	A	2013-14	Semester	Advanced Cognitive Psychology	Test Construction & Standardization	Basic Genetic Evolution and Behavior	Childhood Pathology	Psychological Assessment	Organizational Behavior	Human Resource Training & Management	Advanced Statistics	Adult Psychopathology	Animal Behavior	Psychology: Indian Perspectives
					Clinical Assessment	Human Behavior & Counseling at Work	Learning Theories	Perspectives in Personality	Social Evolution	Psychotherapy	OD	Research Preparation	Dissertation	Field work	
32	University of Pune	A	2013-14	Semester	Cognitive Processes	Psychological Testing	Statistics Method	Practical (Tests)	Learning & Memory	Psychological Testing: Applications	Research Methodology	Practical (Experiments)	J. Health psychology	J. Palliative Care and Counseling	
33	Utkal University	B+		Semester	Basic Psychological Processes	Life Span Developmental Psychology	Statistics & SPSS	Psychological testing	Research Methodology	Social & Health Psychology	Educational Psychology	Testing & Seminar Presentation	Internship, Dissertation/Term Paper	Behavior Therapy	Disaster Management
					Clinical Psychology	Counseling across	Applied Psychology	Film Appreciation							

CRITICAL ANALYSIS

The curriculum of Psychology in Post-graduate level adopted by 34 state and central universities have been compared with the UGC Model Curriculum on following aspects

Weightage of Theory and Practical in the Curriculum

As recommended in the UGC Model Curriculum (2003), theoretical courses should carry a weight of 70-80% and practical courses between 20-30% such as laboratory work, field work, dissertation etc. It was found from the data consolidation of curriculum of different central / state universities and institutes, theoretical courses carry a weight of 85-90% and practical courses between 10-15% of the curriculum. There were also some universities found

all the subjects are post-graduation consists of all theoretical subjects.

Lack of appropriate practical exposure in psychology affect the quality of understanding the subject thoroughly and which leads to ineffectiveness in psychological practices for post-graduate students. In other developed countries such as, United States, Canada, United Kingdom and Australia, there is a professional regulatory body run by government, which monitors and supervise the psychology practices. Each clinical psychologist, counseling psychologist or psychotherapist have been assigned supervisor whom they are liable to report every information regarding the clients they are dealing with. In India, due to lack of professional regulation and supervision, most psychology professionals are dealing with issues of clients based on their knowledge

and experience in respective specialization. Hence, practical exposure to psychology subjects and research become essential in the curriculum as recommended by UGC model curriculum.

Development of Curriculum

It was found from the data consolidation that curriculum have been revised in average four years' span. The concern of revision of curriculum is not at university level, but the UGC Model Curriculum have not been revised or updated since the year 2001. The UGC Model Curriculum have been collected from the UGC website in recent time.

So, it can be derived that for fifteen years, the UGC has not taken any initiative for upgradation of the Model Curriculum. Psychology as a profession has been evolving drastically in the 21st century of globalization and digitalization. As per the constant development of the human life and important contribution of technology and media, mental health problems and needs are also increasing rapidly in no time.

Relevance to Usefulness and Professional Outlook

To streamline psychology profession in India, there is an essential need to strengthen quality of psychology services in terms of education and training of psychology professionals, research and psychological practices. The concern about the relevance in the UGC Model curriculum is that all the courses elected by most of the universities includes subjects which gives fundamental orientation of each specialization such as Clinical Psychology, Educational Psychology, Guidance and Counseling, Industrial Psychology, Consumer Behavior, Counseling Psychology, Developmental Psychology, Research Methods and Statistics. Whereas, applied subjects such as, Neuropsychology, Cross-cultural Psychology, Psychology of Sports, Behavior Modification, Cognitive Psychology and Artificial Intelligence, Psycho-Neuro Immunology, Advanced Physiological Psychology, Ethology & Comparative Psychology, Social Evolution and Peace, Conflict and International Relations have not been included in the curriculum by the most of the universities.

Relevance to Indian Context

Since the beginning, when Psychology was introduced in India in Calcutta and Mysore, theories and concepts of Experimental Psychology and Psychotherapies were transplanted and were influenced from Western worldviews and psychological theories, the concern for the absence of contextualization of Western theories and assessment tools in to Indian social reality was needed. Dalal (2002) pointed out

the failure of western theories and mindless testing to resolve inner conflicts of cherishing Indian cultural values at the personal level and maintaining western orientation at professional level. Western psychological theories and research were not found effective in understanding the Indian social reality. Due to cultural diversity in ecology, language, religion, family structure and uneven involvement of technology, it is crucial to develop and promote a distinct identity of psychology in Indian context.

In the UGC Model Curriculum of Psychology, one of the subject in the list is Indigenous Psychology which is about understanding psychological theories and concepts in Indian context and scriptures. No university in India included Indigenous psychology as a subject in the psychology curriculum for post-graduate level. It was also noticed from the references books in each subject syllabus, teaching subjects such as Clinical Psychology, Industrial Psychology, Educational Psychology, Developmental Psychology and Counseling Psychology are based upon the books of Western authors.

CONCLUSION

According to, National Educational Policy (NEP), 2016, being one of the largest higher education system in the world, the quality of universities and colleges and they education they offer is far from satisfactory. Top most Indian institutions do not figure in the international rankings of universities in the world. The programme/dis, Institutional, National and International contexts influence the curriculum development process. In planning for curriculum of Psychology, it is important to be aware of these changing contexts of diversity of behavior, attitudes, interest and culture. From the comparison of the UGC model curriculum with the curriculum of other state and central universities, it is reflected that sincere efforts need to be made for the betterment of education of psychology subject at post-graduate level to minimize the gap of determinants such as weightage of theory and practical teaching, continuous evaluation of curriculum development, Indian context based teaching and learning and usefulness of curriculum for students to work efficiently in the field. It can also be suggested that in order to sustain in the knowledge based economy and deal with demand of job market, incorporation of competency based curriculum is emerging as a necessity in higher education sector. Competency models developed for Psychology discipline through intense research can serve as a guiding tool to strengthen the quality of education in Psychology. And improved quality of education can lead to better psychological practices and streamline the profession.

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