



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

2023-2024

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.



Deccan Education Society's
Fergusson College (Autonomous), Pune-4
Department of Psychology

Program Specific Outcomes (PSOs)

PSO	Outcomes
PSO1	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.
PSO2	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.
PSO3	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.
PSO4	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

S.Y.M.A. NEP 1.0						
Semester	Paper	Paper Code	Paper Title	Type	Credits	Exam Type
III	Major	PSY-601	Personality	Theory	4	CE+ESE
		PSY-602	Counseling Theory	Theory	4	CE+ESE
	Elective	PSY-603	Psychodiagnostics	Theory	4	CE+ESE
		PSY-604	Organization Behavior	Theory	4	CE+ESE
	RP	PSY-610	Research Project	Practical	4	CE+ESE
	Elective	PSY-620	Practicum (Clinical-Hospital Internship, Industrial - Training)	Practical	2	CE+ESE
		PSY-621	Disputation in the Therapeutic Process	Theory	2	CE
			OR			
		PSY-622	Contemporary Human Interventions	Theory	2	CE
			OR			
		PSY-623	Competency Mapping & Development	Theory	2	CE
IV	Major	PSY-651	Community Psychology	Theory	4	CE+ESE
		PSY-652	Biological Psychology & Motivation, Emotion	Theory	4	CE+ESE
	Elective	PSY-653	Psychotherapies	Theory	4	CE+ESE
		PSY-654	Organization Development	Theory	4	CE+ESE
	RP	PSY-660	Research Project	Practical	6	CE+ESE
	Elective	PSY-670	-	-	-	-
		PSY-671	Effective Thinking Formation and Termination	Theory	2	CE
			OR			
		PSY-672	Interventions for Special Populations	Theory	2	CE
			OR			
		PSY-673	Strategic Training & Organizational Learning	Theory	2	CE

SEMESTER III

	PSY601: PERSONALITY 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	Cite the major approaches to the study of personality. Differentiates personality theories from other single domain theories in psychology	1
CO2	Describe the various grand theories of personality along with their basic tenets	2
CO3	Apply personality theories to the analysis of case studies and interprets biographies on the basis of theoretical concepts	3
CO4	Compare and contrasts the different approaches to personality studies with reference to their formal and substantive attributes	4
CO5	Evaluate critically personality theories on the basis of their comprehensiveness, and ability to generate research	5
CO6	Formulate individual as well as group level explanations of personality differences and dynamics in clinical and organizational settings	6

Unit No.	Title of Unit and Contents	No. of hours
1	INTRODUCTION TO PERSONALITY 1.1 Definitions and nature of personality 1.2 Characteristics of good personality theory and Evaluation of personality theory 1.3 Applications of personality in industrial and clinical areas. 1.4 Approaches: Trait-Type, Person-Situation interaction, Idiographic & Nomothetic	15
2	PSYCHOANALYTIC AND NEO-PSYCHOANALYTIC THEORIES OF PERSONALITY 2.1. Classical Psychoanalysis: Sigmund Freud 2.2. Carl Jung 2.3. Adler, Horney 2.4. Erik Erikson	15
3	LEARNING, COGNITIVE, HUMANISTIC – EXISTENTIAL THEORIES OF PERSONALITY 3.1. Learning Perspectives: Dollard & Miller, Julian Rotter's expectancy model 3.2. Cognitive Perspectives: Kelly's constructive alternativism 3.3. Humanistic Perspectives: Abraham Maslow, Carl Rogers 3.4. Existential Positions: Viktor Frankl, Rollo May	15

4	TRAIT APPROACH AND CURRENT ISSUES 4.1. Trait Approach: History 4.2. G. Allport, Raymond Cattell 4.3. Hans. J. Eysenck, Five Factor Model – Costa & McCrae 4.4. Current Issues I: Cross-cultural research, experimental personality research 4.5. Current Issues II: Consistency and temporal stability of personality and issues in social desirability	15
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Learning Resources - References

Sr. No.	References
1	Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). Theories of Personality. 4th Edn. Wiley: India.
2	Hall, C.S., Lindzey, G. & Campbell, J. B. (1998). Theories of Personality. New York: John Wiley & Sons.
3	Ryckman, R.M. (1978) Theories of Personality. D.Van Nostrand Company: New York.
4	Frager, R. & Fadiman, J. (2007). Personality and personal growth. 6th Edn. Pearson Prentice Hall, India.
5	Mayer, F.S & Sutton, K. (1996). <i>Personality: An integrative approach</i> .
6	Larsen & Buss <i>Personality Development</i>
7	Endler, N.S., & Magnusson, D. (1976) Interactional Psychology and Personality. Hemisphere Pub. Corporation.
8	Lazarus, R.S. and Monat, A. (1979). Personality. Prentice Hall, Inc.
9	Schultz, D.P & Schultz, E.S. (2005). <i>Theories of personality</i> . Delhi: Thomson Wadsworth.

	PSY602 - COUNSELLING THEORY 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	Describe the field of counselling psychology and the training required for a counsellor	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 directive or non-directive 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 4.2. Dealing with transference 4.3. Writing a counseling session report and documentation 4.4. Terminating counseling and follow ups 4.5. Counselor's self-work, supervision, dealing with counselor's burnout	15
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Learning Resources - 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.

	PSY603: PSYCHODIAGNOSTICS Elective 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	List the different techniques used for Clinical assessment of patients. Identifies the steps in arriving at a formal diagnosis of a disorder	1
CO2	Differentiate between the techniques of assessment such as interviewing, self-report testing, projective testing, neuropsychological assessment and making diagnostic formulations	2
CO3	Carry out basic case history taking along with an assessment of risk and protective factors in a patient's illness	3
CO4	Explain the results of different assessments and draw conclusions based on the assessment results.	4
CO5	Critically appraise the appropriateness of the techniques of assessment for different disorders. Distinguish between the goals of different assessments.	5
CO6	Formulate clinical cases and hypothesizes about the goals of treatment in these cases	6

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	INITIAL ASSESSMENT 1.1. Case history taking (including the patient's experience of distress, stigma, anticipated outcome, somatic symptoms, stressors, evaluation of supports, instrumental and perceived support), Cultural Formulation Interview 1.2 The Clinical interview; structured and semi-structured interviews, SCID 1.3 Mental Status Examination and non-verbals of the client 1.4 Suicide Risk Assessment and warning signs 1.5 Writing up the intake interview and making referrals Assignment: Videos on SCID or motivational interviewing	15
2	TOOLS FOR PERSONALITY ASSESSMENT AND ABILITY TESTING 2.1 Self-report inventories: MMPI, 16 PF, NEO-PIR, MCMI 2.2 Intelligence tests: Kamat-Binet, WAIS, WISC, SPM, CPM 2.3 Ability testing for children with special needs: tests for Autism, Learning disability, Intellectual disability and ADHD 2.4 Infant testing: Bayley's scales of infant testing.	15
3	TESTS AND RATING SCALES USED IN CLINICAL SETTINGS 3.1 Assessment measures for Anxiety and Depression: Taylor's Manifest Anxiety Scale, Altman's Self Rating Mania Scale, BDI, HDRS	15

	3.2 Assessment measures for psychopathology: DSM Level1 Cross Cutting Symptom Measure: Adult and Child version, SCL-90-R, PANSS, WHODAS, CBCL 3.3 Neuropsychological Tests: BVMG, Halstead Reitan Test, NIMHANS Neuropsychology Battery 3.4 Tests used to assess cognitive impairment: MMSE, MINICOG, Lobe testing 3.5 Projective tests: Rorschach, TAT, CAT, Projective Play	
4	PSYCHOLOGICAL BASIS OF PSYCHOPATHOLOGY. 4.1 Psychoanalytic theories of illness 4.2 Behavioural theories: learned helplessness 4.3 Cognitive theories of psychopathology: attribution theory, irrational beliefs, cognitive biases 4.4 Humanistic existential theories of distress 4.5 Writing a diagnostic formulation and therapeutic formulation Assignment: case analysis	15

Learning Resources - References

Sr. No.	References
1.	Hersen, M., & Thomas, J.C. (2007). <i>Handbook of Clinical Interviewing with Adults</i> . California: Sage Publications Inc.
2.	Anastasi, A., & Urbina, S. (2005). <i>Psychological Testing</i> . 7th edn. Pearson Education: India.
3.	Sundberg, N.D., Winebarger, A.A.& Taplin, J.R. (2002). <i>Clinicalpsychology: Evolving theory, practice and research</i> . Upper SaddleRiver, N.J.: Prentice-Hall.
4.	Lezak, M.D. (1995). <i>Neuropsychological assessment</i> . New York: Oxford University Press.
5.	Kellerman, H. & Burry, A. (1981). <i>Handbook of diagnostic testing:Personality analysis and report writing</i> . New York: Grune & Stratton
6.	Rychlak, F. (1973). <i>Introduction to personality and psychopathology</i> . New York: Houghton Mifflin.
7.	Kaplan, H. I., Sadock, B. J., & Grebb, J. A. (1994). <i>Synopsis of psychiatry: Behavioral sciences, clinical psychiatry</i> (7thed.).New Delhi: B. I. Waverly Pvt. Ltd.
8.	Bellack, A.S. and Hersen, M. (Ed.s) (1998) <i>Behavioral assessment A Practical Handbook</i> (4th ed.). MA: Allyn and Bacon.
9.	Goldstein, G. and Hersen, M. (Ed.) (2000) <i>Handbook of Psychological Assessment</i> . (3rded). Oxford: Elsevier science.

	PSY604 - ORGANIZATION BEHAVIOUR Elective 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	Describe the different models of Organization behavior, culture, motivation and leadership theories. Outlines the historical development in the organization processes like motivation and leadership	1
CO2	Distinguish between the organizational structures and design. Gives examples of different types of conflicts and conflict handling styles.	2
CO3	Employ the theoretical constructs pertaining to organizations to solve case study questions.	3
CO4	Explain the scenarios in the organizations in the context of culture, motivation, leadership, Communication and Conflict insights.	4
CO5	Evaluate critically the pros and cons of employing certain organizational constructs	5
CO6	Write about the functioning of organizations and diagnoses pitfalls and provides suggestions for improvement.	6

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	FUNDAMENTALS OF ORGANIZATIONAL BEHAVIOUR 1.1. Nature of Organizational Behavior; Models of OB; Trends & Challenges of OB 1.2. Organization Theories 1.3. Culture: Dimensions according to Hofstede, Trompenaar, Pareek (OCTAPACE). Organizational Culture: characteristics, typology, creating and transmitting organizational culture 1.4. Organization Structure and Design: Classical and Contemporary Designs (Matrix, Vertical, Horizontal, Network).	15
2	MOTIVATION IN ORGANIZATION 2.1 Motivating by Meeting Needs and Managerial Applications: Maslow, Adlerfer, Herzberg, and McClelland. 2.2 Motivating by Setting Goals, Equity theory, procedural justice, interactional justice, and organizational justice. 2.3 Motivating by Altering Expectations and by Structuring Jobs: VIE model, Porter & Lawler model, job enrichment and job enlargement, Hackman & Oldham's job characteristics model 2.4 Quality of Work Life model, Contemporary trends in motivation	15
3	WORK TEAMS, LEADERSHIP AND DECISION MAKING	15

	3.1 Group formation, team structure and Process 3.2 Behavioral Approach to Leadership Style. Contingency model; Hersey Blanchard's situational leadership model; path goal model; and Vroom's decision making model. 3.3 Emerging Approaches to Leadership: Authentic and transformational leadership; substitutes and enhancers for leadership; and self & super leadership. 3.4 Decision making process, models, risk, group decision making techniques.	
4	Communication and Conflict 4.1 Organizational Communication: Meaning, functions, Directions types (formal-informal, electronic) Non-verbal and techniques for improving communication skills 4.2 Conflict: Nature, Levels, Sources, Effects 4.3 Strategies for conflict resolution, Transactional analysis 4.4 Johari window	15

Learning Resources - References

Sr. No.	References
1	Newstrom, J.W. (2007) Organizational behaviour: Human behaviour at work N.D.: Tata McGraw-Hill
2	Greenberg, J. and Baron R.A. (2005) Behaviour in organizations. N.D.: Pearson Edu.
3	Luthans, F. (2013) Organizational behaviour: An Evidence – based Approach (12thEd.) ND: McGraw-Hill Edu (India) Pvt. Ltd.
4	Ivancevich, J.M. Konsopaske R. & Matteson M.T. (2005) Organizational behaviour and management. New Delhi: Tata McGraw-Hill
5	Robbins, S.P., Judge T.A., & Sanghi, A. (2009) Organizational behaviour N.D. Pearson Prentice Hall.

	PSY610 - RESEARCH PROJECT Major Practical
	Number of Credits: 04 No. of Hours: 60

Rationale:

The NEP 2020 has emphasized on the inclusion of research and development in higher Education Institutions. As colleges are an integral part of knowledge importation and creation NEP 2020 has introduced the research component to quite a substantial degree at postgraduate level. The multidisciplinary, transdisciplinary and translational research culture is expected to be introduced at postgraduate level. Such research projects undertaken will obviously enhance the research productivity, collaboration at national and international level in various industries, government as well as community based organizations and agencies.

Objective

1. Enabling students to take up socially relevant research projects.
2. To apply pre-learnt concepts to design research problem with help of literature survey.
3. Enabling students to do sufficient groundwork in terms of deciding the methodology for the proposed research work which includes grants, infrastructural requirements and procurement of resources.
4. Allowing students the opportunity to develop a thorough research proposal. UGC guidelines to be followed for writing the research proposal.
5. Giving students the opportunity to present their proposal before funding agencies and if possible, procure funding for the project

Expected outcome

1. Students will do the groundwork for research in terms of identifying a socially relevant problem area and gathering literature review for the topic in Semester III.
2. By the end of the semester the student is expected to be ready with a research proposal and if possible have procured funding for the same.

Evaluation

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

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

Assessment Parameters

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

	PSY620 - PRACTICUM Major Practical (Clinical Psychology Specialization)	
	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	Describe the clinical picture in psychological disorders and the steps involved in diagnosis	1
CO2	Describe the various elements of a case report (onset, duration, genogram, family history, psychiatric history, diagnosis, formulation, and prognosis)	2
CO3	Examine patient's symptoms and carries out clinical interviews, mental status examination and appropriate assessments	3
CO4	Analyze the case based on the information provided by the informant and test reports	4
CO5	Decide the diagnosis according to the DSM. Justifies the diagnosis and differential diagnosis	5
CO6	Formulate the case in the light of psychological theories. Proposes a plan of treatment.	6

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
	Students should complete an internship in a mental health clinic/hospital under the supervision of a psychiatrist or psychologist. Students should select at least 5 cases of psychopathology in consultation with the teacher, and prepare detailed report of 3 cases. Students should present at least two cases. The following stages should be followed (wherever applicable): - Taking of case history. - Assessment and diagnosis. - Validation in consultation with teachers. - Prognosis. - Writing session report along with therapeutic formulation and proposed treatment of each case. - Presentation of 2 cases in classroom	

	PSY620 - PRACTICUM Major Practical (Industrial Psychology Specialization)	
	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	Identify the key steps involved in exercises such as job analysis, performance appraisal, competency mapping, and personality profiling.	1
CO2	Explain the various elements of a case report (e.g., job description, nature of exercise, data collection) in relation to industrial psychology applications.	2
CO3	Conduct Job description, job analysis and performance appraisal etc. exercises for an organization.	3
CO4	Analyze data collected from exercises such as group testing, competency mapping, and job analysis to identify key trends and insights.	4
CO5	Evaluate the strengths and weaknesses of exercises like job analysis, performance appraisals, and competency mapping.	5
CO6	Propose recommendations for improving organizational structure, job design, or employee performance etc. based on the findings from exercises.	6

Unit No.	Title of Unit and Contents	No. of hours
	Students should select at least 5 types of exercises, e.g. Job analysis, performance appraisal, competency mapping, group testing, test validation, construction of psychometric test, interview of entrepreneurs, personality profile, case study, study of organizational structure, etc., in consultation with the teacher, and prepare a detailed report of the cases. Students should present two cases/exercises. Reports of 3 exercises should be neatly typed in the standard format and a bound copy should be submitted. The report on topic like job analysis, performance appraisal, group testing, etc. should be prepared on the basis of following points: 1. Nature of organization 2. Information about the selected department. 3. Sample description (minimum size 10) 4. Job description 5. Nature of exercise 6. Tools used (if any) 7. Data collection & analysis 8. Interpretation & discussion 9. Recommendation (if applicable) 10. Limitations 11. References	

	PSY621 - DISPUTATION IN THE THERAPEUTIC PROCESS (Clinical Psychology Specialization) Elective 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	Recognize the irrational beliefs	1
CO2	Psychoeducate about irrational beliefs	2
CO3	Dispute the irrational beliefs	3

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	Techniques of finding the Irrational Beliefs in the session 1.1 Ways of finding the belief of Demanding 1.2 Ways of finding the belief of Low Frustration Tolerance 1.3 Ways of finding the belief of Self-Depreciation 1.4 Ways of finding the belief of Awfulisation	15
2	Techniques for Disputation of Irrational Beliefs in the session 2.1 Learning to dispute Demandingness 2.2 Learning to dispute Low Frustration Tolerance 2.3 Learning to dispute Self-Depreciation 2.4 Learning to dispute Awfulisation	15

Learning Resources- References

Sr. No.	References
1	Ellis, A., & Dryden, W. (2007). The practice of rational emotive behavior therapy. Springer publishing company.
2	Ellis, A. (2002). Overcoming resistance: A rational emotive behavior therapy integrated approach. Springer Publishing Company.
3	DiGiuseppe, R. A., DiGiuseppe, R., Doyle, K. A., Dryden, W., & Backx, W. (2013). A practitioner's guide to rational-emotive behavior therapy. Oxford University Press, USA.

	PSY622 CONTEMPORARY HUMAN INTERVENTIONS 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 theoretical foundations, concepts, and techniques of contemporary psychotherapeutic approaches, including psychodynamic, cognitive, experiential, and expressive interventions.	1, 2
CO2	Demonstrate foundational therapeutic skills by applying appropriate techniques from Transactional Analysis, Internal Family Systems, Imago Therapy, Narrative Therapy, Expressive Arts Therapy, Assertiveness Training, Play Therapy, and Object Relations Therapy in simulated or supervised practice settings.	3
CO3	Evaluate client concerns and select appropriate contemporary therapeutic interventions while adhering to ethical principles, cultural sensitivity, and professional practice standards.	4,5

Unit No.	Title of Unit and Contents	No. of hours
1	PSYCHODYNAMIC AND DEPTH APPROACHES 1.1 Transactional Analysis 1.2 Internal Family Systems 1.3 Object relations theory and therapy 1.4 Emotionally Focused Therapy for couples	15
2	COGNITIVELY AND EXPERIENTIALLY ORIENTED APPROACHES 2.1. Narrative Therapy 2.2. Expressive Arts therapy 2.3. Assertiveness training 2.4. Play therapy	15

Learning Resources - References

Sr. No.	References
1	Corey, G. (2021). <i>Theory and practice of counseling and psychotherapy</i> (10th ed.). Cengage Learning.
2	Prochaska, J. O., & Norcross, J. C. (2018). <i>Systems of psychotherapy: A transtheoretical analysis</i> (9th ed.). Oxford University Press.
3	Schwartz, R. C., & Sweezy, M. (2020). <i>Internal family systems therapy</i> (2nd ed.). Guilford Press.

4	Berne, E. (1961). <i>Transactional analysis in psychotherapy</i> . Grove Press.
5	Hendrix, H. (2007). <i>Getting the love you want: A guide for couples</i> (Rev. ed.). Henry Holt.
6	Gelso, C. J., & Fretz, B. R. (2001). <i>Counseling psychology</i> (2nd ed.). Harcourt College Publishers.
7	Lange, A. J., Jakubowski, P., & McGovern, T. V. (1976). <i>Responsible assertive behavior: Cognitive/behavioral procedures for trainers</i> . Research Press.
8	Malchiodi, C. A. (Ed.). (2020). <i>Trauma and expressive arts therapy: Brain, body, and imagination in the healing process</i> . Guilford Press.
9	Meekums, B. (2002). <i>Dance movement therapy: A creative psychotherapeutic approach</i> . SAGE Publications.
10	Hamilton, N. G. (1999). <i>Self and others: Object relations theory in practice</i> (Rev. ed.). Jason Aronson.
11	Landreth, G. L. (2012). <i>Play therapy: The art of the relationship</i> (3rd ed.). Routledge.

	PSY623 - COMPETENCY MAPPING & DEVELOPMENT 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

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.

SEMESTER IV

	PSY651 - COMMUNITY PSYCHOLOGY 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 community psychology and distinguish it from related field such as clinical psychology and social work. State the core values and goals of community psychology	1
CO2	Describe the epidemiology of various social problems and discuss the causes and repercussions of these problems	2
CO3	Apply the philosophical principles of community psychology to understand issues faced by particular populations	3
CO4	Analyze the interconnectedness of various social problems and the reasons for the success or failure of welfare measures	4
CO5	Evaluate the use of research designs and welfare measures to understand and address social issues	5
CO6	Formulate interventions and strategies to address community social issues	6

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	INTRODUCTION TO COMMUNITY PSYCHOLOGY 1.1. Nature and scope of community psychology, historical background 1.2 Ecological levels of analysis in community psychology 1.3 Core values of community psychology 1.4 Research methods in community psychology	15
2	HEALTH AND WELL-BEING 2.1 Health initiatives for women: global and Indian scenario 2.2 Child mortality and morbidity: global and Indian scenario 2.3 Community health and preventive medicine 2.4 Health care for the elderly	15
3	PERSPECTIVE 3.1. Epidemiological estimates of mental illness 3.2. Evolution of the mental health system and the movement towards deinstitutionalization 3.3. Specific social issues and social services: child maltreatment, intimate partner violence, teenage pregnancy, the elderly and homelessness 3.4. Law, crime and the community	15

4	PUBLIC POLICY AND INTERVENTIONS 4.1. Understanding the public policy process and advocacy 4.2. Policy evaluation and revision 4.3. Community development and empowerment 4.4. Case studies in Indian context	15
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Learning Resources - References

Sr. No.	References
1	Moritsugu, J., Vera, E., Wong, F.Y., & Duffy, K. (2019). Community Psychology (6th ed.). Routledge. https://doi.org/10.4324/9780429021558
2	Thomas E. Hill J. Dalton J. H. Kloos B. Elias M. J. & Wandersman A. (2012). <i>Community psychology : linking individuals and communities</i> (3rd ed.). Thomson Wadsworth.
3	Jason, Leonard A.; Glantsman, Olya; O'Brien, Jack F.; and Ramian, Kaitlyn N., "Introduction to Community Psychology: Becoming an Agent of Change" (2019). <i>College of Science and Health Full Text Publications</i> .
4	Deb, S., Sunny, A. M., Sanyal, N., & Deb, S. (2023). <i>Community Psychology: Emerging Issues and Challenges</i> .UK: Taylor & Francis.
5	Lal, R. (2023). <i>Community Psychology: Indian Perspective</i> . BFC Publications.

	PSY652 - BIOLOGICAL PROCESSES IN MOTIVATION, EMOTION, COGNITION 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	Describe the functioning of the various systems of the body, viz., the nervous system, the endocrine and the immune system	1
CO2	Explain the neural and peripheral mechanisms involved in the expression of motives and emotions	2
CO3	Apply the findings of biological psychology to understand abnormalities of behaviour	3
CO4	Analyse the links between the various motives, emotions and cognitions and their influence on human behaviour	4
CO5	Appraise the role biological factors play in psychological functioning	5
CO6	Formulate strategies to address behavioural problems like eating, sleep and language related dysfunctions	6

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	NEURONS Essential readings: Nervous system, structure and types of neurons and firing of neurons 1.1. The working of the neuron, neuronal circuits 1.2. Mirror neurons: implications for empathy 1.3. Brain plasticity: implications for learning and Traumatic Brain Injury 1.4. Effects of experience on early development, maintenance and reorganization of neuronal circuits	15
2	AUTONOMIC NERVOUS SYSTEM AND PRIMARY AND SECONDARY MOTIVES Essential readings: Brain structures, limbic system 2.1 Autonomic nervous system: links with the limbic structures 2.2 Primary motives: Neural and peripheral mechanisms of hunger, thirst, sex, sleep and regulation of body temperature 2.3 Secondary motives: affiliation, aggression, achievement motivation and power 2.4 Attack and escape behaviours, disordered eating and sleep	15
3	ENDOCRINE AND IMMUNE SYSTEMS AND EMOTIONS Essential readings: Cerebral lateralization, glands, immune system, theories of emotion	15

	3.1. Contact comfort studies, development of emotions 3.2. Functions of emotions, and their influence on morality and rationality 3.3. Neurodivergence and emotions: Autism, Alexythymia 3.4. Link between endocrine, immune system and emotions	
4	HIGHER ORDER COGNITIVE PROCESSES AND EXECUTIVE FUNCTIONS 4.1. Language: understanding discourse 4.2. Reading and writing: implications for specific learning disabilities 4.3. Thinking and decision making 4.4. Problem solving and creativity	15

Learning Resources - References

Sr. No.	References
1	Buck, R. (1988). Human Motivation and Emotion. New York: Wiley.
2	Deckers, L. (2018). Motivation: Biological, psychological and environmental. New York: Routledge.
3	Kalat J. W. (2009). Biological psychology (10th ed.). Wadsworth Cengage Learning.
4	Reeve, J.(2009). Understanding motivation and emotion(5th Ed.). USA:John Wiley & Sons

	PSY653 - PSYCHOTHERAPIES Elective 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	Define the nature of psychotherapy. Describe the different approaches to psychotherapy	1
CO2	Explain the basic theoretical assumptions behind every approach to therapy. Describes the processes involved in each form of therapy.	2
CO3	Carry out case analyses using psychoanalytic and cognitive behavioral techniques	3
CO4	Analyze therapy sessions with reference to the therapist's ethical standards, respect for boundaries and resolution of transferences	4
CO5	Compare and contrast the various psychotherapies and their effectiveness with different patient groups	5
CO6	Create a therapy plan for clients based on their case history and assessment reports	6

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	INTRODUCTION TO PSYCHOTHERAPIES AND PSYCHOANALYTIC APPROACH 1.1 Nature and Definition of Psychotherapies 1.2 Ethical principles in psychotherapy and legal aspects of psychotherapy 1.3 The therapeutic relationship 1.4 Psychoanalytic Therapies: Classical & Modern Assignment: Peer counselling and understanding unconscious processes/ dream analysis	15
2	BEHAVIOR THERAPY AND COGNITIVE APPROACHES 2.1 Basic assumptions & various forms of behavior therapy 2.2 Relaxation and Systematic Desensitization, Contingency management, Modelling procedures 2.3 Basic assumptions of cognitive therapy 2.4 Cognitive Behavior Therapy	15
3	HUMANISTIC AND EXISTENTIAL THERAPIES 3.1 Basic assumptions of Humanistic Psychology 3.2 Roger's Client Centered Therapy 3.3 Basic assumptions of Existential Psychology 3.4 Gestalt Therapy 3.5 Logo Therapy	15

	Assignment: Book reading: Viktor Frankl: Man's Search for Meaning	
4	THERAPIES PRACTISED IN CLINICAL SETTINGS 4.1 Childhood therapies: Behavior modification for children with Autism, ADHD, LD & MR 4.2 Suicide Prevention strategies 4.3 Psychotherapy in health settings: Pre surgery testing, psychoeducation, supporting the family members of the patient 4.4 Family Therapy Assignment: Case study of family dynamics	15

Learning Resources - References

Sr. No.	References
1.	Capuzzi, D., & Gross, D.R. (2008). Counseling and Psychotherapy: theories and interventions 4thEdn. Pearson Education: India
2.	Corey, G. (2008). Theory and practice of group counseling. Thomson Brooks/Cole: Belmont CA
3.	Prochaska, J.O., & Norcross, J.C. (2007). Systems of psychotherapy: a transtheoretical analysis. 6th Edn. Thomson Brooks/Cole: Belmont, CA : USA.
4.	Corsini, R.J. & Wedding, D. (Eds.) (1995). Current psychotherapies. Itasca, Ill.: F.E. Peacock.
5.	Beck, A.T. (1976). Cognitive therapy and behavior disorders.
6.	Rimm, D.C. & Masters, J.C. (1987). Behavior therapy: Techniques and empirical findings. New York: Harcourt, Brace, Jovanich.

	PSY654 - ORGANIZATION DEVELOPMENT Elective 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	Describe the fundamental concepts of change, change management and organization development	1
CO2	Distinguish between various change management models. Articulates the steps in OD process	2
CO3	Demonstrate knowledge about diagnostic processes used in OD intervention.	3
CO4	Explain and classify the various interventions to be used at individual, team and organizational level	4
CO5	Justify the use of a model or intervention by employing the theoretical knowledge of the constructs learnt	5
CO6	Design an OD intervention for an organization.	6

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	FOUNDATIONS OF ORGANISATION DEVELOPMENT 1.1. Nature of OD, Values, assumption and beliefs in OD, History/approaches of OD Systems theory of organization 1.2. Organizational Change: Meaning, Models of organization change, Resistance to change, overcoming resistance to change. 1.3. Theories for Planned Change Lewin's three- step model. Kotter's eight- step plan. Burke-Litwin Model. Porras & Robertson. 1.4. OD consulting relationship, model, types, process, skills of OD consultant	15
2	OD DIAGNOSIS AND INTERVENTION 2.1 Phases of OD: Entry and Contracting 2.2 Data gathering process, methods and ethics 2.3 OD Diagnosis: Diagnosis of the system and process. Six- Box model, Analysing, interpreting and giving Feedback 2.4 OD Intervention: Nature, Developing OD strategy for success. OD Intervention in Indian organization.	15
3	INDIVIDUAL AND TEAM INTERVENTION 3.1 Individual assessment, coaching, mentoring and career development 3.2 Team Intervention : Team building intervention	15

	3.3 Inter group intervention 3.4 Role focused intervention.	
4	ORGANISATION INTERVENTION AND ENDING AN OD ENGAGEMENT 4.1. Characteristics of Large scale interventions 4.2. Organizational Culture change, Structural interventions, 4.3. Directional Interventions and Quality Interventions. 4.4. Evaluation of OD intervention and Ending the engagement.	15

Learning Resources - References

Sr. No.	References
1	French, W.L. & Bell, C.H. (1999). 6th ed. <i>Organizational development: Behavioral science interventions for organization improvement</i> . N.D.: Prentice-Hall.
2	Ramanarayan, S. , Rao T.V. & Singh K. (eds) (1988) <i>Organizational development: interventions and Strategies (2007 reprint)</i> New Delhi :Response Book (a division of Sage Publication)
3	French, W.L.”: Bell, C.H.: & Zawacki, R.A.(2006) <i>Organizational development and transformation: Managing effective Change</i> . Delhi: Tata Mc-Graw Hill
4	4. Pareek, U. and Rao, T.V. (2003). <i>Designing and managing human resource systems</i> . N.D.: Oxford & IBH.

	PSY660 - RESEARCH PROJECT Major Practical
	Number of Credits: 06 No. of Hours: 180
Preamble	
Under the NEP, students are expected to get industry ready by the time they pass out of their Masters' degree course. There is also an emphasis on research so that every student is expected to carry out independent research project as a part of their Post Graduate program. The emphasis is on research that is socially applicable, and carried out with scientific rigor. One benchmark of good quality research is publication of the project either in International or National level scientific journals or the presentation of students' research work at International, National or State level conferences. With this broad objective, the following has been proposed for student research projects at Masters level.	

Objectives

1	To facilitate substantial data collection for the proposed research work
2	To carry out research following ethical aspects of research activities.
3	To compile and communicate the findings/conclusions / results obtained in the science community through various means of communication.
4	To enable students to put together a research paper that can be published or presented at conferences.
	Outcome: 1. Carry out a substantial research-based project 2. Capacity development to analyze data and process research findings 3. Use research findings to advance education theory and practice. 4. Focus on quality review of the research papers and may be published in peer reviewed journals or may be presented in conferences / seminars. The research project outcome can be considered for evaluation based on following criteria. 5. Research Publication in Peer reviewed, Scopus / UGC -CARE indexed journal. 6. Poster/ Oral Presentation in seminars/ conferences outside the institute 7. Poster/ Oral Presentation in seminars/ conferences arranged by the institution
	The dissertation will be done as per the guidelines of UGC which are as follows: Thesis and Project Report Arrangement <i>Assemble the thesis/project report in this order:</i> 1. Cover page: includes the title, author, degree ("Thesis/Project submitted in partial fulfillment of the requirements for the Degree of M.A./M.Sc. ... in ..."), and date. 2. Cover page color: Black 3. Plagiarism policy compliance statement. 4. Dedication page (optional). 5. Acknowledgments page (optional). 6. Abstract: a concise summary of the essential information of the work being presented,

	namely of the study's scope, purpose and results. The reference-free single spaced abstract should not exceed two pages. 7. Table of Contents: includes all the subsections of each chapter and the list of appendices (if applicable) and page numbers. 8. List of Figures: includes figure number, caption, and the page number. 9. List of Tables: includes table number, caption, and the page number. 10. Abbreviations page: lists all the abbreviations used in the text alongside their fully written unabbreviated form. Thesis/Project text; the layout is described in the next section.
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Layout

The following presents a framework for a thesis. The information is offered as a general guideline.

Students should always consult their advisor for additional guidelines.

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

Introduction: background; statement of the problem; definition of terms; purpose of the study; theoretical basis; contributions of the study; organization of the remainder of the study.

Literature Review: chronological, categorical or related theoretical viewpoints related to the topic.

Proposed Solution/Methodology: research design or approach (quantitative, qualitative or algorithmic); population and / or sample; collection and tabulation of data; and data analysis procedures.

Solution Validation, Analysis of the Data, Results, and Discussion: presentation and discussion of the findings, including limitations.

Conclusions, Recommendations: summarizes the entire research effort; addresses the initial purpose of the study (stated in the introduction); stresses the importance of the work accomplished; leaves a final impression on the reader. It can also include suggestions for further work.

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

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

Assessment parameters:

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

- Abilities of satisfactory responses to the queries from the audience
- Publication potential of the work

	PSY671 - EFFECTIVE THINKING FORMATION AND TERMINATION 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 termination process of REBT	1
CO2	Describe the self-Growth process	2
CO3	Demonstrates the techniques of overcoming irrationality in the thinking process.	3

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	Effective Thinking Formation in the session 1.1 Techniques to overcome rigidity in the thinking process 1.2 Techniques to reduce illogic in the thinking process 1.3 Ways to reduce extremity in the thinking process 1.4 Bringing pragmatism in the thinking process	15
2	Terminating the therapeutic process in the session 2.1 Preparing the client for the termination process 2.2 Awareness about the relapses in the therapeutic process 2.3 Importance of the follow ups 2.4 Importance of Ongoing self-Growth process	15

Learning Resources - References

Sr. No.	References
1	Ellis, A. (2002). Overcoming resistance: A rational emotive behavior therapy integrated approach. Springer Publishing Company.
2	Ellis, A., & Dryden, W. (2007). The practice of rational emotive behavior therapy. Springer publishing company.
3	DiGiuseppe, R. A., DiGiuseppe, R., Doyle, K. A., Dryden, W., & Backx, W. (2013). A practitioner's guide to rational-emotive behavior therapy. Oxford University Press, USA.

	PSY672 INTERVENTIONS FOR SPECIAL POPULATIONS 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 theoretical foundations, principles, and evidence base of specialized psychological interventions used in crisis situations, psycho-oncology, suicidality, trauma, addiction, grief, and end-of-life care.	2
CO2	Demonstrate foundational counselling and psychotherapeutic skills by applying evidence-based interventions, including crisis intervention, trauma-informed counselling, Dialectical Behaviour Therapy (DBT), and supportive psychotherapy, in simulated or supervised clinical settings.	3
CO3	Formulate ethical, culturally responsive, and client-centered intervention plans by selecting appropriate psychological interventions for individuals presenting with complex clinical needs across diverse practice settings.	4,5

Unit No.	Title of Unit and Contents	No. of hours
1	CRISIS AND RISK-FOCUSED PSYCHOLOGICAL INTERVENTIONS 1.1 Crisis Intervention 1.2 Psycho-oncology 1.3 Counseling Suicidal Clients 1.4 Dialectical Behavior Therapy	15
2	SPECIALIZED PSYCHOLOGICAL INTERVENTIONS ACROSS THE LIFESPAN 2.1 Trauma-Informed Counseling 2.2 Addiction Counseling, Acceptance and commitment therapy 2.3 Supportive Psychotherapy for Older Clients and End-of-Life Care 2.4 Grief Counseling	15

Learning Resources - References

Sr. No.	References
1	Corey, G. (2021). <i>Theory and practice of counseling and psychotherapy</i> (10th ed.). Cengage Learning.
2	Corsini, R. J., & Wedding, D. (Eds.). (2019). <i>Current psychotherapies</i> (11th ed.). Cengage Learning.
3	James, R. K., & Gilliland, B. E. (2023). <i>Crisis intervention strategies</i> (9th ed.). Cengage Learning.

4	Holland, J. C., Breitbart, W. S., Jacobsen, P. B., Loscalzo, M. J., Butow, P. N., & Andersen, B. L. (Eds.). (2021). <i>Psycho-oncology</i> (4th ed.). Oxford University Press.
5	Jobes, D. A. (2023). <i>Managing suicidal risk: A collaborative approach</i> (3rd ed.). Guilford Press.
6	Linehan, M. M. (2015). <i>DBT® skills training manual</i> (2nd ed.). Guilford Press.
7	Herman, J. L. (2022). <i>Trauma and recovery: The aftermath of violence—From domestic abuse to political terror</i> (Rev. ed.). Basic Books.
8	Miller, W. R., & Rollnick, S. (2023). <i>Motivational interviewing: Helping people change and grow</i> (4th ed.). Guilford Press.
9	Knight, B. G., & Pachana, N. A. (2015). <i>Psychological assessment and therapy with older adults</i> (2nd ed.). Oxford University Press.
10	Worden, J. W. (2018). <i>Grief counseling and grief therapy: A handbook for the mental health practitioner</i> (5th ed.). Springer Publishing Company.

	PSY673 - STRATEGIC TRAINING & ORGANIZATIONAL LEARNING 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	STRATEGIC TRAINING 1.1 Process of strategic training and development and Organisational Context of Training 1.2 Process of Gap Analysis, Needs Analysis and Needs Assessments 1.3 Designing Training Strategy and Session Plans 1.4 Training Content Development, Facilitation and Evaluation	15
2	LEARNING IN THE ORGANISATION 2.1 Adult theories of learning: Behaviourism, Cognitive, Constructivist Pragmatism, and Humanistic 2.2 Middle range models of learning: Andragogy, Experiential learning, Incidental learning 2.3 Training Methods - Management games, On-the-job training, Apprenticeship, Simulation, assessment centers, In-basket training 2.4 Technology in Training - Computer-based training, Distance Learning, and Learning Management System	15

Learning Resources - References

Sr. No.	References
1	Agochia, S. (2009). <i>Every trainer's handbook</i> . Sage Publications.
2	Noe, R. A. (2017). <i>Employee training and development</i> . McGraw-Hill.
3	Werner, J. M., & DeSimone, R. L. (2012). <i>Human resource development</i> . South-Western.