B.Sc. Clinical Psychology

Syllabus

AFFILIATED COLLEGES

Program Code:

2026 – 2027 onwards

BHARATHIAR UNIVERSITY

(A State University, Accredited with "A++" Grade by NAAC,
Ranked 21st among Indian Universities by MHRD-NIRF)

Coimbatore - 641 046, Tamil Nadu, India

PROGRAM EDUCATIONAL OBJECTIVES (POE)

1. To provide students to gain knowledge about the major concepts, theoretical perspectives, empirical findings, and historical trends in Clinical psychology.
2. To impart active learning principles and encourage students to pursue active learning principles in other fields (clinical, education, research, human resources, etc.).
3. To give comprehensive training to understand and apply various inquiry skills and integrate research and scholarly activities into their academic and career development.
4. To demonstrate an effective communication skill with a professional convention in psychology to facilitating optimal human functioning.
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.

PROGRAMME OUTCOME (PO)

1. Able to demonstrate substantial knowledge and competence in the extensiveness in the field of psychology.
2. Able to understand psychology as an applied discipline and recognize the unique features of the methods in psychology and its place in the broader field of scientific studies.
3. Develop as an effective trainer, consultant, therapist, and a collaborator to build an advanced competence in the work system.
4. Exhibit the ability to appreciate the values of others cultures, values, and background, follow the ethics, and work constructively with the team as a professional.
5. Acquire a specific skill and content, will high self-reflective, and create a meaningful professional direction for the life.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

1. Students will be able to understand the theories, major concepts and underpinning mechanisms, which explain human thought and behaviour pertain to specific and larger context.
2. Students will also be well-versed in conceptualizing the issues, evolving appropriate techniques / strategies, monitoring the progress and outcomes across the different work settings (clinical, education, research, human resources, etc).
3. Students are able to comprehend and apply basic research methods in psychology to conduct, adopt appropriate design, analysis data, and interpretation.
4. Students will be able to well articulate the implications of evidence-based practice to facilitate the functioning of the individual, group and the community.
5. Students will be able to locate, evaluate, and apply psychological information that strengthen the individual, group, community and build public policies

BHARATHIAR UNIVERSITY:: COIMBATORE 641 046
B. Sc. Clinical PSYCHOLOGY (CBCS PATTERN)
(*For the students admitted from the academic year **2026-2027** and onwards*)
Scheme of Examination

Part	Title of the Course	Hours / Week	Examination				Credits
			Duration in Hours	Maximum Marks			
				CIA	CEE	Total	
	Semester I						
I	Language – I	6	3	25	75	100	4
II	English – I	6	3	25	75	100	4
III	Core Paper I : Introduction to Psychology - I	6	3	25	75	100	4
III	Core Paper II : Biopsychology - I	6	3	25	75	100	4
III	Allied A: Paper I : Developmental Psychology I	4	3	25	75	100	3
IV	Environmental Studies*	2	3	-	50	50	2
	Total	**30**		**125**	**425**	**550**	**21**
	Semester II						
I	Language – II	6	3	25	75	100	4
II	English – II	4	3	25	25	50*	2
	Language Proficiency for Employability http://kb.naanmudhalvan.in/Special:Filepath/Cambridge_Course_Details.pdf	2	-	25	25	50**	2
III	Core Paper III : Introduction to Psychology - II	6	3	25	75	100	4
III	Core Paper IV: Biopsychology - II	6	3	25	75	100	4
III	Allied A: Paper II : Developmental Psychology II	4	3	25	75	100	3
IV	Value Education – Human Rights*	2	3	-	50	50	2
	Total	**30**		**150**	**400**	**550**	**21**
	Semester III						
I	Language – III	6	3	25	75	100	4
II	English – III	6	3	25	75	100	4
III	Core Paper V : Abnormal Psychology I	4	3	25	75	100	4
III	Core Paper VI -Experimental Psychology Practical – I	4	3	20	55	75	3
III	Allied B: Paper I : Statistics-I	3	3	25	75	100	3
IV	Skill based Subject 1: Cognitive Psychology	2	3	20	55	75	2
IV	Tamil** / Advanced Tamil* (OR) Non-major elective – I (Yoga for Human Excellence)* / Women's Rights*	2	3	-	50	50	2
IV	Health and Wellness**	1		25	-	25	1

	NAAN MUDHALVAN – Microsoft Skills	2		25	75	100	2
	Total	**30**		**190**	**535**	**725**	**25**

	Semester IV						
I	Language – IV	6	3	25	75	100	4
II	English – IV	6	3	25	75	100	4
III	Core Paper VII : Abnormal Psychology II	4	3	25	75	100	4
III	Core Paper VIII– Experimental Psychology Practical – II	4	3	20	55	75	3
III	Allied B: Paper II : Statistics-II	4	3	25	75	100	3
IV	Skill based Subject 2: Testing and Assessment	2	3	12	38	50	2
IV	Tamil**/Advanced Tamil* (OR) Non-major elective -II (General Awareness*)	2	3	-	50	50	2
IV	Disaster Management			25		25	1
	NAAN MUTHALVAN-Digital Skills for Employability – Office Fundamentals http://kb.naanmudhalvan.in/Special:Filepath/Microsoft_Course_Details.xlsx	2		25	25	50**	2
	Total	**30**		**182**	**468**	**650**	**25**
	Semester V						
III	Core Paper IX : Clinical Psychology	6	3	25	75	100	4
III	Core Paper X: Counselling Psychology-I	6	3	25	75	100	4
III	Core Paper XI: Clinical Neuropsychology	5	3	25	75	100	4
III	Core Paper XII : Practical III - Experimental Psychology III	4	3	25	75	100	4
III	Elective I	4	3	25	75	100	4
IV	Skill based Subject 3: Life Skill Development	3	3	20	55	75	2
	NAAN MUTHALVAN – Digital Marketing	2		25	75	100	2
	Total	**30**		**170**	**505**	**675**	**24**
	Semester VI						
III	Core Paper XIII: Psychotherapy	6	3	25	75	100	4
III	Core Paper XIV: Counselling Psychology-II	6	3	25	75	100	4
III	Core Paper XV : Clinical Case Analysis - Practicals	5	3	25	75	100	4
III	Elective II	5	3	25	75	100	4

III	Elective III	5	3	25	75	100	4
IV	Skill Based Subject 4 : Personality Assessment	3	3	20	55	75	2
V	Extension Activities**			50	-	50	2
	Employability Readiness- Naan Mudhalvan Course	-	-	-	-	-	-
	Total	**30**		**195**	**430**	**625**	**24**
	Grand Total			**979**	**2746**	**3725**	**140**

Note

* No Continuous Internal Assessment (CIA). Only University Examinations.
** No University Examinations. Only Continuous Internal Assessment (CIA).

- * English II- University semester examination will be conducted for 50 marks (As per existing pattern of Examination) and it will be converted for 25 marks.
- **Naan Mudhalvan – Skill courses- external 25 marks will be assessed by Industry and internal will be offered by respective course teacher.
- All Internal Examinations need to be conducted for 50 marks and External Examinations for 75 Marks with existing pattern and converted to Internal and External Marks prescribed for each subject.
- TANSCHE prescribed syllabus need to be followed for 'Health and Wellbeing"

1. Distribution of Marks for Continuous Internal Assessment (CIA) and Comprehensive External Examination (CEE):

Paper	Maximum Marks	Marks for		Components for CIA		
		CIA*	CEE	Tests	Assignment	Others*
Theory (Core / Elective)	50	12	38	09	03	-
Theory (Core / Elective)	75	20	55	10	05	05
Theory (Core / Elective)	100	25	75	15	05	05

- **Components for others may include the following:**
  Class Participation, Case Studies, Presentation, Field Work, Field Survey, Group Discussion, Team Paper, Workshop/Conference Participation, Presentation of Papers in Conferences, Quiz, Report/Content Writing, Seminars etc.

* Two Internal test conducted for 50 marks (each), model exam conducted for 75 marks and converted to prescribed internal marks for each subject.

2. Distribution of Marks for Continuous Internal Assessment (CIA) and Comprehensive External Examination (CEE):

Paper	Maximum Marks	Marks for		Components for CIA		
		CIA	CEE	Tests	Observation Note	Record Note
Practical** (Core / Elective)	50	20	30	10	05	05
Practical** (Core / Elective)	75	30	45	20	05	05
Practical** (Core / Elective)	100	40	60	30	05	05

** The Student need to choose one experiment from among the three choices given and write the plan, procedure, conduct the experiment chosen and arrive at conclusion after discussion of the results obtained.

3. Distribution of Marks for Continuous Internal Assessment (CIA) and Comprehensive External Examination (CEE):

Paper	Maximum Marks	Marks for		
		CIA	CEE	
			Evaluation	Viva-voce
Project	100	25	50	25
Project	150	40	70	35
Project	200	50	100	50

Course code		INTRODUCTION TO PSYCHOLOGY - I	L	T	P	C
Core Paper- **I**			6			4
Prerequisite		**NIL**	**Syllabus Version**		**2026-27**	

Instructional Hours Per Week :6 CIA : 25 ESE : 75 Total Marks : 100

Course Objectives:

The main objectives of this course are to:

1. To understand the nature of Psychology
2. Learn the role of the nervous system, endocrine systems and consciousness
3. Understand the basic anatomy and functions of sensation and perception
4. Describe the cognition and problem-solving strategies
5. Know the fundamental principles and features of personality and motivation

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	To understand different models of human behavior based on science	K2
2	To analysis major components of biological systems studied in psychology	K4
3	Evaluate the methods to improve memory and problem solving	K5
4	Design, conduct, or evaluate basic psychological techniques to improve personality	K6
5	Apply psychological principles to everyday life	K3

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Unit:1	**Introduction to Psychology**	**12 hours**

Introducing Psychology: Definition of Psychology. Origin of Psychology: Philosophical origins; - Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Biological origins: - Darwin, Genetics. Development of Psychology in India. Branches & Scope of Psychology.
Brief history of modern scientific psychology: Structuralism, Functionalism, Behaviorism, Gestalt psychology, Piaget, Psychoanalysis, Cognitive approach -Psychology and other disciplines.

Unit:2	**Experimentation and Critical Thinking in Psychology**	**12 hours**

Psychology as a science. Goals of scientific enterprise. Steps in scientific investigation.
Methods of psychology: Naturalistic observation, case study, survey, correlational studies, experimental method:-Factors and characteristics of experimental method: variables – dependent, independent, extraneous variables – Experimental control –placebo effect, experimental effect, double blind procedure, lab and field experiment. Steps in conducting psychological research.

Unit:3	Sensation, Attention and Perception	12 hours
Sense modalities. Psychophysics: Absolute threshold, Differential threshold, Just Noticeable Difference (JND).Attention – factors affecting attention:- subjective and objective factors - Selective attention - Phenomena associated with attention: span of attention, division of attention, distraction of attention. Perception - Subliminal perception - Depth Perception: monocular and binocular cues - Perceptual styles - Perceptual constancies - Color perception – color theories- Illusions and its types - Habituation		

Unit:4	Mind, Consciousness and Altered States	12 Hours
Mind, Consciousness and Altered States: Awareness and consciousness states of mind, Nature of consciousness - Functions of consciousness. Changes in consciousness: Dream and Sleep, Circadian Rhythm, Sleep cycle, Stages of sleep. Altered states: Lucid dreaming, Hypnosis, meditation, Hallucinations, Religious ecstasy, drug induced states.		
Unit:5	**Learning**	**12 Hours**
Learning: Definition - Classical conditioning: Elements, principles, generalization, discrimination, second order conditioning. Operant conditioning: Reinforcement, punishment, shaping, chaining, stimulus control - Schedules of Reinforcement - Partial Reinforcement effect. Applications: Contingencies in schools, Premack principle. Behavior modification. Other types of learning: Trial and error learning - Verbal learning - Cognitive learning - Observational learning - Latent learning cognitive map		
Unit:6	**Contemporary Issues**	**02 Hours**
Expert lectures, online seminars - webinars		
	Total Lecture hours	**60 Hours**

Text Book(s)	
1	Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson Education
2	Lee. J A (2010) The Scientific Endeavour. New Delhi. Pearson
3	Mishra, B. K. (2008). Psychology: The study of human behaviour. New Delhi: Prentice Hall of India
Reference Books	
1	Morgan, C.T., King, R.A., Weisz, J.R., &Schopler, J. (2008). Introduction to Psychology, 7th ed. New Delhi: Tata McGraw Hill
2	Weiten, W. (2002). Psychology: Themes and variations, 5th ed. New York: Brooks/Cole Publishing Co
3	Clifford Morgan, Richard A. King, John R. Weisz, John Schopler. (2017). Introduction to Psychology, 7th Edition. Tata McGrawHill, India.
4.	Atkinson, R. L., Hilgard, E. R., & Nolen-Hoeksema, S. (2014). *Atkinson & Hilgard's introduction to psychology*. Cengage Learning.

5.	Kalat, J. W. (2022). *Introduction to psychology*. Cengage.
6.	Michael S. Gazzaniga.,Todd F. Heatherton.,Diane F. Halpern & Steven J. Heine (2012). Psychological Science,3rd Canadian Edition, W.W. Norton & Company, Inc., New York.
7.	Rod Plotnik and Haig Kouyoumdjian (2011). Introduction to Psychology, 9th Edition, Wadsworth Cengage Learning.
8.	David.G. Myers (2014). Exploring Psychology, 9th Edition, International Edition, Worth Publishers, Macmillan.

Cos	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	M
CO3	S	L	M	S	S
CO3	L	S	S	S	M
CO4	S	M	S	S	L
CO5	M	S	S	S	M

*S-Strong; M-Medium; L-Low

Course code		BIOPSYCHOLOGY - I	L	T	P	C
Core Paper II			6			4
Pre-requisite		NIL	Syllabus Version		2026-27	

Instructional Hours Per Week :6 CIA : 25 ESE : 75 Total Marks : 100

Course Objectives:

The main objectives of this course are to:

1. To understand the relationship between the body, mind and the brain.
2. To explain the biological foundations of behavior, including theories, history, and research methods.
3. Understand the evolution and development of the nervous system.
4. To learn the structures and functions that underlie sensation, perception, and motor control.
5. Describe the biological underpinnings of cognition and socio-emotional functioning

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	Able to evaluate basic brain structures and functional neural systems	K5
2	To remember process of signaling between nerve cells including chemical neurotransmitters	K1
3	To analysis the role of neurotransmitters in human functioning	K4
4	To understand the functional organization of the sensory systems	K2
5	To apply the bio-psycho premises to predict, enhance human emotions	K3

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Unit:1	Introduction to Biopsychology	12 Hours

Understanding human consciousness: A Physiological approach.
Nature of Physiological approach: Goals of Research, Biological roots of Physiological Psychology. Natural selection and evolution: Functionalism and Inheritance of Traits, Evolution of human species, evolution of large brains. Ethical issues in research with animals. Careers in neuroscience.

Unit:2	Nervous System	12 Hours

Cells of the Nervous System: Neurons, supporting cells. Neural Communication: Measuring electrical potentials of axons, Membrane potential, The action potential and its conduction. Communication between neurons- Non-synaptic communication.

Unit:3	The Structure of the Nervous System	12 Hours

Basic feature of the Nervous System. The central nervous system: its development, The forebrain, The midbrain, The hindbrain, The spinal cord. The Peripheral Nervous System: Spinal nerves, cranial nerves, the autonomic nervous system.

Unit:4	Methods and Strategies of Research in Biopsychology	12 Hours

Experimental ablation: Evaluating the behavioural effects of brain damage, producing brain lesions. Stereotaxic surgery, Histological methods, Tracing neural connections, Study of the living human brain. Recording and stimulating neural activity: neural activity, metabolic and synaptic activity, measuring brain's secretions, Stimulating neural activity, behavioural effects of electrical brain stimulation. Neurochemical methods-Genetic methods.

Unit:5	**Psychobiology of Sensory Systems**	**12 Hours**
Psychobiology of Sensory Systems: Anatomy of the visual system: The eyes, Photoreceptors. Connections between eye and brain. Audition: The stimulus, Anatomy of the ear, Auditory hair cells and the transduction of auditory information. Somatosenses- Gustation, Olfaction.		
Unit:6	**Contemporary Issues**	**02 Hours**
Expert lectures, online seminars - webinars		
	Total Lecture hours	**60 Hours**

Text Book(s)

1	Carlson.R.N. (2017). Foundations of Physiological Psychology (6th Ed.). New Delhi, Pearson Education, Inc
2	Pineal, J. P. J. (2006).Biopsychology (6th Ed.), India, Dorling Kindersley.
3	Kalat, J. W. (2004). Biological basis of human behavior (8th Ed.).New York: Brooks/Cole

Reference Books

1	Kalat, J.W. (2018). *Biological psychology*. Cengage.
2	Schneider, A.M. &Tarshis, B. (1986).An Introduction to Physiological Psychology.(3rd Ed.). New York: Random House, Inc
3	Winn, P., & Grealy, M. A. (2020). *Biological psychology*. Routledge.

COs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**
CO1	S	M	M	S	L
CO3	M	S	S	M	S
CO3	L	M	L	S	M
CO4	M	M	M	M	S
CO5	L	S	S	L	M

*S-Strong; M-Medium; L-Low

Course code		DEVELOPMENTAL PSYCHOLOGY – I	L	T	P	C
Allied A: Paper I			4			3
Prerequisite		NIL	Syllabus Version		2026-27	

Instructional Hours Per Week :4 CIA : 25 ESE : 75 Total Marks : 100

Course Objectives:

The main objectives of this course are to:

1. To explain how theories are used to understand child behavior and development
2. To learn the role of major theories of child development
3. To analyze the interdependence of the cognitive, psychosocial and physical domains of development
4. To Know the current research findings as they apply to child development
5. Know the effect of biological, environmental and cultural influences on development

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	To remember the basic concepts of human life span under various periods	K1
2	To analysis major components of human life transitions across different ages.	K4
3	Evaluate the different stages of life and it's impact on health and well-being	K5
4	Understand the characteristics of each life span stage through empirical findings	K2
5	Apply psychological principles in the developmental process	K3

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Unit:1	Introduction to Life Span Development	12 Hours

Introduction to Life Span Development: Introduction. Importance of life span development, Historical perspective. Characteristics of life span perspective. Nature of development. Cross sectional and longitudinal approaches in developmental study. Theories by Freud - Erickson- Piaget- Vygotsky. Information processing Behavioral -Social cognitive- eclectic orientation.

Unit:2	Prenatal Development	12 Hours

Prenatal Development: Fertilization - Germinal period- embryonic period- Fetal period. Prenatal diagnostic tests. Effects of teratogens. Neonatal health and responsiveness. Consequences of low birth weight.

Unit:3	Physical Development	12 Hours

Physical Development: Newborn- reflexes- perception (vision, hearing, other senses, inter modal perception). Height and weight in infancy and childhood. Gross and fine motor skills. Handedness. Physical development in puberty. Changes in early, middle and late adulthood. Theories of aging. Gross and fine motor skills. Handedness. Physical development in puberty. Changes in early, middle and late adulthood. Theories of aging.

Unit:4	**Cognitive Development**	**12 Hours**
Stages of cognitive development- sensory motor stage- object permanence Pre operational stage- intuitive thought. Concrete operations-semantics- pragmatics Language development - How language develops- babbling- two-word utterance. Advances in early, middle and late childhood- metalinguistic awareness.		
Unit:5	**Emotional Development**	**12 Hours**
Emotional Development: Introduction- Development of emotion through infancy, childhood, adolescence and adulthood. Describing and classifying temperament- Chess and Thomas, Kagan, Rothbart and Bates. Theories of attachment- care giving and attachment. Moral development- Piaget's and Kohlberg's theory- stages. Social conventional reasoning- basic processes- Resistance to temptation- self-control- Empathy- Moral characters.		
Unit:6	**Contemporary Issues**	**02 Hours**
Expert lectures, online seminars - webinars		
	Total Lecture hours	**60 Hours**

Text Book(s)	
1	Berk, L.E (2003) Child Development (3rd ed). New Delhi: Pearson Education Pvt Ltd
2	Hurlock, E.B (1978) Child Development (6th ed.) London: McGraw Hill Book Company
3	Santrock, J.E (2007) Child Development (2nd end) New Delhi: Tata McGrawHill Publishing Company
Reference Books	
1	Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company
2	Hurlock, E.B (1996) Developmental Psychology-A Life span Approach. New Delhi: Tata McGraw Hill Publishing Company
3	Leman, P., Bremner, A., Parke, R. D., & Gauvain, M. (2019). *Developmental psychology*. McGraw-Hill.

COs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**
CO1	S	M	S	S	M
CO3	M	M	M	L	S
CO3	L	M	S	M	S
CO4	M	M	S	S	M
CO5	S	M	S	M	S

*S-Strong; M-Medium; L-Low

SEMESTER – II

Course code		TITLE OF THE COURSE	L	T	P	C
Core Paper - III		INTRODUCTION TO PSYCHOLOGY – II	6			4
Prerequisite		NIL	Syllabus Version		2026 - 27	
Instructional Hours Per Week :6	CIA : 25	ESE : 75	Total Marks : 100			

Course Objectives:

The main objectives of this course are to:

1. To explain the importance of memory in everyday life
2. To discuss the thinking, and the processes of problem solving.
3. The ways to improve the creativity and knowledge enhancement.
4. To explain the concept of Intelligent Quotient.
5. To facilitating the students to understand the dynamics seen in the human personality.

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	Define the fundamental concepts of psychology	K1
2	Identify the basic psychological processes underlying human behavior	K2
3	Develop knowledge about various levels of consciousness	K3
4	Apply Learning principles in influencing behavior and decision making	K3
5	Analyze various factors associated with stigma surrounding Psychological problems	K4

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Unit:1	Memory	12 Hours

Memory: Encoding, storage and retrieval processes - Sensory, short term and long term memories. Organizing information: Chunking, Hierarchies - Information processing model of memory - Working memory - Levels of processing.Implicit and explicit memory, Semantic, episodic and procedural memory - State dependent memory - Memory construction. Other phenomena related to memory: Eyewitness testimony, false memory, childhood amnesia, flashbulb memory.Measuring memory: Recall, recognition, relearning and integration.

Unit:2	Thinking and language	12 Hours

Thinking and language: Components of thought: Images and Concepts - Structure of language: Phonemes, Morphemes, Grammar - Language and thought.Reasoning: Deductive and inductive Problem solving - Barriers to effective problem solving: Mental set, Confirmation bias, Fixation - Strategies of problem solving: algorithms, heuristics, means to end analysis, backward search. Culture, cognitive style and problem solving.Creativity - Convergent and divergent thinking - Stages in creativity.		
Unit:3	**Motivation and Emotion**	**12 Hours**
Definition of motivation - Motivational concepts: Need, Instinct, drive, incentives - Drive reduction theory. Primary and secondary motives: Motivation of hunger and thirst, sexual motivation. Levels of arousal: Yerke's - Dodson law. Definition of Emotion - Elements of emotional experience - Physiological correlates of emotion - Theories of emotion: James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Appraisal theory, Evolutionary theory, Opponent process theory.		
Unit:4	**Intelligence**	**12 Hours**
Definition of Intelligence - Intelligence as a process: Piaget - Structure of intelligence - Approaches of Spearman, Thurstone and Cattell - Triarchic approach - Multiple intelligences: PASS model. Relationship of intelligence with Creativity. Concept of IQ - Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Extremes of intelligence: Mental retardation and giftedness - Determiners of intelligence: heredity and environment - Emotional intelligence.		
Unit:5	**Personality**	**12 Hours**
Definition of Personality - Self Concept of personality - Determinants of Personality. Early approaches: Brief descriptions of ancient Indian typology (Gunas), Greek typology on humours, phrenology, somatotypes, limitations. Psychodynamic approaches: Freud's theory. Neo Freudian Approaches: Jung, Adler, Horney. Trait theories: Allport, Cattell, Eysenck - Humanistic perspective - The social-cognitive perspective.		
	Total Lecture hours	**60 Hours**

Text Book(s)

1	Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson Education.
2	Myers, D.G.(2010). Psychology 9thedition.New York, Worth publishers
3	Bootzin, R., & Bower, G.H. (1991). *Psychology today-An Introduction*, 7th ed. New York: McGraw HillInc.

Reference Books	
1	Coon, D. (1983). Introduction to psychology: Exploration and application. New York: West Publishing Co.
2	Mishra, B. K. (2008). Psychology: The study of human behaviour. New Delhi: Prentice Hall of India.
3	Morgan, C.T., King, R.A., Weisz, J.R., &Schopler, J. (1993). Introduction to psychology, 7th ed. New Delhi: Tata McGraw Hill.
4	Weiten, W. (2002). Psychology: Themes and variations, 5th ed. New York: Brooks/Cole Publishing Co.
5	Kalat, J. W. (2022). *Introduction to psychology*. Cengage.
6.	Michael S. Gazzaniga.,Todd F. Heatherton.,Diane F. Halpern & Steven J. Heine (2012). Psychological Science,3rd Canadian Edition, W.W. Norton & Company, Inc., New York.
7.	Rod Plotnik and Haig Kouyoumdjian (2011). Introduction to Psychology, 9th Edition, Wadsworth Cengage Learning.
8.	David.G. Myers (2014). Exploring Psychology, 9th Edition, International Edition, Worth Publishers, Macmillan.

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1	M	M	M	S	M
CO2	M	M	M	S	M
CO3	M	M	M	M	M
CO4	M	M	M	M	S
CO5	M	M	M	M	S

*S-Strong; M-Medium; L-Low

Course code		BIOPSYCHOLOGY - II	L	T	P	C
Core Paper - IV			6			4
Prerequisite		NIL	Syllabus Version		2026 - 27	
Instructional Hours Per Week : 6	CIA : 25	ESE : 75	Total Marks : 100			

Course Objectives:

The main objectives of this course are to:

1. To understand the importance of physiology of emotion
2. To explain the physiology basis of learning
3. To understand the physiology basis of memory
4. To explain the influence of stress, drug – intake on the brain functioning
5. To understand the concept of cerebral lateralization.

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	Recall the influence of brain over various physiological human motives	K1
2	Identify the importance of brain damage and various disorders related to human brain	K2
3	Examine the role of limbic system in managing human emotions	K3
4	Illustrate the role of left cerebral hemisphere in decision making	K3
5	Analyze the impact of neural degeneration in an individual	K4

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Unit:1	Physiology of Emotions	12 Hours

Physiology of Emotions – Emotion as response patterns: Fear, Anger and Aggression
Hormonal control of aggressive behavior.
Communication of emotions: Facial expression emotions.
Neural basis of the communication of emotions.
Feelings of Emotions.

Unit:2	Physiological basis of Learning	12 Hours

Physiological basis of Learning: The nature of learning.
Learning and synaptic plasticity: Induction of long-term potentiation, Role of NMDA receptors.
Mechanisms of synaptic plasticity, Long term depression.
Perceptual learning.
Physiology of Classical conditioning - Physiology of instrumental conditioning.

Unit:3	Physiological basis of Memory	12 Hours

Physiological basis of Memory: Relational learning.Human anterograde amnesia: Basic description-Spared learning abilities – Declarative and non- declarative memories.Anatomy of anterograde amnesia.Failure of relational learning – Role of hippocampal formation in spatial memory. Relational learning in laboratory animals.

Unit:4	**Physiology of Reproductive Behaviour**	**12 Hours**
Physiology of Reproductive Behaviour: Hormonal control of sexual behavior: female reproductive cyclesHormonal control of sexual behavior of laboratory animals. Androgens and behavior: Masculinization and defeminization. Effects of pheromones-Human sexual behavior-Sexual orientation.Neural control of sexual behavior-Parental behaviour.		
Unit:5	**Neurological Disorders**	**12 Hours**
Neurological Disorders: Tumors –Seizure disorders – Cerebrovascular accidents. Disorders of development.Degenerative disorders: Transmissible spongiform encephalopathies, Parkinson's disease Huntington's disease, Alzheimer's disease, Multiple sclerosis.Disorders caused by infectious diseases.		
	Total Lecture hours	**60 Hours**

Text Book(s)	
1	Carlson.R.N. (2017). Foundations of Physiological Psychology (6th Ed.). New Delhi, Pearson Education, Inc.
2	Pineal, J. P. J. (2006).Biopsychology (6th Ed.), India, Dorling Kindersley.
Reference Books	
1	Kalat, J.W. (2018). *Biological psychology*. Cengage.
2	Schneider, A.M. &Tarshis, B. (1986).An Introduction to Physiological Psychology.(3rd Ed.). New York: Random House, Inc.
3	Baron, R.A. (2004).Psychology, 5th ed. New Delhi: Pearson Education.
4	Gerrig, R. J &Zimbardo, P. G.(2002).Psychology and life(16thEd). USA: Allyn& Bacon publishers
5	Myers, D.G.(2010). Psychology 9thedition.New York, Worth publishers.

Mapping with Programme Outcomes										
COs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**
CO1	M	M	M	S	M	M	M	M	M	S
CO2	M	M	M	S	M	S	M	M	S	S
CO3	M	M	M	M	M	M	M	M	M	S
CO4	M	M	M	M	S	M	M	M	M	M
CO5	M	M	M	M	S	M	M	M	M	M
*S-Strong; M-Medium; L-Low										

Course code		DEVELOPMENTAL PSYCHOLOGY- II	L	T	P	C
Allied A Paper II			4			3
Prerequisite		NIL	Syllabus Version		2026-27	
Instructional Hours Per Week :4	CIA : 25	ESE : 75	Total Marks : 100			

Course Objectives:

The main objectives of this course are to:

1. To understand the various periods of human life span
2. To explain the characteristics of various stages of life span
3. To understand the social and emotional behavior of children
4. To explain the physiological and psychological changes
5. To understand the hazards witnessed from puberty till the old age period

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	Recognize the physiological and psychological changes occurring in the adolescent years	K1
2	Express the importance of developing the life skills in the adulthood	K2
3	Interpret compassionate behavior seen towards fellow individuals in old age	K3
4	Predict the difficulties witnessed in making decisions upon middle age	K3
5	Analyze the interest seen in adolescents towards eradicating myths in psychology	K4

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create

Unit:1	Childhood	12 Hours

Childhood: Introduction- Characteristics of Early & Late Childhood. Speech Improvement in Childhood.Emotional Expression in Childhood.Social Behavior in Childhood, Moral development in Childhood. Hazards of Childhood.

Unit:2	Adolescence	12 Hours

Adolescence: Introduction- Characteristics of Adolescence. Development Tasks of Adolescence, Physical change in Adolescence. Social and Morality Change in Adolescence. Sex- Role typing in Adolescence, Family Relationships in Adolescence. Physical & Psychological Hazards of Adolescence.

Unit:3	Adulthood	12 Hours

Adulthood: Introduction- Characteristics of Early & Late Adulthood Developmental Tasks of Early & Late Adulthood, Personal & Social Hazards of Early Adulthood Vocational & Family Adjustment in Early Adulthood, Marital Adjustment in Adulthood. Hazards of Adulthood		
Unit:4	**Middle Age**	**12 Hours**
Middle Age: Introduction- Characteristics of Middle Age.		
Developmental Tasks of Middle Age. Adjustment to Mental Changes, Adjustment to Social Changes, Vocational Adjustment in Middle Age, Family Adjustment. Hazards of Middle Age.		
Unit:5	**Old Age**	**12 Hours**
Old Age: Introduction- Characteristics of Old Age. Problems Unique to Old Age. Physical Adjustment, Adjustment to Motor Ability, Mental Adjustment, Vocational Adjustment, Adjustment to Retirement, Coping with Family Life. Hazards of Old Age.		
	Total Lecture hours	**60 Hours**

Text Book(s)

1	Hurlock, E.B (1978) Child Development (6th ed.) London: McGraw Hill Book Company
2	Hurlock, E.B (1981) Developmental Psychology-A Life span Approach.(5th ed.) New Delhi: Tata McGraw Hill Publishing Company

Reference Books

1	Berk, L.E (2003) Child Development (3rd ed). New Delhi: Pearson Education Pvt Ltd
2	Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company
3	Santrock, J.E (2007) Child Development (2nd end) New Delhi: Tata McGraw Hill Publishing Company
4	Leman, P., Bremner, A., Parke, R. D., & Gauvain, M. (2019). *Developmental psychology*. McGraw-Hill

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1	M	M	M	S	M
CO2	M	M	M	S	M
CO3	M	M	M	M	M
CO4	M	M	M	M	S
CO5	M	M	M	M	S

*S-Strong; M-Medium; L-Low

Course code		Overview of English Language Communication (NAAN MUDHALVAN)		L	T	P	C
							2
Prerequisite		NIL		Syllabus Version		2026 –27	
Instructional Hours Per Week :2		CIA : 25	ESE : 25	Total Marks : 50			

http://kb.naanmudhalvan.in/Special:Filepath/Cambridge_Course_Details.pdf

SEMESTER III

Course code		ABNORMAL PSYCHOLOGY I	L	T	P	C
Core V			4	-	-	4
Prerequisite		NIL	Syllabus Version		2026-27	

Instructional Hours Per Week : 4 CIA : 25 ESE : 75 Total Marks : 100

Course Objectives:

The main objectives of this course are to:

1. To learn the historical antecedents to modern understandings of abnormal behavior.
2. Describe the major classes and characteristics of psychological disorders
3. Understand the factors and theoretical perspectives of abnormal behaviour
4. To learn current research and methodological issues in the study of abnormal behavior
5. Know the primary treatments for psychological disorders.

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	Analysis the interaction of biological, cognitive and socio-cultural factors in abnormal behavior	K4
2	Evaluate psychological research relevant to the study of abnormal behaviour	K5
3	Remember the cultural and ethical considerations in diagnosis the disorders	K1
4	Design, conduct, or evaluate treatment process	K6
5	Apply the contemporary theories and research related to causes and treatments of psychological disorders	K3

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Unit:1	Introduction and Models	12 Hours

Abnormal Behaviour: Meaning - Historical background: Supernatural tradition, Biological tradition and Psychological tradition- Models of Abnormal Behaviour: Biological – Psychodynamic– Behavioural - Cognitive – Humanistic – Existential – Community - Cultural.

Unit:2	Clinical Assessment and Diagnosis	12 Hours

Assessing Psychological disorders: Clinical Interview- Physical examination, Behavioral assessment, Psychological testing, Neuropsychological testing, Neuroimaging, Psychophysiological assessments, Diagnosis- Classification issues, Diagnosis before 1980, DSM (III, III R, IV, IV TR, 5), ICD-11

Unit:3	Stress, Coping and Maladaptive Behaviour	12 Hours

Stress, Coping and Maladaptive Behaviour: Stress and Coping. Coping Skills- Process- Social Support. Stressful Situations and Life transitions. Clinical Reactions to Stress- Adjustment Disorder- Acute Stress disorder- Dissociative Disorder. Treating Stress related Problems.

Unit:4	Anxiety Disorders and Sexual disorder	12 Hours

Generalized Anxiety Disorder- Panic Disorder- Phobias- Obsessive Compulsive Disorder- Post traumatic Stress Disorder- Social anxiety disorder- Clinical descriptions, causes and treatment. Sexual disorders- Sexual dysfunctions - Causes and treatment, Paraphilic disorders- Clinical description, Assessment and Treatment, Gender Dysphoria- Causes and treatment.		
Unit:5	**Bodily Maladaptations**	**12 Hours**
Bodily Maladaptations: Biopsychosocial Model. Stress and Illness. Eating disorders- Sleep disorders. Psychophysiological disorders - diagnostic dilemmas. Disorders of Bodily reoccupation- Somatoform disorders.		
Unit:6	**Contemporary Issues**	**02 Hours**
Expert lectures, online seminars - webinars		
	Total Lecture hours	**60 Hours**

Text Book(s)

1	Sarason., I. G. &Sarason B. R. (2012). Abnormal Psychology- The Problem of Maladaptive Behaviour, 11th Edition: New Delhi: Prentice Hall of India

Reference Books

1	Barlow H.D. & Durand M.V. (2016). Abnormal Psychology: an integrative approach (7th Ed.), New Delhi. Cengage Learning
2	Ray, W. J. (2021). *Abnormal psychology* (3rd ed.). SAGE Publications, Inc.

COs	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	M	M
CO3	S	S	S	S	M
CO3	L	S	L	M	M
CO4	S	S	S	S	M
CO5	L	S	S	S	M

*S-Strong; M-Medium; L-Low

Course code		EXPERIMENTAL PSYCHOLOGY-Practical-I	L	T	P	C
Core VI				-	4	3
Prerequisite		NIL	Syllabus Version		2026-27	

Instructional Hours Per Week :4 CIA : 20 ESE : 55 Total Marks : 75

Course Objectives:

The main objectives of this course are to:

1. To enable students to understand the experimental approach in scientific investigation.
2. To develop the structured report writing skill of the experiments.
3. To enable students to identify and apply appropriate experimental tests according to the requirements.
4. To familiarize the students with the procedures in conducting experiments and psychological tests.
5. To enhance the skills needed for conducting experiments and psychological tests.

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	To become proficient in measuring sensory dimensions of human behaviour	K5
2	To become proficient in measuring personality tests	K4
3	To become proficient in measuring sensory motor test in assessing human efficiency	K4
4	To become proficient in measuring attention aspects of human behaviour	K5
5	To become proficient in measuring tests to learning and association	K3

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Unit:1	**Attention & Executive Function Tests**	**15 Hours**

Division of Attention.Span of Attention; Stroop Effect Test; Retroactive Inhibition List

Unit:2	**Association**	**15 Hours**

Free Association (Word list method). Free Association (Chain method)

Unit:3	**Sensory and Motor Test**	**15 Hours**

Colour Blindness. Finger Maze Apparatus. Finger Dexterity. Tweezers Dexterity. Minnesota Rate of Manipulation test (MRMT)

Unit:4	**Perception and suggestion**	**15 Hours**

Muller-Lyer Illusion Board; Size-Weight Illusion Box; Progressive Weight

Unit:5	Contemporary Issues	02 Hours
Expert lectures, online seminars - webinars		
	Total Lecture hours	**60 Hours**

Text Book(s)

1	Anastasi and Urbina (2010). Psychological Testing (7th Ed.) New Delhi. PHI Learning Pvt. Ltd.
2	Rajamanickam (2005). Experimental Psychology, Vol 1 & Vol II, New Delhi : Concept Publishing Company
3	Collins,andDrever, J(1968).Experimental Psychology: Ludhiana: Lyall Book Depot

Reference Books

1	Kuppuswamy .B (1954). Elementary Experiments In Psychology, Madras: Oxford Publishing Press
2	Woodworth, R.S.andSchlosberg .H. (1971) Experimental Psychology. New Delhi: Oxford Publishing Co.

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

1	https://www.ucl.ac.uk/pals/research/experimental-psychology/

Course Designed By: **Dr. C. Balakrishnamurthy**

COs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	M	S
CO3	M	M	S	M	S
CO3	M	M	L	S	M
CO4	L	S	M	S	M
CO5	S	M	S	M	S

*S-Strong; M-Medium; L-Low

Course code		STATISTICS - I	L	T	P	C
Allied B Paper I			3	-	-	3
Prerequisite		NIL	Syllabus Version	2026-27		

Instructional Hours Per Week : 3 CIA : 25 ESE : 75 Total Marks : 100

Course Objectives:

The main objectives of this course are to:

1. Understand the importance of Statistics in psychology, including its role in data analysis, interpretation, and evidence-based decision making
2. Understand the concept of measures of central tendency and their importance in summarizing data.
3. Understand the concept of dispersion and its importance in describing the variability of data.
4. Understand the concept of correlation and its significance in studying relationships between variables.
5. Understand the concept of probability and its importance in statistical analysis and decision-making.

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	Classify the statistical tools and their applications in Psychology	K4
2	Outline the diagrammatic representation of data	K5
3	Describe about the measures of dispersion and Skewness	K1
4	Explain the meaning, types and ways of calculating Correlation	K6
5	Discuss and summarize the concept of probability	K3

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Unit:1	Introduction	12 Hours

Definition of Statistics - Importance of Statistics in Psychology and Research - Collection of Data - Primary and Secondary - Classification of Data - Formation of Frequency Distribution.

Unit:2	Measure of Central Tendency	12 Hours

Diagrammatic and Graphical Representation of Statistical Data - Simple, Multiple, Sub Divided, Percentage Bar Diagrams and Pie Diagram - Histogram, Frequency Polygon, Frequency Curve, Ogives - Measures of Central Tendency - Mean, Median, Mode, Geometric Mean and Harmonic Mean.

Unit:3	Measures of Dispersion	12 Hours

Measures of Dispersion – Range, Quartile Deviation, Mean Deviation (about Mean), Standard Deviation and Co-efficient of Variation – Concept of Skewness – Karl Pearson's and Bowley's Coefficient of Skewness – Simple Problems

Unit:4	Correlation and Rank Correlation	12 Hours

Correlation – Scatter Diagram – Karl Pearson's Coefficient of Correlation – Spearman's Rank Correlation. Regression Equations – Properties of Regression Coefficients – Simple Problems.

Unit:5	Probability	12 Hours

Concept of Probability – Basic Definitions – Mathematical and Statistical Approach – Addition and Multiplication Theorems (Without Proof) – Simple Problems. Note: No derivation, only Concepts and Simple Problems throughout the Syllabus.		
Unit:6	**Contemporary Issues**	**02 Hours**
Expert lectures, online seminars - webinars		
	Total Lecture hours	**60 Hours**

Text Book(s)	
1	S.P. Gupta – Statistical Methods, Sultan Chand & Sons, New Delhi, 42nd revised Edition, 2012.
2	R.S.N. Pillai and V. Bagavathi - Statistics – Sultan Chand & Sons Company Ltd, New Delhi.
Reference Books	
1	Henry E. Garrett - Statistics in Psychology and Education, Paragon International Publishers, Twelfth Indian Reprint, 2007.
2	S.K. Mangal - Statistics in Psychology, PHI Learning Private Limited, New Delhi, Second Edition, 2009.
3	J.P Verma and Mohammed Ghufran- Statistics for Psychology, Tata McGraw Hill Education (P) Ltd. New Delhi.

COs	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	M	M
CO3	S	S	S	S	M
CO3	L	S	L	M	M
CO4	S	S	S	S	M
CO5	L	S	S	S	M

*S-Strong; M-Medium; L-Low

Course code		COGNITIVE PSYCHOLOGY	L	T	P	C
Skill Based Subject I			2	-	-	2
Prerequisite		NIL	Syllabus Version		2026-27	

Instructional Hours Per Week : 2 CIA : 20 ESE : 55 Total Marks : 75

Course Objectives:

The main objectives of this course are to:

1. Understand key concepts and theories in cognitive psychology, including information processing, memory systems (sensory, working, long-term), attention, and language.
2. Grasp the relationship between normal and impaired cognitive function and the influence of neuroscience on cognitive processes.
3. Learn the scientific approach to cognitive psychology and foundational experiments
4. To learn current research and methodological issues in the study of abnormal behavior
5. Know the primary treatments for psychological disorders.

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	To learn the history of Cognitive Psychology and the concept of cognitive Neuroscience	K4
2	To understand the sensation, perception attention process and consciousness	K5
3	To acquire knowledge about memory and its theories as well as techniques to improve memory	K1
4	To develop knowledge in the Representation of Knowledge, cognitive development processes and theories	K6
5	To enhance knowledge about nature and process of thinking, Problem Solving, Creativity and Decision Making	K3

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Unit:1	Introduction, History and Cognitive Neuroscience	12 Hours

Cognitive Psychology: History of Cognitive Psychology, Processing Information- Cognitive Metaphors, Models, Theories, and Perspectives. Cognitive Neuroscience: Cognitive Psychology and Neuroscience, the Nervous System – the Neuron – the brain – Anatomy of the Brain, Neurophysiologic Sensing Techniques – MRI – EPI – CAT scan – PET scan, a tale two hemispheres.

Unit:2	Perception, Attention, and Object Recognition	12 Hours

Perception and Attention – The Computational Brain. Sensation and Perception – Perceptual Span – Iconic Storage – Echoic Storage- Functions of sensory stores – Attention – Processing capacity and selective attention – Auditory signals- Models of selective attention- Visual attention- Automatic processing- The neuro-cognition of attention – Human Brain and Attention - PET. Object Recognition: Perceptual theories: Gestalt Theory

Unit:3	Memory Structure and Processes	12 Hours

Short term memory – Neuro-cognition and STM – working memory – Capacity of STM – The coding of Information in STM – Retrieval of Information from STM Long term memory: Duration of LTM, very long –Term Memory-LTM Storage: Codes Level of Processing Level of Processing versus Information Processing.		
Unit:4	**Cognitive Development and Abilities**	**12 Hours**
Cognitive development: Cognitive Development- Assimilation and Accommodation– Mind in Society: Vygotsky – Stages of Development Phenomenon of Internalization Developmental Stages – Early Neural Development – Environment and Neural Development		
Unit:5	**Problem Solving, Creativity, and Human Intelligence**	**12 Hours**
Problem Solving: Gestalt Psychology and Problem Solving, Internal Representation and Problem Solving-Creativity: Creative Process- Creativity and Functional Fixedness-Investment Theory of Creativity. Human Intelligence: Cognitive Theories of Intelligence. Thinking - Concept formation – Logic – Association- Problem solving – Logic**.**		
	Total Lecture hours	**60 Hours**

Text Book(s)

1	Robert L. Solso., Otto H. Maclin. And Kimberly Maclin, M. (2007). Cognitive Psychology. Eighth Edition. Allyn and B

Reference Books

1	Bridget Robinson-Riegler and Greg L. Robinson-Riegler. (2008). Cognitive Psychology Applying the science of the mind. Second Edition. Pearson Education Inc
2	Eysenk, W. M and Keane, M. T. (2015) Cognitive Psychology: A Student's Handbook. (7th Edn). Psychology press. UK.

COs	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	M	M
CO3	S	S	S	S	M
CO3	L	S	L	M	M
CO4	S	S	S	S	M
CO5	L	S	S	S	M

*S-Strong; M-Medium; L-Low

SEMESTER IV

Course code		ABNORMAL PSYCHOLOGY - II	L	T	P	C
Core Paper VII			4			4
Prerequisite		NIL	Syllabus Version		2026-27	
Instructional Hours Per Week : 4	CIA : 25	ESE : 75	Total Marks : 100			

Course Objectives:

The main objectives of this course are to:

1. To understand the maladaptive behavior in humans
2. To explain the causes and risk factors of psychiatry disorders
3. To understand the types of personality disorders
4. To explain the treatment and therapeutic approaches
5. To understand the cognitive impairment disorder.

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	Define the experience of anxiety and related disorders in an individual	K1
2	Outline the disorders of sexual variance and cognitive impairment	K2
3	Identify the spectrum disorders of schizophrenia	K3
4	Identify the bipolar tendencies experienced by an individual	K4
5	Examine the various forms of therapies and their effectiveness	K5

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create

Unit:1	Mood Disorders	12 Hours

Mood Disorders – Introduction. Overview of Depression and Mania -Depression vulnerability factors-Depressive disorders. Causes and treatment of depression. Structure of Mood DisordersBipolar disorders- Causes and treatment. Suicide and prevention of suicide. Diagnostic Criteria for Persistent Depressive Disorder

Unit:2	Personality disorders	12 Hours

Personality disorders: Overview of Personality Disorders- Aspects of Personality Disorders Categorical and Dimensional Models -Personality Disorder Clusters-Gender Differences - Comorbidity-Personality Disorders under Study-Treatment of personality disorder.

Unit:3	Sexual disorders	12 Hours

Sexual disorders: Changing views of sexual behaviour. Sexual dysfunction Overview of Sexual Dysfunctions -Sexual Desire Disorders-Sexual Arousal Disorders-Orgasm Disorders types -treatment-Psychological Treatment-Drug Treatments Gender identity disorder. Paraphilias. Sexual victimization.

Unit:4	Schizophrenia and other psychotic disorders	12 Hours

Schizophrenia and other psychotic disorders: Psychotic disorders. Schizophrenia- Clinical Description, Symptoms and subtypes. Positive and negative symptoms-development of schizophrenia- vulnerability. Therapeutic approaches. Other psychotic disorders.

Unit:5	**Cognitive impairment disorders**	**12 Hours**
Cognitive impairment disorders: Vulnerability to brain disorders. Delirium tremens- dementia - cognitive impairment disorders. Disorders of childhood and adolescence. Externalizing and internalizing disorders. Pervasive developmental disorders.		
	Total Lecture hours	**60 Hours**

Text Book(s)	
1	Sarason., I. G. & Sarason B. R. (2012). Abnormal Psychology- The Problem of Maladaptive Behaviour, 11th Edition: New Delhi: Prentice Hall of India.
Reference Books	
1	Barlow H.D. & Durand M.V. (2016). Abnormal Psychology: an integrative approach (7th Ed.), New Delhi. Cengage Learning.

Mapping with Programme Outcomes					
COs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**
CO1	M	M	M	M	M
CO2	M	M	M	M	M
CO3	M	M	M	M	S
CO4	M	M	M	M	S
CO5	M	M	M	M	M

*S-Strong; M-Medium; L-Low

Course code		EXPERIMENTAL PSYCHOLOGY- II	L	T	P	C
Core Paper VIII					4	3
Prerequisite		NIL	Syllabus Version		2026-27	
Instructional Hours Per Week : 4	CIA : 20	ESE : 55	Total Marks : 75			

Course Objectives:

The main objectives of this course are to:

1. To provide students with practical exposure.
2. To assess, apply and interpret various questionnaires.
3. To understand the various types of test related to perception.
4. To explain the motivation analysis test
5. To know the reaction time and habit interference of individual

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	To asses and interpret the Perception of an individual.	K2
2	To assess the various emotion pattern of an individual.	K4
3	To analyze the need pattern of social motive	K4
4	To evaluate the reaction time of an individual	K5
5	To analyze the learning process of an individual	K4

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Unit:1	Personolity	12 Hours

Eysenck Personality Inventory; Type A/Type B Behavioral Pattern Scale; Self-Concept Questionnaire

Unit:2	Adjustment & Mental Health Tests	12 Hours

Bell's Adjustment Inventory; Test Anxiety Scale; Students Stress Scale

Unit:3	Behavioral Style Tests	12 Hours

Decision Making Style Scale

Unit:4	Cognitive and Emotions Tests	12 Hours

Seguin Form Board Test, Judging Emotions from Photographs

Unit:5	Neuropsychological and Learning Tests	12 Hours

Bilateral Transfer (Mirror Drawing Apparatus) Maze Learning Apparatus. Habit Interference

	Total Practical hours	60 Hours

Text Book(s)

1 Anastasi and Urbina (2010). Psychological Testing (7th Ed.) New Delhi. PHI Learning Pvt. Ltd.

2	Rajamanickam (2005). Experimental Psychology, Vol 1 & Vol II, New Delhi : Concept Publishing Company

Reference Books	
1	Collins,andDrever, J(1968).Experimental Psychology: Ludhiana: Lyall Book Depot
2	Kuppuswamy .B (1954). Elementary Experiments In Psychology, Madras: Oxford Publishing Press
3	Woodworth, R.S.andSchlosberg .H. (1971) Experimental Psychology. New Delhi: Oxford Publishing Co.
4	Freeman F.S. (1976). Theory and Practice of Psychological Testing: New Delhi: Oxford and IBH Publishing Co.

Mapping with Programme Outcomes					
COs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**
CO1	M	M	M	M	M
CO2	M	M	M	M	M
CO3	M	S	S	M	M
CO4	S	M	M	M	M
CO5	M	M	M	M	M

*S-Strong; M-Medium; L-Low

Course code		STATISTICS - II	L	T	P	C
Allied B paper II			4			3
Prerequisite		NIL	Syllabus Version		2026-27	
Instructional Hours Per Week : 4	CIA : 25	ESE : 75	Total Marks : 100			

Course Objectives:

The main objectives of this course are to:

1. Understand the features and significance of the Normal Distribution and its importance in psychological and behavioral research.
2. Understand the concept of sampling and its importance in statistical research and data collection.
3. Understand the concept of small sample testing and its importance in statistical inference.
4. Identify and classify different types of variables, with particular emphasis on categorical variables.
5. Identify situations in which non-parametric tests are appropriate for data analysis.

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	Name some of the statistical tools and their applications in Psychology	K1
2	Discuss the meaning, types of sampling and tests of significance	K2
3	Distinguish between the small sample tests, tests for single and two means and tests for independence of attributes	K3
4	Explain the various measurement and scaling techniques	K4
5	Examine the concept of non-parametric tests and its types	K5

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create

Unit:1	Probability and Theoretical Distributions	12 Hours

Probability Distribution – Binomial, Poisson and Normal Distributions – Properties and Applications (without Proof) – Simple Problems

Unit:2	Hypothesis of Z test	12 Hours

Sampling – Advantages and Disadvantages – Simple Random Sampling – Stratified Random Sampling – Systematic Sampling – (Concept Only) – Sampling Distribution – Standard Error – Tests of Significance – Type I and Type II Errors – Large Sample Tests for Single Mean and Two Means. Tests for single proportion and difference of two proportions

Unit:3	Hypothesis of T test and Chi Square Test	12 Hours

Small Sample Tests – Test for Single Mean and Two Means – Paired ‘t’ Test Chi-Square Test for Independence of Attributes. Association of Attributes – Contingency Tables – Methods of Studying Association – Yule’s Coefficient of Association

Unit:4	Scaling Techniques	12 Hours

Measurement and scaling techniques- Categorical Variables-Data Types-Metric, Interval and Ratio data. Non-Metric data- Nominal, ordinal data. Scales of measurement - Comparative scale, paired Comparison scale, rank order scale, constant sum scale, Noncomparative scale- continuous rating scale, Itemized rating scale- Likert scale, Guttmann scale

Unit:5	**Non – Parametric Tests**	**12 Hours**
Non – Parametric Tests– Introduction advantages and disadvantages. Run test, Sign test, Median test, Mann-Whitney U test (one sample only), Kolmogorov Smirnov test (two samples).		
	Total Lecture hours	**60 Hours**

Text Book(s)	
1	S.P. Gupta – Statistical Methods, Sultan Chand & Sons, New Delhi, 42nd revised Edition, 2012.
2	R.S.N. Pillai and V. Bagavathi - Statistics – Sultan Chand & Sons Company Ltd, New Delhi.
Reference Books	
1	Henry E. Garrett - Statistics in Psychology and Education, Paragon International Publishers, Twelfth Indian Reprint, 2007.
2	S.K. Mangal - Statistics in Psychology, PHI Learning Private Limited, New Delhi, Second Edition, 2009.
3	J.P Verma and Mohammed Ghufran- Statistics for Psychology, Tata McGraw Hill Education (P) Ltd. New Delhi.

Mapping with Programme Outcomes					
COs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**
CO1	M	M	M	M	M
CO2	M	M	M	M	M
CO3	M	M	M	M	S
CO4	M	M	M	M	S
CO5	M	M	M	M	M

Course code			TESTING AND ASSESSMENT	L	T	P	C
SKILL BASED SUBJECT 2				2	-		2
Prerequisite			NIL	Syllabus Version		2026-27	
Instructional Hours Per Week : 2		CIA : 12	ESE : 38	Total Marks : 50			

Course Objectives:

The main objectives of this course are to:

1. To know the basic concepts of testing in psychology
2. To understand the importance of reliability and validity
3. To explain the process of test development
4. To know the different types of personality assessment
5. To make the student to aware of psychometric properties seen in testing

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	Define the fundamental concepts of testing and assessment	K1
2	Classify the various scales of measurement and psychometric properties	K2
3	Identify the various assessment tools available under intelligence	K3
4	Identify the meaning and various assessment tools used for measuring personality	K4
5	Examine various interest, ability and aptitude scales used for career-based assessments	K5

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Unit:1	Introduction to Assessment	10 hours

Introduction to Assessment – Definition -Nature and Uses of Assessment. Process of Assessment, Ethics Measurement. Norms, Scoring, Administration, Test Development Groups meet, Tests, testing and norms. Norms – sampling to develop norms, types of norms, fixed reference group scoring systems.Norm-referenced versus criterion-referenced evaluation

Unit:2	Reliability and Validity	10 Hours

Reliability and Validity: Reliability; The concept of Reliability. Reliability estimates: Test-Retest, Parallel and Alternate Forms, Split- Half, Inter-Item Consistency – Kuder-Richardson formulas, Cronbach's Coefficient Alpha; Inter- Scorer Reliability. Using and interpreting a coefficient of Reliability. Purpose and nature of the test Validity.

Unit:3	Test Development	09 Hours

Test Development: Test conceptualization: Test construction. Test try-out, Item analysis, Test revision. Types of scores. Types of scales: Nominal, ordinal. Interval and ratio scales of measurement.

Unit:4	Personality Assessment	08 Hours
Personality Assessment: Personality Assessment: some basic questions. Developing instruments to assess personality. Objective methods of personality assessment, Projective methods of personality assessment. Inkblots as Projective stimuli - the Rorschach. Pictures as Projective stimuli – Thematic Apperception Test; Projective methods in perspective.		
Unit:5	**Clinical and Counseling Assessment**	**08 Hours**
Clinical and Counseling Assessment: Clinical Interviewing: Nature and its types. Aptitude Testing- Concept – Purpose – types. General aptitude test battery. Differential aptitude test battery. Special aptitude tests.		
	Total Lecture hours	**45 Hours**

	Text Book(s)
1	Cohen, J. R., &Swerdlik, M. E. (2012). Psychological Testing and Assessment: An introduction to Tests and Measurement. (7th ed.). New York. McGraw-Hill International edition.
2	Hoffman, E. (2002). Psychological Testing at Work. New Delhi: Tata McGraw-Hill
3	Aiken, L. R., &Groth-Marnat, G. (2006). Psychological Testing and Assessment. (12th ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi
4	Theory and Practice of Psychological Testing, by Freeman.

	Reference Books
1	Archer, R. P., & Smith, S. R. (Ed.)(2008). Personality Assessment. New York, NY: Routledge.
2	Graham,J.R.(2006).MMPI: Assessing personality and psychopathology, 4th Edition. New York: Oxford UniversityPress.
3	Meyer, G.J. et al. (2001). Psychological testing and psychological assessment: A review of evidence and issues. American Psychologist, 56,128-165.
4	Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7th ed.). Pearson Education, Indian reprint 2002
5	McIntire, S.A., & Miller, L.A. (2000). Foundations of Psychological Testing. (1st ed.). McGraw-Hill HigherEducation
6	Geisinger, K. F., & Bracken, B. A. (2013). *Apa Handbook of Testing and Assessment in Psychology*. American Psychological Association.
7.	Urbina, S. (2003). *Essentials of psychological testing*. Wiley.
8	Murphy, K. R., & Davidshofer, C. O. (2014). *Psychological testing: Principles and applications*. Pearson.

Mapping with Programme Outcomes					
COs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**
CO1	M	M	M	M	M
CO2	M	M	M	M	M
CO3	M	M	M	M	S
CO4	M	M	M	M	S
CO5	M	M	M	M	M

*S-Strong; M-Medium; L-Low

*S-Strong; M-Medium; L-Low

Course code		Office Fundamentals -Digital Skills for Employability (NAAN MUTHALVAN)		L	T	P	C
							2
Pre-requisite		NIL		Syllabus Version	2026-27		
Instructional Hours Per Week : 2		CIA : 25	ESE : 25	Total Marks : 50			

http://kb.naanmudhalvan.in/Special:Filepath/Microsoft_Course_Details.xlsx

SEMESTER V

Course code		**CLINICAL PSYCHOLOGY**	**L**	**T**	**P**	**C**
Core IX			**6**	**-**		**4**
Prerequisite		**NIL**	**Syllabus version**		**2026-27**	

Instructional Hours Per Week :6 CIA : 25 ESE : 75 Total Marks : 100

Course Objectives:

The main objectives of this course are to:

1. Fundamentals of Clinical Psychology build the foundations about the important areas of Psychology.
2. To enable the students to understand the psychology as a science, its relevance and applications
3. To provide students with a training of fundamentals of clinical psychological concepts, theories, and principles, covering areas like perception, cognition, emotion,
4. motivation, and development to give an insight to explain behaviour on the various psychological processes.

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	Demonstrate an understanding of the basic principles, concepts, and theoretical frameworks that define psychology as a discipline.	K2
2	Application of psychological theories and concepts to real-world situations	K3
3	Explain and evaluate the scientific methods used in psychological research, including Psychoanalysis, interpersonal, humanistic, behavioral, cognitive model	K4
4	To understand the process of interviews and assessment.	K5
5	To understand the factor influencing Psychotherapy- based on the perspectives of clinical psychology.	K1

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Unit:1	**History of Clinical Psychology**	**12 Hours**

Introduction & History-The origin of Clinical psychology, Psychometric tradition, the need for theory in clinical psychology. Assumptions in clinical psychology, need for framework in human functioning. Professional establishment. Clinical Assessment & Diagnosis, Therapeutic Models & Interventions

Unit:2	**The Perspectives of Clinical Psychology**	**12 Hours**

Role of theoretical model- factors involved in choosing orientation. Models of clinical Psychology. Major Perspectives – Psychodynamic, Behavioral , Cognitive , Biological , Humanistic , Evolutionary, Cross-Cultural-Primary Clinical Subfields & Modalities- Cognitive Behavioral Therapy- Child and Adolescent Psychology- Clinical Neuropsychology- Forensic Psychology- Clinical Health Psychology

Unit:3	**Education in Clinical Psychology**	**12 Hours**

Models of education and training in clinical psychology,academic, research, and clinical internship training - social Rehabilitation –Community Mental Health: Definition and Concept, Primary Care,Secondary care, Tertiary care. Rehabilitation- Concept of Rehabilitation - Psychiatric and Psychological

Unit:4	**Clinical Psychology Assessment**	**12 Hours**

Clinical interview- types of interview, diagnostic interview, interview with children and rapport building. Psychological Testing- Behavioral Observations - Biological & Neurological Measures- Assessment- intellectual and educational, personality and behavioral.

Unit:5	**Clinical Psychology Intervention**	**12 Hours**
Intervention in clinical psychology-Types of Intervention -Psychotherapy- based on the perspectives of clinical psychology; including family and group therapy approaches. Research and efficiency in psychotherapy and recent trends..		
Unit:6	**Contemporary Issues**	**02 Hours**
Expert lectures, online seminars - webinars		
	Total Lecture hours	**60 Hours**

Text Book(s)	
1	Introduction to clinical psychology Jeffrey Hecker, Geoffrey Thorpe Psychology press,19 Nov,2015
2	A history of clinical psychology John M Reisman Taylor & Francis, 1991
Reference Books	
1	Modern clinical psychology Korchin Basic books, 25 May 1976- Psychology
2	Clinical psychology: An Introduction Alan Carr Routledge, 4 May 2012

COs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**
CO1	M	S	S	S	M
CO2	S	M	S	M	M
CO3	M	S	L	S	L
CO4	S	L	S	L	M
CO5	M	M	L	S	S

*S-Strong; M-Medium; L-Low

Course code		COUNSELLING PSYCHOLOGY-I	L	T	P	C
Core X			6	-		4
Prerequisite		NIL	Syllabus version	2026-27		

Instructional Hours Per Week :6 CIA : 25 ESE : 75 Total Marks : 100

Course Objectives:

The main objectives of this course are to:

1.

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	Restate the importance of counselling in the present context	K4
2	Classify the methods of establishing counselling relationship	K5
3	Describe the dynamics and termination of counselling relationship	K2
4	Examine the psychoanalytic and humanistic approaches to counselling	K6
5	Compare the behavioural, cognitive and other approaches to counselling	K3

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Unit:1	INTRODUCTION	12 Hours

History of and Trends in Counselling - Definition of Counselling – History of Counselling – Current trends in the New Millennium - Dealing with violence, trauma and crises, the - challenge of managed care, promoting wellness, concern for social justice, greater emphasis on the use of technology and leadership.

Unit:2	COUNSELLING PROCESS	12 Hours

Building Counselling Relationships – Factors that influence the Counselling process – Seriousness of the presenting problem, Structure, Initiative, the physical setting, Client qualities and Counsellor qualities - Types of Initial Interviews – Conducting the initial interview – exploration and the identification of goals.

Unit:3	COUNSELLING RELATIONSHIPS	12 Hours

Working in a Counselling Relationship – Counsellor skills in the understanding and action phases – Transference and Counter transference – the real relationship. Termination of Counselling Relationships – Function of termination – Timing of termination – Issues of termination – Resistance to termination – Premature termination – Counsellor initiated termination.

Unit:4	THEORIES OF COUNSELLING	12 Hours

Psychoanalytic, Adlerian and Humanistic Theories of Counselling– Psychoanalytic theories – Psychoanalysis - Adlerian theory – Adlerian Counselling - Humanistic theories – Person Centered Counselling, Existential Counselling and Gestalt therapy.

Unit:5	**THEORIES OF COUNSELLING**	**12 Hours**
aviour al, Cognitive, Systemic, Brief and Crisis Theories of Counselling – Behavioural Counselling – Cognitive and Cognitive-Behavioural counselling – Systems Theories – Brief Counselling Approaches –Solution-focused counselling, Narrative Counselling – Crisis Counselling Approaches		
Unit:6	**Contemporary Issues**	**02 Hours**
Expert lectures, online seminars - webinars		
	Total Lecture hours	**60 Hours**

Text Book(s)	
1	Samuel T. Gladding. (2009). Counselling– A Comprehensive Profession. Sixth Edition. Pearson Education.

Reference Books	
1	Narayana Rao, S.: Counselling Psychology (2010). New Delhi: Tata McGraw Hill
2	Nelson Jones, Richard. (1982). The Theory and Practice of Counselling Psychology, London: Holt, Rinehart and Winston.
3	Gibson, Robert L and Mitchell, Marianne H, (1981). Introduction to Guidance, New York: MacMillan.

COs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**
CO1	S	M	S	S	M
CO3	M	M	M	S	S
CO3	M	M	S	M	S
CO4	M	M	S	S	M
CO5	S	M	S	M	S

*S-Strong; M-Medium; L-Low

Course code		CLINICAL NEUROPSYCHOLOGY	L	T	P	C
Core Paper XI			5			4
Prerequisite			Syllabus Version	2026-27		

Instructional Hours Per Week :5 CIA : 25 ESE : 75 Total Marks : 100

Course Objectives:

The main objectives of this course are to:

1. To understand the history of neuropsychology.
2. To explain the structural element of neuropsychology.
3. To understand the neuropsychological disorders.
4. To explain cerebrovascular disorder.
5. To identity the intervention & management of impairment.

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	Understand the meaning, history of neuropsychology, basic parts of the brain and their function and the various neurological disorders	K1
2	Explain the anatomical parts of the frontal lobe and temporal lobe and their dysfunction like cognitive changes, personality change aphasias and amnesias	K4
3	Discuss the anatomical parts of the parietal lobe and the dysfunctions like somatic sensory disorders, apraxia and spatial neglect	K5
4	Analyse the anatomical parts of the occipital lobe and the dysfunctions like cerebral blindness and visual agnosia and neurological basis of learning disability, cerebral palsy, autism and other disorders	K2
5	Understand the method uses of neurophysiological assessments like CT scan, MRI and EEG and the method and uses of neuropsychological assessment like BGT, LNNB, HRB and other test	K3

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Unit:1	History of Neuropsychology	12 hours

History, Origin - Development of Neuropsychological Assessment - Qualitative and Quantitative Perspectives of neuropsychological assessment - Basic Anatomy, Elements of Neurology, Methods of study -of Research in Neuropsychology -Anatomical Methods, Degeneration Techniques, Lesion Techniques,

Unit:2	Structural Elements of Neuropsychology	12 hours

Major Structures and Functions, Spinal Cord, Brain: Forebrain, Midbrain, Hindbrain, Cerebral Cortex, Temporal, Parietal and Occipital- Lobes; Prefrontal Cortex - Central Nervous System Peripheral Nervous System - Neural Transmission and its Perspectives Lobe Syndromes.

Unit:3	Neuropsychological Disorders	12 hours

Neuro Developmental Disorders- Autism, ADHD, Intellectual Disability, Down's Syndrome, Rhett's Syndrome, Fragile X, Cerebral Palsy, Meningitis and Related Disorders. Adult Neuropsychological Disorders

- Schizophrenia, Substance Abuse Disorders, Major Affective Disorders and Anxiety disorders, PTSD.		
Unit:4	**Cerebrovascular Disorders**	**12 hours**
Traumatic Brain Injury, Infections, Epileptic Seizure Disorder, Dementia, Delirium, Alzheimer's Disease, Parkinson's Disorder, Metabolic Disorders, Autoimmune Disorders, Pain Disorders, Amnesia and its types, Multiple Sclerosis, Neurological Impairment		
Unit:5	**Intervention and Management**	**12 hours**
Medical Interventions, Therapeutic Interventions, Life Style Modifications, Coping with the Disorder, Management of Impairment, Overall Health Models, Rehabilitation of Neuropsychological Disorders.		
	Total Lecture hours	**60 Hours**

Text Book(s)

1	John W. Santrock, (2018). Life Span Development (17th Edn), New Delhi: Tata McGraw Hill Publications.

Reference Books

1	Morgan, J. E. & Ricker, J. H. (2018). Textbook of Clinical Neuropsychology, Routledge, New York.
2	Parsons, M. W., & Hammeke, T. A. (2014). Clinical Neuropsychology: A Handbook for Assessments, American Psychological Association
3	Walsh K. (2008). Neuropsychology, New Delhi: B.l. Churchill Livingstone Pvt. Ltd.
4	Heilman, K. M., & Valensation, E, (1985). Clinical Neuropsychology, New York: Oxford University Press.
5	Kolb, B., & Whishaw, I. Q. (1996). Fundamentals of Human Neuro-Psychology. New York: W.H. Freeman and Co.

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5
CO1	M	L	M	S	M
CO3	S	M	M	S	S
CO3	L	M	L	M	M
CO4	S	M	S	S	L
CO5	M	M	M	L	M

*S-Strong; M-Medium; L-Low

Course code		EXPERIMENTAL PSYCHOLOGY-Practical-III	L	T	P	C
Core XII					4	4
Prerequisite			Syllabus Version	2026-27		

Instructional Hours Per Week :4 CIA : 20 ESE : 55 Total Marks : 75

Course Objectives:

The main objectives of this course are to:

1. To enable students to understand the experimental approach in scientific investigation.
2. To develop the structured report writing skill of the experiments.
3. To enable students to identify and apply appropriate experimental tests according to the requirements.
4. To familiarize the students with the procedures in conducting experiments and psychological tests.
5. To enhance the skills needed for conducting experiments and psychological tests.

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	To become proficient in measuring social dimensions of human behaviour	K5
2	To become proficient in measuring personality tests	K4
3	To become proficient in measuring memory and learning aspects of human behaviour	K4
4	To become proficient in measuring individual's aspiration	K5
5	To become proficient in measuring tests related to imagination	K3

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Unit:1	Intelligence Test	12 Hours

Bhatia's Battery of Performance Test of Intelligence; Binet Kamat Test of Intelligence

Unit:2	Problem Solving &Imagination	12 Hours

Problem Solving Ability Test (Pyramid Puzzle); Concept Formation Blocks (Hanfmann-Kasanin Test), Vividness of Imagery.

Unit:3	Projective Personality Tests	12 Hours

Draw-A-Person Test; Rosenzweig Picture Frustration Test

Unit:4	Performance Tests	12 Hours

Koh's Block Design Test; Pass-Along Test;

Unit:5	Aspiration	12 Hours

Level of Aspiration Measure ,Educational Aspiration Inventory,Occupational Aspiration Scale

	Total Lecture hours	**60 Hours**

Reference Books	
1	Alexis Bridely & Lee W.Daffin Jr., Abnormal Psychology-Washington State University, 2nd Edition, 2020

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5
CO1	L	S	M	L	M
CO3	S	M	S	L	S
CO3	M	L	L	M	S
CO4	S	M	M	S	L
CO5	M	M	M	S	L

*S-Strong; M-Medium; L-Low

Course code		LIFE SKILL DEVELOPMENT	L	T	P	C
Skill Based Subject 3			3	-		2
Prerequisite		NIL	Syllabus version	2026 - 27		

Instructional Hours Per Week : 3 CIA : 20 ESE : 55 Total Marks : 75

Course Objectives:

The main objectives of this course are to:

1. Develop and exhibit and accurate sense of self
2. Develop and nurture a deep understanding of personal motivation
3. Develop and exhibit and accurate sense of self
4. Demonstrate knowledge of personal beliefs and values and a commitment
5. Assert strengthened personal character and further, an enhanced ethical sense

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	To Identify, understand, and apply contemporary theories of leadership	K3
2	Understand the communication process, its benefits and challenges	K2
3	Create strategies to work with others to achieve specific goals	K6
4	Explore, understand, and lead, guided by the values of self-awareness	K3
5	Evaluate and improve upon presentation skills strengths and weaknesses	K5

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Unit:1	Introduction to Life skills	09 Hours

Introduction to Life skills – Definition – communication and action skills: verbal and vocal communication skills. Body language. Mind skills, rules skill, self-talk skills, explanation skills. Expectation skills, time management skills, self-awareness.

Unit:2	Presentation Skills	08 Hours

Presentation Skills: Planning, structuring and delivering a presentation. Effective use of language and audio visual aid. Managing Performance Anxiety. Relaxation techniques, Interviews and Group Discussions.

Unit:3	Relationship Skills	08 Hours

Relationship Skills: Introduction- Skills for Listening and Understanding Skills for choosing and starting relationship. Skills for anger management. Coping with emotions and stress.

Unit:4	Critical Thinking Skills	10 Hours

Critical Thinking Skills: Critical Thinking, Creative Thinking-Stages. Looking at things differently, Analyzing information. Strategies to improve creativity, Decision Making. Problem Solving- Steps of problem solving - Factors affecting problem solving. Activities: Make a Plan for Critical Thinking.		
Unit:5	**Leadership Skills**	**10 Hours**
Leadership Skills: Introduction - Types of leadership. Tips for becoming a leader, Decision Making. Conflict Management, Crisis Management. Delegation of Work, Communication System in an Organization. Leadership Training.		
Unit:6	**Contemporary Issues**	**02 Hours**
Expert lectures, online seminars - webinars		
	Total Lecture hours	**45 Hours**

Text Book(s)	
1	Jones,R.N.(2007) Life coaching skills-how to develop skilled clients. New Delhi: Sage Publications.
2	Lewis,H.(2000) Body Language- A guide to Professionals. New Delhi: Response Books.
3	Sherfield, R.M., Montgomery, R.J. &Moody, P.G.(2009). Developing Soft Skills. 4th Ed NewDelhi: Pearson Education
Reference Books	
1	Mishra, B.K.(2008). Psychology- The Study Of Human Behaviour. New Delhi: Prentice Hall India Ltd.
2	Luthans,F(1995).Organizational Behaviour.NewYork:Mc Graw Hill International Edition.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	https://www.mooc4dev.org/lifeskills1
Course Designed By**:**	

COs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**
CO1	S	L	S	M	M
CO2	M	S	S	S	L
CO3	S	M	L	S	L
CO4	M	S	S	M	S
CO5	S	M	S	M	M

*S-Strong; M-Medium; L-Lo

Third Year Semester VI

Course code		**PSYCHOTHERAPY**	**L**	**T**	**P**	**C**
Core XIII			**6**			**4**
Prerequisite			**Syllabus Version**	**2026-27**		

Instructional Hours Per Week :6 CIA : 25 ESE : 75 Total Marks : 100

Course Objectives:

The main objectives of this course are to:

1. **Understand the therapeutic process**, including assessment, therapeutic relationship, intervention, and termination phases.
2. **Understand the concepts of Classical and Operant Conditioning** and their applications in behavior modification.
3. **Understand the key concepts and assumptions of Cognitive Therapy**, emphasizing the relationship between thoughts, emotions, and behaviors.
4. **Understand the integration of cognitive and behavioural approaches** in explaining and modifying human behavior.
5. **Understand the goals of Existential Psychotherapy**, including the promotion of self-awareness, personal responsibility, authenticity, and meaningful living.

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	**To Identify and explain the major therapeutic perspectives** in psychotherapy	K1
2	**To Analyze the principles of Operant Conditioning** and their use in therapeutic interventions.	K4
3	**To Identify and explain core beliefs, intermediate beliefs, and automatic thoughts** that influence human behavior and emotions.	K5
4	**To Analyze the REBT perspective on emotional disturbance** and the role of irrational thinking in creating psychological problems.	K2
5	**To Understand and apply the techniques of Existential Psychotherapy,** including reflection, exploration, dialogue, confrontation, and meaning-making.	K3

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Unit:1	**Introduction**	**12 hours**

Meaning, Definition and Objectives of Psychotherapy; Therapeutic Process, Therapeutic Perspectives: Psychodynamic, Behaviouristic, Cognitive, Existential, Person- Centered etc

Unit:2	Behaviouristic Approach	**12 hours**

Introduction to Behaviouristic Approach and Theoretical Principles; Classical Conditioning: Systematic Desensitization, Jacobson's Progressive Muscle Relaxation, Flooding, Implosive Therapy, Assertiveness Training, Aversive Therapy, Paradoxical Intention etc
Operant Conditioning: Token Economy, schedules of reinforcements, Token economy; Shaping, Premack Principle, Extinction Procedures, Negative Practice, Exposure Response Prevention etc

Unit:3	Cognitive Approach	**12 hours**
Introduction to Cognitive Therapies, Key Concepts, Assumptions; Cognitive Therapy (Aron Beck): Brief history, Key concepts- Core beliefs, Cognitive distortions, Therapeutic goals and process; Application of techniques and procedures, Application on diverse population.		
Unit:4	Therapeutics Apporach	**12 hours**
Introduction to Cognitive Behavioural Therapies, Key Concepts, Assumptions; Rational Emotive Behavioural Therapy (Albert Ellis): Brief History, Key concepts, View of Human Nature, View of Emotional Disturbance, 'Musts', A-B-C Framework, Therapeutic process and techniques (cognitive, emotive and behavioural), REBT with diverse population.		
Unit:5	Existential Psychotherapy	**12 hours**
Existential Psychotherapy: Goals, Key Concepts (Living and Dying, Freedom, Responsibility and Choice, Isolation and Loving, Meaning and Meaninglessness), Techniques and its application.		
	Total Lecture hours	**60 Hours**

Text Book(s)	
1	Bellack, A., Hersen, M., & Kazdin, A. (1990). International Handbook of Behavior Modification and Therapy. Boston, MA: Springer US.
2	Bergin, A., & Garfield, S. (1994). Handbook of psychotherapy and behavior change. New York [etc.]: John Wiley & Sons.
Reference Books	
1	Carson & Butcher. (2010). Abnormal Psychology (13th ed). New Delhi: Pearson Education, Inc.
2	Gabbarel, G.O., Beck, J.S., & Holmes, J. (2007). Oxford Text Book of Psychotherapy. New York: Oxford University Press.
3	Gerald, C. (2008). Theory and Practice of Counselling and Psychotherapy Publisher: Thomson Brooks/Cole.

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5
CO1	L	S	M	L	M
CO3	S	M	S	L	S
CO3	M	M	L	M	S
CO4	S	M	S	S	L
CO5	M	M	M	S	L

*S-Strong; M-Medium; L-Low

Course code		COUNSELLING PSYCHOLOGY-II	L	T	P	C
Core XIV			6			4
Prerequisite			Syllabus Version	2026-27		

Instructional Hours Per Week :6 CIA : 25 ESE : 75 Total Marks : 100

Course Objectives:

The main objectives of this course are to:

1. Understand major theoretical approaches to counselling and psychotherapy and learn how to apply them in real-world settings.
2. Acquire and practice counselling skills, including listening, communication, and intervention techniques, for working with diverse individuals, couples, families, and groups.
3. Learn to identify and understand various mental health disorders, their causes, and diagnostic criteria to better support clients.
4. Develop the ability to conduct research, design studies, and use various methods to assess client needs.

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	To acquire knowledge about the role, ethical and professional issues in counselling.	K1
2	To acquire skills in counselling process-theoretical, psychodynamic and humanistic approaches.	K4
3	To become proficient in various counselling skills.	K5
4	To acquire knowledge in special areas of counselling.	K2
5	To acquire knowledge about the recent trends in counselling.	K3

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Unit:1	Counselling the Art and Science of Helping	12 hours

Definition- Need of counselling - Goals of Counselling- Role of a counsellor- Characteristics of an effective counsellor - Counselling relationship. Counselling Process: Relationship Building- Problem identification and exploration- Planning for problem solving- solution, application and termination-

Unit:2	Types of Counselling	12 hours

Types of Counseling: Directive counseling – Non-Directive counseling – Eclectic counseling – Group Counseling – Definition - Aims of group counseling – Selection of group members – Group Process: Establishment of the group – Identification – Productivity – Realization – Termination – Pre- marital counseling – Marriage and family counseling.

Unit:3	Counselling Skills	12 hours

Observing - Attentive listening - Responding, Probing, Paraphrasing- Respect, Empathy and diagnosis, improving client's self-talk-training client in relaxation-goal setting

Unit:4	Special areas of counselling	12 hours

Individual Vs Group Counselling- Career counselling- Family & Marital counselling- Addicts & anti socials- Crisis intervention & Trauma counselling- Hospice Care.		
Unit:5	**Counselling Today**	**12 hours**
Counselling around the globe- Professional association for counselling- Modern trends- Counselling in India.		
	Total Lecture hours	**60 Hours**
Text Book(s)		
1	Narayana, R & Sahaj pal. (2015). Counselling Psychology, (3rd Edn). New Delhi: McGraw Hill Education. (Unit I- V)	
Reference Books		
1	Gelso, C.J, Fretz, B.R., (2014). Counselling Psychology, (3rd Edn). Prism books Pvt Ltd, American Psychological Association.	
2	Jones, R. N., (2013). Practical Counselling and Helping Skills, (6th Edn). London: Sage Publication Ltd.	

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5
CO1	L	S	M	L	M
CO3	S	M	L	M	L
CO3	M	S	L	M	S
CO4	S	L	M	M	L
CO5	M	M	M	S	L

*S-Strong; M-Medium; L-Low

Course code		HEALTH PSYCHOLOGY	L	T	P	C
Elective -I A			4	-		4
Prerequisite		NIL	Syllabus version		2026-27	

Instructional Hours Per Week : 4 CIA : 25 ESE : 75 Total Marks : 100

Course Objectives:

The main objectives of this course are to:

1. To learn the biological, behavioural, cognitive and social determinants of health
2. Understanding of basic human biology such as the functioning of the endocrine, immune and nervous systems
3. Learn the role of individual, group and community-based approaches to the prevention and management of health.
4. To critically evaluate research in health psychology
5. Understanding of the ethics and principles in professional practices

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	To understand the effects of bio, psycho and social factors on a person's health	K2
2	Knowledge about research in health psychology and critically evaluate the key studies	K5
3	Apply health psychology theories and research findings to address health-related issues	K3
4	Analysis the effects of health status and changes in health based on a person's emotions, thinking, and behaivour	K4
5	Create the healthy relationship and to understand health compromising behaviors	K6

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Unit:1	Foundation of Health Psychology	12 Hours

Introducing Health Psychology. Conducting Health Research. Seeking and Receiving Health Care. Adhering to healthy behaviour.

Unit:2	Stress, Pain and Coping	12 Hours

Defining, Measuring and Managing Stress. Understanding Stress, Immunity and Disease. Understanding and Managing Pain. Considering Alternative Approaches.

Unit:3	Behaviour and Chronic Disease	12 Hours

Behavioural Factors in Cardiovascular disease. Behavioural Factors in Cancer. Living with Chronic illness.

Unit:4	Behavioural Health	12 Hours

Behavioural Health: Smoking Tobacco. Using Alcohol and other drugs. Eating and Weight-Exercising.

Unit:5	**Looking Toward the Future**	**12 Hours**
Future Challenges.Challenges for Healthier People, Increasing the Span of Healthy Life, Reducing Health Disparities		

Unit:6	**Contemporary Issues**	**02 Hours**
Expert lectures, online seminars - webinars		
	Total Lecture hours	**60 Hours**

Text Book(s)

1	Brannon, L., & Feist (2007). Health Psychology. San Francisco: Wadsworth
2	Friedman, H.S. (2002). Health Psychology, 2nd edition. Upper Saddle River, NJ: Prentice Hall.
3	Kalat, J. W. (2004). Biological basis of human behavior (8th Ed.).New York: Brooks/Cole
4	Brannon, L., Feis, J., & Updegraff, J (2013). Health PsychologyL Introduction ot Behaviour and Health, Wandsworth, Cengage Learning.

Reference Books

1	Allen, F. Health Psychology: Theory and Practice. Allen & Unwin. (1998).
2	Bennett, P., Sprugeon, P., & Weinman, J. (1990). Current Developments in Health Psychology. Gordon & Breach Publishing.
3.	Taylor, S. E. (2012). *Health psychology* (8th ed.). McGraw-Hill.

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

1	https://onlinecourses.swayam2.ac.in/cec19_hs03/preview

Course Designed By:

Cos	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	M
CO3	S	S	S	S	M
CO3	S	S	S	S	M
CO4	S	S	S	S	M
CO5	M	S	S	S	M

*S-Strong; M-Medium; L-Low

Course code		PERSONALITY ASSESSMENT	L	T	P	C
Elective I B			4			4
Prerequisite		**NIL**	**Syllabus Version**		**2026 - 27**	
Instructional Hours Per Week : 4		**CIA : 25**	**ESE : 75**		**Total Marks : 100**	

Course Objectives:

The main objectives of this course are to:

6. To know the basic concepts of personality assessment
7. To understand the importance of self-report inventories
8. To explain the Minnesota Multiphasic Personality Inventory
9. To know the different types of personality assessment
10. To make the student to aware of performance based measure

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	Define the fundamental concepts of personality assessment	K1
2	Classify the various scales of self – report.	K2
3	Identify the various assessment tools available under clinical disorders	K3
4	Identify the various performance based measures.	K4
5	Examine various interest, ability and aptitude scales used for career based assessments	K5

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create

Unit:1	**Basic Considerations**	**09 hours**

Basic Considerations – History of Personality Assessment – Emergence of personality Psychology-world War II and the expansion of clinical psychology. Trends over time : Shrinkage and Growth-The Personality Assessment. Purpose of personality Assessment-Preparing of Personality Assessment. Conducting Personality Assessments-Interpreting Personality Assessment Data. Reporting Personality Assessment Findings.

Unit:2	**Self - Report Inventories**	**09 Hours**

Self - Report Inventories: Nature of self-report inventories - Item characteristics-Administration and Scoring. Standardization (Normative) Group - Method of scale Development - Validity Assessment.

Unit:3	**Self - Report Inventories**	**09 Hours**

Self - Report Inventories: Minnesota Multiphasic Personality Inventory-history-administration Scoring- Assessing Validity-Psychometric Foundations.
Million Clinical Multi-axial Inventory III- history-administration.
Scoring-Assessing Validity-Psychometric Foundations.

Unit:4	Performance Based Measures	09 Hours
Performance Based Measures: Nature of the Rorschach Inkblot Method- history- administration-coding and Scoring. Interpretation Structural, Behavioural and Thematic Variables-Psychometric foundations. Thematic Apperception Test- history- administration-coding Interpretation: card pull, story meaning- Psychometric foundations		
Unit:5	**Performance Based Measures**	**09 Hours**
Performance Based Measures: Figure Drawing Methods- Nature and history of Figure Drawing Methods- administration- Scoring Interpretation-Applications- Psychometric foundations Sentence Completion methods- Nature and history of Sentence Completion methods- administration- Scoring. Interpretation- Applications- Psychometric foundations.		
	Total Lecture hours	**45 Hours**

Text Book(s)	
1	Weiner, Irving B. (2008). Handbook of Personality Assessment New Jeresey: John Wiley and Sons.
Reference Books	
1	Randy.J.Larsen and David.M.Buss. (2005). Personality Psychology – Domains of Knowledge about Human Nature. Second Edition.
2.	Archer, R. P., & Smith, S. R. (2014). *Personality assessment*. Routledge.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
https://psyasia.com/psychometrics-mooc/	
Course Designed By:	

Mapping with Programme Outcomes					
COs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**
CO1	M	M	M	S	M
CO2	M	M	M	S	M
CO3	M	M	M	M	M
CO4	M	M	M	M	S
CO5	M	M	M	M	S

*S-Strong; M-Medium; L-Low

Course code		TITLE OF THE COURSE	L	T	P	C
ELECTIVE I C		BEHAVIOUR MODIFICATION	4			4
Prerequisite		NIL	Syllabus Version		2026-27	
Instructional Hours Per Week : 4	CIA : 25	ESE : 75	Total Marks : 100			

Course Objectives:

The main objectives of this course are to:

1. To understand the basics of behaviour and essence of behaviour modification
2. Explaining various principles and theories of behaviour modification
3. To introduce various methods and techniques of behavour modification
4. To learn various applications of behaviour modification
5. To use behavour modification techniques in their everyday life

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	Students will gain knowledge on behaviour modification and its uses	K1
2	To understand the theoretical principles underlying in various behaviour modification techniques	K2
3	Can apply behaviour modification techniques in their field of interest	K3
4	Will be able to use behaviour modification in their appropriate time and need	K4
5	Can find the effectiveness of each behaviour modification techniques.	K5
6	will be able to develop or modify techniques innovatively suitable based on the need	

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Unit:1	Introduction to Behaviour Modification	12 Hours

Human Behavior: Meaning - Behavior Modification: Meaning - Characteristics - Historical Roots - Areas of Application: Developmental Disabilities - Mental illness – Education- - Rehabilitation - Community - Business, Industry, and Human Services - Self Management- Child Management – Sports

Unit:2	Basic Principles of Behaviour Modification	12 Hours

Reinforcement: Factors Influencing the Effectiveness of Reinforcement- Schedules of Reinforcement – Extinction: Factors Influencing Extinction – Punishment: Factors Influencing the Effectiveness of Punishment - Stimulus Control: Discrimination and Generalization - Shaping - Modelling.

Unit:3	Measurement of Behaviour and Behaviour Change	12 Hours

Target Behaviour: Definition - Observing and Recording Behaviour- - The Logistic of Recording - The Observer- Principles and methods of Recording - Recording Instrument – Graphing Behaviour and Measuring Change.

Unit:4	**Behaviour Modification Techniques**	**12 Hours**
Systematic Desensitization Process- Application- Basic Techniques: JPMR - REBT- Aversive techniques - Flooding- Modeling- Shaping- Prompting - Fading- Chaining- Token Economy- Time Out		

Unit 5	**Cognitive Behaviour Modification**	**12 Hours**
Cognitive Behaviour Modification: Cognitive Therapy- Cognitive Restructuring- Self Management methods. Risk Factor Modification - Lifestyle Management - Interventions for Chronic Illness.		
	Total Lecture hours	**60 Hours**

Text Book(s)

1	Raymond G Miltenberger (2008). Behaviour Modification: Principles and Procedures (4th Edition), Thomson Wardsworth, USA.

Reference Books

1	Miltenberger, R. G ., (2000). Behavior Modification (2nd ed). Library of Congress Cataloging-in-Publication Data.
2	Martin,G; Pear, J (2007). Behavior Modification: What it is and how to do it (8th ed). Upper Saddle River, NJ: Pearson Prentice Hall,
3	Wolpe.J., (1972). The Practice of Behavior Therapy. NJ: Pearson Prentice Hall.Introduction Behaviour Modification.

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

Course Designed By: **Dr.G.K.Sellakumar**

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1	M	M	S	M	L
CO2	M	S	M	L	L
CO3	M	L	M	S	M
CO4	S	M	M	M	M
CO5	M	M	S	S	L
CO6	M	M	M	M	L

*S-Strong; M-Medium; L-Low

Course code		TITLE OF THE COURSE	L	T	P	C
ELECTIVE PAPER II A		GUIDANCE AND COUNSELLING SERVICES	5			4
Pre-requisite		NIL	Syllabus Version		2026-27	
Instructional Hours Per Week : 5	CIA : 25	ESE : 75	Total Marks : 100			

Course Objectives:

The main objectives of this course are to:

1. To understand the principles of Guidance.
2. To know the historical context of Guidance service.
3. To understand the essential features of a Guidance.
4. To explain the Vocational Guidance
5. To know the Agencies of Guidance in India.

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	Define the meaning and types of guidance	K1
2	Outline the various testing and non – testing devices	K2
3	Identify the need and principles of personal guidance	K3
4	Identify the importance of guidance services	K4
5	Examinethe general issues and current trends	K5

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Unit:1	Introduction	12 Hours

Introduction – Need for Guidance - Meaning, Nature. Types of Guidance -Bases, Objectives, Functions. Principles of Guidance. Educational Guidance-Philosophy and Programme.

Unit:2	History and Development	12 Hours

History and Development: The History of Guidance Services. Methods of Guidance. Testing and Non-Testing Devices and Guidance.

Unit:3	Organising Guidance Services in the School	12 Hours

Organising Guidance Services in the School: Essential Features and Principles of a Guidance Programme. Class Talks and Parents' Role in Guidance Pupil Personal Records. Personal Guidance: Need and Principles.

Unit:4	Guidance Services	12 Hours

Guidance Services: Adolescence and Guidance. Guidance in the Adjustment of students. Guiding Students Solving Educational Problems. Guiding slow learners and gifted children. Vocational Guidance.

Unit:5	General Issues and current trends	12 Hours
General Issues and current trends: Organization and Popularization of Guidance Services in India. Agencies of Guidance: NCERT and Others. Career Resource Center: Its Importance.		

	Total Lecture hours	**60 Hours**
Text Book(s)		
1	Aggarwal J.C. (2012). Educational vocational guidance & counselling, Doaba House, Delhi- 110006	
Reference Books		
1	Kochhar, S.K. (2012): Educational and Vocational Guidance in Secondary Schools, New Delhi: SterlingPublication.	
2	Chauhan, S. S. (2008). a book of Principles and Techniques of Guidance. Up: Vikas Publishing House PvtLtd.	
3	Pandey, K.P.(2000), Educational and Vocational guidance in India. Varanasi:Viswa VidyalayaPrakashan	
4	Nayak, A.K. (2007). Guidance and Counselling, APH Publishing corporation,Delhi	
5	Ismail, T. , Krishnan, D. (2013)., Guidance and Counselling, APH Publishing Corp., New Delhi	
6	Yogesh Kumar S (2005) Guidance and Career Counselling, APH Publishing Corporation, NewDelhi	

Mapping with Programme Outcomes					
COs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**
CO1	M	M	M	S	M
CO2	M	M	M	S	M
CO3	M	M	M	M	M
CO4	M	M	M	M	S
CO5	M	M	M	M	S

*S-Strong; M-Medium; L-Low

Course code		TITLE OF THE COURSE	L	T	P	C
ELECTIVE PAPER II B		PSYCHOLOGY OF ADJUSTMENT	5			4
Prerequisite		NIL	Syllabus Version		2026-27	
Instructional Hours Per Week : 5	CIA : 25	ESE : 75	Total Marks : 100			

Course Objectives:

The main objectives of this course are to:

11. To understand the characteristics of Self - Concept.
12. To know the types of emotions.
13. To understand the sense of belongingness.
14. To explain the Health and Adjustment.
15. To know the Stress and Adjustment.

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	Define the meaning and types of Adjustment.	K1
2	Outline the negative emotions and adjustment	K2
3	Identify the Social and Psychology of Adjustment	K3
4	Identify the importance of quality of life	K4
5	Examinethe methods to cope stress.	K5

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Unit:1	Introduction to Psychology of Adjustment	12 Hours

Introduction to Psychology of Adjustment – Introduction- Definition- Dimensions of Adjustment: Adjustment as an Achievement. Adjustment as a process.

Types Of Adjustment: Normal Adjustment- Abnormal adjustment- Social Adjustment. The Dynamics of Change and Behavior- Personal Growth and Development.

Self-Concept and Psychology of Adjustment: Introduction- Definition- The Components of the Self –Core.

Characteristics of Self-Concept

The Self-Concept and Personal Growth.

Development of Self- Concept: Cultural Differences- Gender Differences- Media. The two aspects of Self Concept The Existential Self - The Categorical Self.

Unit:2	Emotions and Psychology of Adjustment	12 Hours
Emotions and Psychology of Adjustment: Introduction – Definition. Types of Emotions: Primary Emotions - Happiness, Surprise, Disgust, Fear, Anger and Sadness Secondary Emotions: Positive Emotions: Love, Appreciation, Happiness, Hope, Enthusiasm, Vitality, Confidence, Gratitude, Patience, Trust, Vulnerable, Optimistic, Appreciative, Ashamed, and Astonished. Negative Emotions: Fear, Anger, Guilt, Depression, Pride, Jealousy, Self-pity, Anxiety, Resentment, Envy, Frustration, Shame, Denial, Offended, Regret, Resentful, Sad, Worried, Grief.		

Unit:3	Social and Psychology of Adjustment	12 Hours
Social and Psychology of Adjustment: Introduction- Making Friends: Commitment- Trust- Companionship- Sense of Belongingness. Keeping Friends: Relying on first impressions- Friendships take time to develop-Focus on maintaining the friendships. Loosing Friends: No proper Appreciation- Condemning- Criticizing- Complaining- Fault Finding – Not willing to offer timely help. Loneliness: Life without Friends.		

Unit:4	Health and Adjustment	12 Hours
Health and Adjustment: Introduction- Definition- Exercise. Types of Exercise: Aerobic exercises, Anaerobic exercises, Flexibility exercises. Alcoholism and Smoking- Quality of life- Happiness Perspectives of Happiness: Buddhism- Judaism- Catholicism. Health and the Mind–Body Relationship.		

Unit:5	Stress and Adjustment	12 Hours
Stress and Adjustment: Introduction- Definition- Stages of General Adaptation syndrome: Alarm Reaction- Resistance- Recovery. Symptoms of Stress: Cognitive symptoms- Emotional symptoms- Physical symptoms- Behavioral symptoms. Methods to Cope stress: Alter the Situation-Adapt the Stressor- Accept things you cannot change- Make time for relaxation.		
	Total Lecture hours	**60 Hours**

Text Book(s)

1	Wayne Weiten, Dana S Dunn, and Elizabeth Yost Hammer (2011).Psychology Applied to Modern Life:Adjustment in the 21st Century. Wadsworth publishing (10th edition).

Reference Books	
1	Steven J. Kirsh, Karen Gr. Duffy (2014) Psychology for Living: Adjustment, Growth and Behavior Today - New Delhi Pearson

Mapping with Programme Outcomes					
COs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**
CO1	M	M	M	S	M
CO2	M	M	M	S	M
CO3	M	M	M	M	M
CO4	M	M	M	M	S
CO5	M	M	M	M	S

*S-Strong; M-Medium; L-Low

Course code		REHABILITATION PSYCHOLOGY	L	T	P	C
ELECTIVE PAPER II C			5			4
Prerequisite			Syllabus Version	2026-27		

Instructional Hours Per Week :5 CIA : 25 ESE : 75 Total Marks : 100

Course Objectives:

The main objectives of this course are to:

1. To provide students with a comprehensive understanding of the definitions, scope, and key concepts such as disability, impairment, and handicap, as well as an overview of rehabilitation policies and legal frameworks like the Persons with Disabilities Act and the Mental Health Care Act.
2. To equip students with knowledge of various psychological assessment tools and techniques used to evaluate cognitive, emotional, social, and behavioral functioning in individuals with disabilities, with a special focus on functional capacity and quality of life indicators.
3. To foster a deep understanding of the models of disability and the influence of physical, social, and psychological environments on rehabilitation processes, while examining the effects of disability on self-concept, participation, and relationships.
4. To enable students to apply culturally sensitive and evidence-based psychosocial interventions, including social skills training, remedial education techniques, assertiveness training, and vocational counselling for individuals with disabilities.

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	To able to explain the scope, key concepts, and legal frameworks related to rehabilitation psychology, and critically evaluate current trends and issues in the field.	K1
2	To demonstrate proficiency in utilizing various assessment tools to evaluate cognitive, emotional, and social functioning, as well as to assess the quality of life and coping mechanisms in individuals with disabilities.	K4
3	To analyze the impact of the physical, social, and psychological environments on the disabling process and will demonstrate an understanding of different models of disability and rehabilitation, including community-based approaches.	K5
4	To develop and implement appropriate psychosocial interventions tailored to the needs of individuals with disabilities, with a focus on fostering social skills, academic development, assertiveness, and vocational potential.	K2
5	To achieve maximum independence adaptation and wellbeing at each stage of life	K3

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Unit:1	Rehabilitation Psychology	12 hours

Definition & Scope, concepts of disability, impairment, handicap, current issues and trends in different areas of rehabilitation, cost of disability, rehabilitation policies and ActsPersons with Disabilities Act, The National Trust Act, Mental Health Care Act, Rehabilitation Council of India Act, UNCRPD)

Unit:2	Psychological techniques for assessment of disability	

various instruments used for assessing cognitive, learning, behavioural, and emotional functioning, social and

emotional development functional capacity, coping mechanisms and resilience in disability, neuropsychological mechanism of brain injury, indicators of quality of life		
Unit:3	**Models of disability and rehabilitation**	
Impact of the physical, social and psychological environments on the enabling– disabling processes, effects of disability on self-concept, participation and relationships, principles of community-based rehabilitation		
Unit:4	**Cultural factors in disability**	
Psychosocial interventions in rehabilitation, specific interventions for developing social skills, academic skills, techniques of remedial training, assertiveness training, vocational counselling.		
Unit:5	**Disability through life-cycle**	
Specific problems pertaining to each stage of life childhood, adolescence, young adulthood, middle age, and older adulthood, and adapting strategies		
	Total Lecture hours	**60 Hours**

Text Book(s)	
1	Ben-Yisay, Y. & Diller, L. (1993). Cognitive remediation in traumatic brain injury: Update and issues. Archives of Physical Medicine and Rehabilitation, 74, 204-213.
2	Encyclopedia of Disability and Rehabilitation, Arthur E. Dell Orto and Robert P.Marinelli (Eds.), MacMillan Reference Books, 199
Reference Books	
1	Jena, S.P.K. (2013). Learning Disabilities: Theory to Practice, New Delhi. Sage Publication
2	Radnitz, C. L., Bockian, N., & Moran, A. I. (2000). Assessment of psychopathology and personality in people with physical disabilities. Handbook of Rehabilitation Psychology. Eds. Frank, R.G., Elliott, T.R. Washington, D.C.: American Psychological Association. 287-309.

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5
CO1	L	S	M	L	M
CO3	S	M	L	M	L
CO3	M	S	L	M	L
CO4	M	L	S	M	L
CO5	S	M	M	S	L

*S-Strong; M-Medium; L-Low

Course code	6ED	TITLE OF THE COURSE	L	T	P	C
ELECTIVE PAPER III A		ENVIRONMENTAL PSYCHOLOGY	5			4
Prerequisite		NIL	Syllabus Version		2026-27	
Instructional Hours Per Week : 5		CIA : 25	ESE : 75		Total Marks : 100	

Course Objectives:

The main objectives of this course are to:

1. To understand the Indian Perspective on Human and environment.
2. To know the components of ecosystems.
3. To understand the characteristics of environmental perception.
4. To explain the features of crowding.
5. To know the environmental psychology and community.

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	Understand the research methods in environmental psychology	K2
2	Outline the ecology and development.	K2
3	Identify the effect of environment on behavior.	K3
4	Identify the importance of saving the environment.	K4
5	Examine the specific environmental problems.	K5

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Unit:1	Environmental Psychology	12 Hours

Environmental Psychology – Nature and Characteristics; Classification of Environment - Indian Perspective on Human- environment Relationship - World view in Psychology and Environmental Psychology.

Environment Behavior theories: Arousal, Environmental Load, adaptation level - Behavior constraints, Ecological and Environmental Stress Approach.

Research Methods in Environmental Psychology: Experimental, Simulation.

Methods of Data Collection: Self-report, Naturalistic Observation, Field Survey, Interview and Questionnaire.

Experimental, correlational and descriptive methods of data collection in environmental Research.

Unit:2	Ecology and Development	12 Hours

Ecology and Development: Human Nature and Environmental Problems; Prosocial and Pro-environmental Behaviours, Ecosystems and Their Components: Ecology, Demography, Mortality and Fertility.
Resource Use: Common Property Resources, Sustainable Developments, Acculturation and Psychological adaptation.
Environmental Stress: Nature and Characteristics. Types of Stress: Natural Disasters, Technological Catastrophe, Noise and Air-pollution.
Nature and characteristics: Natural disasters, Technological catastrophe.
Noise, Heat and Air pollution: Nature, characteristics and their influences on behavior with special reference to Indian conditions.

Unit:3	**Environmental Perception, Cognition and Attitudes**	**12 Hours**

Environmental Perception, Cognition and Attitudes: Nature and Characteristics of Environmental Perception: Social and Cultural Influences. Environmental Cognition and Cognitive Mapping.
Acquisition of Environmental Attitudes, Perception of movement, adaptation and change.
Effect of Environment on Behavior: Personal Space and Territoriality: Nature Functions and Determinants of Personal Space. Consequences of Personal Space Invasion Territoriality Functions and Types. Personal Space: Nature, measurement, determinants, consequences of personal space invasion.

Unit:4	**Crowding**	**12 Hours**

Crowding: Nature and Characteristics. Features and Effects of Crowding on Animals and Human Beings, Concept, physiological and behavioral consequences. Theories of crowding, overload, arousal, density intensify, behavior constraints, control. Environmental Psychology and Saving the Environment: Environmental Education. Prompts and Reinforcement Techniques in Indian Context.

Unit:5	**Environmental psychology and community**	**12 Hours**

Environmental psychology and community: Quality of life, social process and socialites, preventive intervention. Social support and personal control: areas of intervention. Residential neighborhood and urban environments. Changing behavior to save the environment: environmental education, prompt, reinforcement, techniques. Specific environmental problems: Littering energy conservation, transportation and vandalism.

	Total Lecture hours	**60 Hours**

Text Book(s)

1	Bell, P. A., Greene, T. C., Fisher, J. D. and Baum, A. (2001). Environmental Psychology (Vth Edition). USA: Wadsworth Group / Thomson learning, 10 Davis Drive Belmont CA.
2	Goldsmith, E. (1991). The Way; The Ecological World – View. Bostone;Shambala

Reference Books

1	Ittelson W. H., Proshansky, H. M., Rilvin, E. G., Winkel, G. H. and Dempsey, D. (1974). An Introduction to Environmental Psychology. New York: Holt Rinehart andWinston.

2	Stokols, D. and Atmann, I. (Eds) (1987). Handbook of Environmental Psychology. New York:Wiley.
3	Tewari, P. S. N. (2000). ParyavaraniyaManovigyan. New Delhi: Moti Lal BanarsiDas.
4	Sahoo, F.M. Mishra P.K. & Pinta, R.S. (1985) Environment and Behavior: Ecology Perspective. New Delhi: AkshatPublications.
5	Bell, P.A. Fisher, J.D. & Loomis, R.J. (1973) Environmental Psychology,Philadelphia.

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

https://www.openlearning.com/courses/environmental-psychology-for-interior-design/

Course Designed By: **Dr.G.K.Sellakumar**

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	M	M	S	M	M	M	M	M	S
CO2	M	M	M	S	M	S	M	M	S	S
CO3	M	M	M	M	M	M	M	M	M	S
CO4	M	M	M	M	S	M	M	M	M	M
CO5	M	M	M	M	S	M	M	M	M	M

*S-Strong; M-Medium; L-Low

Course code		TITLE OF THE COURSE	L	T	P	C
ELECTIVE PAPER III B		FORENSIC PSYCHOLOGY	5			4
Prerequisite		NIL	Syllabus Version		2026-27	
Instructional Hours Per Week:5	CIA: 25	ESE: 75	Total Marks: 100			

Course Objectives:

The main objectives of this course are to:

1. To understand the principles of forensic psychology.
2. To know an early model of memory.
3. To understand the compliance and coerced internalization.
4. To explain the historical and political figures.
5. To know the development of violent behaviour.

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	Define the meaning and origins of legal psychology.	K1
2	Outline the strength and validity of the evidence.	K2
3	Identify the psychology of confession.	K3
4	Analyze the Profiling criminals from the crime scene.	K4
5	Examine the offending behavior programmes.	K5

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Unit:1	Introduction	12 Hours

History of Forensic Psychology - Accessing the Law and Legal Literature- Practicing Ethical Forensic Psychology- Training in Forensic Psychology-The origins of legal psychology.

Unit:2	Criminal profiling and crimes	12 Hours

Investigative Psychology; forms of Profiling:Multiple Murders Serial Murders - Mass Murders - School Violence -Workplace Violence; Terrorism: definition - classification - typology - followersand leaders -- lonewolf terrorists -- psychosocial context- psychological effects and nature of terrorism; Burglary - Larceny and motor vehicle theft - Shoplifting - White collar crimes and occupational crimes - Robbery - Cybercrime

Unit:3	Human aggression and violence	12 Hours

Aggression: Definition - hostile and instrumental aggression - theoretical perspectives on aggression - social learning factors in aggressior,and violence - cognitive models of aggression -- overt and covert acts of aggression - effects of media violence; criminal homicide aggravated assault -- psychological aspects of criminal homicide

Unit:4	The Psychology Of Investigation	12 Hours

The Psychology Of Investigation: The cognitive interview Detecting lies and deceit.Offender profiling – Profiling- historical and political figures Profiling criminals from the crime scene. Profiling criminals from the crime scene.

Unit:5	**Criminological Psychology**	**12 Hours**
Criminological Psychology: Violent offenders – Development of violent behavior Psychological profile of violence Role of Anger, Moral reasoning.working with offenders – Using meta-analysis to inform Treatment programmes – offending behaviour programmes. Industry 4.0: Digital Forensic, Cyber security. Scope of digital forensic Psychology.		
	Total Lecture hours	**60 Hours**

Text Book(s)	
1	Goldstein, A.M.(2003). Handbook of Psychology (Vol 11), Forensic Psychology USA : John Wiley & Sons, Inc.
2	Bartol, C.R, &Bartol,A.M (2005) History of Forensic Psychology. In I.B. Weiner &A.K.Hess (Ed), The Handbook of Forensic Psychology (pp 1-27), Hoboken, NJ:Wiley
Reference Books	
1	DeMatteo, D., Marczyk, G., Krauss, D., & Burl, J. (2009). Educational and training models in forensic psychology. Training and Education in Professional Psychology, 3(3), 184-191. doi: 10.1037/a0014582
2	Franklin, K. (2014). Forensic psychology: Is it the career for me? Psychology Today. Retrieved from http://www.psychologytoday.com/blog/witness/201409/forensic-psychology-is-it-the-career-me Weiner, I. B., & Goldstein, A. M. (2003). Handbook of Psychology, Forensic Psychology. Hoboken, New Jersey: John Wiley and Sons.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
https://www.open.edu/openlearn/health-sports-psychology/forensic-psychology/content-section-overview-0	
Course Designed By: **Mr.S.Dhanraj**	

Mapping with Programme Outcomes					
COs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**
CO1	M	M	M	S	M
CO2	M	M	M	S	M
CO3	M	M	M	M	M
CO4	M	M	M	M	S
CO5	M	M	M	M	S

*S-Strong; M-Medium; L-Low

Course code		Theories of Personality	L	T	P	C
Elective -III C			5			4
Prerequisite			Syllabus Version	2026-27		

Instructional Hours Per Week :5 CIA : 25 ESE : 75 Total Marks : 100

Course Objectives:

The main objectives of this course are to:

1. Learn the basic concepts, history, and major personality types and traits.
2. Explore Classical psychoanalytical theory and differentiate between its various subfields.
3. Identify and assess elements of motivation and emotions, and understand how biological, social, and environmental factors influence behaviour.

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	Describe the Basic concepts personality and theory	K1
2	Psychosexual development stages, Anxiety, Current research, Criticisms; Analytic Psychology: Structure of personality	K4
3	Discover the nature and development of personality	K5
4	Examine the functions of the hierarchy of needs	K2
5	Analyze the Basic concepts and principles of theories	K3

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Unit:1	Introduction	12 hours

Introduction Personality: Meaning and definition Classification of personality types and traits, determinants of personality; Assessment of personality. Basic concepts and definitions of personality and theory; Idiographic Vs Nomothetic approaches; determinants of personality: biological, social, cultural, interactionism; Major components and criteria for evaluation of personality theories; Assessment of personality, goals of assessment, classification of tests.

Unit:2	Psychoanalytic Theories	

Classical psychoanalytical theory: Structure of personality, dynamics of personality, development of personality, Psychosexual development stages, Anxiety, Current research, Criticisms; Analytic Psychology: Structure of personality, dynamics of personality, development of Personality, Current research, Criticisms, Social psychological theory: striving for superiority, Inferiority feelings and compensation, Social interest, style of life, neurosis, Current research, Criticisms; Psychosocial theory of development: stages of development, the concept of virtues, the new concept of ego; current research; criticisms

Unit:3	Trait and Temperamental Theories	

Gordon Allport's trait theory: Structure and dynamics of personality, development of personality; Raymond Cattell's Factor analytic theory: Nature of personality, development of personality; Hans Eysenck's Biological trait theory: Description of temperament, Models, research and research methods; Current research; Costa Jr. and Mc Crae: Big Five factors of personality

Unit:4	**Humanistic-Existential Theories**	
Abraham Maslow: Assumptions about human nature, hierarchy of needs, Syndromes, self- actualization; Carl Rogers: Structure of personality, dynamics of personality, development of personality, research methods; Existential perspective: Rollo May and Victor Frankl		
Unit:5	**Other Theories**	
Gestalt theories: Basic concepts and principles; Research methods; Dollard Miller's S-R theory: Structure of personality, dynamics of personality, development of personality; Eastern perspectives on personality.; Holland's Six Personality Types; Robert Hogan's personality theory; John Mostyn Bowlby's attachment theory.		
	Total Lecture hours	**60 Hours**

Text Book(s)	
1	Hall, Calvin S and Lindzey G and Campbell J.B (1998), Theories of Personality, John Wiley and sons, 4th edition New York.
2	Jess Fest (2008), Theories of Personality, McGraw Hill Companies.
Reference Books	
1	Cervone, D., &Pervin, L. A. (2016). Personality: Theory and Research (13th ed.). Hoboken, NJ: John Wiley & Sons.
2	Sigmund Freud (2016), A General Introduction to Psychoanalysis.

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	L	M
CO3	S	M	L	M	L
CO3	M	S	L	M	L
CO4	L	L	M	M	L
CO5	S	M	M	S	L

*S-Strong; M-Medium; L-Low

List of Elective papers (Colleges can choose any one the paper as electives)		
Elective –I	**A**	Health Psychology
	B	Personality Assessment
	C	Behaviour Modification
Elective –II	**A**	Guidance and Counseling Services
	B	Psychology of Adjustment
	C	Rehabilitation Psychology
Elective –III	**A**	Environmental Psychology
	B	Forensic Psychology
	C	Theories of Personolity