



**MARUDHAR KESARI JAIN COLLEGE FOR WOMEN
(AUTONOMOUS)**

Vaniyambadi - 635 751

PG Department of Psychology

**Syllabus for
Postgraduate Programme**

Master of Science in Psychology

Regulations 2026 - 2027

Course Code	Course Category	Title of the Course	Ins. Hrs / Week	Credit	Marks		Total
					CIA	ESE	
Semester – I							
26PPSC11	Core – 1	Advanced General Psychology	6	5	25	75	100
26PPSC12	Core – 2	Research Methods and Applied Statistics	6	5	25	75	100
26PPSC13	Core – 3	Theories of Personality	5	3	25	75	100
26PPSE11/ 26PPSE12	DCE – 1	Development across Lifespan / Biological Foundations of Behaviour	5	3	25	75	100
26PPSE13/ 26PPSE14	DCE – 2	AI in Mental Health / Consumer Behaviour and Advertising Psychology	4	3	25	75	100
26PPSA11	AECC -1	Self and Personal Growth	2	2	25	75	100
26PCHR11	HR	Human Rights	2	2	25	75	100
			30	23	175	525	700
Semester – II							
26PPSC21	Core – 4	Cognitive Psychology	6	5	25	75	100
26PPSC22	Core – 5	Counselling Skills and Approaches	6	5	25	75	100
26PPSC23P	Core – 6	Psychological Assessment I (Counselling and Psychotherapy) Practical	5	3	25	75	100
26PPSE21/ 26PPSE22	DCE – 3	Psychotherapy / Forensic and Criminal Psychology	5	3	25	75	100
26PPSE23/ 26PPSE24	DCE – 4	Behaviour Modification / Sports Psychology	5	3	25	75	100
26PPSS21	SEC-1	Cognitive Behaviour Therapy Techniques	3	2	25	75	100
			30	21	150	450	600
Students must complete at least one online course (MOOC) from platforms like SWAYAM, NPTEL, within the third semester. Additionally, engaging in a specified Self-learning Course is mandatory to qualify for the degree, and successful participation will be acknowledged with an extra credit of 2*.							

CC: Core Course

SEC: Skill Enhancement Course

SLC: Self Learning Course

AECC: Ability Enhancement Compulsory Course

DCE: Discipline Centric Elective

PEC: Professional Enhancement Course

IKS: Indian Knowledge System (Non- Credit Course)

Department of Psychology		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PPSC11	ADVANCED GENERAL PSYCHOLOGY	5	1	0	5	6	25	75	100
Category	Core Course - 1	Theory - 100%							
Learning Objectives									
LO1	To deepen understanding of fundamental psychological concepts and theories.								
LO2	To examine the concept of extrasensory perception and its theoretical perspectives.								
LO3	To explain the nature, types, and models of memory, along with processes of encoding, storage, and retrieval.								
LO4	To analyze stress, coping strategies, and techniques of emotional regulation.								
LO5	To describe methods of personality assessment and the concepts of self and identity.								
Unit	Content								Hours
1	FUNDAMENTAL CONCEPTS IN PSYCHOLOGY Introduction to Psychology - Nature, Scope and Goals of Psychology - Origin and Development of Psychology - Early schools of Psychology: Structuralism - Functionalism - Psychoanalysis - Behaviorism Humanistic- Gestalt – Existentialism and Cognitivism. Contemporary Approaches to Psychology: Behaviouristic - Psychodynamic - Cognitive Behavioral Neuroscience - Evolutionary - Socicultural - Humanitic and Positive Psychology. Research methods in psychology: Experimental, correlational, qualitative approaches. Ethics in psychological research.								18
2	SENSATION, PERCEPTION AND ATTENTION Sensory processes: Vision, hearing, taste, smell, touch. Smell and Taste: The Chemical Senses – Kinesthesia – Vestibular Sense - Perception – organizing principles - Plasticity of perception: Nature – Definition – Extrasensory perception: Perception without Sensation. Perceptual organization and Gestalt principles - Depth perception and perceptual constancies - Attention: Types, determinants, and theories - Perceptual errors and illusions.								18
3	LEARNING, MEMORY AND CONSCIOUSNESS Definition, characteristics, and factors influencing learning - Classical conditioning (Ivan Pavlov) - Operant conditioning (B. F. Skinner) - Observational learning (Albert Bandura) - Cognitive learning theories. Nature and types of memory - Models of memory - Memory processes: Encoding - storage - retrieval - Forgetting and memory improvement techniques. Nature and States of consciousness - Sleep and biological rhythms - Dreams - Altered states of consciousness.								18
4	MOTIVATION AND EMOTION Nature and concept of motivation - Types of motives: Biological, social, psychological - Theories of motivation : Maslow, drive reduction, incentive theory - Achievement Motivation. Nature and components of emotion - Emotional processes and components - Theories of emotion: James-Lange, Cannon-Bard, Schachter-Singer - Stress, coping, and emotional regulation.								18

5	INTELLIGENCE AND PERSONALITY Nature and Definition of intelligence - Theories of intelligence: Spearman, Gardner, Sternberg - Measurement and determinants of intelligence - Individual differences in intelligence. Nature and concept of personality - Theories of personality : Psychoanalytic (Sigmund Freud), Trait, Humanistic - Assessment of personality - Self and Identity.	18
CO	Course Outcomes	Knowledge Level
1	Explain the fundamental concepts, theories, and scientific foundations of Psychology in understanding human behaviour and mental processes.	K1, K2
2	Apply psychological principles to understand cognitive, emotional, and behavioural processes in everyday life.	K2, K3
3	Analyze human behaviour using major psychological perspectives and theoretical approaches.	K3, K4
4	Evaluate individual differences and psychological functioning through concepts related to intelligence, personality, motivation, and emotion.	K4, K5
5	Integrate psychological knowledge and skills to interpret behaviour and address personal, academic, and social issues.	K5, K6

Textbooks:

1	Baron, R.A. (2007). Psychology (Fifth edition) New Delhi: Pearson Prentice-Hall of India.
2	Wolman, B.H. (1973). Handbook of Psychology. New Jersey: Prentice Hall.

Reference Books:

1	Schultz, D. (1985). A History of Modern Psychology. New York: Academic Press.
2	Feist, G. J., & Rosenberg, E. L. (2022). Psychology: Perspectives and connections (5th ed.). McGraw-Hill.
3	Gleitman, H., Gross, J., & Reisberg, D. (2011). Psychology (8th ed.). W. W. Norton.
4	Schacter, D. L., Gilbert, D. T., Wegner, D. M., & Nock, M. K. (2014). Psychology (3rd ed.). Worth Publishers.
5	Myers, D. G., & DeWall, C. N. (2018). Psychology (12th ed.). New York, NY: Worth Publishers.

Web Resources:

1	https://umdoer.github.io/PSYC341OER/_pages/sensation-perception.html
2	https://sites.google.com/view/openpsyc/02-cognition-intelligence-memory?authuser=0&utm_source=chatgpt.com
3	https://www.collegesidekick.com/study-guides/boundless-psychology

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	2	3	2	3	2	3	2	2	3
CO2	3	2	2	3	2	2	2	2	2	2	2
CO3	3	2	2	3	3	2	3	2	3	2	2
CO4	2	3	3	2	2	3	2	3	2	2	3
CO5	3	2	2	3	2	2	2	3	2	2	2
Total	14	12	11	14	11	12	11	13	11	10	12
Average	2.8	2.4	2.2	2.8	2.2	2.4	2.2	2.6	3.2	2.0	2.4

3 – Strong, 2- Medium, 1- Low

Department of Psychology		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PPSC12	RESEARCH METHODS AND APPLIED STATISTICS	5	1	0	5	6	25	75	100
Category	Core Course - 2	Theory - 80% & Problem - 20%							
Learning Objectives									
LO1	To understand the scientific foundations, principles, and ethical considerations involved in psychological research.								
LO2	To acquire knowledge of variables, sampling techniques, measurement methods, and data collection procedures used in research.								
LO3	To understand and differentiate various experimental and non-experimental research designs used in psychological studies.								
LO4	To apply descriptive, inferential, correlational, and non-parametric statistical techniques for data analysis and interpretation using SPSS.								
LO5	To develop competency in research proposal writing, APA style referencing, plagiarism-free academic writing, and presentation of research findings using technological tools.								
Unit	Content								Hours
1	INTRODUCTION TO RESEARCH Foundations of Research -Meaning – Critical thinking process – Objectives of science – Need for research – Research approaches – Steps in research. Method Vs Methodology. General Principles – Ethical issues: Children, Adults, Animals. Research problem – Sources – Criteria of good problem. Reviewing the literature – Research article.								18
2	HYPOTHESIS Hypothesis, variables and sampling- Hypothesis: Meaning – Types – Basic concepts related to hypothesis testing. Variables – Definition – Ways of asking questions – measuring observed variables – Scales of measurement – Types of measures – Reliability – Validity. Sampling – Meaning – Probability and Non-probability sampling – Sample & effect size. Data collection methods: Observational research –Survey research.								18
3	RESEARCH DESIGN Research Design: Experimental design: Independent groups designs – Completely randomized groups designs, randomized factorial groups design. Dependent groups designs: Within-participants design, matched groups design – Mixed Designs – Single-participant design – Baseline designs. Nonexperimental designs: Quasi-experiments – Time-series design, nonequivalent groups designs, longitudinal research, Cross-sectional research, Case-studies, Correlational research.								18
4	STATISTICAL APPROACH Statistics: Organizing data: Frequency distribution – Graphs – Descriptive statistics: Measures of central tendency – Measures of variation – Types of distributions. Inferential statistics: z test – t test –Analysis of Variance – Correlation– Concepts related to correlation – Correlation coefficient – Regression. Non-parametric statistics: Mann-Whitney test – Wilcoxon Chi-square – Spearman Rank correlation – Kruskal-Wallis test. Analysis of data using SPSS.								18

5	REPORT WRITING Report Writing and computers in research: Writing Proposal – Plagiarism – References and Intext citation – APA primer - Presenting research: Research report – Typing guidelines – Oral and Poster presentation. Computers in research – Internet and research.	18
CO	Course Outcomes	Knowledge Level
1	Demonstrate a comprehensive understanding of scientific inquiry, ethical responsibility, and evidence-based practices in psychological research.	K2, K3
2	Integrate research knowledge and methodological skills to investigate psychological issues systematically and critically.	K3, K4
3	Evaluate psychological phenomena using appropriate research strategies, analytical reasoning, and data interpretation techniques.	K4, K5
4	Apply statistical and technological tools effectively for the organization, analysis, and communication of psychological research findings.	K3, K4, K5
5	Design and present scholarly research work with academic integrity, critical thinking, and professional scientific reporting skills.	K5, K6

Textbooks:

1	Jhangiani, R. S., Cuttler, C., & Leighton, D. C. (2019). Research methods in psychology (4th American ed.). Kwantlen Polytechnic University.
2	Mangal, S. K., & Mangal, S. (2013). Research methodology in behavioural sciences. PHI Learning.

Reference Books:

1	Gravetter, F. J., & Forzano, L.-A. B. (2018). Research methods for the behavioral sciences (6th ed.). Cengage Learning.
2	Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). Experimental and quasi-experimental designs for generalized causal inference. Houghton Mifflin.
3	Levitt, H. M. (2020). Reporting qualitative research in psychology. American Psychological Association.
4	Cooper, H., Coutanche, M. N., McMullen, L. M., & Panter, A. T. (Eds.). (2023). APA handbook of research methods in psychology (2nd ed.). American Psychological Association.
5	Cohen, R. J., & Swerdlik, M. E. (2018). Psychological testing and assessment (9th ed.). McGraw-Hill.

Web Resources:

1	https://www.simplypsychology.org/research-methods.html
2	https://ebooks.lpude.in/arts/ma-psychology/SEM_3/DPSY512_RESEARCH_METHODS_IN_PSYCHOLOGY.pdf
3	https://www.staugustine.edu/2022/10/05/main-research-methods-in-psychology/

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	2	3	2	3	3	2	3	3	3
CO2	2	3	2	3	2	2	2	2	2	2	2
CO3	3	3	2	2	3	2	2	3	3	2	3
CO4	3	3	2	2	2	2	2	3	2	3	2
CO5	3	2	3	2	2	2	3	2	2	2	2
Total	14	14	11	12	11	11	12	12	12	12	12
Average	2.8	2.8	2.2	2.4	2.2	2.2	2.4	2.4	2.4	2.4	2.4

3 – Strong, 2- Medium, 1- Low

Department of Psychology		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PPSC13	THEORIES OF PERSONALITY	4	1	0	3	5	25	75	100
Category	Core Course - 3	Theory - 100%							
Learning Objectives									
LO1	To demonstrate a comprehensive understanding of the fundamental concepts, structure, and determinants of personality.								
LO2	To explain the major theoretical perspectives in personality psychology and their contributions to understanding human behaviour.								
LO3	To apply trait and type approaches to interpret individual differences in personality.								
LO4	To analyze humanistic and social-cognitive perspectives in explaining personality development and behaviour.								
LO5	To critically evaluate various personality theories and their applications in psychological research and practice.								
Unit	Content								Hours
1	FOUNDATIONS OF PERSONALITY Meaning and definition of personality-Nature and characteristics of personality-Historical background of personality psychology-Major perspectives in personality psychology-Structure and components of personality-Importance of studying personality theories-Overview and classification of personality theories.								15
2	PSYCHOANALYTIC AND NEO-PSYCHOANALYTIC THEORIES Sigmund Freud's Psychoanalytic Theory (Structure of personality: Id, Ego, Superego-Levels of consciousness-Pychosexual stages of development-Defense mechanisms)-Carl Jung (Analytical psychology, collective unconscious, archetypes)- (Alfred Adler-Individual psychology, inferiority and superiority complex)- Karen Horney (Basic anxiety and neurotic needs)-Erik Erikson (Psychosocial stages of development).								15
3	TRAIT AND TYPE APPROACHES TO PERSONALITY Personality theory of Raymond Cattell (Source and surface traits,16 Personality Factors)- The Big Five Personality Traits (Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism)-Applications of trait theories in personality assessment- Theory of Hans Eysenck-Dimensions of personality (Extraversion-Introversion, Neuroticism, Psychoticism).								15
4	HUMANISTIC AND SOCIAL COGNITIVE THEORIES Humanistic perspective in personality psychology -Theory of Carl Rogers-Theory of Abraham Maslow- Theory of Albert Bandura- Cognitive influences on personality development.								15
5	CURRENT TRENDS IN PERSONALITY THEORIES Biological approaches to personality-Cultural influences on personality-Modern personality assessment methods-Strengths and limitations of different personality theories-Applications in counselling, clinical psychology, and organizational settings-Future directions in personality research.								15

CO	Course Outcomes	Knowledge Level
1	Demonstrate an understanding of major perspectives and theoretical foundations that explain personality and human behaviour.	K2, K3
2	Analyze individual differences and behavioural patterns using diverse psychological approaches and critical thinking skills.	K3, K4
3	Evaluate the influence of biological, cognitive, social, and environmental factors in shaping personality development.	K4, K5
4	Apply theoretical concepts of personality to interpret behaviour in personal, social, and professional contexts.	K3, K4, K5
5	Examine contemporary trends and emerging developments in personality research with scientific and reflective perspectives.	K4, K5, K6

Textbooks:	
1	Schultz, D. P., & Schultz, S. E. (2016). Theories of personality (11th ed.). Cengage Learning.
2	Feist, J., Feist, G. J., & Roberts, T. A. (2021). Theories of personality (10th ed.). McGraw-Hill Education.
Reference Books:	
1	Larsen, R. J., & Buss, D. M. (2020). Personality psychology: Domains of knowledge about human nature (6th ed.). McGraw-Hill Education.
2	Cervone, D., & Pervin, L. A. (2019). Personality: Theory and research (14th ed.). Wiley.
3	Freud, S. (1961). The ego and the id (J. Riviere, Trans.). W. W. Norton & Company. (Original work published 1923)
4	Eysenck, H. J., & Eysenck, M. W. (1985). Personality and individual differences: A natural science approach. Plenum Press.
5	John, O. P., Robins, R. W., & Pervin, L. A. (Eds.). (2008). Handbook of personality: Theory and research (3rd ed.). Guilford Press.
Web Resources:	
1	https://www.msuniv.ac.in/images/distance%20education/learning%20materials/ug%20pg/ug//bsc_psychology/III%20Year%20-%20DJP3A%20-%20Theories%20Of%20Personality.pdf
2	https://www.youtube.com/watch?v=Q2zz8IDNoa0
3	https://egyankosh.ac.in/bitstream/123456789/61464/1/Unit-6.pdf

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	2	3	2	2	2	3	2	2	2
CO2	3	2	2	3	2	2	2	3	2	2	2
CO3	3	2	2	3	2	2	2	3	2	2	2
CO4	3	2	2	3	3	2	2	3	2	2	2
CO5	3	3	2	3	3	2	3	3	2	3	2
Total	15	11	10	15	12	10	11	15	10	11	10
Average	3.0	2.2	2.0	3.0	2.4	2.0	2.2	3.0	2.0	2.2	2.0

3 – Strong, 2- Medium, 1- Low

Department of Psychology		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PPSE11	DEVELOPMENT ACROSS LIFE SPAN	4	1	0	3	5	25	75	100
Category	Discipline Centric Elective - 1	Theory - 100%							
Learning Objectives									
LO1	To identify and describe the key principles and characteristics of human development.								
LO2	To explain the birth process and key aspects of neonatal development.								
LO3	To examine socio-emotional development, including self-concept and emotional regulation.								
LO4	To understand emotional and social development, including peer influence and interpersonal relationships.								
LO5	To discuss career development and issues related to work-life balance in adulthood.								
Unit	Content								Hours
1	INTRODUCTION TO LIFESPAN DEVELOPMENT Meaning, definition, and scope of life-span development - Principles and characteristics of development - Nature vs. nurture debate - Continuity vs. discontinuity in development - Domains of development: physical, cognitive, socio-emotional - Research methods in developmental psychology : longitudinal, cross-sectional - sequential. Ethical issues in developmental research.								15
2	PRENATAL DEVELOPMENT AND INFANCY Stages of prenatal development: germinal, embryonic, fetal - Genetic influences and environmental factors (teratogens) - Birth process and neonatal development - Physical and motor development in infancy - Cognitive development: Jean Piaget's sensorimotor stage - Language development in infancy. Socio-emotional development: attachment theories : John Bowlby, Mary Ainsworth and temperament.								15
3	EARLY CHILDHOOD AND MIDDLE CHILDHOOD Physical growth and motor skills - Cognitive development: preoperational and concrete operational stages (Jean Piaget) - Language and communication development - Socio-emotional development: self-concept, emotional regulation - Moral development: Lawrence Kohlberg's stages - Role of family, peers, and schooling - Learning difficulties and developmental challenges.								15
4	ADOLESCENCE AND EARLY ADULTHOOD Physical development: puberty and sexual maturation - Cognitive development: formal operational stage (Jean Piaget) - Identity formation: Erik Erikson's stage of identity vs. role confusion - Emotional and social development: peer influence, relationships - Risk behaviors and mental health issues - Transition to adulthood: career choice, higher education, relationships.								15

5	MIDDLE ADULTHOOD AND LATE ADULTHOOD Physical changes: aging, health, and wellness - Cognitive changes: intelligence, memory, and decline - Socio-emotional development: Erik Erikson's stages generativity vs. stagnation; integrity vs. Despair. Career development and work-life balance - Family roles and relationships (parenting, empty nest, caregiving) - Death, dying, and bereavement - Successful aging and quality of life.	15
CO	Course Outcomes	Knowledge Level
1	Demonstrate an understanding of human growth and development across the lifespan from multidisciplinary and psychological perspectives	K1, K2, K3
2	Analyze the interaction of biological, psychological, social, and environmental influences on human development and behaviour.	K2, K3, K4
3	Evaluate developmental variations, individual differences, and challenges across different stages of life.	K3, K4, K5
4	Apply developmental concepts to understand adaptation, relationships, learning, and psychosocial functioning in everyday contexts	K3, K4, K5
5	Examine age-related transitions and life experiences with sensitivity, critical reflection, and scientific understanding.	K4, K5, K6

Textbooks:

1	Hurlock, E. B. (2001). Developmental psychology: A life-span approach (5th ed.). Tata McGraw-Hill.
2	Santrock, J. W. (2021). Adolescence (17th ed.). McGraw-Hill.

Reference Books:

1	Berk, L. E. (2018). Development through the lifespan (7th ed.). Pearson.
2	Kail, R. V., & Cavanaugh, J. C. (2018). Human development: A life-span view (8th ed.). Cengage Learning.
3	Shaffer, D. R., & Kipp, K. (2014). Developmental psychology: Childhood and adolescence (9th ed.). Cengage Learning.
4	Berger, K. S. (2014). The developing person through childhood and adolescence (9th ed.). Worth Publishers.
5	Cavanaugh, J. C., & Blanchard-Fields, F. (2018). Adult development and aging (8th ed.). Cengage Learning.

Web Resources:

1	https://egyankosh.ac.in/bitstream/123456789/23325/1/Unit-1.pdf
2	https://www.youtube.com/watch?v=7o5v_16BiKc
3	https://fullpdfword.org/look-up/mLA079/604912/5020763-development-across-the-lifespan-feldman

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	2	3	2	2	2	3	2	2	2
CO2	3	2	2	3	2	2	2	3	2	2	2
CO3	3	3	3	3	2	3	2	3	3	2	3
CO4	2	3	3	2	2	3	2	3	3	2	3
CO5	2	3	3	2	2	3	3	3	2	2	3
Total	13	13	13	13	10	13	11	15	12	10	13
Average	2.6	2.6	2.6	2.6	2.0	2.6	2.2	3.0	2.4	2.0	2.6

3 – Strong, 2- Medium, 1- Low

Department of Psychology		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PPSE12	BIOLOGICAL FOUNDATIONS OF BEHAVIOUR	4	1	0	3	5	25	75	100
Category	Discipline Centric Elective - 1	Theory - 100%							
Learning Objectives									
LO1	To understand the basic concepts and principles of the biological basis of behaviour.								
LO2	To identify the structure and functions of neurons, neurotransmitters, and the nervous system.								
LO3	To explain the role of brain structures and endocrine glands in regulating behaviour.								
LO4	To apply biological principles to understand psychological processes such as emotion, learning, memory, and motivation.								
LO5	To analyze and evaluate the relationship between brain mechanisms and human behaviour using contemporary perspectives in biological psychology.								
Unit	Content								Hours
1	FOUNDATIONS OF BIOPSYCHOLOGY Meaning and scope of Biological Psychology-Relationship between biology and behaviour-Evolutionary basis of behaviour-Basic structure of the nervous system-Neurons: structure and functions-Types of neurons : sensory, motor, interneurons -Neural communication: synapse and neurotransmitters.								15
2	ORGANIZATION OF NERVOUS SYSTEM Divisions of the nervous system: Central and Peripheral nervous system-Structure and functions of the brain-Major brain regions: Forebrain, Midbrain, Hindbrain-Cerebral cortex and its lobes-Functions of spinal cord-Autonomic nervous system: Sympathetic and Parasympathetic systems.								15
3	BIOLOGICAL PROCESS INFLUENCING BEHAVIOUR Role of endocrine system in behaviour-Major glands and hormones-Hormonal influence on emotions and stress-Biological rhythms: Circadian rhythms and sleep-wake cycle-Genetics and behaviour-Heridity and environment interaction.								15
4	BRAIN MECHANISMS Brain mechanisms of motivation and emotion-Role of limbic system-Brain functions in learning and memory-Hemispheric specialization: left and right brain functions -Neuroplasticity and brain adaptation-Effects of brain damage on behaviour.								15
5	CONTEMPORARY PERSPECTIVES Neuropsychology and behaviour disorders-Brain imaging techniques : EEG, CT scan, MRI - Biological basis of psychological disorders - Psychopharmacology and behavioural treatment - Ethical issues in biological psychology research-Future directions in neuroscience and behaviour.								15

CO	Course Outcomes	Knowledge Level
1	Demonstrate an understanding of the biological foundations underlying human behaviour and psychological processes.	K1, K2, K3
2	Analyze the interaction between neural, genetic, hormonal, and physiological systems in shaping behaviour and mental functioning.	K2, K3, K4
3	Apply knowledge of brain-behaviour relationships to interpret cognitive, emotional, and behavioural processes in everyday life.	K3, K4, K5
4	Evaluate the role of biological mechanisms in understanding individual differences, adaptation, and psychological well-being.	K3, K4, K5
5	Examine contemporary advances in biological psychology and their significance in psychological research and applied settings.	K4, K5, K6

Textbooks:

1	Kalat, J. W. (2019). Biological psychology (13th ed.). Cengage Learning.
2	Kolb, B., & Whishaw, I. Q. (2021). An introduction to brain and behavior (6th ed.). Worth Publishers.

Reference Books:

1	Pinel, J. P. J., & Barnes, S. J. (2021). Biopsychology (11th ed.). Pearson.
2	Carlson, N. R., & Birkett, M. A. (2021). Physiology of behavior (13th ed.). Pearson.
3	Breedlove, S. M., Watson, N. V., & Rosenzweig, M. R. (2020). Biological psychology: An introduction to behavioral, cognitive, and clinical neuroscience (8th ed.). Sinauer Associates.
4	Kandel, E. R., Koester, J. D., Mack, S. H., & Siegelbaum, S. A. (2021). Principles of neural science (6th ed.). McGraw-Hill.
5	Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. (2018). Cognitive neuroscience: The biology of the mind (5th ed.). W. W. Norton & Company.

Web Resources:

1	https://ebooks.lpude.in/arts/ma-psychology/SEM_2/DPSY535_BIOLOGICAL_BASIS_OF_BEHAVIOUR.pdf
2	https://egyankosh.ac.in/bitstream/123456789/61458/1/Unit-2.pdf
3	https://www.youtube.com/watch?v=yknzRmoM9Sk

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	2	3	2	2	2	2	2	2	2
CO2	3	2	2	3	2	2	2	2	2	2	2
CO3	3	2	2	3	2	2	2	2	2	3	3
CO4	3	2	3	3	2	2	2	3	2	3	2
CO5	3	2	2	3	3	2	2	3	2	3	3
Total	15	10	11	15	11	10	10	12	10	13	12
Average	3.0	2.0	2.2	3.0	2.2	2.0	2.0	2.4	2.0	2.6	2.4

3 – Strong, 2- Medium, 1- Low

Department of Psychology		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PPSE13	AI IN MENTAL HEALTH	3	1	0	3	4	25	75	100
Category	Discipline Centric Elective - 2	Theory - 100%							
Learning Objectives									
LO1	To introduce students to the basics of Artificial Intelligence and its applications in mental health								
LO2	To explain the psychological basis of social media use.								
LO3	To describe the nature of human–AI interaction and factors influencing trust in AI systems.								
LO4	To evaluate the benefits and limitations of AI-based mental health tools.								
LO5	To discuss emerging trends and future directions of AI in mental health.								
Unit	Content								Hours
1	FOUNDATIONS OF AI IN MENTAL HEALTH Meaning, nature, and scope of Artificial Intelligence (AI). Introduction to mental health and psychological well-being. Interdisciplinary relationship between AI, Psychology, Neuroscience, and Healthcare. History and evolution of AI in healthcare and psychological services.								12
2	SOCIAL MEDIA AND MENTAL HEALTH Psychology of social media use - Effects of social media on self-esteem, body image, and well-being - Cyberbullying, trolling, and online harassment - Fear of Missing Out (FoMO) and social comparison - Positive aspects of social media (social support, community building).								12
3	AI FUNDAMENTALS IN HEALTHCARE: Introduction to Artificial Intelligence and machine learning - Human-AI interaction and trust in AI systems - Natural Language Processing (NLP) and algorithmic decision-making in psychology. Chatbots, virtual assistants, and therapeutic AI - AI in decision-making and cognitive biases - Ethical concerns in AI-human interaction.								12
4	APPLICATIONS OF AI IN MENTAL HEALTH AI in psychological assessment and diagnosis - Digital mental health interventions: Apps, online therapy platforms - Role of AI in counselling and psychotherapy - Benefits and limitations of AI-based mental health tools - Case studies on AI in mental healthcare.								12
5	SOCIAL RISKS, ETHICS AND FUTURE DIRECTIONS Internet addiction and problematic technology use - Privacy, data security, and digital ethics - Algorithmic bias and its psychological impact - Impact of AI on employment, identity, and mental well-being - Future trends of AI in mental health.								12

CO	Course Outcomes	Knowledge Level
1	Describe and explain the basic concepts of Artificial Intelligence and its relevance to mental health and well-being.	K1, K2, K3
2	Explain and analyze the impact of social media and AI on human behaviour and psychological functioning.	K2, K3, K4
3	Apply and examine AI-based tools used in mental health support and psychological services.	K3, K4, K5
4	Analyze and evaluate ethical, social, and psychological issues related to AI and digital technology.	K4, K5, K6
5	Discuss and evaluate emerging trends and future applications of AI in mental health and digital well-being.	K2, K5, K6

Textbooks:

1	Jain, S., Pandey, K., & Seng, K. P. (Eds.). (2022). Artificial intelligence, machine learning, and mental health in pandemics: A computational approach. Academic Press
2	Bouchard, S. (Ed.). (2023). Clinical applications of cyberpsychology and virtual reality for mental disorders. MDPI.

Reference Books:

1	Crawford, K. (2021). Atlas of AI: Power, politics, and the planetary costs of artificial intelligence. Yale University Press.
2	Jotterand, F., & Ienca, M. (Eds.). (2022). Artificial intelligence in brain and mental health: Philosophical, ethical and policy issues. Springer.
3	American Psychological Association. (2024). Artificial intelligence and the field of psychology. APA.
4	Chatterjee, S., Dindarian, A., & Rengaraju, U. (2025). Revolutionizing youth mental health with ethical AI. Apress.
5	Kautish, S., Gupta, S., Juneja, S., Balas, V. E., & Rad, D. (2026). Integrating AI in psychological and mental health care: Techniques, applications, and ethical considerations. Elsevier.

Web Resources:

1	https://tss.scione.com/newfiles/tss.scione.com/12/12-TSS_1.pdf
2	https://www.youtube.com/watch?v=H30bQKqOHsc
3	https://hai.stanford.edu/news/exploring-the-dangers-of-ai-in-mental-health-care

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	2	3	2	2	2	3	3	2	2
CO2	2	3	3	3	2	3	2	3	3	2	3
CO3	3	2	2	3	3	2	2	3	2	3	2
CO4	2	3	3	2	2	3	2	3	3	2	3
CO5	3	3	2	3	3	3	3	3	2	3	2
Total	13	13	12	14	12	13	11	15	13	12	12
Average	2.6	2.6	2.4	2.8	2.4	2.6	2.2	3.0	2.6	2.4	2.4

3 – Strong, 2- Medium, 1- Low

Department of Psychology		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PPSE14	CONSUMER BEHAVIOUR AND ADVERTISING PSYCHOLOGY	3	1	0	3	4	25	75	100
Category	Discipline Centric Elective - 2	Theory - 100%							
Learning Objectives									
LO1	To explain the field and scope of consumer behaviour and impact of new technology on marketing strategies								
LO2	To outline the different aspects of research in the field of consumer process								
LO3	To apply concepts of motivation and perception on consumer behaviour								
LO4	To explain the features, goals, functions, types and models of advertising								
LO5	To determine the framework in advertising, role of media in advertising and ethical standards in advertising								
Unit	Content								Hours
1	CONSUMER BEHAVIOUR Understanding consumer behaviour- field and scope of consumer behaviour, consumer behaviour and the marketing concepts-customer value, satisfaction, trust and retention impact of new technology on marketing strategies.								12
2	CONSUMER RESEARCH An overview of the consumer research process–developing research objectives – collecting secondary data – designing primary research – data analysis and reporting research findings – conducting a research study.								12
3	CONSUMER AS AN INDIVIDUAL Consumer motivation; motivation as a psychological force – the dynamics of motivation – types and system of needs, consumer perception; Sensory dynamics of perception – elements of perception – consumer imagery; personality and understanding consumer behaviour.								12
4	ADVERTISING Meaning, definition – objectives – basic features of advertising – goals and models, functions – advantages and disadvantages of advertising – types of advertising.								12
5	ADVERTISING IN BRAND BUILDING Institutional frame work in advertising; advertising agencies – media selection, tools for measuring advertising effectiveness; new media of advertising, ethical standards in advertising.								12

CO	Course Outcomes	Knowledge Level
1	Describe and explain the psychological foundations of consumer behaviour and their relevance to marketing and advertising practices.	K1, K2, K3
2	Explain and analyze the influence of motivation, perception, personality, and consumer experiences on buying behaviour.	K2, K3, K4
3	Apply and examine consumer research methods and marketing strategies in understanding consumer needs and decision-making.	K3, K4, K5
4	Analyze and evaluate the role of advertising, branding, and media communication in shaping consumer attitudes and behaviour.	K4, K5, K6
5	Discuss and assess ethical practices, emerging technologies, and contemporary trends in consumer behaviour and advertising psychology.	K2, K5, K6

Textbooks:

1	BatraRajeer, Myyers.G.J, Aakar. D. A .(1990). Advertising Management. New Delhi: Prentice Hall of India Ltd.
2	Saxena.R (2016).Marketing management, New Delhi: MC Graw Hill Education (India) Pvt.Ltd.

Reference Books:

1	Schiffman,L.G, Kanuk,l.l.(1999). Consumer Behavior. New Delhi: Prentice Hall of India Ltd.
2	Pillai.R.S.N, Bagavathi.(2010). Marketing Management. New Delhi: S.Chand& company Ltd.
3	Solomon, M. R. (2018). Consumer behavior: Buying, having, and being (12th ed.). Pearson Education.
4	Khan, M. (2013). Consumer behaviour and advertising management (2nd ed.). New Age International Publishers.
5	Fennis, B. M., & Stroebe, W. (2015). The psychology of advertising (2nd ed.). Psychology Press.

Web Resources:

1	https://www.coursera.org/courses?query=advertising
2	https://www.mooc-list.com/course/market-research-and-consumer-behavior-coursera
3	https://www.udemy.com/courses/marketing/advertising

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	2	2	2	2	2	3	3	2	2
CO2	2	3	2	2	2	2	2	2	3	2	3
CO3	2	2	3	3	2	2	2	3	2	3	3
CO4	2	3	2	2	2	3	3	3	3	3	2
CO5	2	2	2	2	3	2	3	3	2	3	2
Total	11	12	11	11	11	11	12	14	13	13	12
Average	2.2	2.4	2.2	2.2	2.2	2.2	2.4	2.8	2.6	2.6	2.4

3 – Strong, 2- Medium, 1- Low

Department of Psychology		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PPSA11	SELF AND PERSONAL GROWTH	1	1	0	2	2	25	75	100
Category	Ability Enhancement Compulsory Course - 1	Theory - 100%							
Learning Objectives									
LO1	To understand the concept and components of the self in psychology.								
LO2	To identify and describe positive personality traits and their role in personal effectiveness.								
LO3	To examine strategies for conflict resolution and emotional management.								
LO4	To explore methods for building resilience in challenging situations.								
LO5	To describe the idea of optimal functioning in psychological well-being.								
Unit	Content								Hours
1	UNDERSTANDING THE SELF Concept of self – Self-awareness – Self-concept – Self-esteem – Self-efficacy – Self - image - Factors influencing self-development - Self - Discrepancy theory - Johari Window model of self-awareness - Self-regulation and self-control - Self-acceptance and self-compassion.								6
2	PERSONALITY DEVELOPMENT Nature of personality – Determinants of personality – Positive personality traits – Role of values, attitudes, and beliefs - Habits and Behaviour Patterns - Influence of Culture and Society -Personal Growth and Development Strategies.								6
3	EMOTIONAL INTELLIGENCE AND INTER PERSONAL SKILLS Concept and components of emotional intelligence – Self-regulation – Empathy – Social skills – Managing emotions - Communication skills – Assertiveness – Conflict resolution – Building healthy relationships – Teamwork.								6
4	STRESS MANAGEMENT AND WELL-BEING Nature of stress – Sources of stress – Coping strategies – Relaxation techniques – Mindfulness and well-being - Work Life balance - Relaxation techniques - Resilience building - Role of social support in stress management.								6
5	SELF ACTUALIZATION AND POSITIVE GROWTH Meaning and characteristics of self-actualization - Peak experiences and personal fulfillment - Concept of optimal functioning - Strength-based approach to personal growth - Building optimism and positive thinking - Meaning in life and purpose development - Spirituality and personal growth - Mind-body connection and holistic well-being - Lifestyle practices for positive living.								6

CO	Course Outcomes	Knowledge Level
1	Describe the foundations of self-awareness, personality, and emotional functioning in personal growth and well-being.	K1, K2, K3
2	Analyze the influence of emotions, values, attitudes, and social interactions on behaviour and relationships.	K2, K3, K4
3	Apply emotional intelligence, communication, and coping skills for personal effectiveness and healthy relationships.	K3, K4, K5
4	Evaluate strategies for stress management, self-regulation, and holistic well-being in daily life.	K4, K5, K6
5	Develop positive attitudes and growth-oriented practices for self-development and optimal functioning.	K3, K5, K6

Textbooks:

1	Bandura, A. (1997). Self-efficacy: The exercise of control. W. H. Freeman.
2	Byrne, B. M. (1996). Measuring self-concept across the life span: Issues and instrumentation. American Psychological Association.

Reference Books:

1	Branden, N. (1969). The psychology of self-esteem. Jossey-Bass.
2	Horney, K. (1950). Neurosis and human growth: The struggle toward self-realization. W. W. Norton.
3	Rogers, C. R. (1961). On becoming a person: A therapist's view of psychotherapy. Houghton Mifflin.
4	Maslow, A. H. (1968). Toward a psychology of being (2nd ed.). Van Nostrand.
5	Dweck, C. S. (2006). Mindset: The new psychology of success. Random House.

Web Resources:

1	https://www.helpguide.org/mental-health/wellbeing/emotional-intelligence-toolkit
2	https://www.mindtools.com/cawh8bu/communication-skills/
3	https://www.coursera.org/specializations/personality-development-and-self-growth

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	2	3	2	2	2	3	2	2	2
CO2	3	3	2	3	2	3	2	3	2	3	3
CO3	2	3	3	2	2	3	2	3	3	2	3
CO4	2	3	3	2	3	3	3	3	3	3	3
CO5	2	3	3	2	3	3	3	3	3	2	3
Total	12	15	13	12	12	14	12	15	13	12	14
Average	2.4	3.0	2.6	2.4	2.4	2.8	2.4	3.0	2.6	2.4	2.8

3 – Strong, 2- Medium, 1- Low

Department of Psychology		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PPSC21	COGNITIVE PSYCHOLOGY	5	1	0	5	6	25	75	100
Category	Core Course - 4	Theory - 100%							
Learning Objectives									
LO1	To understand the basic concepts, history, research methods and functions of cognition as a science.								
LO2	To describe mechanisms underlying depth and motion perception.								
LO3	To explain different types of learning and encoding processes involved in memory formation and forgetting								
LO4	To describe the key aspects of thinking, including concepts, reasoning, and decision-making.								
LO5	To analyze how cognitive appraisal and interpretation contribute to emotional experiences.								
Unit	Content								Hours
1	INTRODUCTION TO COGNITIVE PSYCHOLOGY: Definition, nature, and scope of cognitive psychology - Historical development: From Behaviorism to Cognitive Psychology - Cognitive revolution and the information-processing approach - Methods in cognitive psychology: experimental method, introspection, neuropsychological methods, computational modeling - Brain and cognition: basic overview of cognitive neuroscience								18
2	PERCEPTION AND ATTENTION Sensation vs. perception - Principles of perceptual organization Gestalt principles - Depth and motion perception - Attention: selective attention, divided attention, sustained attention - Models of attention : Donald Broadbent filter model - Anne Treisman attenuation model - Factors influencing attention and real-life applications.								18
3	LEARNING, MEMORY AND FORGETTING Types of learning and encoding processes - Memory: Process - Working Memory - Autobiographical memory - Models of memory: Atkinson–Shiffrin model, working memory model by Alan Baddeley - Types of memory: sensory, short-term, long-term: explicit and implicit - Processes: encoding, storage, retrieval - Forgetting: causes, interference, decay, retrieval failure - Techniques to improve memory.								18
4	LANGUAGE AND THINKING Language: Nature, properties and structure - Stages of language acquisition - Structure of language: phonology, morphology, syntax, semantics -Language acquisition theories : Noam Chomsky - Relationship between language and thought - Thinking: concepts, reasoning, decision making - Problem-solving strategies and barriers - Heuristics and biases in thinking.								18
5	INTELLIGENCE, PROBLEM SOLVING, AND APPLICATIONS Intelligence: definitions, theories : Howard Gardner multiple intelligences - Robert Sternberg triarchic theory - Problem-solving and creativity - Decision-making models - Cognitive development across the lifespan - Applications of cognitive psychology in: Education -Artificial Intelligence - Clinical and counselling settings and Human-computer interaction.								18

CO	Course Outcomes	Knowledge Level
1	Describe the foundations and major concepts of cognitive psychology in understanding human mental processes and behaviour.	K1, K2, K3
2	Analyze cognitive processes such as perception, attention, memory, language, and thinking in everyday functioning.	K2, K3, K4
3	Apply cognitive principles and problem-solving strategies to learning, decision-making, and real-life situations.	K2, K3, K4
4	Examine the relationship between brain processes, cognition, intelligence, and human behaviour from scientific perspectives	K4, K5, K6
5	Evaluate the applications of cognitive psychology in education, technology, clinical practice, and human development.	K3, K5, K6

Textbooks:

- 1 Eysenck, M. W., & Keane, M. T. (2020). Cognitive psychology: A student's handbook (8th ed.). Psychology Press.
- 2 Sternberg, R. J., & Sternberg, K. (2017). Cognitive psychology (7th ed.). Cengage Learning.

Reference Books:

- 1 Goldstein, E. B., & Hale, R. G. (2026). Cognitive psychology: Connecting mind, research, and everyday experience (6th ed.). Cengage Learning
- 2 Solso, R. L., MacLin, O. H., & MacLin, M. K. (2014). Cognitive psychology (8th ed.). Pearson Education.
- 3 Smith, E. E., & Kosslyn, S. M. (2006). Cognitive psychology: Mind and brain. Pearson Prentice Hall.
- 4 Robinson-Riegler, B., & Robinson-Riegler, G. (2017). Cognitive psychology: Applying the science of the mind (4th ed.). Pearson.
- 5 Baars, B. J., & Gage, N. M. (2010). Cognition, brain, and consciousness: Introduction to cognitive neuroscience. Academic Press.

Web Resources:

- 1 https://onlinecourses.nptel.ac.in/noc26_hs27/preview
- 2 https://www.canyons.edu/_resources/documents/academics/onlineeducation/Psych126TextbookFinalV1_2.pdf
- 3 <https://www.careershodh.com/cognitive-psychology-notes/>

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	2	3	2	2	2	2	2	2	3
CO2	3	2	2	3	2	2	2	2	2	2	2
CO3	3	2	3	3	3	3	2	3	2	3	2
CO4	3	2	2	3	2	2	2	3	2	2	2
CO5	2	3	3	2	2	3	2	3	2	2	3
Total	14	11	12	14	11	12	10	13	10	11	12
Average	2.8	2.2	2.4	2.8	2.2	2.4	2.0	2.6	2.0	2.2	2.4

3 – Strong, 2- Medium, 1- Low

Department of Psychology		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PPSC22	COUNSELLING SKILLS AND APPROACHES	5	1	0	5	6	25	75	100
Category	Core Course - 5	Theory - 100%							
Learning Objectives									
LO1	To understand the basic concepts, principles, and scope of counselling and guidance.								
LO2	To explain the counselling process and the essential skills required for effective counselling.								
LO3	To apply different counselling approaches and techniques in dealing with personal, educational, and vocational issues.								
LO4	To analyze counselling situations and identify appropriate guidance strategies in various settings.								
LO5	To evaluate counselling practices and ethical issues in professional counselling contexts.								
Unit	Content								Hours
1	FOUNDATIONS OF COUNSELLING AND GUIDANCE Concept and meaning of counselling and guidance - Scope and objectives of counselling - Historical development of counselling - Principles of guidance and counselling - Types of guidance: educational, vocational, personal, and social-Distinction between counselling, guidance, and psychotherapy.								18
2	DYNAMICS OF THE COUNSELLING RELATIONSHIP Nature of the counselling relationship - Roles and responsibilities of the counsellor-Qualities and competencies of an effective counsellor-Communication and interpersonal skills in counselling - Counselling process and stages - Ethical and professional standards in counselling.								18
3	THEORETICAL APPROACHES AND COUNSELLING STRATEGIES Major theoretical approaches in counselling-Directive, non-directive, and eclectic approaches - Behavioural and cognitive counselling strategies - Counselling techniques: interview, observation, and case study. Use of psychological assessment in counselling.								18
4	COUNSELLING PRACTICE IN APPLIED SETTINGS Educational and school counselling - Child and adolescent counselling - Career and vocational guidance - Family and marital counselling - Counselling for emotional and adjustment problems - Rehabilitation counselling - Group counselling and group guidance - Mental health counselling in clinical settings - Substance abuse and addiction counselling.								18
5	EMERGING TRENDS AND PROFESSIONAL ISSUES IN COUNSELLING Crisis and trauma counselling- Online and tele-counselling- Multicultural perspectives in counselling - Counselling for special populations - Evaluation of counselling effectiveness - Future challenges in counselling profession.								18

CO	Course Outcomes	Knowledge Level
1	Describe the foundations, principles, and scope of counselling and guidance in promoting psychological well-being and personal development.	K1, K2, K3
2	Analyze counselling relationships, communication processes, and interpersonal skills essential for effective helping practices.	K2, K3, K4
3	Apply counselling theories, techniques, and assessment methods in addressing individual and group concerns across diverse settings.	K2, K3, K4
4	Examine ethical, professional, and multicultural issues in counselling practice and mental health care.	K3,K4,K5
5	Evaluate emerging trends, challenges, and applications of counselling in educational, clinical, community, and rehabilitation contexts.	K3, K4,K6

Textbooks:	
1	Gibson, R. L., & Mitchell, M. H. (2012). Introduction to guidance and counselling (7th ed.). Prentice Hall of India.
2	Reddy, G. L., Thankachan, T. C., & Michael, R. (2016). Guidance and counselling. Neelkamal Publications.
Reference Books:	
1	Alam, S. (2024). Basics of guidance and counselling (2nd ed.). Global Vision Publishing House
2	Gururani, G. D. (Ed.). (2005). Guidance and counselling: Educational, vocational and career planning. Akansha Publishing.
3	Nelson-Jones, R. (2011). Theory and practice of counselling and therapy (5th ed.). SAGE Publications.
4	McLeod, J. (2008). An introduction to counselling. Rawat Publications.
5	Burnard, P. (2002). Counselling skills training: A sourcebook of activities for trainers. Viva Books.
Web Resources:	
1	https://tripurauniv.ac.in/site/images/pdf/StudyMaterialsDetail/EDCN-805E-Guidance%20_%20Counselling%20in%20Education.pdf
2	https://lead-academy.org/blog/importance-of-guidance-and-counselling/
3	https://www.scdl.net/blog/ehs/career-opportunities-in-guidance-and-counselling

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	2	3	2	2	2	3	2	2	2
CO2	2	3	3	2	2	3	2	3	3	2	3
CO3	2	3	3	2	2	3	2	3	3	3	3
CO4	2	3	3	2	2	3	3	3	3	2	3
CO5	3	3	2	3	3	3	3	3	2	3	3
Total	12	15	13	12	11	14	12	15	13	12	14
Average	2.4	3.0	2.6	2.4	2.2	2.8	2.4	3.0	2.6	2.2	2.8

3 – Strong, 2- Medium, 1- Low

Department of Psychology		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PPSC23P	PSYCHOLOGICAL ASSESSMENT I (Counselling and Psychotherapy) PRACTICAL	0	0	5	3	5	25	75	100
Category	Core Course - 6	Practical - 100%							
Learning Objectives									
LO1	To develop basic competencies in psychological assessment								
LO2	To train students in administering and interpreting psychological tests								
LO3	To enhance interviewing and counselling skills								
LO4	To promote ethical and professional practices in assessment								
LO5	To integrate assessment findings into counselling interventions								
Experiment No	Content								Hours
I	Intelligence Test i) Malin's Intelligence Scale for Indian Children (MISIC) ii) Wechsler Adult Intelligence Scale (WAIS) iii) Wechsler Intelligence Scale for Children (WISC)								75
II	Personality Assessment i) Big Five Inventory (BFI) ii) 16 Personality Factors Questionnaire (16 PF) iii) Eysenck Personality Questionnaire (EPQ)								
III	Emotional and Adjustment Assessment i) General Health Questionnaire (GHQ) ii) Depression Anxiety Stress Scales (DASS-21) iii) State-Trait Anxiety Inventory (STAI)								
IV	Interest and Aptitude Assessment i) Career Maturity Inventory ii) Differential Aptitude Tests (DAT) iii) DBDA (Differential Battery of Differential Abilities)								
V	Family, Relationship and Social Assessment i) Marital Adjustment Scale ii) Social Support Questionnaire (SSQ) iii) Interpersonal Relationship Scale								
VI	Counselling and Clinical Screening tools i) Mental Status examination (MSE) ii) Case History proforma iii) Perceived Stress Scale								
Note: Any two assessments can be carried out from each module. (Atleast: 2 intelligence tests, 2 personality tests, 2 emotional tests, 2 interest aptitude scales, 2 family, relationship and social scales and 1 case study + MSE + Report).									

CO	Course Outcomes	Knowledge Level
1	Demonstrate competence in the administration of standardized psychological tests across various domains	K1, K2, K3
2	Accurately score and interpret psychological test results, including objective inventories and rating scales.	K2, K3, K4
3	Integrate findings from multiple assessments to understand client problems and support basic counselling formulations.	K1, K2, K3
4	Prepare structured psychological assessment reports including case history, test findings, interpretation, and recommendations in a clear and professional format.	K2, K3, K4
5	Apply ethical principles such as informed consent, confidentiality, appropriate test usage, and professional boundaries in psychological assessment.	K3, K4, K5

Textbooks:

1	Groth-Marnat, G., & Wright, A. J. (2016). Handbook of psychological assessment (6th ed.). John Wiley & Sons.
2	Anastasi, A., & Urbina, S. (2007). Psychological testing (7th ed.). Pearson Education.

Reference Books:

1	Kaplan, R. M., & Saccuzzo, D. P. (2017). Psychological testing: Principles, applications, and issues (9th ed.). Cengage Learning.
2	Hays, D. G. (2017). Assessment in counseling: A guide to the use of psychological assessment procedures (6th ed.). American Counseling Association.
3	Hill, C. E. (2019). Helping skills: Facilitating exploration, insight, and action (5th ed.). American Psychological Association.
4	Allyn, J. B. (2012). Writing to clients and referring professionals about psychological assessment results: A handbook of style and grammar. Routledge.
5	Cohen, R. J., Swerdlik, M. E., & Sturman, E. D. (2018). Psychological testing and assessment: An introduction to tests and measurement (9th ed.). McGraw-Hill Education.

Web Resources:

1	https://psychology.town/assessment-counselling-guidance/step-by-step-psychological-assessment/
2	https://www.keiseruniversity.edu/articles/assessment-and-diagnosis-in-counseling-strategies-for-understanding-clients/
3	https://sist.sathyabama.ac.in/sist_coursematerial/uploads/SPSY1601.pdf

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	2	3	2	2	2	3	3	2	2
CO2	3	2	2	3	2	2	2	3	2	3	2
CO3	3	3	2	3	2	3	2	3	3	2	3
CO4	3	3	3	3	2	2	2	3	3	2	3
CO5	2	3	2	2	2	3	3	3	2	2	3
Total	14	13	11	14	10	12	11	15	13	11	13
Average	2.8	2.6	2.2	2.8	2.0	2.4	2.2	3.0	2.6	2.2	2.6

3 – Strong, 2- Medium, 1- Low

Department of Psychology		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PPSE21	PSYCHOTHERAPY	4	1	0	3	5	25	75	100
Category	Discipline Centric Elective - 3	Theory - 100%							
Learning Objectives									
LO1	To understand meaning, nature, and scope of psychotherapy and its relevance in mental health practice.								
LO2	To explain developments in ego psychology, object relations, and self-psychology								
LO3	To demonstrate knowledge of techniques such as empathy, unconditional positive regard, congruence, and awareness techniques								
LO4	To understand principles of behaviour therapy based on classical and operant conditioning								
LO5	To explore psychotherapy applications in diverse settings like schools, hospitals, community.								
Unit	Content								Hours
1	FOUNDATIONS OF PSYCHOTHERAPY Meaning, nature, and scope of psychotherapy - Goals and process of psychotherapy - Therapeutic relationship: rapport, transference, countertransference - Therapist qualities and competencies - Ethical issues in psychotherapy: confidentiality, boundaries, informed consent - Cultural considerations in psychotherapy.								15
2	PSYCHOANALYTIC AND PSYCHODYNAMIC THERAPIES Classical psychoanalysis: key concepts and techniques - Ego psychology, object relations, and self-psychology - Brief psychodynamic therapy - Techniques: free association, interpretation, dream analysis, resistance analysis.								15
3	HUMANISTIC AND EXISTENTIAL THERAPIES Person-centered therapy : Carl Rogers - Gestalt therapy - Existential therapy - Techniques: unconditional positive regard, empathy, congruence, awareness techniques								15
4	BEHAVIOURAL AND COGNITIVE THERAPIES Behaviour therapy: classical and operant conditioning techniques Cognitive therapy Aaron Beck - Rational Emotive Behaviour Therapy: Albert Ellis - Cognitive Behaviour Therapy CBT - Techniques: reinforcement, exposure, cognitive restructuring, behavioural activation.								15
5	CONTEMPORARY AND INTEGRATED APPROACHES Family and marital therapy - Group psychotherapy - Brief and crisis intervention therapy - Integrative and eclectic psychotherapy - Mindfulness-based therapies and third-wave approaches: ACT, DBT – overview. Psychotherapy in diverse settings: Schools, hospitals, community.								15

CO	Course Outcomes	Knowledge Level
1	Describe the foundations, principles, and therapeutic processes involved in psychotherapy and mental health care.	K1, K2, K3
2	Analyze the role of therapeutic relationships, communication, and ethical practices in effective psychotherapy.	K2, K3, K4
3	Apply major psychotherapeutic approaches and techniques in understanding and addressing psychological problems.	K3, K4, K5
4	Examine diverse psychotherapeutic interventions and their applications across individual, group, family, and community settings.	K4, K5, K6
5	Evaluate contemporary trends, integrative approaches, and cultural considerations in psychotherapy practice.	K4, K5, K6

Textbooks:

1	Corey, G. (2020). Theory and practice of counseling and psychotherapy (10th ed.). Cengage Learning.
2	Corsini, R. J., & Wedding, D. (2019). Current psychotherapies (11th ed.). Cengage Learning.

Reference Books:

1	Prochaska, J. O., & Norcross, J. C. (2018). Systems of psychotherapy: A transtheoretical analysis (9th ed.). Oxford University Press.
2	Beck, J. S. (2020). Cognitive behavior therapy: Basics and beyond (3rd ed.). Guilford Press.
3	Corey, G. (2017). Theory and practice of group counseling (9th ed.). Cengage Learning.
4	Rogers, C. R. (1961). On becoming a person: A therapist's view of psychotherapy. Houghton Mifflin.
5	Varma, V. K. (1999). Counselling and psychotherapy. Tata McGraw-Hill.

Web Resources:

1	https://www.medicalnewstoday.com/articles/psychotherapy-vs-therapy#psychotherapy
2	https://www.psychologytoday.com/us/basics/therapy
3	https://my.clevelandclinic.org/health/treatments/23445-psychotherapy

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	2	3	2	2	2	3	2	2	2
CO2	3	2	2	3	2	2	2	3	2	2	2
CO3	2	3	3	2	2	3	2	3	3	2	3
CO4	2	3	3	2	2	3	3	3	3	3	3
CO5	2	3	3	2	3	3	3	3	3	3	3
Total	12	14	13	12	11	13	12	15	13	12	13
Average	2.4	2.8	2.6	2.4	2.2	2.6	2.4	3.0	2.6	2.4	2.6

3 – Strong, 2- Medium, 1- Low

Department of Psychology		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PPSE22	FORENSIC AND CRIMINAL PSYCHOLOGY	4	1	0	3	5	25	75	100
Category	Discipline Centric Elective - 3	Theory - 100%							
Learning Objectives									
LO1	To understand the basic concepts and principles of the biological basis of behaviour.								
LO2	To identify the structure and functions of neurons, neurotransmitters, and the nervous system.								
LO3	To explain the role of brain structures and endocrine glands in regulating behaviour.								
LO4	To apply biological principles to understand psychological processes such as emotion, learning, memory, and motivation.								
LO5	To analyze and evaluate the relationship between brain mechanisms and human behaviour using contemporary perspectives in biological psychology.								
Unit	Content								Hours
1	FUNDAMENTALS OF FORENSIC PSYCHOLOGY Forensic Psychology: An Overview- Brief history of Forensic Psychology- Forensic Psychology today- Forensic Psychology, Forensic Psychiatry & Forensic Social work Forensic Psychology as a specialty- Research and Practice Careers in Forensic Psychology.								15
2	PSYCHOLOGY OF CRIME Introduction to Criminology- Crime and the Criminal law- Ethical issues in Criminology- Careers in Criminology. Nature and extent of Crime. Definition of Crime- Popular images of Crime and Criminals- Primary and secondary sources of crime data- Crime trends- Myths and facts about Crime. Theories of Crime Causation, Choice theories- Trait theories.								15
3	CRIMINAL BEHAVIOUR Psychology of violence: Human Aggression and Violence- Development of Delinquent and Criminal behaviour: Juvenile Delinquency- Criminal Psychopathy- Crime and mental disorders-Crime and drug abuse- Psychology of Sexual assault- Psychology of terrorism. Crimes and Criminal offenders								15
4	CORRECTIONAL PSYCHOLOGY Institutional corrections- Overview of correctional facilities- Legal rights of inmates- Roles of correctional psychologists- Psychological assessment in corrections- treatment and rehabilitation in correctional facilities- Community based corrections- A brief history of Juvenile Court- Juvenile Assessment: An Overview- Psychological treatment in juvenile facilities- Approaches to rehabilitation.								15
5	VICTIMOLOGY AND VICTIM SERVICES Multiculturalism and victimization- Legal rights of Victims- Crime victimization data Psychological effects of criminal victimization- Homicide, Sexual assault, Property crime and Internet Victimization- Child Sexual Abuse- - Child abductions- Repressed and recovered memories- Roles of Forensic psychologist in child abuse cases- Intimate partner and family violence. Elder abuse and neglect.								15

CO	Course Outcomes	Knowledge Level
1	Describe the foundations, scope, and interdisciplinary nature of forensic psychology in relation to crime, law, and human behaviour.	K1, K2, K3
2	Analyze psychological, social, and environmental factors influencing criminal and violent behaviour across diverse contexts.	K1, K2, K3, K4
3	Apply psychological principles and assessment methods in understanding offenders, victims, and correctional rehabilitation processes.	K1, K2, K3
4	Examine ethical, legal, and professional issues involved in forensic psychological practice and victim services.	K1, K2, K3, K4
5	Evaluate the role of forensic psychology in criminal justice, juvenile rehabilitation, victim support, and community safety.	K1, K2, K3, K4

Textbooks:

1	Siegel, L.J., (2007). Criminology: Theories, Patterns & Typologies. (9th ed). Thomson Wadsworth: USA
2	Bartol & Bartol. (2004). Introduction to forensic Psychology. Sage publications: USA

Reference Books:

1	Burke, R.H., (2014). An Introduction to Criminological Theory. (4th ed). CPI Group Ltd: UK
2	Maguire, B., & Radosh, P.F., (1999). Introduction to Criminology. Wadsworth Publishing Company: USA
3	Howitt, D., (2002). Forensic and Criminal Psychology. Pearson Education: USA
4	Blackburn, R. (1993). The psychology of criminal conduct: Theory, research and practice. Wiley.
5	Kocsis, R. N. (Ed.). (2009). Applied criminal psychology: A guide to forensic behavioral sciences. Charles C Thomas Publisher.

Web Resources:

1	https://und.edu/blog/criminal-psychology-vs-forensic-psychology.html
2	https://www.nu.edu/blog/criminal-psychology-vs-forensic-psychology/
3	https://www.forbes.com/advisor/education/psychology-and-counseling/criminal-psychology-vs-forensic-psychology/

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	2	2	2	2	2	2	3	2	2
CO2	2	3	2	2	2	3	2	2	3	2	2
CO3	2	2	3	2	2	3	2	3	3	3	3
CO4	2	2	2	2	3	3	3	3	2	3	2
CO5	2	3	2	2	3	2	3	3	3	3	3
Total	11	12	11	10	12	13	12	13	14	13	12
Average	2.2	2.4	2.2	2.0	2.4	2.6	2.4	2.6	2.8	2.6	2.4

3 – Strong, 2- Medium, 1- Low

Department of Psychology		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PPSE23	BEHAVIOUR MODIFICATION	4	1	0	3	5	25	75	100
Category	Discipline Centric Elective - 4	Theory - 100%							
Learning Objectives									
LO1	To understand the historical background, scope, and ethical considerations of behaviour modification.								
LO2	To acquire knowledge of core behaviour modification techniques, including relaxation methods, desensitization, modeling, and assertiveness training.								
LO3	To explore cognitive-behavioural therapies and their techniques in managing emotional and behavioural issues.								
LO4	To explain the use of behavioural principles in educational settings, including classroom management and learning difficulties								
LO5	To identify ethical issues in behaviour modification, including consent, misuse, and client rights								
Unit	Content								Hours
1	FOUNDATIONS OF BEHAVIOR MODIFICATION Meaning, definition, and scope of Behaviour Modification - Historical background: Contributions of B. F. Skinner, Ivan Pavlov, and John B. Watson. Principles of learning: Classical conditioning and operant conditioning. Basic concepts: Reinforcement, punishment, extinction, shaping. Behavioural assessment: Target behaviour, baseline, and functional analysis.								15
2	TECHNIQUES OF BEHAVIOUR MODIFICATION Relaxation Techniques: Jacobson's Progressive Muscular Relaxation; Meditation; Yoga : mindful and Schultz's Autogenic training. Systematic Desensitization: Basic Principles and Process. Shaping, Time Out Procedures, Token Economy. Modeling Procedures: Acquisition and Facilitation of New behavior pattern by Modeling, Graduated Modeling, Participant Modeling and Contact Desensitization.								15
3	COGNITIVE BEHAVIOURAL APPROACHES Introduction to Cognitive Behaviour Therapy - Contributions of Aaron T. Beck and Albert Ellis - Cognitive restructuring and thought modification - Rational Emotive Behaviour Therapy - Stress inoculation training - Mindfulness and behavioural techniques. Contingency Management Procedures; the Role of Reinforcement in the Learning of Social Behaviors. Antecedent Control Procedures. Techniques - Socratic questioning, Thought Diary, Thought Distraction. BT and CBT from a Multicultural Perspective.								15
4	APPLICATIONS OF BEHAVIOUR MODIFICATION Behaviour modification in clinical settings: phobias, anxiety, addictions - Application in educational settings: classroom management, learning difficulties - Organizational behaviour modification (OBM) - Behaviour modification in health psychology: lifestyle changes, adherence - Parenting and family interventions.								15

5	CONTEMPORARY TECHNIQUES AND ETHICAL CONSIDERATIONS Applied Behavioural Analysis - Assertiveness Training: Theories, Method - Techniques. Dialectical Behavior Therapy- Emotion Focussed Therapy. Ethical issues in behaviour modification - Limitations and criticisms of behaviour modification - Recent advances and future directions in behaviour modification.	15
CO	Course Outcomes	Knowledge Level
1	Describe the principles, concepts, and theoretical foundations of behaviour modification in understanding human behaviour.	K1, K2, K3
2	Analyze behavioural and cognitive factors influencing learning, adaptation, and behaviour change across different contexts.	K2, K3, K4
3	Apply behaviour modification and cognitive behavioural techniques to promote adaptive behaviours and psychological well-being	K3, K4, K5
4	Examine the effectiveness of behavioural interventions in clinical, educational, organizational, and family settings.	K4, K5, K6
5	Evaluate ethical, cultural, and contemporary perspectives in behaviour modification and behavioural therapies.	K3, K5, K6

Textbooks:

1	Miltenberger, R. G. (2001). Behavior Modification: Principles and Procedures. (6, ed.). Belmont USA: Thomson Wadsworth.
2	Kazdin, A. E. (2013). Behavior modification in applied settings (7th ed.). Waveland Press.

Reference Books:

1	Spiegler, M. D., & Guevremont, D. C. (2010). Contemporary behavior therapy (5th ed.). Cengage Learning.
2	Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). Applied behavior analysis (3rd ed.). Pearson.
3	Watson, D. L., & Tharp, R. G. (2014). Self-directed behavior: Self-modification for personal adjustment (10th ed.). Cengage Learning.
4	Corey, G. (2021). Theory and practice of counseling and psychotherapy (10th ed.). Cengage Learning. (Relevant chapters on behaviour therapy)
5	Martin, G., & Pear, J. J. (2019). Behavior modification: What it is and how to do it (11th ed.). Routledge.

Web Resources:

1	https://www.youtube.com/watch?v=tA5MPTdTnXI
2	https://egyankosh.ac.in/bitstream/123456789/67288/1/Block-2.pdf
3	https://www.kfamilyolutions.org/wp-content/uploads/21-Behavior-Modifications-1and2.pdf

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	2	3	2	2	2	2	2	2	2
CO2	3	3	2	3	2	3	2	3	3	2	3
CO3	2	3	3	2	2	3	2	3	3	2	3
CO4	2	3	3	2	2	3	3	3	3	3	3
CO5	3	3	2	3	3	3	3	3	2	2	3
Total	13	14	12	13	11	14	12	14	13	11	14
Average	2.6	2.8	2.2	2.6	2.2	2.8	2.2	2.8	2.6	2.2	2.8

3 – Strong, 2- Medium, 1- Low

Department of Psychology		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PPSE24	SPORTS PSYCHOLOGY	4	1	0	3	5	25	75	100
Category	Discipline Centric Elective - 4	Theory - 100%							
Learning Objectives									
LO1	To understand the role and importance of sports psychology in enhancing athletic performance								
LO2	To analyze the role of anxiety, emotional arousal, and stress in sports performance								
LO3	To understand the influence of social and psychological factors on sports performance and team behaviour.								
LO4	To develop awareness of psychological skill training techniques for enhancing athletic performance and well-being.								
LO5	To examine gender-related issues in sports participation and performance								
Unit	Content								Hours
1	FOUNDATIONAL ASPECTS OF SPORTS PSYCHOLOGY Meaning, definition, and scope of sports psychology - Historical development of sports psychology - Role and importance of sports psychology in performance enhancement - Factors influencing the mental demands of a given sport- sports and exercise psychology as an academic discipline - Research methods in sports and exercise psychology- Role of a sports psychologist.								15
2	DYNAMICS OF ATHLETIC BEHAVIOUR Exploring Athletic behavior- Key concepts: Motivation in sports: Intrinsic and extrinsic - Achievement motivation - anxiety in Sport Performance- Concentration in Sports Performance- Self- Confidence-Peak Performance and Expertise. Emotional arousal, stress, and anxiety in sports - Techniques for managing stress and anxiety.								15
3	SOCIAL PSYCHOLOGY OF SPORTS Social facilitation and social loafing in sports performance. Team dynamics and group processes in sports settings. Attribution processes and causal explanations of success and failure in sports. Aggression, violence, and spectator behaviour in sports. Social influences on motivation, cooperation, leadership, and team cohesion.								15
4	PSYCHOLOGICAL SKILL TRAINING Meaning and importance of psychological skills training - Mental Skill Training- Self Talk- Mental Imagery - Relaxation Training- Attention and focus in sports Performance- inhibition due to personality factors – Character Development- Youth Sport. Mental toughness and resilience.								15
5	CONTEMPORARY ISSUES IN SPORTS PSYCHOLOGY Psychological aspects of injury and rehabilitation - Burnout and overtraining in athletes - Gender issues in sports - Ethics in sports psychology - Emerging trends: e-sports psychology, technology in sports performance.								15

CO	Course Outcomes	Knowledge Level
1	Describe the foundations, principles, and applications of sports psychology in understanding athletic performance and behaviour.	K1, K2, K3
2	Analyze psychological, emotional, and social factors influencing motivation, performance, and participation in sports	K2, K3, K4
3	Apply psychological skills and mental training techniques to enhance sports performance, resilience, and well-being	K3, K4, K5
4	Examine the role of group dynamics, leadership, teamwork, and social influences in sports settings.	K4, K5, K6
5	Evaluate contemporary issues, ethical concerns, and emerging trends in sports and exercise psychology.	K3, K4, K5

Textbooks:

- | | |
|---|---|
| 1 | Weinberg, R. S., & Gould, D. (2019). Foundations of sport and exercise psychology (7th ed.). Human Kinetics |
| 2 | Cox, R. H. (2012). Sport psychology: Concepts and applications (7th ed.). McGraw-Hill. |

Reference Books:

- | | |
|---|---|
| 1 | Gill, D. L. (2000). Psychological dynamics of sport and exercise (2nd ed.). Human Kinetics. |
| 2 | Horn, T. S. (Ed.). (2015). Advances in sport and exercise psychology (4th ed.). Human Kinetics. |
| 3 | Anshel, M. H. (2012). Sport psychology: From theory to practice (5th ed.). Benjamin Cummings. |
| 4 | Moran, A. (2012). Sport and exercise psychology: A critical introduction (2nd ed.). Routledge. |
| 5 | Kamlesh, M. L. (2011). Psychology in physical education and sport. Metropolitan Book Company. |

Web Resources:

- | | |
|---|---|
| 1 | https://www.ymcacollege.ac.in/pdf/E_learning/MCC201-Sports-Psychology.pdf |
| 2 | https://ijip.in/wp-content/uploads/2023/05/18.01.142.20231102.pdf |
| 3 | https://kamarajcollege.ac.in/wp-content/uploads/Skill-Based-Core-II-Sports-Psychology-and-Sociology-Sem-IV.pdf |

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	3	3	2	2	2	2	2	2	2
CO2	3	2	3	3	2	2	2	3	2	2	2
CO3	2	3	3	2	2	3	2	3	3	2	3
CO4	2	3	3	2	2	3	3	3	3	2	3
CO5	3	3	2	2	3	3	3	3	2	3	3
Total	13	13	14	12	11	13	12	14	12	11	13
Average	2.6	2.6	2.8	2.4	2.2	2.6	2.4	2.8	2.4	2.2	2.6

3 – Strong, 2- Medium, 1- Low

Department of Psychology		L	T	P	Credits	Hours	Marks		
Regulation 2026-27							CIA	ESE	Total
Course Code	Title of the Course								
26PPSS21	COGNITIVE BEHAVIOUR THERAPY TECHNIQUES	2	1	0	2	3	25	75	100
Category	Skill Enhancement Course - 1	Theory - 100%							
Learning Objectives									
LO1	To understand the foundations, principles, and development of Cognitive Behaviour Therapy and its major contributors.								
LO2	To explain the relationship between thoughts, emotions, and behaviour in psychological functioning and distress								
LO3	To apply cognitive and behavioural techniques for identifying and modifying maladaptive thoughts and behaviours.								
LO4	To examine advanced CBT approaches and their relevance in addressing diverse psychological conditions.								
LO5	To evaluate the effectiveness, limitations, ethical issues, and contemporary applications of CBT in clinical and applied settings.								
Unit	Content								Hours
1	FOUNDATIONS OF COGNITIVE BEHAVIOUR THERAPY Meaning, nature, and scope of Cognitive Behaviour Therapy (CBT). Historical development of CBT. Contributions of Aaron T. Beck and Albert Ellis. Basic principles of cognitive and behavioural approaches. Relationship between thoughts, emotions, and behaviour. Cognitive model of psychological distress.								9
2	COGNITIVE TECHNIQUES IN CBT Cognitive restructuring and cognitive reframing. Identification of automatic thoughts and core beliefs. Socratic questioning and guided discovery. Thought records and thought diaries. Challenging cognitive distortions : catastrophizing, overgeneralization, all-or-nothing thinking.								9
3	BEHAVIOURAL TECHNIQUES IN CBT Behavioural activation. Exposure techniques: systematic desensitization and graded exposure. Reinforcement strategies and contingency management. Activity scheduling and behavioural experiments. Skill training and modelling techniques.								9
4	ADVANCED CBT APPROACHES Rational Emotive Behaviour Therapy (REBT) – principles and techniques. Stress inoculation training. Mindfulness-based cognitive therapy (MBCT) – overview. Third-wave CBT approaches: Acceptance and Commitment Therapy (ACT) and Dialectical Behaviour Therapy (DBT).								9

5	APPLICATIONS AND PRACTICE OF CBT CBT in anxiety disorders, depression, and stress-related conditions. CBT in addiction, phobias, and behavioural problems. CBT in educational and workplace settings. Cultural considerations in CBT. Effectiveness, limitations, and ethical issues in CBT practice. Contemporary trends and future directions in CBT.	9
CO	Course Outcomes	Knowledge Level
1	Describe the foundations and principles of Cognitive Behaviour Therapy in understanding human behaviour.	K1, K2, K3
2	Analyze cognitive, emotional, and behavioural processes involved in psychological functioning and distress.	K2, K3, K4
3	Apply CBT techniques to identify and modify maladaptive thoughts and behaviours.	K3, K4, K5
4	Examine major CBT approaches and their applications across diverse psychological contexts.	K4, K5, K6
5	Evaluate the effectiveness, limitations, and ethical aspects of CBT in practice.	K3, K5, K6

Textbooks:

1	Beck, J. S. (2020). Cognitive behavior therapy: Basics and beyond (3rd ed.). Guilford Press.
2	Ellis, A., & Dryden, W. (2007). The practice of rational emotive behavior therapy (2nd ed.). Springer Publishing Company.

Reference Books:

1	Dobson, K. S., & Dozois, D. J. A. (Eds.). (2019). Handbook of cognitive-behavioral therapies (4th ed.). Guilford Press.
2	Wright, J. H., Basco, M. R., & Thase, M. E. (2017). Learning cognitive-behavior therapy: An illustrated guide (2nd ed.). American Psychiatric Publishing.
3	Hofmann, S. G. (2013). An introduction to modern CBT: Psychological solutions to mental health problems. Wiley-Blackwell.
4	Corey, G. (2017). Theory and practice of counseling and psychotherapy (10th ed.). Cengage Learning.
5	Beck, A. T., Rush, A. J., Shaw, B. F., & Emery, G. (1987). Cognitive therapy of depression. Guilford Press.

Web Resources:

1	https://cogbtherapy.com/cognitive-behavior-therapy-techniques
2	https://my.clevelandclinic.org/health/treatments/21208-cognitive-behavioral-therapy-cbt
3	https://www.hpft.nhs.uk/media/1655/wellbeing-team-cbt-workshop-booklet-2016.pdf

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	2	3	2	2	2	2	3	2	2
CO2	3	2	2	3	2	2	2	2	2	3	2
CO3	2	2	2	3	3	2	3	2	3	3	3
CO4	3	3	3	2	3	3	2	2	2	3	2
CO5	2	3	3	2	3	3	3	3	2	2	3
Total	13	12	12	13	13	12	12	12	12	13	12
Average	2.6	2.4	2.4	2.6	2.6	2.4	2.4	2.4	2.4	2.6	2.4

3 – Strong, 2- Medium, 1- Low