



Deccan Education Society's
Fergusson College (Autonomous)
Pune

Learning Outcomes-Based Curriculum

for 2 years M.A Programme

as per guidelines of

NEP-2020

for

M. A. (Psychology)

With effect from Academic Year

2026-2027

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

PSO No.	Program Specific Outcomes(PSOs) Upon completion of this programme the student will be able to:
PS O1	Academic Competence – i) Develop sound disciplinary knowledge in their chosen area of specialization like the industrial-organizational or clinical psychology along with deeper understanding of Human cognition, Emotions, Personality, Counselling, Psychometry and Research. ii) Ability to use skills in laboratory as well as the real world settings iii) Develop their critical thinking further by sharpening their interpretative abilities using different approaches.
PS O2	Personal and Professional Competence – i) Develop positive attributes such as empathy, compassion, self- awareness, social participation, and accountability. ii) Learn the social skills of collaboration, cooperation and realize the power of groups. Display leadership skills and also the ability to carry out tasks independently. iii) Apply the research and psychometric knowledge to their chosen fields of specialization.
PS O3	Research Competence – i) Plan, design and conduct research studies and interpret and apply the research findings to real life situations. Conduct a comprehensive review of existing literature and formulate hypotheses based on that. ii) Develop an in-depth understanding of research tools, methodology and ethical research practices.
PS O4	Entrepreneurial and Social competence: – i) Analyze social problems, social dynamics and create solutions to manage them effectively. ii) Develop deep self- awareness including their own biases and cultural notions. iii) Display sensitivity, and understanding about how various socio- cultural factors impact human behaviour. Respect intellectual property rights and is aware of the implications of engaging in unethical means

PROGRAMME STRUCTURE

Implementation of NEP-2020 for Two Year PG program (As per GoM GE 16/05/2023)

Illustrative Credit distribution structure for Two Years/ One Year PG

(M.A./M.Sc./M.Com.) and Ph. D. Programme

Year (2 Yr PG)	Level	Sem. (2 Yr)	Major		RM	OJT / FP	RP	Cum. Cr.	Degree
			Mandatory	Electives					
I	6.0	Sem I	12-14 (2*4 +2*2 or 3*4+2)	4	4			20-22	PG Diploma (after 3 Yr Degree)
		Sem II	12-14 (2*4 +2*2 or 3*4+2)	4		4		20-22	
		Cum. Cr. For PG Diploma		24-28	8	4	4	-	
Exit option: PG Diploma (40-44 Credits) after Three Year UG Degree									
II	6.5	Sem III	12-14 (2*4 +2*2 or 3*4+2)	4			4	20-22	PG Degree After 3- Yr UG Or PG Degree after 4 - Year UG
		Sem IV	10-12 (2*4 +2 or 3*4)	4			6	20-22	
		Cum. Cr. for 1 Yr PG Degree		22-26	8			1 0	
Cum. Cr. for 2 Yr PG Degree		46-54	16	4	4	1 0	80-88		
2 Years-4 Sem. PG Degree (80-88 credits) after Three Year UG Degree or 1 Year-2 Sem PG Degree (40-44 credits) after Four Year UG Degree									
	8.0		Course Work Min. 12 (3*4)		Training in Teaching / Education/ Pedagogy: 4			16 + Ph. D. Work	Ph.D. in Subject

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

MA 1 Psychology Syllabus for 2026-27

M.A. NEP 1.0					
Semester	Paper	Paper Code	Title	Type	Credits
I	Major	PSY531	Psychopathology- I	Theory	4
			OR		
		PSY532	Workplace Psychology	Theory	4
		PSY533	Counselling Skills	Theory	4
			OR		
		PSY534	Organizational Behavior	Theory	4
	Elective	PSY535	Advanced Statistics	Theory	4
			OR		
		PSY536	Sports Psychology	Theory	4
	RM	PSY511	Research Methodology	Theory	4
		PSY541	Forensic Psychology and Crime Investigation	Theory/Practical	2
		PSY542	Practical: Psychometric Tests	Practical	2
II	Major	PSY581	Psychopathology- II	Theory	4
			OR		
		PSY582	Strategic Human Resource Management	Theory	4
		PSY583	Contemporary Psychological Interventions	Theory	4
			OR		
		PSY584	Talent Acquisition & Management	Theory	4
	Elective	PSY585	Psychometry: Test Construction	Theory	4
			OR		

		PSY586	Educational Psychology	Theory	4
	OJT	PSY561	OJT		4
		PSY591	Conservation Psychology	Theory	2
		PSY592	Ethics in Psychology and the Mental Health Professions	Theory/Pra ctical	2
			OR		
		PSY593	Competency Mapping	Theory/Pra ctical	2

	PSY531 - PSYCHOPATHOLOGY I Major Theory (Clinical Psychology Specialization)	
	Number of Credits: 04 No. of Hours:60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Outline a brief history of the field of psychopathology. Define terms related to psychopathology. Enlist the different disorders under various categories of the DSM.	1
CO2	Describe the clinical picture, etiology and the prognosis of patients based on vulnerability and protective factors for the psychological disorders listed in the DSM	2
CO3	Infer disorders based on the symptoms of a given client. Examine the family history and genetic factors to determine the origin of the disorder	3
CO4	Compare and contrast disorders that have similar symptoms. Explain the impact of biological factors as well as particular child rearing practices and family patterns on pathological behavior	4
CO5	Critically evaluate the legal and ethical aspects in the field of psychopathology Appraise the suitability of different treatment modalities for particular disorders.	5
CO6	Formulate a diagnostic formulation for the various disorders based on symptomatology and etiology	6

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	INTRODUCTION TO PSYCHOPATHOLOGY 1.1 Community mental health movement: historical perspective, functioning of community mental health centres 1.2 History of the DSM and ICD 1.3 Criteria of abnormal behaviour, prevalence, incidence, comorbidity, prognosis, vulnerability and protective factors, Need for diagnosis and assessment, paradigms in psychopathology 1.4 Legal issues: Civil commitment, criminal commitment 1.5 Patient's rights and clinical practice guidelines, Prevention of mental health problems: universal, selective and indicated interventions	15
2	ANXIETY AND MOOD DISORDERS 2.1. Generalized Anxiety disorder, Separation Anxiety disorder, selective mutism, Panic disorder and stress related disorders 2.2. Phobias and OCD 2.3. Mood disorders 2.4. Impulse control disorders	15

3	DISORDERS OF CHILDHOOD 3.1. Intellectual disability and other developmental disorders 3.2. Autism, Aspergers' and other pervasive developmental disorders 3.3. Learning disabilities 3.4. Oppositional defiant disorder, conduct disorder	15
4	SOMATOFORM, DISSOCIATIVE, EATING AND SLEEP DISORDERS 4.1. Somatic symptom related disorders 4.2. Dissociative disorders, Fugue and amnesia Dissociative Identity Disorder 4.3. Eating disorders 4.4. Sleep disorders	15

Learning Resources - References

Sr. No.	References
1.	American Psychiatric Association: "Diagnostic and Statistical Manual of Mental Disorders", DSM-5 (5 th Edn)
2.	Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). Abnormal Psychology, 13th Edn. Pearson Education, India.
3.	Barlow, D.H. & Durand, V.M. (2005). Abnormal psychology (4 th ed.). Pacific Grove: Books/Cole.
4.	Nolen- Hoeksema, S. (2004). Abnormal Psychology 3rd Edn. McGraw Hill: New York, USA.
5.	Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). Abnormal Psychology: current perspectives. 9th Edn. Tata McGraw-Hill: New Delhi, India.
6.	World Health Organization (1992). The ICD-10 Classification of mental and behavioral disorders: Clinical description and diagnostic guidelines: Delhi: Oxford University Press.

	PSY532 - WORKPLACE PSYCHOLOGY Major Theory (Industrial Psychology Specialization)	
	Number of Credits: 04 No. of Hours:60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Define the foundational principles, historical evolution, and the scope of I/O Psychology and HRM within global and Indian contexts.	1
CO2	Describe the relevant research methods, business competencies, and negotiation strategies required for the "Scientist-Practitioner" model.	2
CO3	Analyze the "Ecology of Work" by examining the impact of ergonomic, physical, and psychological factors on employee well-being and safety.	3
CO4	Critically evaluate ethical challenges and professional standards in the workplace using both global codes and indigenous Indian value systems.	4
CO5	Design evidence-based solutions for organizational problems using critical diagnosis tools like Root Cause Analysis and data storytelling.	5
CO6	Develop a comprehensive professional identity and career strategy that adapts to emerging trends such as AI, remote work, and the gig economy.	6

Course Content

Unit No.	Title of Unit and Contents	No. of hours
1	FOUNDATIONS OF I/O PSYCHOLOGY 1.1. Meaning and Nature of I/O Psychology and HRM. Distinction between Science (I/O) and Practice (HRM). The Scientist-Practitioner Model. 1.2. Historical Evolution: The Efficiency Era (Taylorism, Gilbreths), The Human Era (Hawthorne Studies and Human Relations Movement). 1.3. Evolution of I/O in India: Pre-independence to IT/Service sector boom. 1.4. Indian Perspectives in Management: Indigenous models (Kautilya's Arthashastra), Indian Psychology and their relevance to modern work.	15
2	PROFESSIONAL COMPETENCIES AND SKILLS 2.1. The Scientist's Toolkit: Evidence-Based Management, Research Literacy (Interpreting Correlation and Validity), Data Storytelling for business leaders. 2.2. The Practitioner's Toolkit: Business Acumen (P&L Basics, ROI of HR), Critical Diagnosis (Root Cause Analysis, 5 Whys, Fishbone Diagram). 2.3. Negotiation and Influence: Psychology of Persuasion, Negotiation Dynamics (Distributive vs. Integrative) 2.4. Career Competencies: Mapping careers in I/O and HRM (Talent Analyst, OD Consultant, HRBP). The T-Shaped Professional.	15
3	WORKPLACE ECOLOGY AND WELL-BEING 3.1. Human Factors and Ergonomics: Man-Machine Systems, Engineering Psychology, Workspace Design (Open vs. Closed offices, Lighting, Noise). 3.2. Occupational Health Psychology (OHP): Models of Stress (Job Demand-	15

	Control), Differentiating Stress, Burnout, and Fatigue. 3.3. Safety and Work-Life Interface: Safety Culture, Accident Proneness, Behavioral Safety. Work-Family Conflict and Work-Family Enrichment.	
4	ETHICS, VALUES AND FUTURE TRENDS 4.1. Professional Ethics: APA and SIOP Ethical Principles (Competence, Integrity, Confidentiality). 4.2. Ethical Dilemmas: Dual Relationships, Defining the "Client" (Organization vs. Employee), Privacy and AI Surveillance. 4.3. Values in the Workplace: Global Values, Indian Values 4.4. Future of Work: Psychology of the Gig Economy, Remote and Hybrid Work, Impact of Automation and AI on Job Design.	15

Learning Resources - References

Sr. No.	References
1.	Cascio, W.F. (2006). <i>Managing Human Resources: Productivity, Quality of Work Life, Profits</i> . Tata Mc-Graw-Hill.
2.	Armstrong, M., & Taylor, S. (2015). <i>Armstrong's Handbook of Human Resource Management Practice</i> . Kogan Page
3.	Sinha, J. B. P. (2008). <i>Culture and Organizational Behavior</i> . Sage Publications India. (For Indian Perspectives)
4.	Dessler, G., & Varkkey, B. (2016). <i>Human Resource Management</i> . Pearson Publications.
5.	Schultz, D., & Schultz, S. E. (2020). <i>Psychology and Work Today</i> . 10th Edition. Pearson.

	PSY533 - COUNSELLING SKILLS Major Theory (Clinical Psychology Specialization)	
	Number of Credits: 04 No. of Hours: 60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Describe the field of counselling psychology, the training required for a counsellor, and define the terms used in counselling.	1
CO2	Explain the ethical principles and micro skills required for effective counselling	2
CO3	Apply the skills of counselling in individual and peer counselling settings	3
CO4	Evaluate the need and appropriateness of particular techniques to counselling based on the client's presenting problem	4
CO5	Critically appraise issues in the counselling process such as transference, countertransference, counselor burnout and the need for supervision	5
CO6	Formulate client's problems in the light of theoretical concepts in counselling psychology based on client's case history	6

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	THE NATURE AND SCOPE OF COUNSELING 1.1. Defining features of Counseling Psychology 1.2. Training of the counselor 1.3. The scope of the counseling process: preventive, remedial and growth oriented settings in which counselors work 1.4. Confidentiality agreement 1.5. The therapeutic relationship: Working alliance, transference and the real relationship	15
2	THE RELATING STAGE 2.1. Active listening 2.2. Nonverbals of the counselor 2.3. Understanding the client's internal frame of reference 2.4. Showing attention and interest, empathy and validation 2.5. Paraphrasing and reflecting feelings	15
3	THE UNDERSTANDING STAGE 3.1. Offering interpretations, confrontation, appropriate self-disclosures, insights 3.2. Understanding feelings and physical reactions 3.3. Understanding client's perceptions 3.4. Socratic questioning, understanding and improving clients' rules 3.5. Assessing and improving thinking	15
4	THE CHANGING STAGE AND TERMINATING COUNSELING 4.1. Coaching skills: speaking, demonstrating and rehearsing	15

	4.2. Dealing with transference 4.3. Writing a counseling session report and documentation 4.4. Terminating counseling and follow ups 4.5. Counselor's self-work, supervision, dealing with counselor's burnout	
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Learning Resources - References

Sr. No.	References
1.	Capuzzi, D., & Gross, D.R. (2008). Counseling and Psychotherapy: theories and interventions 4thEdn. Pearson Education: India.
2.	Gelso, C. J. & Fretz, B.R. (1995). Counselling psychology Bangalore: Prism books.
3.	Nelson R ., Jones (2009) Theory and Practice of Counselling and Therapy (4th Ed) Sage Publication.
4.	Prochaska, J.O., & Norcross, J.C. (2007). Systems of psychotherapy: a transtheoretical analysis. 6th Edn. Thomson Brooks/Cole: Belmont, CA : USA.

	PSY534 - ORGANISATIONAL BEHAVIOUR Major Theory (Industrial Psychology Specialization)	
	Number of Credits: 04 No. of Hours:60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Define the fundamental concepts and principles of Organizational Behaviour, including the definitions of Motivation, Organizational Culture, Stress, and Models of OB.	1
CO2	Describe the theoretical frameworks of the field, such as the Theories of Motivation, the Communication Process, and the various Organizational Structures.	2
CO3	Analyze the impact of different Organizational Designs and Cultural Dimensions on employee behavior and institutional effectiveness.	3
CO4	Critically evaluate the suitability of various Conflict Management approaches, Stress Coping strategies, and Motivational Applications for different business scenarios.	4
CO5	Design specific organizational systems, including Types of Culture and Job Interventions, to support organizational goals.	5
CO6	Develop practical strategies for managing Organizational Conflict and Work Stress, and create comprehensive plans for fostering Psychological Capital (PsyCap) and improving Communication Networks within the organization.	6

Course Content

Unit No.	Title of Unit and Contents	No. of hours
1	FUNDAMENTALS OF ORGANIZATIONAL BEHAVIOUR 1.1 Meaning and Nature of Organisational Behaviour. Models of OB: Autocratic, Custodial, Supportive, Collegial and System. 1.2. Organisational Goals, Strategy, Responsibilities and Values 1.3. Challenges and Opportunities for OB 1.3. Indian Perspective in OB	15
2	THEORIES OF MOTIVATION IN ORGANIZATION 2.1. Basic Motivation Process and Content Theories: Maslow, Alderfer, Herzberg, and McClelland. 2.2. Process Theories: Expectancy (Vroom's, Porter and Lawler), Equity theory. Integrated Model of Motivation. 2.3. Contemporary Theories: Attribution Theory, Justice theory & Job-Characteristics Model. 2.4. Motivational Applications: Job Rotation, Job Enlargement, Job Enrichment. Work- Life Balance: Flexi-time, Job Sharing, Work from Home & Virtual Office.	15
3	ORGANISATIONAL CULTURE 3.1 Organisational Culture: Characteristics, purpose, types, creating and	

	transmitting positive and ethical culture. 3.2 Dimensions of Culture: Schein, Hofstede, Trompenaars, & Uday Pareek. 3.3 Positive Organisation: Psychological Capital (PsyCap), Employees' Health & Counselling. 3.4 Positive Organisational Behaviour	15
4	COMMUNICATION, CONFLICT AND STRESS 4.1. Communication Process; Barriers to Effective Communication; Goals of Organisational Communication; Communication Networks; Techniques for Improving Communication Skills 4.2. Conflict: Meaning, Types, Levels, Causes, Direct and Indirect Conflict Management Approaches 4.3. Work Stress: Individual and Organisational Sources of Stress, Impact of Stress, Coping Approaches and Strategies	15

Learning Resources - References

Sr. No.	References
1.	Newstrom, J.W. (2007) Organizational behaviour: Human behaviour at work N.D.: Tata McGraw-Hill
2.	Luthans, F. (2013) Organizational behaviour: An Evidence – based Approach (12thEd.) ND: McGraw-Hill Edu (India) Pvt. Ltd
3.	Sinha, J.B.P. (2008) Culture & Organization Behaviour. New Delhi: Sage Texts
4.	Mullins, L.J. (2007) 7th ed. Management and organizational behaviour N.D. : Pearson Edu

	PSY535 - ADVANCED STATISTICS Elective Theory	
	Number of Credits: 04 No. of Hours: 60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Define statistical concepts used in social science research.	1
CO2	Describe concepts used in descriptive and inferential statistics. Explain the rationale behind the use of parametric and non-parametric statistics in research.	2
CO3	Determine the appropriate statistic to be used for a given research question.	3
CO4	Compare and contrast various statistical methods in terms of their applicability for various types of data.	4
CO5	Perform statistical analyses such as T-tests, ANOVA, ANCOVA, non-parametric tests, correlation, regression and factor analysis manually or using SPSS for suitable research problems.	5
CO6	Interpret statistical outcomes and determine the generalizability of the outcomes. Report the statistical findings following research publication protocols.	6

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	PRELIMINARY STATISTICS FOR SOCIAL SCIENCE RESEARCH 1.1 Probability, Normal Distribution Curve, Normality Testing 1.2 Descriptive statistics: Measures of central tendency and dispersion 1.3 Concepts in Inferential Statistics: Estimation and prediction, Standard error of mean, Hypothesis testing, 1.4 Type I and Type II errors; one-tailed and two-tailed test, Confidence interval	15
2	MEAN DIFFERENCES 2.1 t-test, Types and Mann Whitney - U, Chi square 2.2 ANOVA, Types and Kruskal Wallis 2.3 ANCOVA and Post hoc 2.4 MANOVA	15
3	CORRELATIONAL STATISTICS 3.1 Correlation: Nature and Types 3.2 Spearman's Rho and Pearson Correlation 3.3 Regression- Linear and Multiple	15

	3.4 Investigating the effect of mediating and moderating variables	
4	MULTIVARIATE STATISTICS 4.1 Factor Analysis: Exploratory 4.2 Factor Analysis: Confirmatory 4.3 Canonical correlation, Discriminant Analysis, Structural Equation Modelling 4.4 Drawing conclusions: Generalizing from the results, generalizing across subjects, handling a non-significant outcome	15

Learning Resources - References

Sr. No.	References
1.	Guilford J. P. and Fruchter B. (1985). <i>Fundamental Statistics in Psychology and Education</i> (6th ed) McGraw - Hill
2.	Howell D.C. (1997). <i>Statistical Methods for Psychology</i> (4th Ed)
3.	Kurtz, A.K. & Mayo, S.T. (1979). <i>Statistical methods in education and psychology</i> . Narosa.
4.	Myers A. (1986). <i>Experimental Psychology</i> (2 nd ed) California: Brooks/Cole Publishing company
5.	Minium E.W., King B. M., Bear G. (1995). <i>Statistical Reasoning in Psychology and Education</i>

	PSY536 - Sports Psychology Elective Theory	
	Number of Credits: 04 No. of Hours:60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Explain the fundamental concepts, historical development, scope, and interdisciplinary nature of Sports Psychology.	1
CO2	Evaluate the influence of personality, motivation, stress, anxiety, arousal, and self-confidence on sports performance.	2
CO3	Analyze the role of group dynamics, leadership, coach–athlete relationships, and communication in individual and team performance.	3
CO4	Apply evidence-based psychological principles and mental skills training techniques to enhance athletic performance and well-being.	4
CO5	Critically evaluate contemporary psychological interventions, including mindfulness, positive psychology, biofeedback, and neurofeedback, in sports settings.	5
CO6	Design psychologically informed strategies to optimize performance, promote resilience, and address psychological challenges in competitive sports.	6

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	INTRODUCTION TO SPORTS PSYCHOLOGY 1.1 Meaning, Definition, Nature and Scope of Sports Psychology 1.2 Historical Development and Emergence of Sports Psychology 1.3 Relationship of Sports Psychology with Sports Sciences (Exercise Physiology, Motor Learning, Biomechanics, Sports Medicine and Coaching Science) 1.4 Role of Sports Psychologist 1.4.1 Professional roles and ethical considerations 1.4.2 Psychological assessment in sports	15
2	MOTIVATION AND PSYCHOLOGICAL DETERMINANTS OF ATHLETIC PERFORMANCE 2.1 Motivation in Sports 2.1.1 Intrinsic and Extrinsic Motivation 2.1.2 Achievement Motivation 2.1.3 Self-Determination Theory 2.2 Self-Confidence and Self-Efficacy in Sports 2.3 Stress, Anxiety and Arousal in Sports 2.3.1 Sources of Competitive Stress and Anxiety	15

	2.3.2 Cognitive and Somatic Anxiety 2.4 Burnout and Mental Fatigue	
3	SOCIAL AND INTERPERSONAL PROCESSES IN SPORTS 3.1 Group Dynamics and Team Cohesion 3.2 Coach–Athlete Relationship 3.2.1 Communication in Sports 3.2.2 Leadership Theories in Sports 3.2.3 Transformational Leadership 3.3 Social Influences on Sports Performance 3.4 Team Building and Interpersonal Effectiveness 3.4.1 Conflict Resolution 3.4.2 Collective Efficacy	15
4	APPLIED SPORTS PSYCHOLOGY AND PERFORMANCE ENHANCEMENT 4.1 Mental Skills Training (MST) 4.2 Psychological Techniques for Performance Enhancement 4.3 Stress Management and Recovery 4.4 Contemporary Applications of Sports Psychology 4.4.1 Positive Psychology Interventions (Self-Compassion, Gratitude and Resilience) 4.4.2 Biofeedback and Neurofeedback 4.4.3 Psychological Preparation for Competition	15

Learning Resources - References

Sr. No.	References
1.	Dweck, C. S. (1986). Motivational processes affecting learning. <i>American Psychologist</i> , 41(10), 1040–1048. https://doi.org/10.1037/0003-066X.41.10.1040
2.	Griffith, C. L. (1928). <i>Psychology and athletics</i> . The Macmillan Company.
3.	Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. <i>American Psychologist</i> , 55(1), 6878. https://doi.org/10.1037/0003-066X.55.1.68
4.	Spielberger, C. D. (1966). Theory and measurement of anxiety. In C. D. Spielberger (Ed.), <i>Anxiety and Behavior</i> (pp. 3–20). Academic Press.
5.	Vealey, R. S. (2007). Mental skills training in sport. In J. M. Williams (Ed.), <i>Applied sport psychology: Personal growth to peak performance</i> (5th ed., pp. 210–242). McGraw-Hill.

	PSY511 - RESEARCH METHODOLOGY Core Theory	
	Number of Credits: 04 No. of Hours:60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Define fundamental research concepts, including variables, hypotheses, and sampling techniques across paradigms.	1
CO2	Explain the distinct characteristics of experimental, quasi-experimental, and qualitative research approaches.	2
CO3	Apply various data collection methods—such as surveys, interviews, and observations—to investigate behavioral phenomena.	3
CO4	Analyse the suitability of quantitative and qualitative research designs for addressing specific scientific problems.	4
CO5	Evaluate the alignment between research questions, chosen methodology, and ethical standards to critique the overall soundness of the study.	5
CO6	Construct research reports that adhere to the APA reporting conventions.	6

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	Introduction to Behaviour Science Research 1.1 Selecting a research topic 1.2 Identifying problem, variables, hypothesis- types, sampling- types 1.3 Survey & Non-experimental approaches to study behaviour 1.4 Contemporary issues and ethics in social science research	15
2	Quantitative Research Designs 2.1 Experimental designs 2.2 Factorial designs 2.3 Quasi-experimental designs 2.4 Reporting quantitative research findings	15
3	Introduction to Qualitative Research 3.1. Nature and scope of qualitative research 3.2. History of qualitative research 3.3. Paradigms of qualitative research 3.4. Use of quantitative, qualitative and mixed designs in social science research	15
4	Methods of Qualitative Research 4.1. Approaches to qualitative research: Narrative, Phenomenology, Ethnography, Grounded theory 4.2. Methods of collecting qualitative data: Interviews, Focus Group Discussions, Observation, Analyzing discourse 4.3. Analyzing qualitative data: transcription, coding, thematic analysis 4.4. Reporting qualitative research findings	15

Learning Resources - References

Sr. No.	References
1.	Denzin, N.K., & Lincoln, Y.S. (2011). The SAGE Handbook of Qualitative Research. London: Sage.
2.	Flick, U. (2017). An Introduction to Qualitative Research. New Delhi: Sage Publications India Pvt. Ltd.
3.	Kerlinger F.N. (1994). Foundations of behavioral research (3rd ed)
4.	Kothari, C. R. (1985). Research methodology: Methods and techniques. New Delhi: Wiley Eastern Ltd.
5.	Zechmeister J.S., Zechmeister E.B. & Shaughnessy J.J. (2001). Essentials of research methods in psychology

	PSY541 - FORENSIC PSYCHOLOGY AND CRIME INVESTIGATION Core Theory	
	Number of Credits: 02 No. of Hours: 30	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Describe the basic concepts of forensic and criminal psychology.	1
CO2	Apply forensic psychology concepts to understand offender behaviour and investigation techniques.	3
CO3	Evaluate the use of forensic assessment and investigation techniques in criminal cases.	6

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	INTRODUCTION TO FORENSIC & CRIMINAL PSYCHOLOGY 1.1 Definition, nature, scope & history of Forensic Psychology 1.2 Definition & nature of Criminal psychology 1.3 Schools of Criminology – The Pre-Classical School; The Classical School; Neo-Classical School 1.4 Ethical and legal issues	15
2	OFFENDER PSYCHOLOGY & FORENSIC INVESTIGATION TECHNIQUES 2.1 Mentally ill offenders 2.2 Serial killers & Rampage killers 2.3 Forensic Assessment Techniques: (i) Lie Detector, Polygraph and Narco-Analysis 2.4 Forensic Investigation Techniques: (ii) Cognitive interview, Eyewitness testimony, Face Recognition	15

Learning Resources - References

Sr. No.	References
1.	Bartol, C. R., & Bartol, A. M. (2021). <i>Introduction to forensic psychology: Research and application</i> (6th ed.). SAGE Publications.
2.	Canter, D. (2010). <i>Forensic psychology: A very short introduction</i> . Oxford University Press.

3.	Howitt, D. (2018). <i>Introduction to forensic and criminal psychology</i> (6th ed.). Pearson.
4.	Siegel, L. J. (2019). <i>Criminology: Theories, patterns, and typologies</i> (13th ed.). Cengage Learning.

	PSY542 - Practical: Psychometric Tests Major Practical	
	Number of Credits: 02 No. of Hours:60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Recall the tests that are commonly used in clinical settings	1
CO2	Describe the purpose, nature and type of tests used in clinical settings	2
CO3	Administer, score and interpret tests used in clinical settings and write test reports	3

Course Contents – Clinical Specialization

Unit No.	Title of Unit and Contents	No. of hours
1	Anxiety, Depression and Emotional Disorders (Any one/two) A. Anxiety Measures State-Trait Anxiety Inventory (STAI) Taylor Manifest Anxiety Scale State-Trait Anger Expression Inventory (STAXI) B. Depression Measures Beck Depression Inventory	15
2	Personality and Projective Assessment (Any one/two) A. Objective Personality Tests Type A-B Personality Test 16 Personality Factors (16 PF) Eysenck Personality Questionnaire-Revised Narcissism Test Attitude Scale B. Projective Technique Draw-A-Man Test Conflictive Thoughts Analysis Thematic Apperception Test Indian Adaptation	15
3	Adjustment, Family, and Relationship Assessment (Any one) Bell's Adjustment Inventory Parenting Styles Test Parent Child Relationship Scale Marriage Adjustment Scale	15
4	Clinical and Diagnostic Assessment (Children & Adults) (Any one) Malin's Intelligence Scale for Indian Children ICIT (Indian Children Intelligence Test) Structured Clinical Interview for DSM	15

Course Content – Industrial Specialization

Unit No.	Title of Unit and Contents	No. of hours
1	Individual Well-being and Occupational Stress (Any one) Job Satisfaction Scale Occupational Role Stress Work Engagement Test Meaning at work Burnout Inventories	15
2	Personality Tests and Behavioural Inventories (Any one/two) NEO-FFI 16 PF Work Motivation Clifton Strengths Finder Rosenberg Self-Esteem Scale	15
3	Team and Interpersonal Skills (Any one) Team Role Tests Psychological Safety Scale FIRO-B Conflict Management Style Tests	15
4	Leadership Tests and Emotional Intelligence (Any one/two) Leadership Style Questionnaire Multifactor Leadership Questionnaire PsyCAP Emotional Intelligence Scale Organizational Commitment Test	15

Learning Resources - References

Sr. No.	References
1.	Test manuals of the selected tests
2.	Newmark, C. S. (Ed.). (1996). <i>Major psychological assessment instruments</i> (2nd ed.). Allyn & Bacon.
3.	Urbina, S. (2014). <i>Essentials of psychological testing</i> (2nd ed.). John Wiley & Sons, Inc..

PG SEM II

	PSY581 - Psychopathology II Major Theory (Clinical Psychology Specialization)	
	Number of Credits: 04 No. of Hours: 60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Name the different disorders listed in DSM 5 and describe the clinical picture and symptoms of each disorder	1
CO2	Explain the etiological factors involved in these disorders from various paradigms in pathology	2
CO3	Infer about the causes of particular disorders on the basis of symptomatology and the patient's case history	3
CO4	Compare and contrast between overlapping diagnostic categories.	4
CO5	Determine the predisposing, precipitating and maintaining factors for the disorder along with factors affecting prognosis	5
CO6	Develop case formulations and treatment goals for patients.	6

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	SCHIZOPHRENIA SPECTRUM AND OTHER PSYCHOTIC DISORDERS 1.1 Brief history of schizophrenia 1.2 Schizophrenia spectrum: brief psychotic disorder, schizophreniform disorder, schizophrenia, schizoaffective disorder, catatonia 1.3 Delusional disorder 1.4 Etiological factors 1.5 Treatment	15
2	SEXUAL, GENDER RELATED AND PERSONALITY DISORDERS 2.1. Sexual Dysfunctions 2.2. Paraphilic disorders 2.3. Gender Dysphoria 2.4. Personality Disorders	15
3	SUBSTANCE RELATED, ADDICTIVE DISORDERS AND NEUROCOGNITIVE DISORDERS 3.1. Alcohol use, caffeine use, Cannabis use, Hallucinogen use, Opioid use, 3.2. Stimulant use, sedative, hypnotic or anxiolytic intoxication, tobacco use disorders 3.3. Neurocognitive disorder: delirium 3.4. Major and mild neurocognitive disorders: Alzheimers,	15

	Parkinson's, Huntington's chorea, Lewi Body disease, Vascular dementia 3.5. Major and mild neurocognitive disorders due to Traumatic Brain injury, HIV and Prion disease	
4	OTHER CONDITIONS THAT MAY BE A FOCUS OF CLINICAL ATTENTION AND PROPOSED DISORDERS IN THE DSM 4.1. Medication induced movement disorders and other adverse effects of medication 4.2. Relational problems, neglect and abuse 4.3. Educational, occupational and social problems 4.4. Newly proposed disorders in the DSM	15

Learning Resources - References

Sr. No.	References
1.	American Psychiatric Association: "Diagnostic and Statistical Manual of Mental Disorders", DSM-5 (5 th Edn)
2.	Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). <i>Kaplan & Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry</i> (Eleventh edition.). Philadelphia: Wolters Kluwer.
3.	World Health Organization (1992). The ICD-10 Classification of mental and behavioral disorders: Clinical description and diagnostic guidelines: Delhi: Oxford University Press.

	PSY582 - STRATEGIC HUMAN RESOURCE MANAGEMENT Major Theory (Industrial Psychology Specialization)	
	Number of Credits: 04 No. of Hours:60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	List the basic concepts related to Strategic HRM, organisational design, compensation, and global HRM.	1
CO2	Explain the role of HR in strategy, organisational structure, compensation, and global operations.	2
CO3	Apply HR tools and techniques in strategic and organisational contexts.	3
CO4	Analyze organisational structures, compensation systems, and HR practices in relation to strategy.	4
CO5	Evaluate HR practices and challenges in diverse organisational and global contexts.	5
CO6	Formulate HR strategies aligned with organisational objectives and environmental requirements.	6

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	STRATEGIC HRM 1.1 HRM and Strategic Management process 1.2 HR tools to implement strategy, Developing the HR strategy 1.3 Improving HRM effectiveness 1.4 HR analytics and Use of software for HRM functions	15
2	ORGANISATION DESIGN AND STRUCTURE 2.1 Role of strategy in organisation design 2.2 Dimensions of Organisational Design 2.3 Organisational Designs: Simple, Bureaucracy, Matrix, Vertical, Horizontal, 2.4 Network, Geographical, Front-Back, Structure, Structural Alignment and Symptoms of Structural Deficiency	15
3	COMPENSATION AND BENEFITS 3.1 Developing Pay levels and Pay structures 3.2 Types of Pay: Individual and Group 3.3 Types of Benefits 3.4 Matching organization strategy to compensation strategy	15
4	HR GLOBALLY 4.1 Current global changes 4.2 Factors affecting HRM in global markets 4.3 International employees and levels of global participation 4.4 Management of expatriate managers	15

Learning Resources - References

Sr. No.	References
1.	Daft, Richard L. 2021. Organization Theory and Design, 13 ed. Boston, Cengage Learning.
2.	Armstrong, M., & Taylor, S. (2015). Armstrong's handbook of human resource management practice (13th ed.). Kogan Page Publications.
3.	Dessler, G., & Varkkey, B. (2016). Human resource management (14th ed.). Pearson Publications.

	PSY583 - Contemporary Psychological Interventions Major Theory (Clinical Psychology Specialization)	
	Number of Credits: 04 No. of Hours: 60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Describe the terms used in contemporary interventions	1
CO2	Explain the philosophical and theoretical underpinnings of contemporary interventions	2
CO3	Determine the appropriate intervention for a client based on the case history	3
CO4	Compare and contrast various interventions on the basis of their philosophy, method and suitability for particular client populations	4
CO5	Appraise the effectiveness of particular interventions according to the needs of the client	5
CO6	Formulate a treatment plan for a client based on the case history	6

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	Psychoanalytically Oriented Approaches 1.1 Transactional analysis 1.2 Internal family systems 1.3 Imago therapy 1.4. Emotionally focused therapy for couples	15
2	Cognitive-Behavioural Approaches 2.1 Dialectical Behavioural Therapy 2.2 Narrative Therapy 2.3 Relaxation procedures and meditation 2.4 Acceptance and commitment therapy	15
3	Experiential and Somatically Oriented Approaches 3.1 Dance movement Therapy 3.2 Drama Therapy 3.3 Expressive Arts Therapy 3.4. Somatic experiencing therapy	15
4	Techniques To Deal with Specific Populations 4.1 Trauma Focused Therapy 4.2 Helping Suicidal Clients 4.3 Grief Counselling 4.4. Addiction counseling	15

Learning Resources - References

Sr. No.	References
1.	Prochaska, J. O., & Norcross, J. C. (1994). <i>Systems of psychotherapy: A transtheoretical analysis</i> (3rd ed.). Thomson Brooks/Cole Publishing Co.
2.	Corey, G. (2012). <i>Theory and practice of counseling and psychotherapy</i> (9th ed.). Belmont, CA: Brooks-Cole.
3.	Nelson-Jones, Richard. (2015). <i>Theory and Practice of Counselling and Psychotherapy</i> . Sixth edition. London: SAGE Publications Ltd.
4.	Meekums, B. (2002). <i>Dance Movement Therapy: A creative therapeutic approach</i> . London: Sage Publications Ltd.
5.	Anderson, F.G., Sweezy, M., and Schwartz. R.C. (2017). <i>Internal Family Systems Skills Training Manual: Trauma-Informed Treatment for Anxiety, Depression, Ptsd & Substance Abuse</i> . New Delhi: Pesi Pub and Media.
6.	Reeves, A. (2010). <i>Counselling Suicidal Clients</i> . London: SAGE Publications Ltd.
7.	L. Lopez Levers. (2012). <i>Trauma Counseling: Theories and Interventions</i> . Montgomery, IL, USA: Springer Publishing Company
8.	Corey, G. (2019). <i>The theory and practice of counselling and psychotherapy</i> . 10th edition. Noida, New Delhi: Cengage India Pvt. Ltd.
9.	Berne, E. (1961). <i>Transactional analysis in psychotherapy</i> . Grove Press.
10.	Schwartz, R. C., & Sweezy, M. (2020). <i>Internal family systems therapy</i> (2nd ed.). Guilford Press.
11.	Malchiodi, C. A. (Ed.). (2020). <i>Trauma and expressive arts therapy: Brain, body, and imagination in the healing process</i> . Guilford Press.
12.	Hendrix, H. (2007). <i>Getting the love you want: A guide for couples</i> (Rev. ed.). Henry Holt.

	PSY584 - Talent Acquisition & Management Major Theory (Industrial Psychology Specialization)	
	Number of Credits: 04 No. of Hours:60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Define key concepts and principles related to performance management and employee development	1
CO2	Describe relevant methods and strategies to acquire, assess, manage, and improve employee performance	2
CO3	Analyze different approaches used in recruitment, selection, performance evaluation, and employee growth	3
CO4	Critically evaluate the effectiveness of various tools and techniques for talent acquisition, management and development	4
CO5	Design structured plans for performance improvement, career development, and succession planning	5
CO6	Develop performance management processes, recruitment strategy and performance appraisal process and employee development plan	6

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	TALENT AQUISITION PROCESSES 1.1. Job Analysis: Meaning, purpose, importance 1.2. Recruitment Planning and Methods of Recruitment and Selection 1.3. Role of artificial intelligence (AI) in workplace 1.4. Managerial Selection: Criteria of managerial effectiveness and selection instruments (Personality and interest inventories), Evaluating selection procedure and techniques	15
2	FOUNDATIONS OF PERFORMANCE MANAGEMENT 2.1. Definition and importance of performance management 2.2. Strategic alignment of performance management systems: The Balanced Scorecard Approach. 2.3. Defining and measuring job performance: Task Performance vs. Contextual Performance (OCB). 2.4. Performance dimensions and criteria	15
3	PERFORMANCE APPRAISAL AND FEEDBACK 3.1. Traditional vs. modern performance appraisal techniques, 360-degree feedback systems, Exit Interviews 3.2 Errors in Appraisal: Cognitive Biases (Halo, Horn, Recency, Central Tendency) and Rater Errors 3.3. Constructive feedback techniques - Psychological principles of effective feedback 3.4. Coaching and mentoring strategies	15
4	EMPLOYEE DEVELOPMENT	15

	4.1. Identifying and Defining KPI and KRA 4.2. Identifying high-potential employees and Managing Underperformance - Counseling and Performance Improvement Plans (PIPs) 4.3. Succession planning and leadership development 4.4. Career development strategies	
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Learning Resources - References

Sr. No.	References
1.	Dessler, G. (2020). Human resource management (16th ed.). Pearson Education India.
2.	Schultz, D., & Schultz, S. E. (2006). Psychology and work today (8th ed.). Pearson Education
3.	DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2016). Fundamentals of human resource management. John Wiley & Sons.

	PSY585 - Psychometry: Test Construction Elective Theory	
	Number of Credits: 04 No. of Hours: 60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Recall key concepts, terminology, and ethical principles related to psychological test construction.	1
CO2	Explain the process of construct selection, purpose identification, and literature review in test development.	2
CO3	Apply principles of item writing to develop objective, subjective, Likert-type test items.	3
CO4	Analyze pilot test data using item analysis indices and factor analysis techniques.	4
CO5	Evaluate the reliability, validity of a psychological test using psychometric criteria.	5
CO6	Design a standardized psychological test with a comprehensive test manual following ethical guidelines.	6

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	Foundations of Psychological Test Construction 1.1 Selecting the psychological construct 1.2 Identifying the purpose and population of the test 1.3 Review of literature: Identifying existing tests and justification for construct a new test 1.4 Ethical issues in test construction	15
2	Construct Definition, Literature Review, and Item Writing 2.1 Conceptual and Operational definition of constructs 2.2 Factors and Dimensions 2.3 Writing test items: Principles of item writing, Types of items: objective, subjective, Likert-type, and item-writing errors and biases 2.4 Content validation through expert review	15

3	Item Analysis and Factor Analysis 3.1 Pilot testing: sampling and administration, Scoring procedures and response formats 3.2 Item analysis: Item difficulty index, Item discrimination index, Item-total correlation 3.3 Factor Analysis: Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) 3.4 Decision rules for item retention, revision, and deletion	15
4	Establishing Psychometric Properties and Test Finalization 4.1 Reliability: Split-half reliability, Test–retest reliability, Internal consistency (Cronbach’s alpha), Calculating reliability for test under construction 4.2 Types of validity, Choosing and establishing appropriate validity for the test under construction 4.3 Norm development and standardization of the test 4.4 Preparation of test manual: Guidelines for creating a well-structured manual	15

Learning Resources - References

Sr. No.	References
1.	Leslie A. Miller (2013). <i>Psychological Testing</i> . New Delhi: Sage Publication
2.	Aiken, L.R. (1996) <i>Rating Scales and Checklists: Evaluating Behavior, Personality and Attitudes</i>
3.	Anastasi, A. & Urbina, S. (1997). <i>Psychological testing</i> . N.D.: Pearson Education.
4.	Chadha, N. K. (1996). <i>Theory and practice of psychometry</i> . N. D.: New Age International Ltd.
5.	Cronbach, L. J. 5th ed. (1990). <i>Essentials of psychological testing</i> . New York: Harper Collins Publishers
6.	Kaplan, R.M. & Saccuzzo, D.P. (2007). <i>Psychological Testing: Principles, Applications, and Issues</i> . Australia: Thomson Wadsworth.

	PSY586 - Educational Psychology Elective Theory	
	Number of Credits: 04 No. of Hours:60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Describe the historical foundations, major concepts, and contemporary perspectives of Educational Psychology.	1
CO2	Explain theories of learning, cognition, motivation, and self-regulated learning in educational settings.	2
CO3	Explain theories of learning, cognition, motivation, and self-regulated learning in educational settings.	3
CO4	Evaluate psychological assessment methods and evidence-based interventions used to address diverse educational needs.	4
CO5	Design educational and psychological intervention programmes that promote inclusive learning, motivation, and student well-being. .	5
CO6	Develop comprehensive psychological frameworks for enhancing learning, educational adjustment, and mental health in diverse educational settings.	6

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	Foundations of Educational Psychology 1.1 Nature, Scope and Historical Development of Educational Psychology 1.2 Major Perspectives in Educational Psychology (Behavioural, Cognitive, Constructivist and Socio-cultural) 1.3 Learning Theories and Principles of Learning 1.4 Contemporary Issues and Emerging Trends in Educational Psychology	15
2	Cognition and Learning Processes 2.1 Cognitive Development and Information Processing 2.2 Memory, Metacognition and Self-Regulated Learning 2.3 Motivation, Academic Engagement and Achievement 2.4 Creativity, Critical Thinking and Problem Solving in Education	15
3	Learner Diversity and Psychological Assessment 3.1 Individual Differences: Intelligence, Personality and Emotional Intelligence 3.2 Psychological Assessment in Educational Settings 3.3 Learning Disabilities, Giftedness and Inclusive Education 3.4 Educational Counselling and Psychoeducational Interventions	15
4	Applications of Educational Psychology 4.1 Positive Learning Environment, Classroom Behaviour and Student Well-being 4.2 Mental Health, Stress, Resilience and Life Skills in Educational	15

	Settings 4.3 Technology-Enhanced Learning, Artificial Intelligence and Digital Learning 4.4 Positive Psychology Interventions and Evidence-Based Educational Practices	
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Learning Resources - References

Sr. No.	References
1.	Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. Springer Science & Business Media.
2.	Emmer, E. T., & Sabornie, E. J. (2015). Handbook of classroom management (2nd ed.). Routledge.
3.	Slavin, R. E. (2018). Educational psychology: Theory and practice (12th ed.). Pearson Education.
4.	Piaget, J. (1972). The psychology of the child. Basic Books
5.	Woolfolk, A. E. (2019). Educational psychology (14th ed.). Pearson.
6.	Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.

	PSY591 - CONSERVATION PSYCHOLOGY Core Theory	
	Number of Credits: 02 No. of Hours: 30	
	Course Outcomes (COs) On completion of the course, the students will be able to:	Bloom's cognitive level
CO1	Explain the historical development, theoretical foundations, and key concepts of conservation psychology, including the human–nature relationship and its implications for psychological well-being.	4
CO2	Analyze the psychological factors that influence environmentally responsible behaviour, including motivations, barriers, moral reasoning, and pro-environmental decision-making.	5
CO3	Apply principles of conservation psychology to design, evaluate, and advocate behaviour change strategies that promote sustainability, biodiversity conservation, and environmental education.	6

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	NATURE AND SCOPE OF CONSERVATION PSYCHOLOGY 1.1.History of the field of conservation psychology 1.2. Humans-nature relationship, connection with nature and psychological well-being 1.3.Motivations and barriers for eco-friendly choices 1.4. Moral psychology and the environment	15
2	BEHAVIOUR CHANGE FOR CONSERVATION 2.1. Promoting sustainable behaviour 2.2. Community psychology and international biodiversity conservation 2.3. Advocacy for sustainable development 2.4. Environmental education	15

Learning Resources - References

Sr. No.	References
1	Michael Armstrong, Stephen Taylor, (2015). <i>Armstrong's Handbook of Human Resource Management Practice</i> . 13th edition. KoganPage Publications.
2	DeCenzo, D. A. & Robbins, S. P. (2008). <i>Personnel/ human resource management</i> . New Delhi: Prentice- Hall Pvt. Ltd.

	PSY592 - ETHICS IN PSYCHOLOGY AND THE MENTAL HEALTH PROFESSION Elective Theory (Clinical Psychology Specialization)	
	Number of Credits: 02 No. of Hours: 30	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Explain the fundamental ethical principles governing counseling, psychotherapy, and mental health practice, and apply these principles to ensure client welfare and culturally sensitive practice.	1
CO2	Analyze ethical dilemmas encountered in psychological practice and research, and evaluate appropriate ethical decision-making strategies in complex professional situations involving clients, researchers, and institutions.	2
CO3	Apply principles related to informed consent, scientific integrity, publication ethics, confidentiality, and ethics committee procedures in the design and conduct of research.	3

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	ETHICS IN PSYCHOLOGICAL INTERVENTIONS 1.1.Ethical principles of counseling and psychotherapy (APA guidelines about competency, public statements, seeking testimonials from clients, confidentiality, client welfare, multiple role-relationships, right to treatment, right to refuse treatment, ethnic and cultural diversity) 1.2. Special obligations of the therapist: the exceptionally difficult client, failure to terminate a client who is not benefitting, dealing with clients who threaten) 1.3. Ethical dilemmas 1.4. Privacy, confidentiality and record-keeping	15
2	ETHICS IN RESEARCH 2.1. Trust and betrayal of the public and that of the researcher 2.2. Research on human participants: Scientific misconduct, consent to participate, balancing risks and benefits, ethical issues with vulnerable study populations, research and multiple role relationships, confidentiality issues in research 2.3. Publication: publication credits, plagiarism and unfair use, publishing case studies, ignoring older work 2.4. Ethics committees: the need for ethics committees, the composition of an ethics committee, guidelines for seeking ethics committee approval	15

Learning Resources - References

Sr. No.	References
1	Koocher, G. P., & Keith-Spiegel, P. (2016). <i>Ethics in psychology and the mental health professions: Standards and cases</i> (4th ed.). Oxford University Press.
2	Gelso, C. J., Williams, E. N., & Fretz, B. R. (2014). <i>Counseling psychology</i> (3rd ed.). American Psychological Association.
3	Corey, G., Corey, M. S., & Corey, C. (2024). <i>Issues and ethics in the helping professions</i> (11th ed.). Cengage.

	PSY593 - Competency Mapping Elective Theory (Industrial Psychology Specialization)	
	Number of Credits: 02 No. of Hours: 30	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Identify and describe the different types of competencies (e.g., core, technical, and behavioral) and their roles in organizations.	2
CO2	Create and use competency frameworks for a hypothetical or real job role, integrating competencies with job descriptions	5
CO3	Construct a competency-based JD's and interview process (e.g., BARS)	6

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	Introduction to Competency Frameworks 1.1 Theoretical basis of Competency Frameworks 1.2 Identifying and Defining Key Competencies – Core, Technical and Behavioral 1.3 Creating Proficiency levels and Behavior Indicators 1.4 Constructing value based model	15
2	Introduction to Competency Mapping 2.1 Competency Mapping Process 2.2 Identifying competency levels for Jobs 2.3 Integrating Competencies with JD's 2.4 Conducting competency based interviews - BARS	15

Learning Resources - References

Sr. No.	References
1	Sanghi, S. (2016). The handbook of competency mapping. SAGE Publications, Inc.,
2	Spencer, L.M. and Spencer, S.M. (1993) Competence at Work: Models for Superior Performance. John Wiley & Sons, New York.