

## 2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

### Semester-based Course plan, IA Assessment, Question papers

Course	Semester-based Course Plan along with IA Criteria	In-charge	Moderated by	Question Papers	In-charge	Moderated by
UG	CP developed for all theory and practical papers with IA criteria	Subject Teachers	Coordinators & HODs	QP was developed for each paper based on the University Pattern	Subject Teachers	Coordinators & HODs
PG	CP developed for all theory and practical papers with IA criteria	Subject Teachers	Coordinators & HODs	QP was developed for each paper based on the University Pattern	Subject Teachers	Coordinators & HODs

## Course plan

INDIAN INSTITUTE OF PSYCHOLOGY AND RESEARCH  
 COURSE PLAN 2024  
 2 MPS and 2 MPC: Semester 2  
 PAPER NAME: Qualitative Research Methods (Paper Code: PY 284)

Name of the teachers: Dr. Sanjita K. Damodar, Dr. Ann Ann Pious

Course & Semester: M.Sc. Psychology/ M.Sc. Psychological Counselling (Sem 2)

Total no of hours for the course: 64 hours

**Text Book/Reference Books/Websites/ Pdfs recommended for the course:**

1. Baskin, P., Berman, E., Parker, I., Taylor, M., & Tisdell, C. (1998). *Qualitative Methods in Psychology: A Research Guide*. Buckingham: Open University Press.
2. Ritchie, J. & Lewis, J. (eds.). (2003). *Qualitative Research Practice: A guide for social science students and researchers*. New Delhi, Sage.
3. Bryman, A. (2004). *Social Research Methods* (2nd ed.). Oxford: Oxford University Press.
4. Denzin, N. K., & Lincoln, Y. S. (1994). Introduction: *Entering the field of qualitative research*. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research*. Thousand Oaks, Calif: Sage Publications.
5. David Silverman (2013). *Doing Qualitative Research: A Practical Handbook*. Sage Publications.

**SYLLABUS**

**QUALITATIVE RESEARCH METHODS (PY 284)**

**Learning objective:** This paper provides students with a critical understanding of qualitative research methods in Psychology. The focus of this paper is also to use qualitative methods in conjunction with quantitative methods and independently. The hands on experiences will help the students to design qualitative studies and the importance of qualitative research in Psychology.

**Unit 1: Introduction to Qualitative Research** ...(12 hours)

- The history and philosophy of qualitative research; Characteristics and process of qualitative research; The main steps in qualitative research;
- Reliability and Validity in Qualitative Research; Need for triangulation; Critique and Scope of Qualitative Research. Application of qualitative research methodology to research in Psychology; Mixed methods; Ethical considerations in qualitative research.

**Unit 2: Paradigms of Qualitative Research** ...(12 hours)

- Need and importance of Paradigms.
- Different Paradigms- ethnography, Narrative analysis, phenomenology, grounded theory, case study, Interpretive phenomenological analysis (IPA), Symbolic interactionism, constructivism and Participative action research.

**Unit 3: Designing and Sampling in Qualitative Research** ...(12 hours)

- Defining research questions; Choosing data collection method; Primary and secondary sources of data;

- Sampling- Types of sampling: General purposive sampling, theoretical sampling snowball sampling; Decisions regarding sample size and source.

**Unit 4: Techniques of Qualitative Research** ...(21 hours)

- Participant Observation; Interview Method: Focus-Group Discussion; Conversation Analysis; Discourse Analysis; Life history method; Document based methods; Protocol Analysis
- Forms of Data- Interviews/ observations; Recording procedures; Field notes and Storing Data.

**Unit 5: Data Analysis and Report Writing** ...(21 hours)

- Steps in qualitative data analysis - *Codes*:- Within-case analysis, Cross-case analysis, Thematic Analysis; Matrix display; Triangulation;
- Techniques of qualitative data analysis- Narrative analysis and representation, Interpretive Phenomenological analysis (IPA) and representation, Grounded theory analysis and representation, Ethnographic analysis and representation, Case study analysis and representation.
- Writing a Qualitative Research Study: Presentation of data based on approaches: Format of Writing Structure; Computers in qualitative data analysis - Overview of JIVE, ATLAS; Ethical issues in Analysis;

**References:**

1. Baskin, P., Berman, E., Parker, I., Taylor, M., & Tisdell, C. (1998). *Qualitative Methods in Psychology: A Research Guide*. Buckingham: Open University Press.
2. Ritchie, J., & Lewis, J. (eds.). (2003). *Qualitative Research Practice: A guide for social science students and researchers*. New Delhi, Sage.
3. Bryman, A. (2004). *Social Research Methods* (2 ed.). Oxford: Oxford University Press.
4. Denzin, N. K., & Lincoln, Y. S. (1994). Introduction: *Entering the field of qualitative research*. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research*. Thousand Oaks, Calif: Sage Publications.
5. David Silverman (2013). *Doing Qualitative Research: A Practical Handbook*. Sage Publications.

Dr. Sanjita K. Damodar: Unit 1 (a & b), Unit 2 & Unit 5 (a & b)

Month/ Week/ Date	Unit	Contents from the syllabus/Assignment Schedule	Teaching Pedagogy
	Unit 1	Introduction to Qualitative Research	
May 2 <sup>nd</sup> week 2024	Unit 1	History and philosophy of Qualitative Research	PPT- Lecture/discussion
May 3 <sup>rd</sup> week	Unit 1	Reliability and validity in qualitative research; need for triangulation	PPT- Lecture/discussion
	Unit 2	Paradigms of Qualitative Research	Review of Qualitative analysis based literature in class



May 4 <sup>th</sup> week	Unit 1	• Need and importance of paradigm Different paradigms - Grounded theory	PPT: Lecture / Discussion Activity based on research and to gain an understanding of the paradigm
May 4 <sup>th</sup> week	Unit 2	• Narrative Analysis; • Ethnography;	PPT: Lecture / Discussion Activity based on research and to gain an understanding of the paradigm
June 1 <sup>st</sup> week	Unit 2	• Phenomenology • Case study	PPT: Lecture / Discussion Activity based on research and to gain an understanding of the paradigm
June 1 <sup>st</sup> week	Unit 2	• Symbolic Interactionism;	PPT: Lecture / Discussion Activity based on research and to gain an understanding of the paradigm
June 2 <sup>nd</sup> week	Unit 2	• Constructivism and Participative action research	PPT: Lecture / Discussion Activity based on research and to gain an understanding of the paradigm
June 2 <sup>nd</sup> week	Unit 2	• Interpretative Phenomenological Analysis (IPA)	PPT: Lecture / Discussion Activity based on research and to gain an understanding of the paradigm
	Unit 3	<b>DATA ANALYSIS AND REPORT WRITING</b>	
June 3 <sup>rd</sup> week	Unit 3	• Steps in qualitative data analysis – Coding; Within-case analysis; Cross-case analysis; Thematic Analysis; Matrix display; Triangulation	PPT: Lecture / Discussion
June 4 <sup>th</sup> week	Unit 3	• Matrix analysis and representation; • Grounded theory analysis and representation	PPT: Lecture / Discussion
July 1 <sup>st</sup> week	Unit 3	• Ethnographic analysis and representation	PPT: Lecture / Discussion
July 1 <sup>st</sup> week	Unit 3	• Interpretative Phenomenological Analysis (IPA) • Case Study analysis and representation	PPT: Lecture / Discussion
		Revision	
		Pre-Final Theory Examination	

Dis. Ass. Assess Phase - Unit 1 (a & b), Unit 3, Unit 4, Unit 5 (a)

Month/Week/Day	Unit	Contents from the syllabus/Assignment Schedule	Teaching Pedagogy
May 2 <sup>nd</sup> week	Unit 1	• Introduction to Qualitative Research	PPT: Lecture/discussion/Class Activity

May 3 <sup>rd</sup> week	Unit 1	• Ethical considerations in qualitative research	PPT: Lecture/discussion/Class Activity
May 4 <sup>th</sup> week	Unit 1	• Critique and Scope of Qualitative Research • Applications of Qualitative Research methodology to research in Psychology	PPT: Lecture/discussion/Class Activity
June 1 <sup>st</sup> week	Unit 1	• Characteristics and Process of Qualitative Research	PPT: Lecture/discussion/Class Activity
	Unit 2	<b>Designing and sampling in Qualitative Research</b>	
June 2 <sup>nd</sup> week	Unit 2	• Defining research questions; Choosing data collection method; Primary and secondary sources of data	PPT: Lecture/discussion/Class Activity
June 2 <sup>nd</sup> week	Unit 3	• Types of sampling: Generic purposive sampling, theoretical sampling snowball sampling	PPT: Lecture/discussion/Class Activity
June 3 <sup>rd</sup> week	Unit 3	• Decisions regarding sample size and sources	PPT: Lecture/discussion/Class Activity
	Unit 4	<b>Techniques of Qualitative Research</b>	PPT: Lecture/discussion/Class Activity
June 3 <sup>rd</sup> week	Unit 4	• Participant observation, Interview method, Focus group discussion	PPT: Lecture/discussion/Class Activity
June 4 <sup>th</sup> week	Unit 4	• Conversation Analysis, Discourse Analysis; Life history method; Document-based methods; Protocol Analysis	PPT: Lecture/discussion/Class Activity
June 4 <sup>th</sup> week	Unit 4	• Forms of Data-Interviews/ observations; Recording procedures; • Field notes and Sorting Data	PPT: Lecture/discussion/Class Activity
	Unit 5	<b>Data Analysis and Report Writing</b>	
July 1 <sup>st</sup> week	Unit 5	• Writing a Qualitative Research Study: Presentation of data based on approaches; Format of Writing Structures	PPT: Lecture/discussion/Class Activity: Reading sample qualitative research papers and themes
July 2 <sup>nd</sup> , 3 <sup>rd</sup> & 4 <sup>th</sup> week	Unit 5	• Computers in qualitative data analysis • Overview of • NVIVO, • Dedoose, • ATLAS.ti, • QDA Miner Lite • Ethical issues in Analysis	PPT: Lecture/discussion/Class Activity: display a sample qualitative data using QDA Miner Lite software in class
		Revision	
		Pre-Final Theory Examination	

#### INTERNAL ASSESSMENT

Total Max. Marks: 30

**Component 1: (12 marks)**

• **Criteria 1: Open Book Test (12 marks)**

Description of the Assignment/activity: Open Book Test (5 Marks)

Specific Guidelines:

- Four/ five questions each will be set from every unit of the syllabus; each student would then be pre-assigned one question each.
- On an assigned class hour/ day the students will write the answer to the question using references, notes/ path of methods. It will be an open-book assignment.
- The student will write the answers on IPR sheets or A4 sheets in the class in the presence of the teachers.

Evaluation Criteria: Layout/ structure of the answer; completeness; clarity; approach to answering; references covered and cited. The answers will be marked out of a maximum of 10 marks (which will be scaled down to 5 marks).

Date of assessment: 1<sup>st</sup> Week of June 2024

Deadline: Teachers handling the units will be in charge of evaluation.

• **Criteria 2: Group Activity (18 marks)**

Description of the activity: Develop a Research Proposal choosing any one of the following qualitative research paradigms: Grounded Theory / Ethnography / Phenomenology / Action Based research/ Narrative Analysis / Case Study.

Guidelines:

- Students will group themselves with 4-5 members;
- Design a research proposal using the paradigm the group chooses to work with;
- The following content is to be included:
  - Title, Rationale and (any to three) Objectives; (2 marks)
  - Introduction to the variables under study/ theoretical framework; (3 marks)
  - Review of literature – a minimum of three relevant and conclusive studies supporting the area of research; (8 marks)
  - Methodology: as per research paradigm guidelines (which will be covered in class for each paradigm in the syllabus) (5 marks)
  - Significance and Scope of the Proposal (4 marks)
- Each group will upload the proposal (word document) via Google Classroom and as per the time-conductiveness, you may get the opportunity to present the proposal online/ offline

• Presentation can be in the form of a PPT: 5-10 slides per group up-to a digital poster.

Evaluation Criteria: Max. Marks: Evaluation Criteria: A total of 18 marks for the group assignment which will be scaled down to 10 marks per student for Internal Assessment.

Deadline: 2024 July 2<sup>nd</sup> week. The topics need approval before the proposal is written on, hence, students are advised to seek approval before finalizing the topic.

Teachers in charge: Subject teachers will value the assignments.

**Component 2:**

• **Criteria 3: (18 marks)**

Description of the Assignment/activity: Attendance

Marks will be granted based on the attendance percentage as per the attendance legend.

• **Criteria 3: Pre-Final Examination (10 Marks)**

Description of the Assignment/activity: Pre-Final Examination

Guidelines: The pattern of the Question paper will be the same as the University final examination

Evaluation Criteria: Five questions consisting of 14 marks. The total score out of 70 marks will be reduced to 10 marks.

Deadline: Aug 3<sup>rd</sup> - 4<sup>th</sup> weeks

General Guidelines for all classes:

- Students are expected to be regular and punctual to classes.
- Students arriving late will not be given attendance (for the first hour in the morning a delay of 5 minutes will be excused)
- Absentees of one class will have to come prepared for the subsequent classes by completing the expected work/ learning the portions covered
- Extension of deadline for assignment submission will not be permitted.
- Students are free to contact the teachers to seek clarification of doubts during class hours, or in person, or by sending emails through their official mail id.
- Concerns or grievances if any can be brought to the notice of the teacher individually.

Wishing you the very best!!

Name of the teachers and Email ID: Dr. Sumita K. Desai - [sumita.desai@iipr.in](mailto:sumita.desai@iipr.in)

Dis. Ass. Assess Phase - [dis.assess@iipr.in](mailto:dis.assess@iipr.in)

## Prefinal Question Papers

INDIAN INSTITUTE OF PSYCHOLOGY AND RESEARCH (IIPR), BANGALORE

COURSE: M.Sc. Psychology & Counseling Psychology- Semester 2

PRE-FINAL EXAMINATIONS –August 2024

Subject: Qualitative Research Methodology

Paper Code: 204

Semester: 1

Duration: 3 hours

Total Marks: 70

*Instructions:*

- i. Answer 5 questions. Each question carries 14 marks.
- ii. All subparts of a question to be answered together.

1. a. Discuss the nature and characteristics of Qualitative Research. Explain the main steps of qualitative research.

OR

1. b. Discuss and explain the threats to reliability and validity in the context of qualitative research.

2. a. Discuss the need for a paradigm. Explain the tenets/principles and procedure of the grounded theory approach.

OR

2. b. Explain Participative Action Research as a qualitative technique.

3. a. Explain the process of defining research questions, the different kinds of data and choosing data collection methods in Qualitative Research.

OR

3. b. Explain the process of Sampling in qualitative research.

4. a. Give a brief overview of the data collection methods for primary sources of data and field issues in qualitative research

OR

4. b. Write short notes on – i.) Focus Group Discussions; ii.) Triangulation

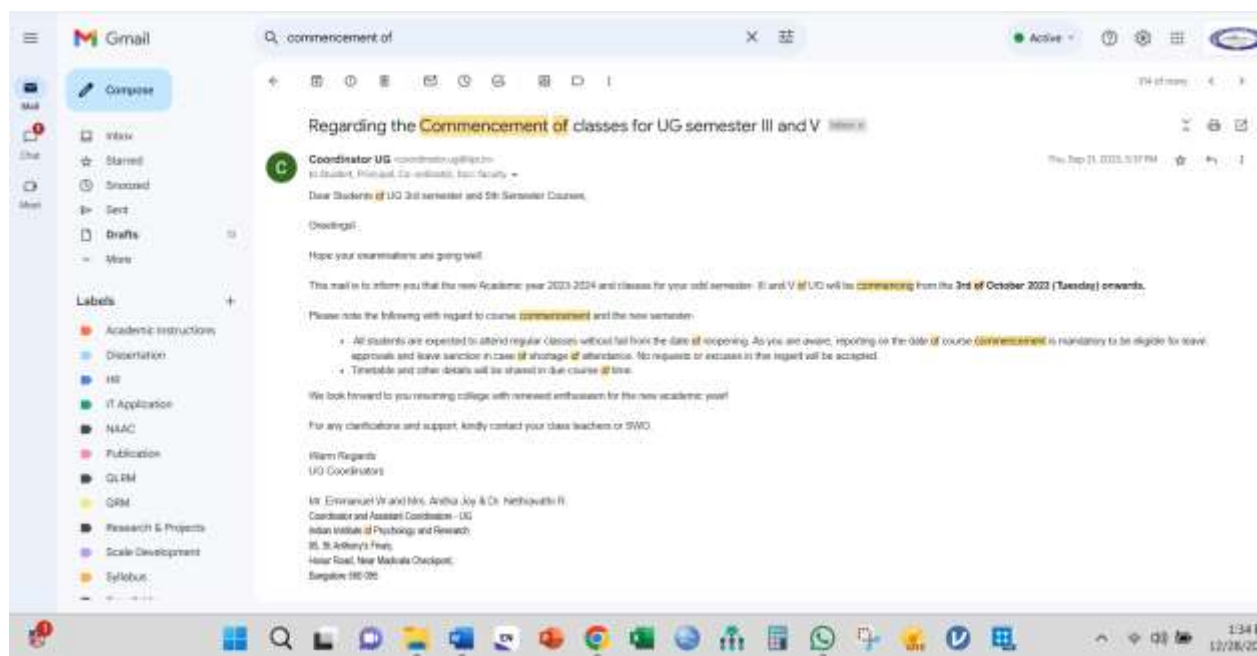
5. a. Elaborate in detail the steps and procedure for analyzing qualitative data and explain the phenomenological analysis process in brief.

OR

5. b. Explain the use of computers in qualitative data analysis. Discuss the ethical issues in qualitative data analysis.

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## Orientation programs



## Teaching pedagogy (proof from Course plan, Google Classroom, ppt other ICTs etc)

Course	Google Classroom	PPT	Other Pedagogies Used	Other ICTs
UG	Used by All faculty	Used by All faculty	Active Classroom Discussion, Presentation, Case Studies, Guest Lecturers	Google forms, Videos, PDFs etc  were used by the majority of the faculty
PG	Used by All faculty	Used by All faculty	Active Classroom Discussion,	Google forms, Videos,

			Presentation, Peer Teacher, Self-evaluation Test, Case Studies, Demos Guest Lecturers Learning by doing: Activity Group activities	PDFs etc  were used by the majority of the faculty
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## Learning by Doing

### Class Activity on

## Self-awareness through SWOT Analysis

**Paper:** Lifestyle Education (OE-Social Work)

**Class:** 3 MPS & 3 MCP



**Date:** 18-12-2023

**Description of the Activity:** Learning by Doing, a pedagogy for demonstrating the self-awareness tools in class as in house class activity.

**Learning Outcome:** Students will be able to apply the self-awareness tool (SWOT Analysis) in their field by acquiring a hands-on experience from the classroom activity "Learning by Doing".

**Faculty in Charge:** Mrs. Anu Anns Pious

**Photos**

**Procedure**

## Self-awareness through SWOT Analysis

**Issue:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Strengths		Weaknesses	
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
Opportunities		Threats	
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	



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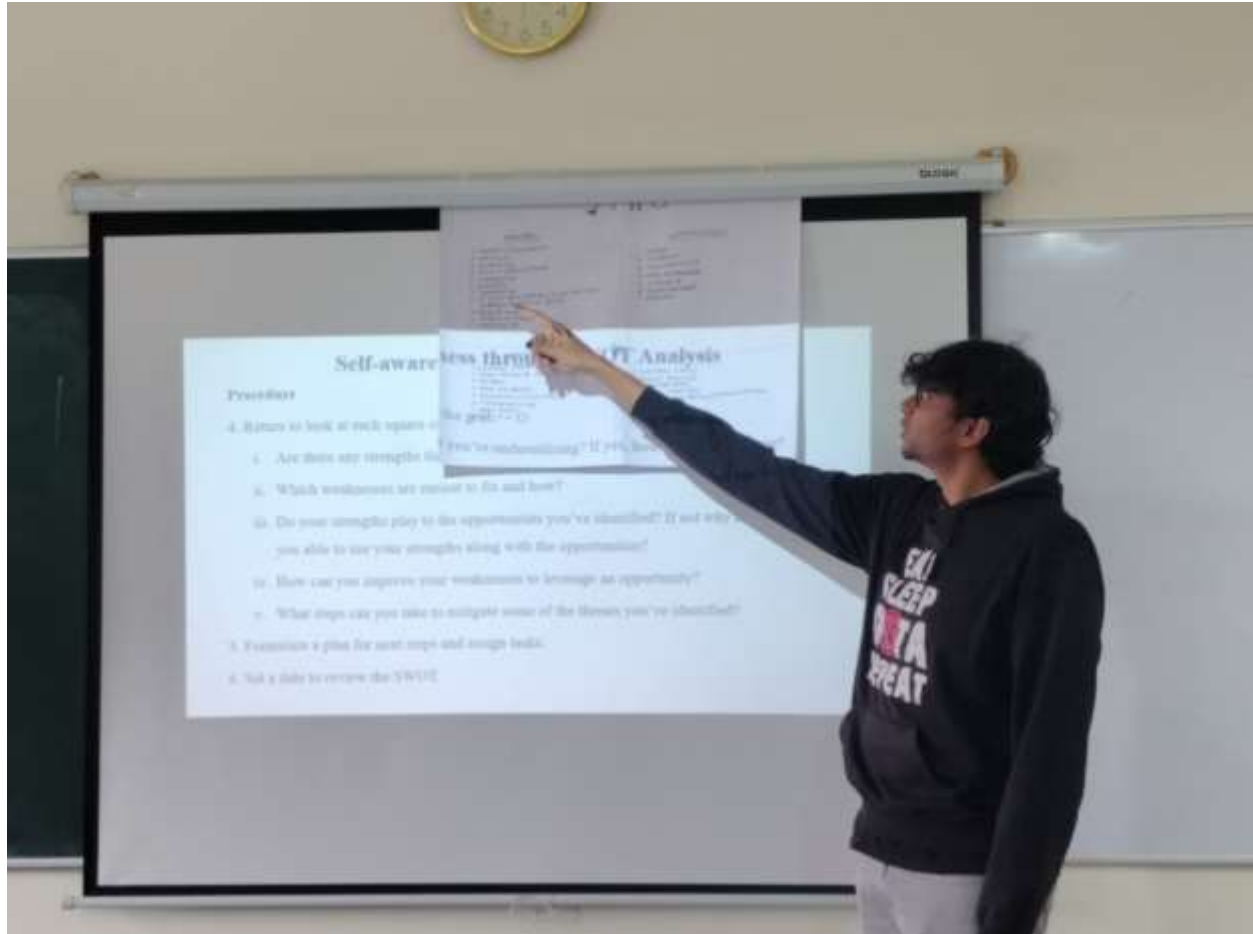
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SELF-AWARENESS OF.

3 MPC

SWOT ANALYSIS 18/12/23

### STRENGTHS

1. DIVERSITY / INCLUSIVITY
2. OPENNESS
3. SUPPORTIVE
4. KIND TO EACH OTHER.
5. INTERACTIVE
6. DEMOCRATIC.
7. COOPERATIVE.
8. WE HELP EACH OTHER. (SINCE THE ONE SUPPOSED TO HELP US DON'T).
9. SENSE OF HONOUR
10. CREATIVITY / TALENTED
11. ADAPTABILITY.

### WEAKNESSES

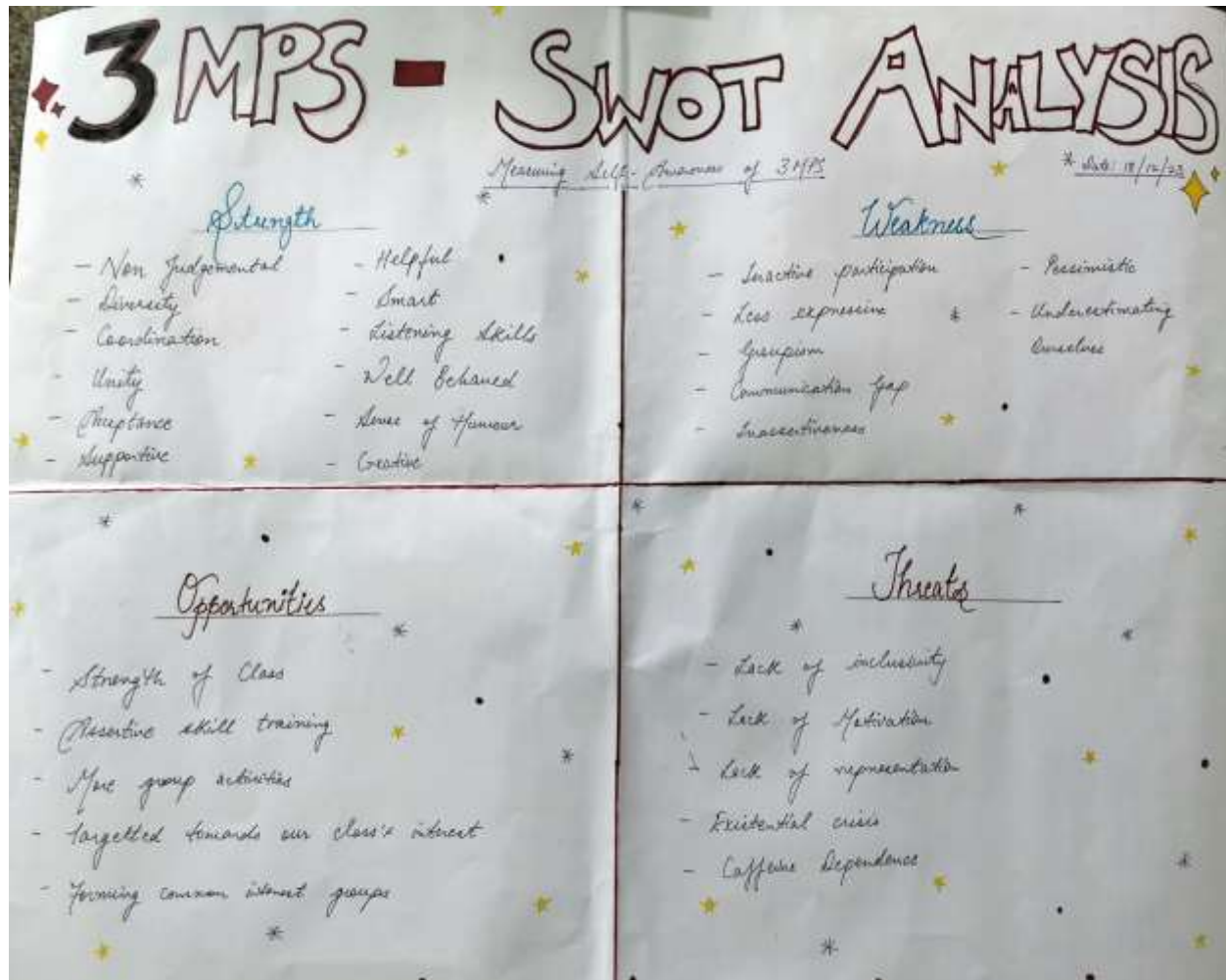
1. HYPER.
2. LAIDBACK.
3. TOXIC POSITIVITY.
4. LESS SELF-AWARE
5. SUBMISSIVE.
6. SLEEP / HUNGER.
7. TARDINESS

### OPPORTUNITIES

1. CULTURAL COMPETENCE.
2. EASED ACCESS TO COUNSELLING ROOM
3. PROBOND
4. PEER DISCUSSIONS.
5. ASSESSMENTS (FIELD WORK)
6. VISITING FACULTIES.
7. GOOD CAMPUS
8. AEP / ECA 😊

### THREATS

1. CANTEEN (PUKE)
2. MEDICAL FACILITIES.
3. WORKING HOURS.
4. EXTREME WORKLOAD.
5. LACK OF ORGANISATION / ADMINISTRATION
6. LACK OF STAFF
7. LACK OF PLACEMENT CELL
8. STATIONARY / COFFEE LARD.



## Report

The students were classified into two groups and instructed on the procedure of the activity. The entire activity was on the self-awareness tool (SWOT Analysis) in class as an in-house class activity. The two groups set their respective objectives and started with brainstorming and discussing each other. The major points were displayed on a chart paper by each group and presented to the class. Later with an active classroom discussion, they were able to sum up the activity.

At the end of the activity, students were able to understand the practical side of applying this tool step-by-step.

Anu Anns Pious

Faculty In charge

## PEDAGOGY & INNOVATIVE TEACHING PRACTICES

**Faculty In-charge:** Mr. Surej Unnikrishnan

**Paper Code and Title:** PY 101/ CP 101 – Theoretical Perspectives of Psychology

**Task:** Studying Drive Reduction theory with innovative tasks and quiz

### Clark L. Hull- Drive and Incentive Theory

Presented by Afreen, Jason, Kavsalyaa and Mahima



#### THEORY

**Dependent variables** – which are some aspect of behavior that is measured by the experimenter in order to determine whether the independent variables had any effect.

A-Amplitude of behaviour  
 sTr- Response latency  
 n-Number of trials to extinction  
 p-Response probability



#### DIFFERENCES BETWEEN HULL'S 1943 AND 1952 THEORIES

- Incentive motivation (K)**  
 Results found by Crepel and Zeaman led hull to reach the conclusion that organism learns as rapidly for a small incentive as they do for a large one, but they perform differently as **the size of the incentive (K) varies**. The rapid change in performance following a change in reinforcement size is referred to as the **Crepsel effect**, after the man who first observed it.

#### APPLICATIONS

- Motivate students to learn with rewards.** The need for achievement is a basic human need. Reducing this drive by giving task-specific rewards or by recognizing and praising top achievers promotes learning in the classroom.
- Emphasized anxiety as a drive in human learning.** Too little anxiety results in no learning (because there is no drive to be reduced), and too much anxiety is disruptive. Therefore, students who are mildly anxious are in the best position to learn and are therefore easiest to teach.



#### QUESTION 1

In Hull's theory, what is the process that drives individuals to reduce their physiological needs?

- ☐ Cognitive dissonance
- ☐ Positive reinforcement
- ☐ Drive reduction through behavior
- ☐ Observational learning

**Faculty In-charge:** Mr. Surej Unnikrishnan

**Paper Code and Title:** PY 305- Practical 2: Assessment & Interventions In Organizations

**Task:** Application of SWOT Analysis in identifying organizational effectiveness. Class was divided into three groups and asked to take roles as Trainers. Each team were asked to use SWOT analysis to any organization of their choice and present a plan for the same.



## Presentation - SWOT Analysis



Surej Unnikrishnan Psychology • Dec 16, 2022 (Edited Dec 16, 2022)

10 points

Due Dec 17, 2022, 11:00 AM

Team wise upload of the presentation with the format and pointers discussed in the class.  
As you are three individual companies, the analysis must be diplomatic and must be given with a scope towards improvement and NOT towards the over-exaggeration of the negatives.

Contribution of each member must be mentioned.  
Team Leader must discuss in brief, the coordination process. (Not more than 100 words)  
Team Critic, must give the overall briefing and conclusion. (Not more than 100 words)



## Training - Experiential Report.



Surej Unnikrishnan Psychology • Mar 25, 2023

Due Mar 25, 2023, 11:00 AM

Write an experiential report on the training modules/ sessions in Organizations.  
Write an introduction to what is training, importance, goals, scope of the same.  
Write the history of training in organizations.

Write an experiential report on the training session that was conducted in the class and follow the structure shared in the presentation.

Complete submission on Friday.



## Management Games - Reflection and Learning



Surej Unnikrishnan Psychology • Dec 16, 2022 (Edited Dec 16, 2022)

10 points

Due Dec 17, 2022, 11:00 AM

Individual Submission.  
In 150 words, explain which management game (out of the three, presented in the class), you consider will be the most effective in an Organizational Setting and why?

**Faculty In-charge:** Mr. Surej Unnikrishnan

**Paper Code and Title:** Theoretical Foundations of Group Counselling – 1 PGDCP

**Task:** Group Therapy sessions on peers regarding various issues.





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