



PERIYAR UNIVERSITY

SALEM – 636011

Syllabus

B.Sc., PSYCHOLOGY

(SEMESTER PATTERN)

(For Candidates admitted from 2026-2027 onwards)

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PREAMBLE

The B.Sc. Psychology program is designed as a rigorous, empirically driven exploration of human behavior and mental processes. This curriculum treats psychology as a core behavioral and life science. It bridges the gap between biological mechanics and human experience, utilizing the scientific method to investigate how we think, feel, learn, and interact with our environments.

ELIGIBILITY

To be eligible for the B.Sc. Psychology program at Periyar University, candidates must have passed the Higher Secondary Examination (10+2) or Pre-University examination from the Tamil Nadu State Board or any other equivalent board recognized by the university syndicate.

EQUIVALENCE OF THE DEGREE

This B.Sc. Psychology program at Periyar University is equivalent for the purpose of employment in public services.

LEARNING OUTCOMES - BASED CURRICULUM FRAMEWORK GUIDELINES BASED REGULATIONS FOR UNDER GRADUATE PROGRAMME	
Programme:	U.G.
Programme Code:	PSY
Duration:	3 years [UG]
Programme Outcomes:	PO1: Disciplinary Knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate Programme of study.
	PO2: Communication Skills: Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.
	PO3: Critical Thinking: Capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific

	approach to knowledge development.
	PO4: Problem Solving: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.
	PO5: Analytical Reasoning: Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.
	PO6: Research-Related Skills: A sense of inquiry and capability for asking relevant/appropriate questions, problem arising, synthesizing and articulating; Ability to recognize cause-and- effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation
	PO7: Cooperation/Team work: Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a Team
	PO8: Scientific Reasoning: Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open- minded and reasoned Perspective.
	PO9: Reflective Thinking: Critical sensibility to lived experiences, with self awareness and reflexivity of both self and society.
	PO10 Information/Digital Literacy: Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.
	PO 11 Self-Directed Learning: Ability to work independently, identifies appropriate resources required for a project, and manages a project through to completion.
	PO 12 Multicultural Competence: Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.

	PO 13: Moral and Ethical Awareness / Reasoning: Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.
	PO 14: Leadership Readiness/Qualities: Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way. PO 15: Lifelong Learning: Ability to acquire knowledge and skills, including learning how to learn, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.
Programme Specific Outcomes:	PSO1: To provide students to gain knowledge about the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
	PSO 2: To impart active learning principles and encourage students to pursue active learning principles in other fields (clinical, education, research, human resources, etc.).
	PSO 3: To give comprehensive training to understand and apply various inquiry skills and integrate research and scholarly activities into their academic and career development.
	PSO 4: To demonstrate an effective communication skill with a professional convention in psychology to facilitating optimal human functioning.
	PSO 5: To support students to cultivate skills to integrating scientific principles and knowledge with professional practice to more effectively address the needs of individuals, families, groups, and society.

Highlights of the Revamped Curriculum:

- Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, industrial Visit, project with viva voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.
- The Core subjects include latest developments in the psychological and behavioral science front, advanced statistical and programming packages allied with discipline-specific topics, practical laboratory and field training, and devising psychological models and algorithmic frameworks for providing solutions to industry and real-life human situations. The curriculum also facilitates peer learning with advanced theoretical and quantitative topics in the final semester, catering to the needs of stakeholders with research aptitude.
- General studies, analytical reasoning, and behavioral-science-based problem-solving skills are integrated as mandatory components for 'Training for Competitive Examinations' course, marking a first-of-its-kind approach to graduate career readiness.
- The curriculum is designed so as to strengthen the Industry - Academia interface and provide more job opportunities for the students.
- To establish a foundational understanding of the biological bases of behavior in the program, Biological Psychology has been brought backward to the Second semester.
- The revised curriculum introduces key structural realignments, merging the two-part sequences of Developmental Psychology and Social Psychology into single-semester papers offered in Semester I and Semester V, respectively.
- Enhancing hands-on experiential learning, the practical framework has been expanded to include four core practical papers spanning Semesters III through VI, systematically replacing the two practical papers of the previous curriculum.
- To expose students to real-world challenges and train them in designing quantitative behavioral models and evidence-based interventions for industrial and societal problems, the curriculum introduces Foundations of Indian Psychology in the second semester, Rehabilitation Psychology as a fifth-semester elective, and Industrial Psychology in the sixth semester (replacing Cognitive Psychology) alongside newly introduced sixth-semester electives in Gender Psychology, Positive Psychology, and Forensic and Criminal Psychology.

- To better align with standard academic terminology and expand course scopes, the revised curriculum updates several course nomenclatures: Introduction to Psychology I & II becomes General Psychology I & II; Psychopathology I & II is renamed Abnormal Psychology I & II; Statistics for Behavioral Science transitions to Psychological Statistics; Introduction to Research Methodology is simplified to Research Methodology; and Career and Ethics in Psychology is updated to Legal Aspects and Ethics in Psychology.
- State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest - Artificial Intelligence.

Methods of Evaluation		
Theory		
Internal Evaluation	Continuous Internal Assessment Test (2 - Test) – 5 Marks	25 Marks
	Assignments (2 Nos.) – 5 Marks	
	Model – 10 Marks	
	Attendance – 5 Marks	
External Evaluation	End Semester Examination	75 Marks
	Total	100 Marks
Practical		
Internal Evaluation	Observation, Model Exam	40 Marks
External Evaluation	Record – 10 Marks	60 Marks
	Aim - 5 Marks	
	Materials Required – 5 Marks	
	Procedure – 5 Marks	
	Conduction - 10 Marks	
	Result and Interpretation – 10 Marks	
	Conclusion – 5 Marks	
	Viva voce - 10 Marks	
Project		
Internal Evaluation	Report Preparation	25 Marks
External Evaluation	Report – 50 Marks	75 Marks
	Presentation and Viva Voce – 25 Marks	
Internship / Health and Wellness	Commended / Highly Commended	
Methods of Assessment		
Recall(K1)	Simple definitions, MCQ, Recall steps, Concept definitions	
Understand/Comprehend(K2)	MCQ, True/False, Short essays, Concept explanations, Short summary or Overview	
Application (K3)	Suggest idea / concept with examples, Suggest formulae, Solve problems, Observe, Explain	
Analyze(K4)	Problem-solving questions, Finish a procedure in many steps, Differentiate Between various ideas, Map knowledge	
Evaluate(K5)	Longer essay / Evaluation essay, Critique or justify with pros and cons	
Create(K6)	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations	

COURSE STRUCTURE

Illustration for B.Sc Psychology Curriculum Design:

First Year Semester-I												
S.No.	Semester	Paper Code	Part	Course Group	Paper type	Subject Title	Hours per Week	Exam Hours	Internal Marks	External marks	Total marks	Credit
1	I		I	Foundation	T	Tamil – I	6	3	25	75	100	3
2	I		II	Foundation	T	English – I	6	3	25	75	100	3
3	I		III	Core	T	General Psychology I	5	3	25	75	100	5
4	I		III	Core	T	Developmental Psychology	5	3	25	75	100	5
5	I		III	Allied	T	Building Psychological Capital	4	3	25	75	100	4
6	I		IV	NMEC	T	Stress Management	2	3	25	75	100	2
7	I		IV	VE	T	Value Education-Yoga	2	3	25	75	100	1
							30					23
First Year Semester-II												
8	II		I	Foundation	T	Language – Tamil – II	6	3	25	75	100	3
9	II		II	Foundation	T	English –II	6	3	25	75	100	3
10	II		III	Core	T	General Psychology – II	5	3	25	75	100	5
11	II		III	Core	T	Bio Psychology	5	3	25	75	100	5
12	II		III	Allied	T	Foundations of Indian Psychology	4	3	25	75	100	4
13	II		IV	NMEC	T	Emotional Intelligence	2	3	25	75	100	2
14	II		IV	DM	T	Disaster Management	2	3	25	75	100	1
15	II		IV	NM	P	Nan Mudhalvan (NM)		3	25	75	100	2
							30					25
Second Year Semester-III												
16	III		I	Foundation	T	Tamil – III	6	3	25	75	100	3
17	III		II	Foundation	T	English – III	6	3	25	75	100	3
18	III		III	Core	T	Abnormal Psychology I	5	3	25	75	100	5
19	III		III	Core	P	Experimental Psychology I	5	3	40	60	100	5
20	III		III	Allied	T	Psychological Statistics	4	3	25	75	100	4
21	III		IV	-	P	Health and Wellness	Commended / Highly Commended				-	1
22	III		IV	NM	P	Nan Mudhalvan (NM)	2	3	25	75	100	2
23	III		IV	Skill Based	T	Psychological First	2	3	25	75	100	2

						Aid						
							30					25
Second Year Semester-IV												
24	IV		I	Foundation	T	Language – Tamil – IV	6	3	25	75	100	3
25	IV		II	Foundation	T	English – IV	6	3	25	75	100	3
26	IV		III	Core	T	Abnormal Psychology II	5	3	25	75	100	5
27	IV		III	Core	P	Experimental Psychology II	5	3	40	60	100	5
28	IV		III	Allied	T	Research Methodology	4	3	25	75	100	4
29	IV		IV	Skill Based	T	Legal Aspects and Ethics in Psychology	2	3	25	75	100	2
30	IV		IV	NM	P	Nan Mudhalvan (NM)	2	3	25	75	100	2
							30					24
Third Year Semester-V												
31	V		III	Core	T	Social Psychology	5	3	25	75	100	5
32	V		III	Core	T	Counseling Psychology	5	3	25	75	100	5
33	V		III	Core	T	Experimental Psychology III	8	3	40	60	100	5
34	V		III	Core	T	Environmental Psychology	5	3	25	75	100	5
35	V		III	Elective	T	Sports and Exercise Psychology/Rehabilitation Psychology	3	3	25	75	100	3
36	V		IV	INT	P	Internship	Commented / Highly Commented					2
37	V		IV	EVS	T	Environmental Studies	2	3	25	75	100	2
38	V		IV	NM	P	Nan Mudhalvan (NM)	2	3	25	75	100	2
							30					29
Third Year Semester-VI												
39	VI		III	Core	T	Industrial Psychology	5	3	25	75	100	5
40	VI		III	Core	P	Experimental Psychology IV	8	3	40	60	100	5
41	VI		III	Core	P	Project	7	3	25	75	100	5
42	VI		III	Elective	T	Gender Psychology/ Health Psychology	3	3	25	75	100	3
43	VI		III	Elective	T	Positive Psychology / Forensic and Criminal Psychology	3	3	25	75	100	3
44	VI		IV	Skill Based	T	Skill Enhancement Course – Therapy Techniques	2	3	25	75	100	2
45	VI		IV	EA	-	Extension Activity	-	3	25	75	100	1
46	VI		IV	NM	P	Nan Mudhalvan (NM)	2	3	25	75	100	2
							30					26

*** *Nan Mudhalvan (NM) Alternative Papers for Not Appeared / Arrear Students:**

Semester	Part	List of Courses	Credit
II	IV (NM)	Personality Development	2
III	IV(NM)	Business Communication	2
IV	IV(NM)	Conflict Resolution	2
V	IV(NM)	Relaxation Techniques	2
VI	IV(NM)	Communicative Skills	2

Pattern of Question Paper

Time : 3 Hrs

Max. Marks: 75

Part A- (15*1=15 Marks)

Answer All Questions

(a),(b),(c),(d) Multiple Choice

Part B – (2*5=10 Marks)

Answer any TWO Questions out of FIVE

Part – C (5*10=50 Marks)

Answer All Questions

Either (or) Type FIVE Questions

(One Question from Each Unit)

Title of the Course	General Psychology I		
Year	I	Semester	I
Objectives of the Course	To enable students to memorize and state the fundamental definitions of psychology, its diverse professional branches, the sensory-perceptual processes, core learning mechanisms, and the baseline types of human emotions.		
	To guide students in identifying the key historical figures, philosophers, and scientific pioneers who shaped psychology ranging from Descartes, Locke, and early school theorists to major researchers in conditioning, perception, and emotional theories.		
	To assist students in listing and outlining the specific subdivisions within the scope of psychology, the internal/external factors altering human attention, the characteristics of learning, and the physiological/social components of emotion.		
	To direct students to recognize the foundational rules, scientific methodologies, and laws that govern behavior, including the scientific approach criteria, Gestalt laws of perception, principles of operational conditioning, and cognitive appraisal theories of emotion.		
	To familiarize students with the broader goals of psychology in society, the practical significance of different learning methodologies, and the cross-functional relevance of how human sensation, attention, and emotional expressions communicate state-level behavior.		
Course Outline	Unit I: Introduction to Psychology: Definition - Nature - Origin of Psychology: Early Indian and Greek thoughts - Major ideas of Descartes - Locke. Brief history of modern scientific Psychology: Structuralism – Functionalism – Behaviorism - Gestalt psychology – Piaget – Psychoanalysis -Cognitive approach - Scientific approach to Psychology.		
	Unit II: Scope of Psychology: Goals of Psychology - Role of a psychologist in society - Branches of Psychology: Clinical Psychology - Industrial Psychology - Counseling Psychology - Developmental Psychology - Social Psychology - Positive Psychology - Sports Psychology - Health Psychology - Criminal Psychology - Gender Psychology - Biopsychology.		
	Unit III: Attention, Sensation & Perception: Attention: Definition - Factors Affecting Attention. Sensation: Definition - Types of Sensation - Elements of Sensation - Perception: Definition - Gestalt Laws - Subliminal Perception – ESP.		
	Unit IV: Learning: Characteristics – Theories: Classical Conditioning - Operant Conditioning - Trial and Error Conditioning – Insight Learning - Social Learning Theory - Principles Involved and Significance.		
	Unit V: Emotion: Definition- Nature – Types - Physiological Responses - Arousal and Emotional Intensity. Theories: James Lange Theory - Cannon Bard Theory – Schechter Singer Theory - Richard Lazarus’ Theory. Communication of Emotion: Emotional Intelligence – Characteristics -		

	Emotional Intelligence.
Recommended Text Books	1. Passer, M.W. & Smith R.E. (2007) Psychology- The Science of mind and Behavior (3rd ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd 2. Baron, R.A. & Misra, G. (2017) Psychology Indian Subcontinent Edition (5th ed.) India, U.P.: Pearson India Inc. 3. Ciccarelli, S.K., & White, J.N. Psychology 5th ed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd 4. Hockenbury, D. H. & Hockenbury, S. E. (2003). Psychology (3rd ed.) New York: Worth Publishers. 5. Khatoon, N. (2012) General Psychology. Dorling Kindersley (India) Pvt Ltd
Reference Books	1. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2007). Introduction to Psychology, 7th Edition. Singapore: McGraw-Hill. 2. Myers, D.G. (2004). Psychology. 5th Edition, Worth Publishers: New York. 3. Kalat, J. (2007) Introduction To Psychology, 8th Edition, Wordsworth Pub. Co. 4. Hilgard, E.R., Atkinson, R.L., R.C., (2003) Introduction To Psychology. 14th Edition Wordsworth Pub. Co 5. Feldman, R.S. (2006) Understanding Psychology, 6th Edition, Tata McGraw Hill, New Delhi
Website and e-Learning Source	1. Frontiers in Psychology (https://www.frontiersin.org/journals/psychology) 2. Archives of Scientific Psychology (https://psycnet.apa.org/PsycARTICLES/journal/arch/6/1) 3. BMC PSYCHOLOGY (https://bmcp psychology.biomedcentral.com/) 4. https://courses.lumenlearning.com/wsu-sandbox/chapter/gestalt-principles-of-perception/
Course Outcomes: On successful completion of the course, students will be able to	Recall the foundational definitions of psychology, its specialized branches, sensory-perceptual processes, core learning mechanisms, and human emotional states. Identify the landmark contributions of historical philosophers, early schools of psychological thought, pioneering learning experimenters, and foundational emotion theorists. List the primary goals of psychology, its professional branches, the factors affecting attention, the characteristics of learning, and the specific physiological arousal indicators of emotion. Recognize the structural criteria of the scientific method, the Gestalt laws of perception, the operational principles of conditioning, and the cognitive appraisal theories of emotion. State the professional role of a psychologist in society, the practical significance of behavioral learning models, and the functional relationship between sensory attention and emotional expression.

Title of the Course	Developmental Psychology		
Year	I	Semester	I
Objectives of the Course	To enable students to memorize and state the foundational definitions, principles, and distinct characteristics governing each chronological stage of human development, from conception through infancy, childhood, adolescence, and late adulthood.		
	To guide students in identifying and listing age-specific developmental tasks, physical changes, and structural adjustments required across the lifespan—including prenatal stages, babyhood language milestones, childhood schooling, adolescent identity, and old-age retirement.		
	To familiarize students with the core concepts of landmark developmental theories, explicitly introducing Noam Chomsky's language acquisition, Vygotsky's socio-cultural theory, and Kohlberg's stages of moral development.		
	To direct students to recall and outline the specific environmental, psychological, and physiological hazards unique to each phase of life—ranging from prenatal complications and early childhood adjustments to adolescent crises and the challenges of old age.		
	To teach students to recognize the interaction of heredity and environment, the dynamics of caregiver-peer relationships, and evidence-based strategies for promoting positive adolescent development and successful, healthy aging.		
Course Outline	UNIT I – Introduction and Prenatal Development Meaning - Principles of development - Factors influencing development: Heredity and Environment, Methods of studying development. Prenatal Development: Stages- Conditions influencing prenatal development, and prenatal hazards.		
	UNIT II – Infancy and Babyhood Infancy: Characteristics - Major Adjustments and hazards of infancy. Babyhood: Characteristics - Developmental Tasks - Emotional Behavior - Language Development - Noam Chomsky's theory - Attachment and Caregiver-Child Relationship - Hazards of Babyhood.		
	UNIT III – Early Childhood and Late Childhood Early Childhood: Characteristics - Developmental Tasks - Skill Development- Play - Family Relationships - Vygotsky's Socio-Cultural theory and Kohlberg's Theory of Moral Development. Late childhood: Characteristics - Developmental Tasks - Social Grouping and Social Behaviour - Peer Relationships - School Adjustment - Changes in Family Relationships - Hazards of		

	Childhood.
	UNIT IV – Puberty and Adolescence Puberty: Meaning - Characteristics - Physical Changes - Psychological Impact - Hazards of Puberty. Adolescence: Characteristics - Developmental Tasks – Erikson’s Psychosocial Developmental Theory – Marcia’s Identity Formation Theory - - Hazards of Adolescence.
	UNIT V – Adulthood and Old Age Adulthood: Characteristics - Developmental Tasks - Vocational Adjustment - Marital Adjustment – Parenthood - Family Adjustments. Old Age: Characteristics - Physical and Psychological Changes - Adjustment to Ageing – Retirement - Successful Ageing - Hazards of Old Age.
Recommended Text Books	1. Hurlock, E. (1980). Developmental psychology. New Delhi, India: Tata McGraw Hill Publishing Co. 2. Santrock, J. W. (1999). Life span development (7th ed.). New York, NY: McGraw Hill. 3. Papalia D. E, Olds S. W.& Feldman R.D. (2004) Human Development (9thEd.) Chennai: McGraw- Hill Education (India) Private Limited. 4. Santrock J.W. (2011) Life-Span Development (13th Ed.) New Delhi: Tata McGraw Education Private Limited. 5. Santrock J.W. (2013) Child Development (13th Ed.) New Delhi: Tata McGraw Education Private Limited. 6. Hurlock E.B. (2010) Developmental Psychology: A Life Span Approach, Tata McGraw, Hill Education Pvt Ltd
Reference Books	1. Berndt, T.J. (1997). Child development (2nd ed.). Madison, WI: Brow & Benchmark Publishers. 2. Papalia, D.E., & Olds, S.W. (1994). Human development (5th ed.). New York, NY: Tata Mc Graw Hill. 3. Berk, C. L. (1996). Child development (3rd ed.). New Delhi, India: Prentice- Hall of India (Pvt) Ltd. 4. Smith, Barry D. (1998). Psychology Science and Understanding The McGraw Hill Company.

	5. Bee H. & Boyd D. The Developing Child (10th Ed.) Delhi: Pearson Education. 6. Berk L.E. (2013) Child Development (9th Ed.) New Delhi: PHI Learning Pvt Limited. 7. Feldman R.S. & Babu N. (2019) Child Development (8th Ed.) Noida: Pearson
Website and e-Learning Source	Online Resources available in the net
Course Outcomes: On successful completion of the course, students will be able to	Recall the fundamental definitions, principles, and characteristics defining human development from prenatal stages through infancy, childhood, adolescence, and late adulthood.
	Identify the specific developmental tasks, physical adjustments, and vocational or marital milestones that individuals encounter across the entire lifespan.
	State the foundational tenets of major developmental theories, including Chomsky's language acquisition model, Vygotsky's socio-cultural approach, and Kohlberg's theory of moral development.
	List and categorize the physiological, environmental, and psychological hazards that threaten optimal well-being from the prenatal period up to old age.
	Recognize the core roles of heredity, caregiver attachments, and peer groups, alongside specific intervention strategies designed to promote positive adolescent development and successful aging.

Title of the Course	Building Psychological Capital		
Year	I	Semester	I
Objectives of the Course	To enable students to memorize and state the foundational definitions of positive psychology, PsyCap efficacy, hope, optimism within the locus of control, and psychological resilience across all five units.		
	To guide students in identifying the essential components and academic frameworks of PsyCap—including its workplace contributions, the key ingredients of self-efficacy, the relationship between hopelessness and depression, explanatory styles of optimism, and the 7 C's model of resilience.		
	To assist students in listing and recalling specific, actionable pathways to strengthen and develop positive psychological states, specifically outlining ways to enhance self-efficacy, improve hope, develop optimism, and build resilience.		

	To direct students to identify and outline the distinct qualities of a resilient individual, the traits of dispositional optimism, the behavioral effects of hopelessness, and the explicit roles PsyCap plays in shaping job satisfaction and motivation. To familiarize students with the structural differences between positive and negative approaches, the impact of hopelessness versus high hope, the metrics connecting optimism to control, and the direct relationship between resilience and overall job performance.
Course Outline	UNIT1: INTRODUCTION The Need for a Different Approach - Contributions of Positive Psychology - PsyCap in Relation to Job Satisfaction - Motivation and Performance UNIT 2: PSYCAP - EFFICACY Definition - Key Ingredients of Efficacy - Ways to Strengthen Efficacy UNIT 3: PSYCAP - HOPE Definition of Hopelessness - Effects of Hopelessness - Hopelessness and Depression - Ways to Improve Hope UNIT 4: PSYCAP - OPTIMISM Definition - Optimism in Locus of Control - Ways to Develop Optimism - Dispositional Optimism - Explanatory Style UNIT 5: PSYCAP - RESILIENCE Definition - Ways to Develop Resilience - 7 C's Model of Resilience - Qualities of a Resilient Person.
Recommended Text Books	1. Fred Luthans., Carolyn, M. Youssef— Morgan. & Bruce, J. Avolio. (2015), Psychological Capital and beyond, New York: Oxford University Press. 2. Snyder, C.R. & Lopez, S.J. (2002). Handbook of positive psychology. (eds.). Oxford University Press. New York. 3. Carr, A. (2004). Positive psychology, The science of happiness and human strengths. New York: Routledge.
Reference Books	1. Avolio. (2006), Psychological Capital: Developing the Human Competitive Edge, New York: Oxford University Press. 2. Singh, A.(2013).Behavioural science: Achieving behavioural excellence for success. New Delhi: Wiley India Pvt ltd.
Website and e-Learning Source	Online Resources available in the net
Course Outcomes: On successful completion of the course, students will be able to	Recall the foundational definitions and baseline meanings of positive psychology, psychological capital (PsyCap), self-efficacy, hope, optimism, and resilience. Identify the landmark theoretical models and frameworks of PsyCap, including its core workplace contributions, the link between hopelessness and depression, and the 7 C's model of resilience.

	List and describe the specific, evidence-based ways and interventions used to strengthen self-efficacy, improve hope, develop dispositional optimism, and build psychological resilience.
	State the distinct qualities of a resilient person, the characteristics of different explanatory styles, the effects of hopelessness, and the role of PsyCap in driving employee job satisfaction and motivation.
	Recognize the core differences between positive and negative psychological approaches, the variations in explanatory styles, and the direct impact of high PsyCap states on human performance and mental well-being.

Title of the Course	Stress Management		
Year	I	Semester	I
Objectives of the Course	To enable students to memorize and state the foundational definitions of stress, the phases of the General Adaptation Syndrome (GAS), the meanings of task versus emotion-oriented coping, and the basic definitions of body and mind-related relaxation methodologies.		
	To guide students in identifying and categorizing the distinct types of stress, the classifications of stressors, the multiple dimensions of stress responses, coping styles, and the specific types of meditation.		
	To assist students in recalling and outlining the structural frameworks of stress, including the body's physical stress response, the interaction between stress and the immune system, the mechanics of diaphragmatic breathing, and the neurological pathways involved in mental imagery.		
	To direct students to identify the operational principles behind cognitive reframing, assertiveness training, establishing personal boundaries, massage therapy, yoga postures, and the practice of self-hypnosis.		
	To familiarize students with the defining characteristics of healthy coping profiles, the procedural steps of somatic body-related relaxation practices, and the core components necessary for executing mind-related relaxation exercises.		
Course Outline	UNIT-I: INTRODUCTION Definition - Nature of Stress - Types of Stress and Stressors.		
	UNIT-II:STRESS RESPONSES General Adaptation Syndrome – Body's stress Response:		

	Physiological – Emotional - Cognitive and Behavioural – Stress and Immune System.
	UNIT-III: STRESS AND COPING Types of Coping: Task Oriented and Emotion Oriented – Reframing – Assertiveness - Fixing Boundaries.
	UNIT-IV: BODY RELATED RELAXATION TECHNIQUES The Art of Breathing - Diaphragmatic Breathing - Massage Therapy and Yoga.
	UNIT-V: MIND RELATED RELAXATION TECHNIQUES Meditation – Types - Mental Imagery and Self Hypnosis.
Reference Books	1. Seaward, B. L. (2016). Essentials managing stress. Jones & Bartlett Publishers. 2. Palmer, S and Cooper, C. (2007). to deal with Stress. New Delhi, Page India. Pvt Lt 3. Epstein, R. (2006). The Big Book
Website and e-Learning Source	Online Resources available in the net
Course Outcomes: On successful completion of the course, students will be able to	Recall the foundational definitions of stress, the stages of the General Adaptation Syndrome, the terms used in coping styles, and the concepts underlying body and mind-related relaxation.
	Identify and categorize the different types of stress, specific environmental stressors, the physiological, emotional, cognitive, and behavioral dimensions of stress responses, and various forms of meditation.
	List and outline the body's acute stress responses, the negative impacts of chronic stress on the immune system, the mechanics of diaphragmatic breathing, and the core components of mental imagery.
	State the fundamental principles involved in cognitive reframing, assertive boundary-setting, massage therapy, yoga, and self-hypnosis practices.
	Recognize the defining characteristics of active task-oriented versus emotion-oriented coping strategies alongside the structural steps required to perform both somatic and psychological relaxation techniques.

Title of the Course	General Psychology - II		
Year	I	Semester	II
Objectives of the Course	To enable students to define, describe, and explain the fundamental concepts of cognitive psychology, human memory systems, foundational motivational drives, psychometric views of intelligence, and major personality perspectives.		
	To guide students in applying strategies of problem-solving, memory-enhancing techniques, motivational principles, intelligence testing concepts, and personality assessment methods to real-world scenarios and human behavior.		
	To train students to analyze the structural components of language, the multi-stage mechanisms of memory processing, the stages of the motivational cycle, the determiners of intelligence, and the distinct developmental phases of personality.		
	To develop students' capacity to critically evaluate barriers to problem-solving, theories of motivation, diverse structural and process models of intelligence, and the validity of objective, subjective, and projective personality assessments.		
	To empower students to synthesize concepts across cognition, memory, motivation, intelligence, and personality to formulate a holistic, scientifically grounded understanding of individual differences and human psychological functioning.		
Course Outline	Unit I : Cognition and Language Meaning –Types of Cognition: Mental Imagery – Concept - Problem Solving – Steps - Barriers to Effective Problem Solving-Strategies of Problem Solving: Algorithms – Heuristic - Decision Making – Steps. Reasoning – Inductive and Deductive reasoning – Piaget’s Cognitive Developmental Theory. Language: Nature - Main Components of Language – Phonemes - Morphemes – Syntax - Semantics – Pragmatics.		
	Unit II: Memory Definition - Nature of Memory – Models of Memory: Atkinson Shiffrin Model, Levels of Processing Model – Alan Baddley’s		

	Working Memory - Explicit Memory - Implicit Memory - Memory Retrieval – Retrieval Cues and Tasks. Forgetting – Theories of Forgetting – Mnemonics and Study Strategies. Unit III: Motivation Meaning – Definition - Motivation Cycle - Types of Motivation - Physiological Motivation – Hunger – Thirst - Psychological Motivation – Achievement – Affiliation – Power. Theories of Motivation: Need Theories – Maslow and ERG - Drive Reduction Theories Unit IV: Intelligence Definition - Intelligence as a Process - Structure of Intelligence - Approaches of Spearman – Thurstone - Cattell. Triarchic approach -Multiple Intelligences - Concept of IQ - Evolution of Intelligence Testing: Stanford Binet - Wechsler Scales - Extremes of Intelligence: Mental Retardation and Giftedness. Determiners of Intelligence - Heredity and Environment. Unit V: Personality Definition - Determinants - Approaches – Psychoanalytic – Freud- Structuring Personality - Psychosexual Stages of Development - Defence Mechanism - Type Approach – Jung’s Typology - Trait Theory – Allport - Eysenck and BIG Five; Assessment of Personality – Objective, Subjective and Projective
Recommended Text Books	1. Passer, M.W. & Smith R.E. (2007) Psychology- The Science of mind and Behaviour (3rd ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd 2. Baron, R.A. & Misra, G. (2017) Psychology Indian Subcontinent Edition (5thed.) India, U.P.: Pearson India Inc. 3. Ciccarelli, S.K., & White, J.N. Psychology 5thed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd 4. Hockenbury, D. H. & Hockenbury, S. E. (2003). Psychology (3rd ed.) New York: Worth Publishers. 5. Khatoon, N. (2012) General Psychology. Dorling Kindersley (India) Pvt Ltd

Reference Books	1. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2007). Introduction to Psychology, 7th Edition. Singapore: McGraw-Hill. 2. Myers, D.G. (2004). Psychology. 5th Edition, Worth Publishers: New York. 3. Kalat, J. (2007) Introduction To Psychology, 8th Edition, Wordsworth Pub. Co. 4. Hilgard, E.R., Atkinson, R.L., R.C., (2003) Introduction To Psychology. 14th Edition Wordsworth Pub. Co 5. Feldman, R.S. (2006) Understanding Psychology, 6th Edition, Tata McGraw Hill, New Delhi
Website and e-Learning Source	1. Judgment and Decision making (http://journal.sjdm.org/) 2. https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-memory/ 3. http://ncert.nic.in/ncerts/l/kepy108.pdf 4. https://pdfs.semanticscholar.org/3da0/efc3e89115d759d7a2ec2a7e399a07cb17f5.pdf 5. http://wps.ablongman.com/wps/media/objects/1530/1567154/278316_CH08_61939.pdf
Course Outcomes: On successful completion of the course, students will be able to	Recall and explain basic psychological concepts, including cognitive strategies, the memory pipeline (encoding, storage, retrieval), physiological and psychological motives, historical approaches to intelligence, and foundational personality theories. Apply practical problem-solving algorithms, memory-encoding strategies, motivational theories, intelligence testing principles, and personality frameworks to explain everyday human actions and individual behavioral differences. Deconstruct and analyze how language components function, how memory failure occurs, how the motivational cycle operates, how heredity and environment shape intelligence, and how distinct traits or defense mechanisms shape personality structure. Critically evaluate deductive vs. inductive reasoning fallacies, competing theories of motivation (Need vs. Drive-Reduction), structural vs. process models of intelligence, and the comparative reliability of objective and projective personality tests. Synthesize and integrate core insights from cognition, memory

	architecture, motivational drives, intellectual capacities, and personality dynamics to formulate a cohesive, multidimensional profile of human psychological functioning.
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Title of the Course	Biological Psychology		
Year	I	Semester	II
Objectives of the Course	To introduce students to the foundational language of biological psychology, describing neural structures, primary neurotransmitter pathways, regulatory mechanisms of internal body states, the endocrine architecture, and basic causes of brain pathology.		
	To enable students to apply knowledge of brain-recording techniques, action potentials, homeostatic feedback loops, hormonal signaling pathways, and neurodegenerative profiles to real-world clinical and behavioral scenarios.		
	To train students to analyze the complex interactions between mind-brain relationships, synaptic neurotransmission events, physiological mechanisms of hunger and thirst, neural versus endocrine communication, and the impacts of chronic stress on cellular illness.		
	To develop students' ability to critically evaluate biological explanations of behavior, the functional integrity of protective barriers (like the blood-brain barrier), competing models of allostasis regulation, structural hormone classifications, and the progressive severity of neurodegenerative diseases.		
	To empower students to synthesize insights from research methods, neuro anatomy, physiological regulation, and chemical signaling to formulate an integrated, holistic perspective on how biological systems adapt to, regulate, or fail under brain damage and stress.		
Course Outline	UNIT I: BIOLOGICAL FOUNDATIONS OF BEHAVIOUR Introduction – Meaning of Biological Psychology - Biological Explanation of Behavior - Mind Brain Relationship - Recording Brain Activity - Research Methods.		
	UNIT II: BASICS OF NERVOUS SYSTEM AND NEUROTRANSMISSION		

	Development of Nervous System - Central Nervous System - Peripheral Nervous System - Neurons – Structure – Types - Brain – Structure – Divisions - Glial Cells - Cerebrospinal Fluid - Blood Brain Barrier – Neurotransmitters: Meaning – Types - Events at Synapse - Membrane Potential – Action Potential and Resting Potential.
	UNIT III: REGULATION OF INTERNAL BODY STATES Temperature – Homeostasis – Allostasis - Temperature Regulations and Behaviour - Thirst – Maintaining Water Balance - Causes of Thirst - Osmotic Thirst and Hypovolemic Thirst; Hunger – Physiological Mechanisms of Hunger and Satiety - Role of Hypothalamus.
	UNIT IV: HORMONES AND BEHAVIOUR Hormones: Definition - Principles of Hormones - Neural Versus Hormonal Communication - Hormones: Classification by Chemical Structure - Endocrine Glands and its Specific Hormones - The Pituitary Gland - The Adrenal Gland - The Thyroid Gland - The Gonads - The Pineal Gland - The Pancreas and The Parathyroid Glands.
	UNIT V: BRAIN DAMAGE Causes of Brain damage - Neurodegenerative Diseases - Stress and Illness.
Recommended Text Books	1. Kalat, J.W. (2011). Biopsychology. Delhi, India: Cengage Learning India Private Limited. 2. Pinel, J. (2007). Biopsychology. New Delhi, India: Pearson India Education Services Pvt Ltd.
Reference Books	1. Rosenweig, Breedlov, Leiman(2002) : Biological psychology, 3rd edition, Sinaven Associate, Inc 2. Carlson, N.R. (2007). Foundations of physiological psychology. New Delhi, India: Pearson India Education Services Pvt Ltd. 3. Levinthal, C.F. (1996). Introduction to Physiological Psychology (3rded.)Prentice-Hall of India Pvt. Ltd. Psychology, 6th Edition, Tata McGraw Hill, New Delhi

	4. Barnes, J. (2013) Essentials of Biological Psychological. New Delhi: Sage Publications Pvt Ltd 5. Bremnar, J.D. (2005) Brain Imaging Handbook. New York: W.W Norton & Company Inc.
Website and e-Learning Source	1.Behavioural and Brain Functions (https://behavioralandbrainfunctions.biomedcentral.com/) 2.Biological Psychology(https://www.journals.elsevier.com/biologicalpsychology) 3.http:// www.ecpdu.net / htmlfiles / uploads / 2015/01 / research – methods – in- biopsychology. Pdf 4. https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/overview-of-neuron-structure-and-function 5.https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/the-synapse
Course Outcomes: On successful completion of the course, students will be able to	Identify and describe fundamental biological psychology concepts, including brain-recording methods, major divisions of the central and peripheral nervous systems, physiological mechanisms of homeostasis, locations of endocrine glands, and prominent neurodegenerative diseases. Apply physiological principles—such as membrane potentials, internal fluid regulation, specific hormone actions, and neurobiological research techniques—to clarify normal behavioral adaptations and clinical presentations of brain injury. Analyze how the nervous system operates by breaking down synaptic transmission events, structural hypothalamic pathways regulating hunger/thirst, neural versus hormonal communications, and the precise pathways through which stress induces physical illness Critically evaluate alternative biological research methodologies, the protective efficiency of the blood-brain barrier, the differences between osmotic and hypovolemic thirst mechanisms, and the diagnostic implications of diverse causes of brain damage. Synthesize and integrate neuroanatomical, neurochemical, and hormonal feedback systems to construct a comprehensive, multi-

	layered physiological profile detailing how the human body regulates behavior, maintains internal stability, and copes with trauma or chronic illness.
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Title of the Course	Foundations of Indian Psychology		
Year	I	Semester	II
Objectives of the Course	To familiarize students with the historical origins of Indian psychology, the traditional taxonomies of consciousness, classical views on cognition, indigenous concepts of suffering.		
	To enable students to apply Indian concepts of personality, motives, traditional healing strategies.		
	To train students to analyze structural contrasts between Indian and Western psychology, the levels of Atman and Jiva, the dynamics of desires, the multi-layered causes of human illness.		
	To develop students' capacity to critically evaluate the cross-cultural universality claims of Western models, competing schools of consciousness, the cultural significance of Rasa theory, and the therapeutic efficacy of counseling practices like Sravana-Manana-Nididhyasana.		
	To empower students to synthesize classical Indian philosophical texts, indigenous cognitive/emotional theories, and ancient wellness models to construct a cohesive, contemporary framework for holistic human development.		
Course Outline	Unit 1: Introduction to Indian Psychology Meaning- Nature- Scope- Historical Background - Development of Indian Psychology - Western Psychology - Global – Indigenous - Claims of Universality in Western Psychology - Thought - Mind and Consciousness - Indian Vs Western psychology- The Contemporary Relevance of Indian Psychology		
	Unit 2: Self, Identity and Personality <i>Self</i> : Concept of self and identity - Relation of Four stages of life in development of self - The Concept of Self in Buddhism - Affirmation of the Self - <i>Personality in the Indian Context</i> : Three Types of Personality in the Bhagavad Gita - Constitution and Personality according to Ayurveda -Buddhist Perspective on Personality Types-Personality Typologies from the Indian Tradition		
	Unit 3: Consciousness <i>Consciousness</i> : Centrality of Consciousness - Levels of		

	Consciousness - Fourfold Taxonomy of Consciousness- Advaita Metaphysics of Consciousness - Buddhist Phenomenology of Consciousness- Consciousness in Samkhya Yoga. Unit 4: Cognition, Motivation and Emotions <i>Cognition:</i> Cognition and Knowledge - Relation of Perception and Cognition - Cognition and Contemporary Concepts - Applications of Cognitive Psychology – <i>Motivation:</i> Concept of Prayojana – Drive – Desires - Bhagavad-Gita - Vaishnava - Nyaya on Prayojana - Types of Motives - Motives of Reasoning - Sources of Prayojana- Theories of Motivation. <i>Emotion:</i> Bhavas and Vyabhicari- Bharatas Analysis on Emotions and Expressions - Cultural Significance of Rasa. Unit 5: Health and Wellbeing Concept - Nature of Health and Illness - Cause of Illness - Healing - Perspective of Psychological Problems Factors of Deviance Distress, Dysfunction, Danger - Indian Psychological Models related to Psychological Needs - Psychological Disorder -Healing and Counseling
Recommended Text Books	1. Cornelissen, M., Misra, G., & Varma, S. (2014). Foundations and applications of Indian psychology. New Delhi, India: Pearson India Education Services Pvt Ltd. 2. Dalal, A. K., & Misra, G. (2010). The core and context of Indian psychology. Pearson India Education Services Pvt Ltd. 3. Dalal, A.S. (Ed.) (2011). A greater psychology: An introduction to the psychological thought of Sri Aurobindo. New York: Penguin Putnam Inc. 4. Jadunath Sinha's two volumes on Indian Psychology, Vol. 2 - Emotion and Will (1961) and Indian Psychology, Vol. 3 - Epistemology of Perception. 5. Kappuswamy, B. (1993). Source Book Of Ancient Indian Psychology. Konark Publisher. Paranjpe A. C. (1995). The denial and affirmation of self: The complementary legacies of East and West. World Psychology, 1(3): 9-46. 6. Paranjpe, A. C. (2019). Cultural foundations of Indian psychology. Sage Publications. Parikh, V. (2006). Jainism and the new spirituality. (2nd Edn.). Toronto, CA: Peace Publications. 7. Rao. K. R., Prologue: Introducing Indian Psychology (pp. 1-18) In: Rao, K. R., Paranjpe, Anand C.; Dalal, Ajit K., eds. (2008). Handbook of Indian Psychology. Cambridge University Press India. doi:10.1017/UPQ9788175968448
Reference Books	1. Rao. K. R., Marwaha, Sonali Bhatt, eds. (2005). Towards a spiritual psychology: Essays in Indian psychology. New Delhi: Samvad India

	Foundation. ISBN 9788190131841. - Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (2008). Handbook of Indian psychology. Cambridge University Press. - Rao, K.R. &Paranjpe, A.C. (2016). Psychology in the Indian tradition: New Delhi:India: Springer Pvt. Ltd. - Salagame, K.K.K. (2008). Indian thought and traditions: A psycho-historical perspective. - In K.R. Rao, A.C. Paranjpe, & A.K. Dalal (Eds.), Handbock of Indian Psychology. Cambridge University Press of India Pvt. Ltd. Pp. -19-52. - Salagame, K.K.K., (2011b). Ego and Ahamkāra: Self and identity in modern psychology and Indian thought. In M. Cornelissen, and G.Misra (Eds.). Foundations of Indian Psychology: Theories and concepts. Pearson Education, Pp. 133-145.
Website and e-Learning Source	Online Resources available in the net
Course Outcomes: On successful completion of the course, students will be able to	Recall and explain the foundational tenets of Indian psychology, classical classifications of consciousness and personality types, native concepts of motivation, traditional categories of mental suffering.
	Apply traditional psychological concepts—including Ayurvedic constitution models, Prayojana motivational drives, emotional expressions (Bhavas), yogic healing principles to interpret human experiences and modern lifestyles.
	Deconstruct and analyze the differences between Indian and Western thought, the multi-tiered structure of identity (Purusha, Jiva, Atman), the mechanics of human desires, the psycho-spiritual roots of suffering (Caraka's framework).
	Critically evaluate alternative Indian metaphysics of consciousness, Western versus indigenous claims of universality, the psychological impact of Rasa aesthetics, and the clinical validity of traditional Indian counseling models like Sthitaprajna and Abhyasa
	Synthesize and integrate classical Indian viewpoints on the mind, personality typologies, emotional theories, and holistic healing mechanisms to formulate an indigenous psychological framework that addresses contemporary mental health, education, and personal well-being.

Title of the Course	Emotional Intelligence		
Year	I	Semester	II
Objectives of the Course	To enable students to recall and explain key definitions, historical frameworks (Goleman, Mayer-Salovey-Caruso, Bar-On), and the distinction between IQ and Emotional Intelligence.		
	To help students comprehend and demonstrate the core emotional competencies — self-awareness, self-regulation, self-motivation, social awareness, empathy, and conflict resolution — in relevant contexts.		
	To guide students in analysing the meaning and importance of self-control and assertiveness, and in applying practical strategies to develop these skills in daily life.		
	To enable students to apply intrapersonal and interpersonal strategies for improving emotional intelligence and to evaluate their personal emotional growth over time.		
	To prepare students to evaluate the role of EI in educational and workplace settings and to design strategies that foster emotional well-being and mental health.		
Course Outline	UNIT I- INTRODUCTION Definition - History / Theoretical Frameworks- Goleman - Mayer- Salovey-Caruso, Bar-On. Importance - IQ Vs EI - Basic Emotions - Plutchik's wheel.		
	UNIT II – EMOTIONAL COMPETENCIES Self management: Self-awareness - Self-regulation. Self-motivation - Social skills: Social awareness. Empathy - Conflict resolution.		
	UNIT III- SELF CONTROL & ASSERTIVENESS Self Control: Meaning – Importance - Strategies to Develop Self-Control. Assertiveness: Meaning, Importance, Strategies to Develop Assertiveness.		
	UNIT IV – IMPROVE EMOTIONAL INTELLIGENCE Intrapersonal Strategies - Interpersonal Strategies.		
	UNIT V – EMOTIONAL INTELLIGENCE IN PRACTICE Fostering Emotional Intelligence at Educational Settings - Workplace - Emotional Intelligence for Mental Health & Well-Being.		

Recommended Text Books	1. Bar-On, R., & Parker, J. D. A. (Eds.). (2000). The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace. Jossey-Bass. 2. Goleman, D. (2005). Emotional intelligence: Why it can matter more than IQ (10th anniversary ed.). Bantam Books. 3. Goleman, D. (2006). Social intelligence: The new science of human relationships. Bantam Books. 4. Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. J. Sluyter (Eds.), Emotional development and emotional intelligence: Educational implications (pp. 3–31). Basic Books. 5. Plutchik, R. (2001). Emotions in the practice of psychotherapy: Clinical implications of affect theories. American Psychological Association.
Reference Books	1. Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional intelligence: Implications for personal, social, academic, and workplace success. Social and Personality Psychology Compass, 5(1), 88–103. 2. Bishop, S. (2013). Develop your assertiveness (3rd ed.). Kogan Page. 3. Hughes, M., & Terrell, J. B. (2012). The emotionally intelligent team: Understanding and developing the behaviors of success. Jossey-Bass.
Website and e-Learning Source	Online Resources available in the net
Course Outcomes: On successful completion of the course, students will be able to	Students will be able to list and define key concepts of Emotional Intelligence, including the models proposed by Goleman, Mayer-Salovey-Caruso, and Bar-On, and identify Plutchik's basic emotions on the Wheel of Emotions.
	Students will be able to explain self-management and social competencies and demonstrate them through scenario-based exercises.
	Students will be able to differentiate between assertive, passive, and aggressive communication styles, and examine personal patterns of self-control using reflective tools and case analyses.
	Students will be able to assess the effectiveness of intrapersonal and interpersonal EI strategies by evaluating their own emotional

	responses and judging areas that require further development.
	Students will be able to design an action plan or programme that fosters Emotional Intelligence within an educational institution or workplace, integrating EI principles to promote mental health and overall well-being.

Title of the Course	Abnormal Psychology I		
Year	II	Semester	III
Objectives of the Course	To introduce students to the foundational concepts of abnormality, historical viewpoints, major paradigms, diagnostic classification systems (DSM-5/ICD-10), and the core clinical criteria governing Intellectual Disability, Somatoform, Dissociative, and Addiction disorders across all five units.		
	To train students in applying clinical assessment tools (Mental Status Examination, clinical interviews, questionnaires) and diagnostic frameworks to accurately classify and profile diverse cognitive, somatoform, dissociative, and substance-related pathologies.		
	To enable students to analyze and differentiate between complex psychological dynamics, including psychosis versus neurosis, diverse theoretical paradigms of psychopathology, distinct intellectual disability syndromes, and the biological, psychosocial, and socio-cultural causal factors of deep-seated behavioral disorders.		
	To develop the student's capacity to critically evaluate the systemic issues in psychopathology classification, the limitations of projective testing, the clinical severity of interpersonal deficits, and the relative prognosis and efficacy of treatment outcomes for somatoform, dissociative, and addiction disorders.		
	To empower students to synthesize multi-paradigm theoretical frameworks, diagnostic indices, and clinical assessment data to design comprehensive, ethically sound multi-disciplinary treatment pathways and recovery plans for clients experiencing complex psychiatric conditions.		
Course Outline	Unit I: Introduction to Abnormal Psychology Mental Health - Psychological Abnormality – Deviance - Dis Function - Historical Views of Abnormal Behaviour - Differences Between Psychosis and Neurosis - Clinical		

	Assessment and Methods - Mental Status Examination - Clinical Interviews – Questionnaires - Projective Tests In Clinical Practice.
	Unit II: Paradigms In Abnormal Psychology <i>Paradigms:</i> Psychoanalytic - Physiological - Cognitive - Humanistic - Classification and Diagnosis: DSM 5 and ICD 10 - Issues In Classification of Abnormal Behaviour.
	Unit III: Intellectual Disability Definition – Classification – Prevalence - Interpersonal Deficits and Behaviour Problems - Common Intellectual Disability Syndromes – Hypothyroidism - Fragile X Syndrome - Down's, William's - PKU.
	Unit IV: Somatoform and Dissociative Disorders Somatoform Disorders – Hypochondriasis - Pain Disorder - Conversion Disorder and Body Dysmorphic Disorder - Dissociative Disorders - Depersonalization Disorder - Dissociation Amnesia and Fugue - Dissociative Identity Disorder - Biological, Psychosocial and Socio Cultural Causal Factors of Somatoform and Dissociative Disorders - Treatment And Outcomes.
	Unit V: Addiction Disorders Alcohol Abuse and Dependence - Drug Abuse - Drug Dependence – Classification of Psychoactive Drugs - Treatment and Outcome.
Recommended Text Books	1. Butcher, J.N., Hooley, J. M., Mineka, S., Dwivedi, C.B. (2017). Abnormal psychology. New Delhi, India: Pearson India Education Services Private Limited. 2. Barlow, D. (2017). Abnormal psychology and casebook in abnormal psychology. Belmont, CA: Wadsworth 3. Comer, R. (2018). Fundamentals of abnormal psychology. New York, NY: Worth Publishers. 4. Davison, G.C., Neale, J.M & Kring, A. M. (2004). Abnormal psychology. Marblehead, MA: John Wiley & Sons Inc. 5. Alloy, L. B., Riskind, J. H., & Manos, M.J. (2005). Abnormal psychology. New Delhi, India: Tata McGraw Hill pubg Co 6. Cutting, J. (1997). Principles of psychopathology. New York, NY: Oxford University Press
Reference Books	1. David H. Barlow & Durand V. Mark (2000). Abnormal psychology. 2nd edition . New York: Brooks\Cole Publishing Co., 2. Robert C. Carson, James N. Butcher, Susan Mineka, Jill M. Hooley (2007). Abnormal psychology. 13th edition. Pearson Education. 3. James C. Coleman (1976). Abnormal psychology and

	modern life. 5th edition . Scott, Foresman and Company. 4. Irwin G. Sarason, Barbara Sarason (2005) . Abnormal psychology. New Delhi: Prentice Hall Publication. 5. Carson, R.C & Butcher, J.N. Abnormal Psychology & Modern life. (10th ed.) . NY Harper-Collins 6. Bootzin, R.R, Acocella, J.R & Alloy, L.B .Abnormal Psychology-current perspectives (6th ed.). McGraw Hill Inc. USA 7. Neale, J.M, Davidson. G.C, & David, A.F. Exploring Abnormal psychology. (6th ed.). John Wiley & Sons
Website and e-Learning Source	Online Resources available in the net
Course Outcomes: On successful completion of the course, students will be able to	Identify and explain the historical evolutions, diagnostic criteria, multi-dimensional paradigms, and core clinical characteristics defining abnormal behavior, intellectual disabilities, somatoform-dissociative phenomena, and addictive disorders.
	Deploy clinical interview strategies, questionnaires, and standardized diagnostic manuals (\$DSM-5\$ and \$ICD-10\$) to screen, assess, and categorize varied clinical presentations in professional psychological practice.
	Analyze the complex interaction of biological, cognitive, psychosocial, and cultural etiologies that precipitate intellectual syndromes, somatic distress, structural dissociation, and chemical dependencies.
	Critically appraise psychometric testing profiles, the systemic strengths and limitations of current diagnostic classifications, and the measurable outcomes of various therapeutic regimens on patient recovery.
	Synthesize diagnostic evidence, behavioral observations, and mental status metrics to formulate integrated, evidence-based psychological intervention strategies and holistic treatment plans across diverse psychopathological populations.

Title of the Course	Experimental Psychology I		
Year	II	Semester	III
Objectives of the Course	The Course aims to - Develop skills in the psychological domain, - Learn the basic psychological processes involved in Human Behaviour		
Course Outline	PSYCHOLOGICAL PROCESS : (Experiments – Any 10) The students shall complete any TEN of the following experiments. SENSORY PROCESS : 1. Color Blindness 2. Temperature Attitude Scale 3. Visual Acuity 4. Two-Point Limen. 5. Kinesthetic Sensitivity. ATTENTION : 1. Division of attention. 2. Distraction of attention. 3. Span of attention. PERCEPTUAL PROCESS : 1. Muller – Lyer Illusion 2. Size Weight Illusion 3. Depth Perception 4. Critical Flicker Fusion LEARNING : 1. Insight Learning. 2. Trial and Error Learning 3. Transfer of Learning. 4. Knowledge of Results on Learning.		
Recommended Text Books	1. Parameshwaran, E.G. and Ravichandran, R. (2001) : Experimental Psychology, Hyderabad: Neelkamal Publication Pvt., Ltd., 2. Kuppusamy, B. (1954): Elementary Experiments in Psychology, Madras: Oxford University Press 3. Postman and Egman, J. P. (1985): Experimental Psychology, New Delhi: Kalyani Publications.		

Course Outcomes: On successful completion of the course, students will be able to	• Learn to assess the sensory and perceptual processes • Learn to assess the level of attention and learning
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Title of the Course	Psychological Statistics		
Year	II	Semester	III
Objectives of the Course	To introduce students to foundational statistical concepts, frequency distributions, mathematical assumptions of parametric tests, non-parametric rankings, and the functional interface of data analysis software across all five units		
	To train students to apply computational formulas to calculate central tendency, Z-scores, percentiles, correlation coefficients, regression equations, distribution-free non-parametric tests, and basic data entry/variable definition steps in SPSS.		
	To enable students to analyze and differentiate between types of graphical distributions, within-group versus between-group variations, parametric versus non-parametric conditions, and diverse qualitative analytical frameworks		
	To develop the student's capacity to critically evaluate statistical conclusions against research hypotheses, judge the fit of regression models, appraise post-hoc versus planned comparisons, and audit data cleanliness and missing value configurations within large software datasets		
	To empower students to synthesize complex raw datasets by constructing grouped frequency curves, formulating comprehensive multi-factor experimental analysis pipelines and structuring complete digital data-cleaning and transformation workflows for comprehensive empirical research reporting.		
Course Outline	Unit I: Basic statistical concepts Meaning –Importance –Parameters and Estimates-Descriptive Statistics- Inferential Statistics - Variables: Meaning – types- Scales of Measurement - characteristics - Problems of Statistical treatment - Functions of measurement – Measurement, Assessment and evaluation – Tests and Assessment – the use of tests <i>Applications: SPSS Data Editor - SPSS Viewer - Importing and Exporting Data - Data Entry In SPSS - Assigning A Variable Naming - Sorting The Data Type.</i>		

	UNIT II: Statistical Methods In Testing Frequency distributions and Graphs: Steps – Exact limits and mid-points of the class intervals – Graphical representation of Data: Different types of graphs – Issues to consider when preparing a graph. Measures of Central Tendency: The Mean, Median and Mode – Measures of Variability: The Range, Quartile Deviation, Average Deviation and Standard Deviation. <i>Applications: Working With Large Data Set – Frequency Graph – Calculating Measures of Central Tendency and Variability Using SPSS</i>
	UNIT III: Finding Points Within Distributions Normal Probability Curve: Characteristics – Applications – Skewness and Kurtosis. Percentile Ranks – Calculation of Percentiles - Standard Scores and Distributions: Z Score – Standard Normal Distribution – Percentile and Z Scores – Mc Calls T – Quartiles and Deciles – Sten – Stanine Scores. <i>Applications: Calculating Skewness, Kurtosis, Percentile Ranks, Z Score and Standard Normal Distribution using SPSS</i>
	UNIT IV: Bivariate Analysis Correlation: Meaning – Concept of Correlation – Pearson’s Product Moment Correlation – Rank Order Correlation – Test of Significance: ‘t’ Test – Calculation and Interpretations – The ‘t’ Ratio and Its Assumptions. <i>Applications: Calculating Correlation and t-test</i>
	UNIT V: Other Statistical Methods Analysis of Variance (ANOVA): Meaning – Logic – Interpretation – Assumptions of the ANOVA. Regression and Prediction- Non-Parametric statistics: An overview.
Recommended Text Books	1. King, B.M. and Minium E W. (2011) . Statistical Reasoning in the Behavioural Sciences . 5th Edition. New Delhi: Wiley student India edition. 2. Aron A, Aron E N and Coups E J. (2007) . Statistics for Psychology. New Delhi: Pearson Education. 3. Argyrous , G. (2011). Statistics for research. New Delhi: Sage South Asia edition. 4. Gaur A S and Gaur SS (2009). Statistical methods for practice and research. A guide to data analysis using SPSS. 2nd edition. New Delhi: Response - Sage publication 5. Haslam S Alexander & Mc Garty Craig. (2003). Research Methods & Statistics in Psychology.New Delhi: Sage Publications India Pvt Limited.
Reference Books	1. Frederick,J.G,&William,L.B.(2007).S tatistics for BehaviouralSciences.(7thEd.).Thomso n Wadsworth. 2. Kothari,C.R.(2008).Research Methodology:Methodsand

	Techniques.(2ndEd.).New Age International. 1. Chadha, N.K. (2009) Applied Psychometry. Sage Pub: NewDelhi. 3. Dyer, C. (2001) Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.) Oxford: BlackwellPublishers 4. Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4thEd.). New Delhi: PearsonEducation. 5. Murphy, K.R. &Davidshofer, C. O. (2004). Psychological Testing: Principles &Applications (6th Ed.) New Jersey: PrenticeHall.
Website and e-Learning Source	Online Resources available in the net
Course Outcomes: On successful completion of the course, students will be able to	Identify and explain foundational statistical parameters, levels of measurement, assumptions of distribution-free and distribution-dependent tests, and the operational architecture of statistical software packages.
	Execute manual and software-driven calculations for descriptive metrics, percentile ranks, standard normal curves, and inferential testing protocols on both qualitative and quantitative data structures.
	Analyze empirical research data to differentiate structural variations in frequency shapes, directional trends in bivariate correlations, and mathematical differences among diverse parametric and non-parametric designs.
	Critically evaluate statistical outcomes, standard errors of estimate, values versus levels of significance, and software data outputs to draw valid, ethically sound research conclusions.
	Synthesize raw psychometric and behavioral data into organized graphical profiles, advanced multivariate hypothesis testing design and systematically cleaned software data editors optimized for academic or professional publication.

Title of the Course	Psychological First Aid		
Year	II	Semester	III
Objectives of the Course	To introduce students to the fundamental meaning of PFA, the "3Ls" framework, the core pillars of intervention, the four dimensions of self-care, and the structural differences between PFA and Psychological Debriefing.		
	To train students to apply active and reflective listening techniques, introduction protocols, calming strategies, and holistic self-care practices during and after crisis scenarios.		
	To enable students to analyze and differentiate between immediate		

	stress reduction needs and structured debriefing goals, while breaking down the components of connectedness and self-empowerment within a helping relationship. To develop the student's capacity to critically evaluate a person's immediate needs and concerns, judge the safety of a crisis environment, and appraise the effectiveness of various calming versus comforting interventions. To empower students to synthesize PFA techniques and self-care models to formulate comprehensive crisis response plans that foster long-term hope, purpose, and professional sustainability for both the survivor and the helper.
Course Outline	UNIT – I: INTRODUCTION Meaning and Importance – 3Ls of PFA – Look, Listen and Link UNIT – II: TECHNIQUES OF PFA Steps and Techniques of PFA – Stabilizing and Grounding Techniques – Listening Types: Active and Reflective Listening Techniques UNIT – III: INTERVENTION Safety - Calm & Comfort – Connectedness - Self Empowerment – Hope UNIT – IV: SELF CARE TECHNIQUES Physical (The Body): To Live, Move, And Breath - Emotional (Heart): To Love, Care, And Be In Relationship With Yourself And Others. Psychological (The Mind): To Learn, Think, And Grow. Spiritual (The Spirit): To Connect With Essence, Purpose, And Meaning. UNIT – V: DIFFERENCE BETWEEN PFA AND PSYCHOLOGICAL DEBRIEFING PFA - Immediate Stress Reduction - To Promote Coping - Psychological Debriefing – Structured Discussion of Events.
Recommended Text Books	1. Everly, G.S and Lating, J.M. (2017) The Johns Hopkins Guide to Psychological First Aid. Johns Hopkins University Press, UK. 2. Online materials
Reference Books	-
Website and e-Learning Source	Online Resources available in the net
Course Outcomes: On successful completion of the course, students will be able to	Identify and explain the foundational principles of PFA, the 3Ls framework, the core elements of psychological intervention, and the distinct roles of self-care and professional debriefing. Demonstrate proficiency in executing active listening, empathetic introduction, and calming techniques to address the immediate physiological and emotional needs of individuals in crisis. Analyze crisis situations to distinguish between safety

	requirements, emotional comfort needs, and the psychological drivers of self-empowerment and social connectedness.
	Evaluate the specific concerns of survivors to prioritize resource linking while critically assessing one's own physical and spiritual well-being through integrated self-care metrics.
	Synthesize PFA intervention protocols with multidimensional self-care strategies to construct a resilient, ethically sound crisis-response framework that promotes immediate coping and long-term recovery.

Title of the Course	Abnormal Psychology II		
Year	II	Semester	IV
Objectives of the Course	To introduce students to the clinical definitions, diagnostic boundaries, core symptoms, cluster classifications, and distinct behavioral profiles of Schizophrenia, Mood, Anxiety, Personality, and Childhood-onset neuro developmental disorders across all five units.		
	To train students to apply diagnostic criteria to differentiate varied psychiatric presentations, identify distinct personality clusters, map neuro developmental learning deficits and utilize structural clinical staging protocols.		
	To enable students to analyze and deconstruct the complex multi-factorial etiologies including biological, psychological, and socio-cultural causal pathways that precipitate severe psychopathology, chronic anxiety states, and behavioral issues across the lifespan.		
	To develop the student's capacity to critically evaluate the prognosis, cross-disorder co morbidities, treatment compliance challenges, and comparative clinical efficacy of pharmacological versus contemporary psychological interventions for complex pediatric and adult psychiatric populations.		
	To empower students to synthesize clinical diagnostic indicators, multi-axial etiologies, and patient histories to formulate comprehensive, multi-disciplinary management strategies, crisis-safety protocols, and contemporary therapeutic treatment plans tailored to diverse patient profiles.		
Course Outline	UNIT 1: SCHIZOPHRENIA Schizophrenia - Clinical Picture - Positive and Negative Symptoms – Hallucinations – Delusions - Disorganized Behaviour - Disorganized Speech - Catatonia; Subtypes of Schizophrenia - Other Psychotic Disorders - Schizoaffective Disorder - Schizophrenia Form Disorder - Delusional Disorder - Brief Psychotic Disorder - Shared Psychotic Disorder.		

	UNIT -2 MOOD DISORDERS Mania – Depression - Major Depressive Disorder – Dysthymia – Cyclothymia - Bipolar I and Bipolar II Disorders - Causes and Treatment.
	UNIT 3: ANXIETY DISORDERS Anxiety – Phobia - Generalized Anxiety Disorder - Clinical Picture - Causes and Treatment - Specific Phobia - Social Phobia - Panic Disorder – Agoraphobia - Obsessive Compulsive Disorder - Clinical Picture - Causes and Treatment - Post Traumatic Stress Disorder – Symptoms - Causes and Treatment
	UNIT 4: PERSONALITY DISORDERS Personality - Personality Disorder - Cluster A, Cluster B and Cluster C Disorders - Causes and Treatment.
	UNIT 5: CHILDHOOD DISORDERS Attention Deficit Hyperactive Disorder: Clinical Picture – Causes – Management – Treatment - Contemporary Interventions - Learning Disorders: Dyslexia – Dysgraphia - Dyscalculia - Clinical Picture - Management - Contemporary Interventions.
Recommended Text Books	1. Butcher J.N., Hooley J.M., Mineka S. & Dwivedi C.B. (2017) Abnormal Psychology. (16 th Ed.) India: Pearson Education, Inc. 2. Carson R.C., Butcher J.V. & Mineka S. (2000) Abnormal Psychology and Modern Life (13 th Ed.) Allyn & Bacon Publishers. 3. Barlow, D. (2017). Abnormal psychology and casebook in abnormal psychology. Belmont, CA: Wadsworth. 4. Comer, R. (2018). Fundamentals of abnormal psychology. New York, NY: Worth Publishers. 5. Davison, G.C., Neale, J.M., & Kring, A. M. (2004). Abnormal psychology. Malden, MA: John Wiley & Sons Inc. 6. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). Abnormal psychology. New Delhi, India: Tata McGraw Hill publishing Co. 7. Cutting, J. (1997) Principles of Psychopathology. New York, NY: Oxford University Press.
Reference Books	1. David H. Barlow & Durand V. Mark (2000). Abnormal psychology. 2nd edition . New York: Brooks/Cole Publishing Co., 2. Robert C. Carson, James N. Butcher, Susan Mineka, Jill M. Hooley (2007). Abnormal psychology. 13th edition. Pearson Education. 3. James C. Coleman (1976). Abnormal psychology and modern life. 5th edition . Scott, Foresman and Company. 4. Irwin G. Sarason, Barbara Sarason (2005) . Abnormal psychology. New Delhi: Prentice Hall Publication.

	5. Carson, R.C & Butcher, J.N. Abnormal Psychology & Modern life. (10th ed.) . NY Harper-Collins 6. Bootzin, R.R, Acocella, J.R & Alloy, L.B .Abnormal Psychology-current perspectives (6th ed.). McGraw Hill Inc. USA 7. Neale, J.M, Davidson. G.C, & David, A.F. Exploring Abnormal psychology. (6th ed.). John Wiley & Sons
Website and e-Learning Source	Online Resources available in the net
Course Outcomes: On successful completion of the course, students will be able to	Identify and explain the diagnostic criteria, structural clinical presentations, positive/negative features, and cluster systems defining schizophrenia, affective, anxious, personality, and pediatric neuro developmental conditions.
	Deploy clinical frameworks to accurately profile specific phobias, distinct personality clusters, mood episodes, and childhood learning or attentional deficits in clinical settings.
	Analyze the complex interaction of genetic, neuro chemical, environmental, and psychosocial factors that drive the onset and maintenance of severe psychiatric and behavioral disorders
	Critically appraise the viability, ethical considerations, and measurable outcomes of distinct medical, behavioral, and contemporary intervention protocols across diverse clinical demographics.
	Synthesize multidimensional diagnostic indices and behavioral observations to design integrated, evidence-based psychological treatment blueprints and developmental management plans for children and adults experiencing complex psychopathology.

Title of the Course	Experimental Psychology II		
Year	II	Semester	IV
Objectives of the Course	The Course aims to understand - Develop skills in psychological domain - Learn the basic psychological processes involved in Human Behavior		

Course Outline	PSYCHOLOGICAL PROCESSES: (Experiments – Any 10) The students shall complete any TEN of the following experiments. MOTIVATION : 1. Level of Aspiration. 2. Sensation Seeking 3. Achievement Motivation EMOTION : 1. Anger Inventory 2. Aggression Scale 3. Frustration Test 4. Emotional Maturity MEMORY : 1. Immediate Memory Span 2. Memory for meaningful and Meaningless Stimuli 3. Retroactive Inhibition 4. Proactive Inhibition 5. Study Habits Inventory COGNITION : 1. Concept Formation 2. Mental Imagery 3. Pyramid Puzzle 4. Creative thinking
Recommended Text Books	1. Parameshwaran, E.G. and Ravichandran, R. (2001) : Experimental Psychology, Hyderabad : Neelkamal Publication Pvt., Ltd., 2. Kuppusamy, B. (1954) : Elementary Experiments in Psychology . Madras : Oxford University Press. 3 Postman and Egan, J.P. (1985) : Experimental Psychology, New Delhi : Kalyani Publications
Reference Books	-
Website and e-Learning Source	Online Resources available in the net

Course Outcomes: On successful completion of the course, students will be able to	• Learn the skills in psychological domain • Learn the basic psychological processes involved in human behavior
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Title of the Course	Research Methodology		
Year	II	Semester	IV
Objectives of the Course	To introduce students to scientific assumptions, APA ethical codes, diverse variable typologies, psychometric parameters, statistical errors, standard research designs, and reporting blueprints across all five units.		
	To train students to apply structured data collection tools, manual calculations for psychometric indices, sample size estimation frameworks using random number sequences, and specific structural configurations for quantitative, qualitative, and mixed-method research designs.		
	To enable students to analyze and differentiate between scientific and empirical parameters, distinct forms of reliability/validity, directional vs. non-directional statistical testing hypotheses, experimental vs. non-experimental structures, and quantitative vs. qualitative data processing architectures.		
	To develop the student's capacity to critically evaluate ethical violations, the strict internal and external validity constraints of operational designs, the implications of statistical power and effect sizes, and the relative structural integrity of quantitative versus qualitative analytical models.		
	To empower students to synthesize complex methodological concepts, variables, and sampling designs to construct comprehensive, APA-compliant research proposals, design integrated mixed-method research pipelines, and plan formal oral or poster data presentations using computational software tools.		
Course Outline	Unit I: Research: Meaning and Types Research: Meaning – Objectives – Types – Research Approaches – Significance of Research – Research Methods Vs Methodology – Research and Scientific Method – Problems Encountered by Researchers In India - Ethical Principles In The Conduct of Animal Research and Research With Human Participants.		
	Unit II: Research Problems, Hypothesis and Literature Major Stages in Research – Research Problems: Nature – Sources – Defining and Stating A Problem – Criteria of A Good Problem.		

	Hypothesis: Meaning – Types – Criteria – Formulating and Stating Hypothesis – Basic Concepts Related to Hypothesis Testing. Review of Literature: Functions – Sources – The Search For The Literature – Criticism.
	Unit III: Sampling and Tools of Research Sampling: Meaning – Types – Probability and Non-Probability Sampling – Sample Size – Tools of Research: Criteria For Selection of Tools – Factors Related to Construction of Tools – Tools of Different Types: Observation – Interview – Questionnaire – Checklist - Rating Scales: Merits and Limitations – Writing A Research Proposal.
	Unit IV: Variables and Research Methods Variables - Types of Variables - Reliability – Types of Reliability - Validity - Types of Validity Test - Types of Reliability Normative Survey – Experimental Research – Variables and Experimental Control. Experimental Designs: Pre-Experimental Designs – True Experimental Designs – Quasi Experimental Designs – Single Subject Experimental Designs – Ex-Post Facto Designs.
	Unit V: Report Writing and Computes in Research Reporting and Replication - Experimental Reports - Reporting Non Experimental Studies and Qualitative Studies - Oral and Poster Presentation - APA Primer - Presenting Research and Preparation of Research Proposal - Computers In Research - Software For Quantitative and Qualitative Data Analysis - Interpretation and report writing.
Recommended Text Books	1. Jones, S and Forshaw, M. (2014). Research Methods in Psychology. New Delhi: Pearson. 2. C.R. Kothari (2004) Research Methodology: Methods & Techniques. New Delhi: New Age International Pvt Ltd. 3. Zechmeister S Anne, Zechmeister B Eugene & Shaughnessy J John (2001) Essentials of Research Methods in Psychology. Singapore: McGraw-Hill International Edition. 4. Evans, A N and Rooney, B. J. (2008). Methods in Psychological Research. New Delhi: Sage Publications India Pvt Ltd. 5. Mc Burney, D. H. and White, T L (2007). Research Methods. USA: Thomson Wadsworth
Reference Books	1. Shaughnessy, J J , Zechmeister, E B and Zechmeister J S (2006). Research Methods in Psychology. Singapore: Mc Graw Hill. 2. Breakwell, G. M., Smith, J, A, Wright D B. (2012). Research Methods . USA: Sage Publication. 3. Gaur A s and Gaur SS (2009). Statistical methods for practice and research. A guide to data analysis using SPSS. 2nd edition. New Delhi: Response - Sage publication.

	4. Flick, U. (2004). An Introduction to Qualitative research. Edition 4. New Delhi: Sage South Asia Edition. 5. Sharlene Nagy Hesse-Biber Patricia Leavy . (2006). The Practice of qualitative Research. New York: Sage Publications, Inc.
Website and e-Learning Source	Online Resources available in the net
Course Outcomes: On successful completion of the course, students will be able to	Identify and explain the philosophical parameters of scientific inquiry, ethical mandates and structural taxonomy of variables, testing errors, sampling frameworks, and standardized reporting styles. Execute appropriate observation methodologies, sampling selection strategies, psychometric validation steps, and analytical software operations within diverse empirical research contexts. Analyze empirical research problems to accurately align corresponding hypotheses, control confounding variables, map sampling techniques, and categorize specialized quantitative or qualitative methodologies. Critically evaluate research designs for internal validity, psychometric reliability, ethical boundary compliance, and overall statistical significance to ensure rigorous behavioral science investigation. Synthesize multidimensional theoretical and operational paradigms to construct a complete, ethically sound, APA-formatted research proposal or experimental report optimized for academic replication and publication.

Title of the Course	Legal Aspects and Ethics in Psychology		
Year	I	Semester	I
Objectives of the Course	To introduce students to the foundational concepts of legal psychology, Craig Haney's taxonomical approaches, and the evolving professional roles of psychologists within the legal and judicial systems.		
	To familiarize students with the core ethical principles (autonomy, beneficence, justice) and guidelines governing confidentiality, informed consent, and professional boundaries in psychological practice and research		
	To provide a comprehensive understanding of Indian mental health legislations, including Constitutional rights under Article 21, IPC Section 84 (McNaughten Rule), and the paradigm shift from the Mental Health Act 1987 to the Mental Healthcare Act 2017.		
	To critically examine the socio-psychological causes of juvenile		

	delinquency and the legal frameworks protecting children, specifically through the lens of the POCSO Act (2012/2020) and the Juvenile Justice Act (2015/2021). To equip students with the skills required to navigate contemporary ethical dilemmas, handle the complexities of telepsychology, and effectively advocate for human rights and rehabilitation in community mental health settings
Course Outline	UNIT I: Introduction to Legal Psychology Legal Psychology: Meaning - Historical Strands of Psychology and Law - Craig Haney's Three Approaches to Studying Psychology and Law - Influence of Psychology in Courts: Ethics, Morality and Justice -Role of psychologists in the legal system. UNIT II: Ethical Principles and Professional Practice Ethical Principles: Autonomy – Beneficence Non- Maleficence - Justice and Fidelity - Ethical Guidelines in Psychological Practice - Confidentiality and Privacy - Informed Consent - Boundaries and Dual Relationships - Ethical Issues in Counselling and Psychotherapy - Ethics in Psychological Research. UNIT III: Legislations Related to Mental Health The Indian Penal Code: Introduction - Section 84 and Mc Naughten Rule - Indian Lunacy Act, 1912 - Mental Health Act, 1987- Mental Healthcare Act, 2017: an Overview. UNIT IV: Crime Against Children and Juvenile Delinquency Crime Against Children: Sexual Offences - POCSO Act, 2012 and POCSO Amendment Rules, 2020: an Overview. Juveniles Delinquency: Causes - Juvenile Justice (Care and Protection of Children) Act, 2015 and Juvenile Justice Amendment Act, 2021: an Overview. UNIT V – Application of Ethics in Psychological Practice Ethical Dilemmas in Psychological Practice- Application of Ethics in Online Counselling - Role of Psychologists in Mental Health Advocacy and Protection of Human Rights - Contemporary Issues and Challenges in Legal and Ethical Psychological Practice.
Recommended Text Books	1. Koocher, G. P., & Keith-Spiegel, P. (2016). <i>Ethics in psychology and the mental health professions: Standards and cases</i>. Oxford University Press. 2. Costanzo, M., & Krauss, D. (2020). Forensic and Legal Psychology: Psychological Science Applied to Law. 3. Gupta, S. (2018, October 8). Mental Health Act, 1987. 4. American Psychological Association. (2010). Ethical Principles of Psychologists and Code of Conduct.http://www.apa.org/ethics/code/principles.pdf 5. Bhola,P.&Raguram ,A.(Eds.) (2016). Ethical Issues in Counselling and Psychotherapy Practice Walking the line .New Delhi: Springer

Reference Books	1. Corey, G., Corey, M. S., & Corey, C. (2019). Issues and ethics in the helping professions (10th ed.). Cengage Learning. 2. Pope, K. S., & Vasquez, M. J. T. (2016). Ethics in psychotherapy and counseling: A practical guide (5th ed.). John Wiley & Sons. 3. Gaur, K. D. (2020). Textbook on Indian Penal Code (7th ed.). Universal Law Publishing. (Crucial for Section 84 and the application of the Mc'Naughten Rule in India). 4. Government of India. (2012). The Protection of Children from Sexual Offences (POCSO) Act, 2012. Universal Law Publishing. 5. Government of India. (2015). The Juvenile Justice (Care and Protection of Children) Act, 2015. Universal Law Publishing. 6. Government of India. (2017). The Mental Healthcare Act, 2017. Universal Law Publishing.
Website and e-Learning Source	Online Resources available in the net
Course Outcomes: On successful completion of the course, students will be able to	Explain the historical intersection of law and psychology, differentiating between Haney's three approaches to analyze how psychological principles influence judicial decision-making.
	Apply core ethical principles, informed consent protocols, and confidentiality guidelines to resolve boundary challenges and dual-relationship issues in clinical and research settings.
	Analyze legal provisions related to mental health in India, contrasting historical acts with the Mental Healthcare Act 2017 and evaluating criminal responsibility under the McNaughten Rule (IPC Section 84).
	Evaluate the psychological etiologies of juvenile delinquency and the legal protections afforded to minors under the POCSO and Juvenile Justice Acts during legal proceedings.
	Formulate ethically sound intervention strategies and advocacy plans for contemporary challenges in telepsychology, community rehabilitation, and human rights protection.

Title of the Course	Social Psychology		
Year	III	Semester	V
Objectives of the Course	To explain the foundational concepts of social psychology, including cognitive schemas, non-verbal communication channels, attitude formation mechanisms, internal/external determinants of		

	interpersonal attraction, and the core variations of social influence.
	To Apply social psychological theories and cognitive shortcuts such as heuristics, attribution models, persuasion strategies, mate selection principles, and compliance tactics to interpret everyday human interactions, relationship dynamics, and behavioral shifts in real-world contexts.
	To Analyze the underlying psychological processes and errors inherent in social cognition, social perception, attitude change, close relationships and systemic social pressure.
	To Critically evaluate the methodological frameworks and ethical implications of seminal social psychology research, including Asch's conformity studies, Sherif's auto kinetic phenomenon, Milgram's obedience experiments, and contemporary research methodologies in the new millennium.
	To Synthesize principles of impression management, attitude resistance, relational happiness, and resistance to malevolent social influence to design evidence-based frameworks or interventions aimed at fostering healthy close relationships and promoting constructive social behavior.
Course Outline	Unit I: Introduction and Social Cognition Definition– History – Research Method - Social Psychology in new millennium. Social Cognition: Definition - Schemas – Impact of schemas – Priming – Heuristics: Meaning - Representativeness, Availability - Anchoring and Adjustment
	Unit II: Social Perception Definition - Non-Verbal Communication – Basic Channels - Deception – Meaning. Non-Verbal Cues to Identify Deception - Attribution – Definition - Theories of Attribution – Correspondent Inference - Kelley's Theory of Causal Attribution - Basic Sources of Error In Attribution - Impression Formation - Impression Management.
	Unit III: Attitudes Attitudes – Meaning – Types - Formation of Attitudes – Classical Conditioning - Instrumental Conditioning - Observational Learning - Strength of Attitudes - Change In Attitude – Persuasion - Cognitive Processes Underlying Persuasion - Resisting Persuasion Attempts - Cognitive Dissonance - Dissonance and Attitude

	Change.
	Unit IV: Interpersonal Attraction and Close Relationships Meaning of Interpersonal Attraction - Internal Determinants of Attraction - External Determinants of Attraction - Romantic Relationships and Falling In Love – Romance - Selecting A Potential Mate – Love – Jealousy - Marital Happiness - Causes of Relationship Failure.
	Unit V: Social Influence Conformity: Meaning - Asch’s Research On Conformity - Sheriff’s Research On Auto Kinetic Phenomenon - Factors Affecting Conformity - Resisting Pressures to Conform – Compliance: Meaning - Six Basic Principles of Compliance - Symbolic Social Influence; Obedience – Meaning - Milgram’s Experiment On Obedience.
Recommended Text Books	1. Baron R.A. & Byrne D. (2014) Social Psychology (13th Ed.) Prentice-Hall of India. 2. Myers D.G. (2012) Social psychology (11th Ed.) New York, NY: McGraw.
Reference Books	1. Winnicott, D.W. (1995). Counselling and Therapy. London: Sage Publications 2. Whiston, S.C (1999). Principles and applications of assessment in counselling , Wadsworth, Belmont. Brooks-Cole 3. Nichols, M.P. & Schwartz, R.C. (2010). Family therapy: Concepts and methods. 9th ed.Toronto: Allyn and Bacon, Pearson education, Inc.Press, Inc 4. Patterson, J., Williams, L., Grawford, C., & Chamow. (2009). Essential skills in family therapy: From the first interview to termination. 2nd Edition. New York: The Guilford Press.
Website and e-Learning Source	1. Journal of Social and Political Psychology (https://jspp.psychopen.eu/index.php/jspp) 2. International Review of Social Psychology (https://www.rips.irsp.com/about/) 3. https://us.sagepub.com/sites/default/files/upm-binaries/90582_ch_1_heinzen.pdf 4. https://www.blackwellpublishing.com/content/hestonesocialpsychology/chapters/cpt3.pdf 5. https://opentextbc.ca/socialpsychology/chapter/changing-attitudes-by-changing-behavior/
Course Outcomes:	Demonstrate a comprehensive knowledge base by accurately defining, explaining, and mapping the foundational concepts,

On successful completion of the course, students will be able to	history, and core theories of social cognition, perception, attitudes, interpersonal relationships, and social influence across all five syllabus units.
	Utilize social psychology principles, cognitive heuristics, and attribution theories to analyze and solve behavioral case studies, effectively demonstrating how social context alters individual perception, attitude expression, and relationship choices.
	Critically analyze human interactions by deconstructing the cognitive biases, impression management tactics, structural sources of attribution error, and psychological tensions like cognitive dissonance that dictate interpersonal dynamics and social pressure.
	Evaluate the empirical validity, historical significance, and ethical boundaries of classic and contemporary social psychological experiments, assessing their relevance to behavior in the new millennium.
	Formulate adaptive strategies and evidence-based insights to maximize marital and relational happiness, resist manipulative persuasion or compliance techniques, and implement positive social influence frameworks in diverse organizational or community settings.

Title Of the Course	Counselling Psychology		
Year	III	Semester	V
Objectives of the Course	To introduce students to the foundational meanings, historical evolution, and basic frameworks of counselling, psychological testing, counsellor ethics, and specialized counselling domains across all five units.		
	To enable students to apply appropriate counseling approaches, procedural steps, psychological assessment tools, and core relationship-building skills when addressing diverse client populations and specialized case scenarios.		
	To train students to analyze and differentiate between diverse counseling theories structural steps in the counseling process, and the specific needs of unique populations like delinquents, families, or		

	pandemic-affected individuals.
	To develop the student's capacity to critically evaluate the psychometric soundness and limitations of psychological tests, judge diagnostic ethical dilemmas, assess counsellor-client rapport dynamics, and appraise the efficacy of specific mental health interventions.
	To empower students to synthesize specialized counseling strategies, formulate holistic mental health advocacy programs, and design integrated, eclectic intervention plans tailored to modern socio-cultural challenges and varied specialized settings.
Course Outline	Unit I: Nature and Scope of Counselling Counselling: Meaning – Nature - Need and Functions of Counselling - Emergence of Counselling in India - Goals and Scope of Counselling - Types of Counselling Services.
	Unit II: Approaches to Counselling and the Counselling Process Directive and Non-Directive Approaches - Humanistic Approach - Behaviouristic Approach - Existential Approach - Eclectic Approach, Counselling Process - Preparation For Counselling - Steps In The Counselling Process.
	Unit III: Psychological Testing and Diagnosis Use of Psychological Tests In Counselling - Types of Psychological Tests - Nature of A Good Psychological Test - Interpretation In Counselling - Limitations of Psychological Tests - Diagnosis and Its Limitations.
	Unit IV: Counsellor Qualities, Skills and Ethical Responsibilities Qualities of an effective counsellor - Counsellor skills - Building Trust – Listening – Attending – Observing - Building Rapport - Demonstrating Empathy - Ethics in Counselling.
	Unit V: An Overview of Specialities In Counselling Family Group Consultation - Counselling Families Concerning Children - Counselling With Parents - Counselling the Delinquent - Marriage Counselling - Premarital Counselling - Counselling the Differently Abled - Career Counselling - Adolescent Counselling -

	Counselling People Affected by Pandemic and Epidemic - Role of Counsellor in Fostering Good Mental Health.
Recommended Text Books	1. Rao, N. (2013). Counselling and Guidance. Chennai, India: Tata McGraw Hill. 2. Gladding, S.T. (2017). Counselling: A comprehensive profession. Chennai, India: Pearson. 3. Gibson, R. L., & Mitchell, M. H. (2007). Introduction to counselling and guidance. Upper Saddle River, NJ: Prentice Hall. 4. Nayak, A. K. (2007): Guidance and counseling. New Delhi, India: APH Publishing.
Reference Books	1. Corey, G. (2004). Theory and Practice of Counseling and Psychotherapy (7th Ed.). Wadsworth Publishing. 2. Gibson L Robert & Mitchell H Marianne. (2003). Introduction to counseling and Guidance. 6th edn. Delhi: Pearson Education 3. Nelson-Jones. (1995). The theory and practice of counseling. 2nd Edn. London: Holt, Rinehart and Winston Ltd. 4. Burnard Philip. (1995). Counselling Skills Training – A sourcebook of Activities. New Delhi: Viva Books Private Limited. 5. Samuel T. Gladding (2013) Counseling: A Comprehensive Profession Pearson education, 6. Richard Nelson-jones (2012), Theory and practice of Counseling and Therapy, 5th edition, sage publications 7. Sharma R N and Sharma R (2004), Guidance and Counseling in India , Pearson education, Inc 8. Meg Barker, Andreas Vossler and Darren Langdridge (2010), Understanding counselling and psychotherapy, sage publications.
Website and eLearning Source	Online Resources available in the net
Course Outcomes: On successful completion of the	Demonstrate a comprehensive understanding of the nature, goals, history, and foundational scope of the counseling profession across diverse specializations.

course, students will be able to	Systematically execute the sequential stages of the counseling process while integrating varied theoretical approaches (directive, non-directive, humanistic, behavioral, existential, and eclectic) based on client needs.
	Select, interpret, and ethically utilize standard psychological tests and diagnostic frameworks while remaining critical of their inherent psychometric and clinical limitations.
	Exhibit core micro-counseling skills—including active listening, empathetic attunement, rapport building, and observation—while strictly adhering to legal and ethical codes of responsibility.
	Design and adapt specialized counseling interventions and mental health support programs for families, couples, adolescents, delinquents, the differently-abled, and individuals recovering from epidemics or systemic crises.

Title of the Course	Experimental Psychology III		
Year	III	Semester	V
Objectives of the Course	The Course aims to - Develop skills in the assessment of Psychological Attributes - Learn the basic psychological processes involved in Human Behaviour.		
Course Outline	PSYCHOLOGICAL PROCESS: (Experiments – Any 10) The students shall complete any TEN of the following experiments. Intelligence 1. Standard Progressive Matrices 2. Bhatia's Battery Performance Test of Intelligence 3. Alexander's Battery Test Personality 1. Introversion- Extroversion Test 2. Rotter's Locus of Control 3. Big Five Personality Factors		

	Social Processes 1. Social Distance Scale 2. Social Motive Scale 3. Leadership Effectiveness Scale 4. Radicalism Vs Conservatism Aptitude 1. Finger Dexterity Test 2. Tweezer Dexterity Test 3. Rate of Manipulation Test 4. Two Hand Coordination Test Counselling 1. Adjustment 2. Dependence 3. Family Environment 4. Addiction 5. Loneliness 6. Helplessness
Recommended Text Books	1. Bacon, N., Brophy, M., Mguni, N., Mulgan, G. & Shandro, A. (2010). <i>The State of Happiness: Can public policy shape people's wellbeing and resilience?</i> London: The Young Foundation.
Reference Books	1. Parameshwaran, E.G. and Ravichandran, R. (2001) : Experimental Psychology, Hyderabad: Neelkamal Publication Pvt., Ltd., 2. Kuppusamy, B. (1954): Elementary Experiments in Psychology, Madras: Oxford University Press 3. Postman, G. A. and Egman, J. P. (1985): Experimental Psychology, New Delhi: Kalyani Publications.
Website and eLearning Source	Online Resources available in the net
Course Outcomes: On successful completion of the course, students will be able to	• Acquire skills in the scientific assessment of individuals' mental capabilities and behavioural styles • Obtain knowledge in recording and interpreting test results.

Title Of the Course	Environmental Psychology		
Year	III	Semester	V
Objectives of the Course	To introduce students to the foundational histories, theoretical perspectives, natural risk variables, pollutant stressors, sustainable resource concepts, and the psychological drivers of green behaviors.		
	To enable students to apply eco-psychological frameworks, risk-perception metrics, restorative environmental principles, acculturation models, and behavioral change interventions to real-world community, residential, and organizational settings.		
	To train students to analyze and deconstruct the complex interactions between human cognitive-emotional states and environmental degradation, breaking down the mechanics of NIMBYism, crowding, global warming, and social norms.		
	To develop the student's capacity to critically evaluate the psychological impacts of urban stressors, the viability of sustainable resource management policies, the efficacy of environmental education, and the systemic barriers to corporate pro-environmental action.		
	To empower students to synthesize diverse psychological drivers, behavioral models, and community values to design integrated intervention programs, educational frameworks, and policy guidelines that promote sustainable practices and community resilience.		
Course Outline	Unit I: Introduction to Environmental Psychology Defining – Origins – History - Psychological Perspectives in Environmental Psychology - Field Theory Approach - Eco-Cultural Psychology - Biosocial Psychology - Ecological Psychology - Ecological System Approach		
	Unit II: Environmental Risk Perception Natural Disasters and Ecological Threats - Environmental Risk -		

	Risk Perception - The Role of Cognition and Emotions - Human Behaviour in the Face of Risks - Risk Awareness – Resilience - Interventions in Human Habitats - Acceptance and the NIMBYism - Finding the Right Balance for the Common Good.
	Unit III: Environment and Behaviour Effects of Environment on Behaviour - Noise Pollution - Air Pollution - Crowding and Population Explosion - Health Benefits of Nature - Restorative Environments - The Gaia Hypothesis - Deep Ecology - Man-Environment Relationship Physical, Social, Cultural, Orientation and Product.
	Unit IV: Ecology and Development Human Behaviour and Environmental Problems: Global Warming - Greenhouse Effect - Energy Depletion - Ecosystem and Their Components - Sustainable Development - Resource Use: Common Property Resources. Ecology - Acculturation and Psychological Adaptation.
	Unit V: Psychological drivers of pro environmental action: Environmental Attitudes - Social Representations – Norms – Beliefs – Values – Identity - Environmental Knowledge - The Role of Direct Experience - Models Explaining Environmental Behaviour - The Role of Habits and Social Practices - Encouraging Environmental Behaviour Through Interventions - The Role of Environmental Education - Pro-Environmental Action In Organisations.
Recommended Text Books	1. Steg, L. & de Groot, (2019). Environmental Psychology : An Introduction. Chichester, West Sussex: John-Wiley & Sons Ltd 2. Mohanty, B. and Misra, S. (2017). A text book on Environmental Psychology. Krupajala Books, Bhubaneswar, Odisha 3. Clayton, S. (2012). The Oxford handbook of environmental and conservation psychology. New York: Oxford University Press
Reference Books	1. Kanagasabai, C.S. 2005. Environmental Studies. Rasee publishers. Madurai.

	2. Yogendra, N. and Srivastava, N. 1998. Environmental Pollution, Ashish Publishing House. New Delhi. 3. Sapru R.K.2001. Environment Management in India, Vol. I & Vol. II Ashish publishers house, New Delhi
Website and eLearning Source	Online Resources available in the net
Course Outcomes: On successful completion of the course, students will be able to	Identify and explain the core historical origins, diverse theoretical paradigms, systemic environmental risks, human behavioral stressors, and psychological drivers that define the relationship between individuals and their socio-physical environments.
	Apply proven environmental behavior models, restorative nature frameworks, and risk-perception concepts to implement practical, community-centered solutions for local and global ecological challenges.
	Analyze the underlying cognitive, emotional, social, and cultural mechanisms that dictate public reactions to environmental risks, infrastructural changes, urban crowding, and acculturative adaptation
	Critically evaluate the psychophysical impacts of environmental toxins, the socio-ethical boundaries of common property resource management, and the practical limitations of current pro-environmental interventions in communities and organizations.
	Synthesize ecological knowledge, social representation theories, and behavior-change methodologies to formulate comprehensive environmental education programs, corporate green policies, and structural interventions that foster long-term sustainable development.

Title of the Course	Sports and Exercise Psychology		
Year	III	Semester	V
Objectives of the Course	To introduce students to the foundational history, structural sub-specialties, distinct personality theories, motivational models,		

	arousal/anxiety hypotheses and taxonomic definitions of athletic aggression.
	To train students to apply standard sports psychometric concepts including self-confidence building strategies, goal-setting matrices, communication blueprints for the coach-athlete relationship and tactical behavioral regulation techniques—to live competitive athletic contexts.
	To enable students to analyze and deconstruct multi-dimensional athletic profiles, including Morgan's Iceberg Profile, variations in state versus trait anxiety, intrinsic/extrinsic motivational drives, and the psychosocial versus biological etiologies of aggression and violence in sport.
	To develop the student's capacity to critically evaluate the predictive link between emotional/arousal states and performance outcomes, judge the effectiveness of coaching behaviors on achievement motivation, and appraise the systemic validity of diverse clinical versus educational sports psychology consultative approaches.
	To empower students to bridge the science-to-practice gap by synthesizing behavioral, motivational, and emotional regulation principles to formulate comprehensive athletic psychological plans, stress-mitigation workshops, and proactive aggression management frameworks for elite sports teams.
Course Outline	Unit I: Introduction Meaning - History - Sport Psychology Specialties: Clinical- Sport Psychology - Educational Psychology - Role of Exercise and Sport Psychologists: Teaching – Research - Consultation Bridging Science and Practice Gap.
	Unit II: Personality and Performance Personality in Sports: Approaches to Personality - Personality Research in Sport and Exercise - Personality and Performance - Personality Theories: Psychoanalysis – Humanistic - Trait Theories and Models - Constitutional Theories - Social Learning - Personality and Performance in Sports - Defining Self- Confidence - Assessing and Building Self-Confidence.
	Unit III: Motivation and Performance Definition – Views - Guidelines for Building Motivation - Role of

	Coaching and Mentoring - Achievement Motivation – Competitiveness - Developing Achievement Motivation - Competitiveness in Sports Persons - Inter Personnel Communication and Coach-Athlete Relationship Motivation & Amp - Goal Setting: Meaning – Locke GST - Motivation-Performance Relationship.
	Unit IV: Emotion and Performance Emotion: Meaning - Definition – Anxiety: Definition - Types of Anxiety, Stress: Meaning - Definition - Nature of Arousal, Theories: Drive Theory - Inverted –U Theory – IZOF - Emotion Performance Relationship.
	Unit V: Aggression and Sports Aggression: Aggression in Sports – Meaning - Definition - Types of Aggression - Dimensions and Theories: Biological and Psychosocial - Violence in Sport - Management of Aggression - Emotional States and their Effect on Performance
Recommended Text Books	1. Cashmore (2004). Key concepts in sports psychology. New York: Routledge. 2. Jain R. (2005). Sports Psychology. New Delhi: D.K Publishers. 3. Weinberg R.S., & Gould D. (1995). Foundations of sport and exercise psychology (Vol. 4). Champaign, IL: Human Kinetics. 4. Cratty B.J. (2000) Psychology of Contemporary sports, Human Kinetics Publishers, Champaign Illinois 5. Horn, T. S. (Ed.) (2002). Advances in sport psychology. USA: Human Kinetics Publishers.
Reference Books	1. Fundamentals of Sport and Exercise Psychology, by Alan S. Kornspan published by Human Kinetics, 2009 2. Handbook of Sport Psychology by Gershon Tenenbaum, Robert C. Eklund published by John Wiley & Sons, 2007 3. Sport Psychology: An Introduction by Arnold D. LeUnes, Jack R. Nation by Wadsworth Thomson Learning, (2001) 4. Burton, D., & Raedeke, T. (2008). Introduction to mental skills training. Sport psychology for coaches. Champaign, IL: Human Kinetics. 5. Weinberg, R. S., & Gould, D. (2003). Foundations of sport and exercise psychology. USA: Human Kinetics Publishers, Inc.
Website and e-Learning Source	Online Resources available in the net

Course Outcomes: On successful completion of the course, students will be able to	Identify and explain the historical trajectories, core domains, structural personality attributes, motivational dynamics, arousal-anxiety theories, and behavioral patterns of aggression that govern sport and exercise psychology.
	Deploy evidenced-based goal-setting, self-confidence building, and interpersonal communication techniques to optimize the coach-athlete relationship and enhance overall performance states.
	Analyze empirical sports metrics, individual psychodynamic trait maps, and psychological stressors to trace how specific emotional or personality configurations manifest in competitive environments.
	Critically appraise the situational effectiveness of motivational interventions, anxiety-reduction frameworks, and behavioral management tactics used to address athletic burnout, over-arousal, and sports-related violence.
	Synthesize theoretical psychological frameworks with real-world athletic data to construct holistic, clinically or educationally sound psychological skills training programs tailored to optimize competitive sports performance and mental well-being.

Title of the Course	Rehabilitation Psychology		
Year	III	Semester	V
Objectives of the Course	Understand the history, scope, and professional role of a psychologist in rehabilitation.		
	Identify the types, definitions, and characteristics of mental, learning, and visual disabilities.		
	Explain how individuals adapt to and cope with disabilities using different theoretical models.		
	Learn how to assess a patient's mind, skills, mental health, and daily work abilities		
	Explore how the body recovers through medical treatments, physical mechanisms, and brain changes.		
Course Outline	UNIT – I: INTRODUCTION Overview of the Profession of Rehabilitation Psychology and Practice – History - Growth and Scope - Role of Psychologist in Rehabilitation.		

	UNIT – II: DISABILITIES Definition – Nature - Types - Characteristics of Various Disabilities - Mental Retardation - Learning Disabilities - Visual Disabilities.
	UNIT – III: MODELS OF DISABILITY Theories and Models of Adaptation to Disability - Adaptation Processes - Ways of Coping with Disability.
	UNIT – IV: PSYCHOLOGICAL THEORIES Theories of Adaptation and Coping- Social, Ecological, and Environmental Theories - Health and Behavioral Change Theories
	UNIT – V: BIOLOGICAL MODEL & REHABILITATION Biological Model of Disability – Rehabilitation - Medical Perspectives – Neuroplasticity - Physical Recovery Mechanisms - Biological Interventions.
Recommended Text Books	1. Brenner, L. A., Frank, R. G., & Elliott, T. R. (Eds.). (2019). Handbook of rehabilitation psychology (3rd ed.). American Psychological Association. 2. Zaretsky, H. H., Richter, E. F., III, & Eisenberg, M. G. (Eds.). (2010). Medical aspects of disability: A handbook for the rehabilitation professional (4th ed.). Springer Publishing Company. 3. Kaplan, R. M., & Saccuzzo, D. P. (2017). Psychological testing: Principles, applications, and issues (9th ed.). Cengage Learning.
Reference Books	1. Kennedy, P. (Ed.). (2012). The Oxford handbook of rehabilitation psychology. Oxford University Press. 2. Kirk, S. A., Gallagher, J. J., & Coleman, M. R. (2014). Educating exceptional children (14th ed.). Cengage Learning. 3. Corrigan, P. W. (2016). Principles and practice of psychiatric rehabilitation (2nd ed.). Guilford Press. 4. Balthazar, C. H., & Vendrely, A. M. (2022). Rehabilitation research: Principles and applications (6th ed.). Elsevier. 5. Mitra, R. (Ed.). (2019). Principles of rehabilitation medicine. McGraw-Hill Education.
Website and e-Learning Source	1.APA Division 22 (Rehabilitation Psychology) – Official guidelines, ethics, and professional scope definitions. 2.SWAYAM / NPTEL Portal – Search for "<i>Introduction to Disability Studies</i>" for dedicated video modules on disability models. 3.University of Washington Rehabilitation Medicine Guide – Comprehensive clinical toolkits for functional and cognitive assessments. 4.Access Medicine - Principles of Rehabilitation Medicine for specialized digital chapters on biological interventions and recovery.

Course Outcomes: On successful completion of the course, students will be able to	Explain the history, scope, and professional role of a psychologist in rehabilitation healthcare.
	Identify the key types, definitions, and behavioral characteristics of mental, learning, and visual disabilities.
	Apply adaptation models and coping strategies to help individuals adjust to living with a disability.
	Conduct psychological, cognitive, vocational, and daily functioning assessments to identify patient needs.
	Utilize concepts of medical recovery and neuroplasticity to support biological interventions inpatient rehabilitation.

Title of the Course	Internship		
Year	III	Semester	IV
Objectives of the Course	To immerse students in a professional workspace where they can bridge academic theory with practical application, developing the professional ethics, collaborative skills, and field-specific competencies required for entry-level career readiness.		
Course Outline	• Institutional Training shall be done individually by the students during their IV semester end summer holidays, for a period of 15 days in an industry / field of psychological relevance, as approved by the department. • The students shall submit a work Diary & a Report for the Internship training along with the Certificate from the organization, where the student had undergone the training, in the beginning of the V Semester. • Both the reports shall be evaluated during fifth semester examinations.		
Recommended Text Books	The School Psychology Practicum and Internship Handbook by Eric Rossen and Diana Joyce-Beaulieu		
Reference Books	Internships in Psychology The APAGS Workbook for Writing Successful Applications and Finding the Right Fit, Fourth Edition By Carol Williams-Nickelson, Mitch Prinstein, and W. Greg Keilin		

Website and eLearning Source	Online Resources available in the net
Course Outcomes: On successful completion of the course, students will be able to	Successfully execute field-specific professional tasks by integrating academic knowledge with workplace standards, demonstrating ethical conduct, effective team collaboration, and reflective self-evaluation.

Title of the Course	Industrial Psychology		
Year	III	Semester	VI
Objectives of the Course	To introduce students to the foundational definitions, historical milestones, structural job classifications, communication frameworks, and core conflict models across all five units.		
	To enable students to apply principles of workplace motivation, psychometric personnel selection tests, rating scales, Johari Window models, and negotiation tactics to real-world corporate and organizational scenarios.		
	To train students to analyze and deconstruct individual differences, Theory X/Y dynamics, components of job analysis, multi-cultural communication barriers, and the root situational determinants of leadership and structural conflict.		
	To develop the student's capacity to critically evaluate employee attitude metrics, the validity of personnel testing programs, organizational dysfunctions, performance appraisal rating biases, and the efficacy of diverse conflict management approaches.		
	To empower students to design integrated wage incentive systems, construct robust personnel selection pipelines, formulate cross-cultural negotiation protocols, and synthesize emerging leadership models to maximize workplace morale and collaboration		
Course Outline	UNIT 1 Introduction Industrial Psychology: Definition – Objective – Scope - Principles –		

	Causation - Individual Differences - Errors in Observation and Reporting - Attitudes – Methods of Finding Employees Attitudes - Motives: Fundamental Motives – Types of Incentives - Wage Incentive System - Fringe Benefits – Frustration – Morale - Types of Leadership.
	UNIT 2 Human Relations and Organizational Behaviour Historical Development - Scientific Management - Basic Concepts - Nature of People - Nature of an Organization - Dysfunctions of an Organization - Research Foundations - Hawthorne Studies - Illumination Experiments - Relay Room Experiments - Theory X and Theory Y - Milgram’s Obedience to Authority Study.
	UNIT 3 Occupational Information Introduction - Job description - Job analysis - Job satisfaction - Job evaluation - Occupational Classification - Organizational control - Selection process and the Evaluation of Employees –Evaluation of Employees – Purpose – Criterion - Pre-requisites - Types of rating scales – Results of rating - Methods of Selection: Interview – Use – Definition – Advantages – Limitations - Interviewing techniques – Application Blanks – Personnel tests in Industry – Purposes - Types of Personnel tests – Intelligence – Personality – Interest –Mechanical Ability –Clerical ability – Steps in a test program.
	UNIT 4 Communication and Negotiation Skills: Definition - Goals of Organizational Communication - Barriers to Effective Communication - Communication Dilemma - Johari Window - Verbal and Non-Verbal Communication – Nature and Significance of Negotiation Skills – Cross Cultural Perspective on Negotiation Styles.
	UNIT 5 Leadership, Collaboration And Conflict: Definition - Nature - Significance - Traits and Skills - Behavioural Styles - Leadership- Determinant of Leadership - Emerging Theories of Leadership, Effective Supervision – Conflict: Definition - Role of Conflict in Organization - Sources of Conflict - Classification of Conflict - Approaches to Conflict Management.
Recommended Text Books	1. Dwivedi, References R.S. (2010). Human Relations and Organisational Behaviour. A Global perspective, 5thEdition, Macmillan

	publishers India Ltd., New Delhi. 2. Harrell, Thomas, W.(1954) Industrial Psychology, Oxford and IBH Publishing Company NewDelhi.
Reference Books	1. Newstrom, John. W and Davis.K(2002), Organizational behaviour: Human Behavior at work XI Edition – TataMcGraw – HillInc.NewDelhi.Robins,StephenP.(2001),OrganizationalBehavior,IX Edition. Prentice–Hall of India Private Ltd.
Website and eLearning Source	Online Resources available in the net
Course Outcomes: On successful completion of the course, students will be able to	Identify and explain the core principles, historical research foundations, occupational structures, communication systems, and leadership dynamics that govern human behavior in industrial organizations.
	Deploy standardized job evaluation tools, multi-phased employee selection techniques, personnel test batteries, and behavioral rating scales to optimize organizational talent acquisition and performance metrics.
	Analyze the complex interactions between individual workplace motives, group compliance, job satisfaction variables, communication barriers, and leadership styles to diagnose organizational issues.
	Critically evaluate the psychometric soundness of personnel screening programs, organizational communication flows, leadership behaviors, and structural conflict scenarios against standard behavioral models.
	Formulate strategic organizational blueprints including comprehensive incentive plans, tailored negotiation tactics, collaborative team structures, and conflict resolution policies to foster high workplace morale and productivity.

Title of the Course	Experimental Psychology IV		
Year	III	Semester	VI

Objectives of the Course	To enable the students to..... • Develop skills in the assessment of Psychological Attributes • Learn the basic psychological processes involved in Human Behaviour.
Course Outline	PSYCHOLOGICAL PROCESS: (Experiments – Any 10) The students shall complete any TEN of the following experiments. GENERAL / MENTAL HEALTH 1. General Health 2. Mental Health Attitude 3. Perceived Stress Scale 4. State – Trait Anxiety 5. Obsessive – Compulsive Behaviour 6. Behaviour Problem Checklist 7. Phobia (Temple Fear Survey Inventory) 8. Depression 9. Neurotic Behaviour WORK LIFE APPRAISAL 1. Role Stress Scale 2. Job Anxiety Scale 3. Job Involvement Scale 4. Environmental Pollution Attitude Scale 5. Comprehensive Scale of Entrepreneurship 6. Vocational Interest Record 7. Reaction Time HEALTH AND WELL-BEING 1. Subjective well- being 2. PGI Health Questionnaire 3. Shyness 4. Hardiness 5. Mental Fatigue 6. Self- confidence 7. Values 8. General Health 9. Anger
Recommended Text Books	1.Maclin, M. K. (2023).<i>Experimental Design in Psychology: A Case Approach</i> (10th ed.). Routledg

	2. Elmes, D. G., Kantowitz, B. H., & Roediger, H. L., III. (2017). <i>Experimental Psychology</i> (10th ed.). Cengage India.
Reference Books	1. Barki.B.G.&Mukhopadyay.B.(1989): Guidance and counselling –A Manual New Delhi: Sterling Publishers. 2. Prasad,L.M.(2006):Organizational Behaviour, New Delhi; Suitanchand @ sons.
Website and e Learning Source	Online Resources available in the net
Course Outcomes: On successful completion of the course, students will be able to	• Acquire skills in the scientific assessment of individuals' mental capabilities and behavioural styles • Obtain knowledge in recording and interpreting test results.

Title of the Course	Project		
Year	III	Semester	VI
Objectives of the Course	To cultivate independent research capabilities by guiding students through the process of identifying a relevant field-specific problem, designing an appropriate methodology, analyzing findings, and documenting results according to professional academic standards.		
Course Outline	Project Timeline & Milestone Stages The project work spans a typical 15–16 week semester. Progress is divided into a five-stage sequence to ensure structured completion: 1. Topic Selection & Synopsis - Weeks 1–3 2. Methodology Formulation & Ethics - Weeks 4–6 3. Data Collection Phase - Weeks 7–10 4. Data Analysis & Interpretation - Weeks 11–13 5. Final Drafting & Submission - Weeks 14–16 Evaluation Scheme The assessment is typically divided into continuous internal		

	evaluation and external evaluation conducted by an appointed external examiner. Assessment Component Evaluation Criteria Weightage Continuous Internal Evaluation • Regularity & interaction with guide • Synopsis and review presentation • Mid-term data collection progress report • Draft manuscript evaluation External End-Semester Evaluation • Final Dissertation Evaluation (Quality of literature, analysis & depth of discussion) • Final Power point Presentation & Viva-Voce Examination
Recommended Text Books Reference Books	1. American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association. 2. Creswell, J. W., & Creswell, J. D. (2018). Research design: qualitative, quantitative, and mixed methods approaches (5th ed.). SAGE Publications. 3. Kerlinger, F. N. (2000). Foundations of behavioral research (4th ed.). Harcourt College Publishers.
Website and eLearning Source	Online Resources available in the net
Course Outcomes: On successful completion of the course, students will be able to	Independently execute and formally defend a structured research study, demonstrating the ability to review academic literature, collect and analyze data ethically, and produce a cohesive, well-cited technical thesis.

Title of the Course	Gender Psychology		
Year	III	Semester	VI
Objectives of the Course	To introduce students to the foundational concepts, historical paradigms of gender psychology, affective/cognitive/behavioral attitude dimensions, psychodynamic or cognitive theories of gender development, and developmental milestones across all five units.		
	To enable students to apply gender schemas, theoretical development models, philosophical standpoints and cognitive reframing strategies to real-world socio-cultural contexts, media analysis, and family environments		
	To train students to analyze and deconstruct gender-role conflicts, evolving historical constructs of masculinity/femininity, the underlying mechanics of sexism and LGBT discrimination, and the complex biological, familial, and peer factors influencing identity development.		
	To develop the student's capacity to critically evaluate the comparative strengths and limitations of diverse gender development theories, the psychological impacts of gender-role stereotyping, systemic sex discrimination, and diagnostic or clinical perspectives surrounding gender dysphoria.		
	To empower students to synthesize theoretical, biological, and socio-cultural data to design progressive intervention frameworks, educational workshops, or institutional policies aimed at altering gender-role stereotypes and fostering inclusivity for diverse gender identities.		
Course Outline	Unit 1 : Introduction to Gender Psychology Basic Concepts: Sex – Gender - Gender Role - Masculine Feminine - Role Conflicts - Intra-Role and Inter-Role Conflicts - Role Incongruent Behaviour - Gender Dysphoria - Sexual Orientation - Sex Typing - Cultural Differences in Construction of Gender - Philosophical Standpoints Related to Gender — Minimalist - Maximalist and Constructionist Viewpoints.		

	Unit 2: History of Gender Psychology Sex Difference In Intelligence (1894-1936) - Masculinity - Femininity as a Global Personality Trait (1936-1954) - Sex Typing and Androgyny (1954-1982) - Gender as a Social Category (1982-Present).
	Unit 3: Gender-Role Attitudes Attitudes Towards Men and Women's Roles - Affective Component: Sexism - Attitude Towards LGBT Persons - Cognitive Component: Gender-Role Stereotyping: Meaning – Effects - Altering - Behavioural Component: Sex Discrimination.
	Unit 4: Theories of Gender Development Psychodynamic Approach to Gender Development: Freud's View of Gender Identity Development - Horney's Theory of Gender - Social Learning Theory - Cognitive Theories of Gender Development: Cognitive Developmental Theory - Gender Schema Theory - Comparison of the above theories.
	Unit 5: GENDER IDENTITY DEVELOPMENT Gender Identity Development - Development During Childhood - Later Development - Factors influencing Gender Identity Development - Biological Factor - Family Environment – Peers – Media - Considering Diversity - Gender Dysphoria.
Recommended Text Books	1. Brannon, L. (2017). Gender(7th ed.). Routledge. https://doi.org/10.4324/9781315621821 2. Helgeson, V. S. (2017). The Psychology of gender(5th ed.). Routledge. https://doi.org/10.4324/9781315643557
Reference Books	1 . Rudman, L. A., & Glick, P. (2008). The social Psychology of gender: How Power and Intimacy Shape Gender Relations Guilford Publications.
Website and eLearning Source	Online Resources available in the net
Course Outcomes: On	Identify and explain the foundational definitions, historical shifts,

successful completion of the course, students will be able to	structural components of attitudes, developmental theories, and socio-biological factors that shape gender psychology and identity across the lifespan.
	Apply established psychological theories of gender development and philosophical standpoints to explain real-world behavioral expressions, media representations, and systemic social scripts related to gender roles.
	Analyze the complex interactions between socio-cultural constructions, intra- and inter-role conflicts, stereotyping mechanisms, and environmental influences that impact gender identity and attitude formation.
	Critically evaluate empirical theories of gender development, historical psychometric approaches to masculinity/femininity, the pervasive effects of sex discrimination, and the nuances of diverse gender experiences like gender dysphoria.
	Synthesize psychological principles, diversity considerations, and behavioral alteration techniques to formulate strategies, interventions, or policy guidelines that reduce gender stereotyping and promote psychological well-being across diverse gender expressions.

Title of the Course	Health Psychology		
Year	III	Semester	VI
Objectives of the Course	To introduce students to the foundational definitions of health psychology, core models of health behavior, symptomatic trajectories of chronic illness and pain, biological/psychological stress models, and the behavioral parameters of substance abuse and weight management across all five units.		
	To train students to apply evidence-based behavior modification models, clinical pain control techniques, systemic stress coping strategies, and lifestyle intervention protocols to diverse patient populations.		
	To enable students to analyze and deconstruct the multi-dimensional factors influencing patient-practitioner relationships,		

	cognitive-behavioral barriers to habit transformation, psychosocial adjustments to chronic illness, and the biological versus cognitive pathways of stress appraisal.
	To develop the student's capacity to critically evaluate the clinical efficacy of health habit modification avenues, the validity of quality of life metrics in long-term diseases, the systemic impacts of chronic stress responses, and the structural outcomes of smoking, drinking, and dietary interventions.
	To empower students to synthesize the bio psychosocial model, cognitive-behavioral theories, and evidence-based wellness strategies to design integrated psychological health promotions, corporate stress management initiatives, and behavioral recovery programs tailored to manage chronic illness and lifestyle disorders.
Course Outline	Unit I: Introduction To Health Psychology- Health Behaviour Health Psychology- Definition and Need - The Bio Psychosocial Model - Patient Practitioner Relationship - Introduction to Health Behavior - Factors Influencing the Practice of Health Behaviour.
	Unit II: Models of Health Behaviour Changing Health Habits Using Theoretical Models - Health Belief Model - Theory of Planned Behaviour - Cognitive Behavioural Approaches to Change Health Behaviour - Trans Theoretical Model of Behaviour Change - Avenues For Health Habit Modification.
	Unit III: Chronic Illness and Pain Illness Factors – Onset – Progression - Types of Symptoms - Quality of Life - Personal Issues In Chronic Illness - Coping With Chronic Illness - Co Management of Chronic Illness - Psychosocial Interventions - Pain: Definition - Types of Pain - Pain Control Techniques - Pain Management
	Unit IV: Stress and Coping Stress Definition - Dimensions of Stress- Sources of Chronic Stress - Theoretical Contributions - Lazarus's Appraisal Model - Flight Or Fight Response - General Adaptation Syndrome - Tending and Befriending Model - Coping With Stress- Sources of Stress.
	Unit V: Promoting Health Behaviour Smoking - Effects of Smoking - Reasons For Smoking -

	Alcoholism – Effects – Reasons - Interventions for Reducing Smoking - Changing Problem Drinking - Management of Overweight & Obesity- Effects of Dieting & Physical Activity.
Recommended Text Books	1. Straub O. Richard (2002) Health Psychology. New York: Worth Publishers. 2. Taylor E. Shelley Health Psychology (7 th Ed.) New Delhi: Tata McGraw Hill Education Pvt Ltd 3. Gurang R.A.R. (2014) Health Psychology - A Cultural Approach (3 rd Ed.) U.S.A: Wadsworth Cengage Learning. 4. Boyer, B., & Paharia, I. (2008). Comprehensive handbook of clinical health psychology. Edison, NJ: John Wiley & Sons. 5. Sarafino, E. (1994). Health psychology. Edison, NJ: John Wiley & Sons.
Reference Books	1. Taylor, S. (1995). Health psychology (6th ed.). Toronto, Canada: McGraw Hill Ryerson. 2. Marks, D., Murray, M., Evans, B., Willig, C., Woodall, C., & Sykes, C.M. (2008). Health psychology: Theory, research and practice (2nd ed.). New Delhi, India: Sage Publications. 3. Branmon, L., & Frist, J. (2010). Introduction to health psychology; New Delhi, India: Cengage Learning India Pvt Ltd. 4. Wolfgang Linden, (2004), Stress Management: From Basic Science to Better Practice, Sage publications . 5. Brian Luke Seaward (2014), Essentials of Managing Stress, Jones & Bartlett Publishers, 6. Shelly E. Taylor (2012), Health psychology, 7th edition, , TATA McGrawHil, New Delhi. 7. Mitchell D. Feldman & John F. Christensen (2008), Behavioural medicine – A guide for clinical practice, 3rd edition, McGraw Hill, NY, . 8. Robert J. Gatchel, Andrew Baum and David S. Krantz (1989), An introduction to health psychology, 2nd edition, McGraw Hill, NY.
Website and e-Learning Source	Online Resources available in the net
Course Outcomes: On successful completion of the course, students will be able to	Identify and explain the foundational principles of health psychology, theoretical behavior change matrices, physiological mechanisms of chronic pain or stress, and the systemic consequences of negative lifestyle choices.
	Deploy validated behavioral modification steps, clinical stress reduction techniques, and targeted intervention strategies to

	optimize wellness habits and improve patient compliance in healthcare environments.
	Analyze empirical patient data to differentiate between underlying cognitive behavioral barriers, chronic stress appraisals, psychosocial illness factors, and the socio-environmental triggers of addictive behaviors.
	Critically evaluate the contextual effectiveness of distinct psychological therapies, coping styles, public health campaigns, and medical management models applied to alleviate chronic suffering and physiological dependence.
	Synthesize multidimensional clinical variables, behavioral theories, and ethical boundaries to construct holistic, patient-centered lifestyle intervention plans aimed at promoting human longevity and psychological well-being.

Title of the Course	Positive Psychology		
Year	III	Semester	VI
Objectives of the Course	To introduce students to the foundational definitions, goals, and dual perspectives of positive psychology, alongside the core constructs of emotions, resilience, attachment, gratitude, and forgiveness.		
	To enable students to apply the Broaden-and-Build model, emotional intelligence skills, mindfulness in relationships, and cultivation techniques for gratitude and forgiveness to enhance subjective well-being and life skills.		
	To train students to analyze the determinants of happiness, the developmental tasks of successful aging, the dynamics of adult attachment security, and the qualitative differences between emotional coping strategies across the lifespan.		
	To develop the student's capacity to critically evaluate infant and adult attachment patterns, the efficacy of "Emotional Storytelling," marital satisfaction through the lens of Self-Expansion theory, and the psychometric validity of well-being and Quality of Life (QoL)		

	assessments.
	To empower students to synthesize theoretical models and practical assessment data to design personalized well-being interventions, foster cultures of appreciation in relationships, and formulate strategies for self-forgiveness and resilience.
Course Outline	Unit 1 Introduction Positive Psychology – Definition-Characteristics Assumptions-goals - Eastern and Western perspectives on positive psychology
	Unit 2 Positive Emotions Definition - Broaden and Build Model of Positive Emotions - Happiness- Definition - Subjective Well-Being - Determinants of Subjective Well- Being - Increasing Happiness In Your Life - Emotion- Focused Coping – Emotional Intelligence - Learning The Skills That Make A Difference - Emotional Story Telling - An Emotional Balancing Act
	Unit 3 Living Well At Every Stage Resilience In Childhood - Positive Youth Development – Primary Tasks At Adulthood - Successful Aging – Meaning - The Macarthur Foundation Study of Successful Aging.
	Unit 4 Positive Relationship Definition – Infant Attachment-Adult Attachment Security - Triangular Theory of Love - The Self-Expansion Theory of Romantic Love - Marital Satisfaction- Building A Mindful Relationship Connection - Creating A Culture of Appreciation In Capitalizing On Positive Events
	Unit 5 Gratitude Definition – Cultivating – Gratitude – Measuring gratitude - Forgiveness: Definition - Cultivating Forgiveness - Forgiving Another Person - Forgiving Oneself Forgiveness of a Situation – Measuring forgiveness - Techniques to Improve Forgiveness.

Recommended Text Books	1. Synder, C.R. Lopez S.J., & Pedrotti, J.T. (2011), Positive Psychology: The scientific and practice explorations of human strengths, SAGE Publications India Pvt.Ltd. 2. Baumgardner, S.R. & Crothers, M.K. (2009) Positive Psychology. Dorling Kindersley India Pvt.Ltd.
Reference Books	Carr. A. (2008) Positive Psychology: The science of happiness and human strengths. Routledge.
Website and eLearning Source	Online Resources available in the net
Course Outcomes: On successful completion of the course, students will be able to	Identify and differentiate the core concepts, historical perspectives, and philosophical assumptions of positive psychology in both global and cultural contexts.
	Utilize evidence-based models, such as the Broaden-and-Build and Triangular Theory of Love, to implement practical strategies for increasing happiness, emotional intelligence, and relationship satisfaction
	Analyze developmental milestones and psychological determinants that contribute to resilience in childhood, successful aging, and the maintenance of secure adult attachments.
	Critically appraise psychological constructs and assessment tools related to quality of life, subjective well-being, and emotional intelligence through standardized practical testing.
	Synthesize multidimensional virtues—including gratitude, forgiveness, and mindful connection—to construct holistic personal and social intervention plans aimed at fostering mental health and human flourishing.

Title of the Course	Forensic and Criminal Psychology		
Year	III	Semester	VI
Objectives of the Course	To familiarize students with foundational theories of crime, bio psychosocial markers of psychopath, psychometric and		

	physiological methods of deception detection, profiles of serial/terrorist offenders, judicial decision-making frameworks, and sentencing guidelines.
	To enable students to apply neuro developmental risk factor analyses, cognitive interviewing frameworks, profiling methodologies, witness protection safeguards, and standardized risk assessment tools to practical forensic contexts.
	To train students to analyze the structural dynamics between victimization and neurochemistry, estimator versus system variables in eyewitness memory, radicalization and disengagement pathways, witness confidence malleability in courtrooms, and specialized treatment programs for diverse offender populations.
	To develop students' capacity to critically evaluate the legal and ethical boundaries of forensic assessments, the reliability of computer-based linguistic lie detection, dangerousness metrics in domestic and political violence, the systemic validity of expert witness testimonies, and the evidence-based efficacy of rehabilitative interventions.
	To empower students to synthesize insights from neuro criminology, investigative psychology, psycholinguistics, trial mechanics, and correctional frameworks to construct a cohesive, ethical, and multi-layered approach to criminal behaviour management and systemic judicial administration.
Course Outline	Unit I Nature and Causes of Crime Define - Crime and the Public - Victims of Crime. Theories of crime: Societal theories - Community theories - Group and Socialization theories - Psychological and Developmental theories - Psychopath and Aggression - Correlates of Psychopath in adolescents and children - Genetic basis - Family factors – Attachment - Facial expression recognition - Aversive conditioning - Neurochemistry. Effects of Interpersonal Crime on Victims: Childhood victimization, Adulthood victimization.
	Unit II Investigating Crime Eyewitness Evidence: The Memory Process - Estimator vs. System variables - Interviewing witnesses - Traditional

	Investigative Interviews - The Cognitive Interview (CI) - Interviewing vulnerable witnesses. Detecting Deception – Theoretical approaches - Objective cues - Lie-Catchers’ Performance - Detecting deception from verbal content – Computer - Based Linguistic Analysis - Psycho-Physiological Detection of Deception - Strategic interviewing in order to Elicit and Enhance cues to Deception Unit III Terrorism and Serial Murders Terrorism – Definition - Psychology of Terrorism – Radicalization - Disengagement, Suicide Terrorism and Political Suicide. Serial murders – Myths – Definition – Types – Causality – Psychopath - Investigative issues and best practices Unit IV The Trial Process Judicial Processes - Evidence in Court - Judges as Decision Makers - Juries as Decision-Makers - Safeguarding Vulnerable Witnesses - Identifying Perpetrators – Mistaken Identification - Eyewitness Identification and Human Memory - Design Requirements of Identification Procedures - Estimator Variables - System Variables - Malleability of Witness Confidence - Identification From CCTV - The Role of Expert Witness. Unit V Dealing with Offenders Crime and Punishment: Sentencing – Reducing Offending Behaviour, - Psychological Contributions To Offender - Risk Assessment - General Offender Behavior - Types of Dangerous Offenders - Treatment Frameworks - Evidence Base For The Treatment – Interventions: Female - Intellectual Disabilities - Rehabilitation of Offenders.
Recommended Text Books	1. Davies, G. M., & Beech, A. R. (2017). <i>Forensic psychology: Crime, Justice, Law, Interventions</i>. John Wiley & Sons. 2. Dennis, H. (2018). <i>Introduction to Forensic and Criminal Psychology</i> (6th ed.). Pearson.

Reference Books	1. de Ruiter, C., & Kaser-Boyd, N. (2015). Forensic Psychological Assessment in Practice. Routledge. 2. Bartol, C.R., & Bartol, A.M. (2019). Introduction to Forensic Psychology – Research and Application (5th ed.). Sage. 3. Walsh, S. (2021). Key cases in Forensic & Criminological Psychology. Sage.
Website and eLearning Source	Online Resources available in the net
Course Outcomes: On successful completion of the course, students will be able to	Recall and explain the foundational sociological and psychological theories of crime, human memory limitations in investigations, psychological profiles of terrorist and serial offenders, courtroom decision-making dynamics, and contemporary objectives of judicial sentencing.
	Apply forensic neuro developmental models, strategic cognitive interviewing protocols, geographical and behavioral offender profiling systems, identification procedure design requirements, and evidence-based correctional delivery programs to real-world criminal justice processes.
	Deconstruct and analyze the biological and family correlates of psychopathy, the multi-stage variables affecting eyewitness reliability, the ideological mechanics of radicalization and suicide terrorism, the factors driving mistaken courtroom identifications, and the unique clinical profiles of mentally disordered or intellectually disabled offenders.
	Critically evaluate the ethical issues surrounding psychopathy assessments, the diagnostic validity of diverse deception detection technologies, dangerousness and threat metrics in extreme violence, the structural value of expert witness inputs, and the comparative success rates of rehabilitative and treatment frameworks.
	Synthesize and integrate multi-disciplinary insights from developmental criminology, investigative deception analysis, violent offender typologies, trial safeguards, and specialized correctional interventions to formulate comprehensive, system-

	wide risk management and forensic assessment strategies.
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Title of the Course	Therapy Techniques		
Year	III	Semester	VI
Objectives of the Course	To introduce students to the core definitions, unique philosophical natures, and historical significance of psychological therapy techniques, Behavior Therapy, Art Therapy, Person-Centered Therapy, and Solution-Focused Brief Therapy across all five units.		
	To train students in the clinical application of step-by-step procedural protocols, standard structural exercises, and specific intervention mechanics unique to each therapeutic modality within diverse counseling scenarios.		
	To develop the capacity to analyze and differentiate the structural types, underlying psychological mechanisms, and core process variations across the four specialized therapeutic frameworks.		
	To enable students to critically evaluate the clinical benefits, situational indications, population match, and relative limitations of behavior, art, humanistic, and brief therapy methods based on distinct client presentation profiles.		
	To empower students to synthesize multiple clinical perspectives to design integrated therapeutic plans, tailor customized intervention sequences, and formulate time-effective treatment pathways that address modern psychological challenges.		
Course Outline	UNIT I: INTRODUCTION Meaning - Nature - Importance of Psychological Therapy Techniques in Today's World.		
	UNIT II: BEHAVIOUR THERAPY Meaning – Nature – Types- Procedure - Benefit		

	UNIT III: ART THERAPY Meaning – Nature – Types- Procedure - Benefits
	UNIT IV: PERSON CENTERED THERAPY Meaning – Nature – Types- Procedure – Benefits
	UNIT V: SOLUTION FOCUSED BRIEF THERAPY Meaning – Nature – Types- Procedure - Benefits
Recommended Text Books	-
Reference Books	1. VandenBos, G.R. (2013). Psychotherapy Theories and Techniques: A Reader. American Psychological Association; 1st edition 2. Online resources
Website and eLearning Source	Online Resources available in the net
Course Outcomes: On successful completion of the course, students will be able to	Identify and explain the foundational definitions, structural classifications, core philosophies, and cross-cultural significance of various modern psychological therapy techniques.
	Execute the standardized clinical procedures and operational guidelines for Behavior, Art, Person-Centered, and Solution-Focused Brief therapies with high procedural precision.
	Analyze client issues to differentiate which specific type, sub-technique, or systemic approach within each therapeutic modality is driving psychological change.
	Critically evaluate the efficacy, measurable therapeutic benefits, and clinical limitations of applying specific behavior, creative-expressive, or humanistic interventions to individual client cases.
	Synthesize diverse therapeutic components and procedural frameworks to construct holistic, client-tailored psychological treatment plans optimized for both brief and long-term mental

	health interventions.
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Title of the Course	Personality Development		
Year	I	Semester	II
Objectives of the Course	Understand the Nature and Meaning of Personality		
	The Understand the Ways of Enriching Personality		
	Understand the Meaning of Motivation		
	Learn the Meaning of Success		
	Know the Relationships and Personality		
Course Outline	Unit – I: Meaning and Nature of Personality Personality: Definitions – Meanings - Elements of personality - Types of Personality - Determinants of personality - Personality SWOT Analysis		
	Unit – II: Personality Enrichment Self esteem - Self concept - Advantages of high self esteem - Characteristics of people with high and low self esteem - Steps to building positive self esteem – Attitude - Factors that determine our attitude - Benefits of a positive attitude and consequences of a negative attitude - Steps to building a positive attitude.		
	Unit – III: Motivation Motivation: Meaning and nature - The difference between inspiration and motivation - Motivation redefined - External motivation vs. Internal motivation - Achievement motivation		
	Unit – IV: Success Defining success - Real or imagined obstacles to success - Qualities that make a person successful - Reasons for failure – Interpersonal skills - Dealing with seniors – colleagues – juniors – customers - suppliers at the workplace.		
	Unit – V: Positive Relationships & Personality Positive Relationships – Factors that prevent building and maintaining positive relationships - the difference between ego and pride - the difference between selfishness and self interest - Steps for building a positive personality - Body language: understanding body language - Projecting positive body language.		
Recommended Text Books	1.Nathan Dorman (2004). Personality Development. Abishek Publication, New Delhi.		
Reference Books	2.Jafar Mahmud (2004). Introduction to Psychology. APH Publishing Corporation, New Delhi. 3.Zig Ziglar (2000). See You at the Top. Magna Publishing Co. Ltd., Mumbai.		

	4. Shiv Khera (1998). You can win. MacMillan India Ltd., New Delhi. 5. Walter Doyle Staples (2000). Think Like a Winner. Magna Publishing co. Ltd., Mumbai.
Website and e-Learning Source	Online Resources available in the net
Course Outcomes: On successful completion of the course, students will be able to	Understand Nature of Personality development
	Understand ways of personality enrichment
	Understand the importance of motivation
	Acquire the meaning of success
	The importance of positive relationships for personality development.

Title of the Course	Business Communication		
Year	II	Semester	III
Objectives of the Course	To introduce students to the foundational concepts, media, and barriers of communication, alongside the structural layouts, mandatory formats, and core purposes of business letters, bank/insurance emails, company corporate records, and formal committee reports across all five units.		
	To train students to apply principles of effective communication to write standard business inquiries, quotations, bank disputes, employment applications, secretarial notices, and structured individual summaries.		
	To enable students to analyze and break down audience requirements, differentiating between the tonal variations needed for aggressive collection letters, formal shareholder resolutions, complaints/adjustments, and persuasive oral speeches.		
	To develop the student's capacity to critically evaluate the clarity and professional alignment of business pitches, audit adjustments for fairness, appraise secretarial compliance with government regulations, and critique the structural characteristics of committee reports.		
	To empower students to synthesize communication principles and formatting blueprints to draft complex corporate documentation portfolios, plan professional speeches, design strategic circular letters, and compile comprehensive, high-impact business reports.		
Course Outline	UNIT I: COMMUNICATION: AN INTRODUCTION Communication – Meaning – Objectives – Process – Media of Communication – Types of Communication – Barriers to		

	Communication - Principles of Effective Communication.
	UNIT II: BUSINESS LETTERS Business Letters – Layout of Business Letters - Types - Business Enquires and Replies – Offers – Quotations – Orders – Complaints and Adjustments – Collection Letters – Circular Letters – Status Enquires.
	UNIT III: BANK CORRESPONDENCE Bank Correspondence – Insurance Correspondence – Agency Correspondence – Letters to The Editors – Applications for Appointment.
	UNIT IV: COMPANY CORRESPONDENCE Company Correspondence – Duties of Secretary – Correspondence With Directors, Shareholders, Government Departments and Others.
	UNIT V: REPORT Report – Meaning – Importance – Characteristics of A Good Report – Preparing Report -Report By Individuals – Report By Committees – Speeches – Characteristics of Good Speech – Planning to Speak.
Recommended Text Books	Rajendrapal & Koralahalli J.S. Essentials of Business Communication. Sulthan Chand & Sons
Reference Books	1. Ramesh M.S. & Pattan Shetty, Effective Business English & Correspondence RC Publications. 2. Balasubramanian, Business Communication, Vikas Pub. House (P) Ltd., 3. US Rai, SM Rai, Business Communication, HPH 4. RSN Pillai, Bagavathi, Commercial Correspondence & Office Management. 5. Rashunathan and Santhanam, Business Communication, Margham Pub. 6. Chanturvedi, Business Communication Concepts, Case and Applications, Pearson Education. 7. Online Materials
Website and e-Learning Source	Online Resources available in the net
Course Outcomes: On successful completion of the course, students will be able to	Identify and explain the foundational processes, media choices, structural barriers, layout rules, and essential characteristics that define successful written and verbal corporate communication.
	Execute standard business, banking, insurance, and secretarial letters following professional templates and administrative etiquette guidelines.
	Analyze corporate contexts to select the appropriate

	communication style, tone, and delivery channel required to manage shareholder relationships, customer complaints, and public opinion.
	Critically evaluate business reports, legal correspondences, collection practices, and executive speeches to ensure clarity, ethical compliance, and structural effectiveness.
	Synthesize operational data and institutional evidence to construct professional business reports, design strategic communications, and deliver organized presentations tailored to diverse corporate stakeholders.

Title of the Course	Conflict Resolution		
Year	II	Semester	IV
Objectives of the Course	To introduce students to the foundational meanings and consequences of conflict, the four directional components (self, others, environment, supernatural), the structural definitions of psychological conflict types, the Thomas-Kilman axis, and the core taxonomy of peace building and post-conflict reconciliation.		
	To train students to apply psychological coping strategies, cross-personal communication tools, the Thomas-Kilman conflict mode instruments, and structured conflict prevention protocols to live interpersonal, intra psychic, and socio-environmental scenarios.		
	To enable students to analyze and deconstruct the underlying components of self-friction, multi-party disputes, directional approach/avoidance parameters, behavioral choices within the resolution matrix, and the evolutionary stages of post-conflict transformation.		
	To develop the student's capacity to critically evaluate the constructive versus destructive consequences of conflict, the severity of behavioral avoidance dilemmas, the contextual suitability of specific resolution modes, and the long-term efficacy of systemic peace building interventions.		
	To empower students to synthesize intra psychic theories, interpersonal assessment matrices, and systemic peace building models to design comprehensive dispute resolution frameworks, organizational negotiation blueprints, and integrated post-conflict reconciliation strategies tailored to diverse cultural settings.		
Course Outline	UNIT – I: INTRODUCTION Meaning – Nature - Consequences of Conflicts and The Need For Resolving Conflicts.		
	UNIT-II: COMPONENTS OF CONFLICT		

	Conflict With the Self - Conflict With Others - Conflict With the Environment and Conflict With the Supernatural.
	UNIT- III: TYPES OF PSYCHOLOGICAL CONFLICT Approach-Approach, Avoidance-Avoidance, Approach Avoidance, Double Approach-Avoidance
	UNIT-IV: DEALING WITH CONFLICT Thomas-Kilmann Model of Conflict Resolution
	UNIT-V: CONFLICT RESOLUTION AND PEACE BUILDING Peace Building – Meaning and Significance - Conflict Prevention, Conflict Management - Conflict Resolution and Transformation and Post-Conflict Reconciliation.
Recommended Text Books	-
Reference Books	1. Weinstein, L. (2019). The 7 Principles of Conflict Resolution. Pearson Education. India. 2. Online resources
Website and e-Learning Source	Online Resources available in the net
Course Outcomes: On successful completion of the course, students will be able to	Identify and explain the foundational mechanics, multidimensional components, structural psychological typologies, operational models, and strategic phases that define human conflict and peace building architecture.
	Deploy proven behavioral resolution strategies, psychometric conflict mode tools, and communicative preventative protocols to defuse real-world personal, group, and systemic disputes.
	Analyze diverse conflict scenarios to differentiate between internal psychological dilemmas, interpersonal behavioral orientations, environmental frictions, and the structural steps of long-term conflict transformation.
	Critically evaluate the psychological consequences of specific impasse choices, behavioral patterns within the Thomas-Kilmann model, and the socio-ethical viability of ongoing post-conflict reconciliation programs.
	Synthesize psychodynamics, interpersonal behavioral metrics, and community-level peacebuilding methodologies to formulate integrated conflict management policies and holistic societal transformation framework

Title of the Course	Relaxation Techniques		
Year	III	Semester	V
Objectives of the Course	To Understand the nature and importance of relaxation		
	To understand meditation		
	To Understand guided imagery		
	To Know about muscular relaxation		
	To Understand biofeedback		
Course Outline	UNIT I: INTRODUCTION Meaning, Nature and importance of relaxation techniques in today's world.		
	UNIT II: MEDITATION Meaning – Nature – Types- Procedure – Benefits		
	UNIT III: GUIDED IMAGERY Meaning – Nature – Types- Procedure – Benefits		
	UNIT IV: PROGRESSIVE MUSCULAR RELAXATION Meaning – Nature – Types- Procedure – Benefits		
	UNIT V: BIOFEEDBACK Meaning – Nature – Types- Procedure – Benefits		
Recommended Text Books	1. Payne, R.A. (2010). Payne's Handbook of Relaxation Techniques: A Practical Guide for the Health Care Professional , Churchill Livingstone; 4th edition. 2. Online resources		
Reference Books	-		
Website and e-Learning Source	Online Resources available in the net		
Course Outcomes: On successful completion of the course, students will be able to	Understand the nature and importance of relaxation		
	Understand meditation		
	Understand guided imagery		
	Know about muscular relaxation		
	Understand biofeedback		

Title of the Course	Communicative Skills		
Year	III	Semester	VI
Objectives of the Course	To understand the basics of communication.		
	To have the basic Knowledge of listening		
	To give constructive feedback		
	To learn the art of questioning		
	To improve the presentation skills.		
Course Outline	UNIT I: THE COMMUNICATION PROCESS Sending the Message - The Channel - Receiving The Message - Misinterpretations and Unintended Messages – Feedback - Self monitoring - Context and Noise – Psychological – Stereotyping - Semantics.		
	UNIT II: ACTIVE LISTENING SKILLS AND NON-VERBAL COMMUNICATION Listening Skills - Barriers to Listening - Listening Behaviours - Active Listening Skills - Non-verbal Communication Skills, Culture and Non-Verbal Messages - Forms of nonverbal communication: Facial Expressions and Eye Gaze - Posture and Gestures – Voice - Personal Space & Distance - Personal Appearance.		
	UNIT III: GIVING CONSTRUCTIVE FEEDBACK Difficulty In Providing Honest Feedback – Feedback Skills: Being Specific - Offering A Solution - Delivering the Feedback Face to Face - Being Sensitive - Being Problem Oriented and Not People Oriented - Being Descriptive and Not Evaluative - Owning Rather Than Disowning and Checking - Structure of Feedback.		
	UNIT IV: QUESTIONING SKILLS Questioning Techniques - Types of Questions: Probing/Clarifying Questions - Reflective Questions - Direct Questions and - Hypothetical Questions.		
	UNIT V: PRESENTATION SKILLS Presentation and Dealing With Fears Of Presentation - Planning the Presentation: Setting Objective - Understanding the Audience - Knowing The Setting - Writing Down The Central Theme of The Talk - Writing the Outline - Developing Visual Aids - Preparing Delivery Notes and Delivering the Presentation.		
Recommended Text Books	-		
Reference Books	1. Hargie, O., Dickson, D., Tourish, D. (2004) Communication Skills for Effective Management. Palgrave Macmillan. Hampshire. 2. Adler, R. B. & Elmhurst, J. M. (1999) Communicating at Work: Principles and Practices for Business and the Professions McGraw Hill Singapore		

	3. Dixon, T., O'Hara, M (2010). Communication Skills. Open /11_Communication%20Skills.pdf
Website and e-Learning Source	Online Resources available in the net
Course Outcomes: On successful completion of the course, students will be able to	Understand the basics of communication.
	Have the basic Knowledge of listening
	Give constructive feedback
	Knowing the art of questioning.
	Present in an effective way