



CIRCULAR

Ref. No.: GU/Acad –PG/BoS -NEP/2025-26/179 dated 26.06.2025

In supersession to the above referred Circular, the syllabus of Semester III & IV of the **Master of Arts in Psychology** Programme approved by the Standing Committee of the Academic Council in its meeting held 24th & 25th November 2025, is attached.

The syllabus of Semester I & II approved earlier by the Standing Committee of the Academic Council in its meeting held on 13th & 14th June 2025, is also attached.

The Dean & Vice-Dean (Academic) of the D.D. Kosambi School of Social Sciences and Behavioural Studies and the Principals of the affiliated Colleges offering **the Master of Arts in Psychology** Programme are requested to take note of the above and bring the contents of the Circular to the notice of all concerned.

(Ashwin V. Lawande)
Deputy Registrar – Academic

To,

1. The Dean, D.D. Kosambi School of Social Sciences and Behavioural Studies, Goa University.
2. The Vice-Dean (Academic), D.D. Kosambi School of Social Sciences and Behavioural Studies, Goa University.

Copy to:

3. Chairperson, BoS in Psychology, Goa University.
4. Controller of Examinations, Goa University.
5. Assistant Registrar Examinations (PG), Goa University.
6. Directorate of Internal Quality Assurance, Goa University for uploading the Syllabus on the University website.

GOA UNIVERSITY
MASTER OF ARTS IN PSYCHOLOGY
(Effective from the Academic Year 2025-26)

ABOUT THE PROGRAMME

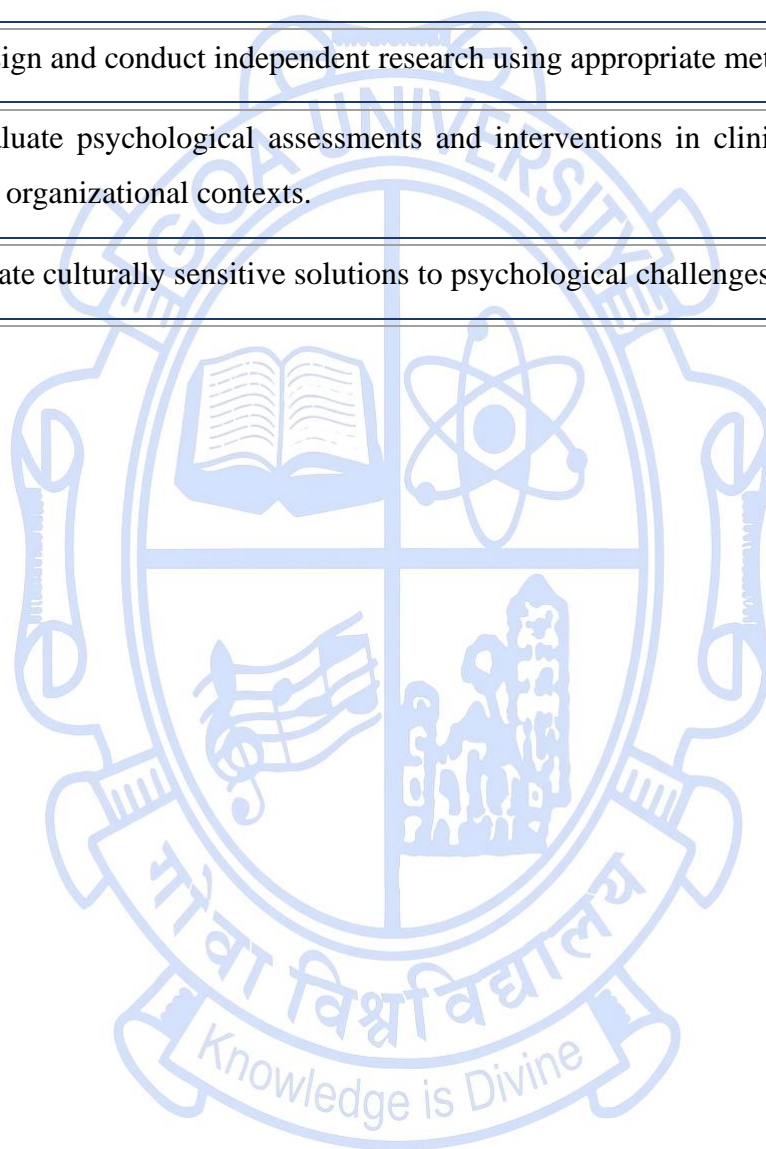
The M.A. Psychology Programme offers a balanced blend of strong theoretical grounding and real-world relevance. It equips students with a deep understanding of psychological concepts while staying aligned with current developments like digital mental health, workplace psychology, and trauma-informed care. Emphasis is placed on rigorous research training using both qualitative and quantitative methods. Practical exposure through internships, assessments, and case-based learning ensures that students graduate with skills applicable in clinical, counselling, and organizational settings. The course prepares learners to think critically, work ethically, and contribute meaningfully to both research and practice.

OBJECTIVES OF THE PROGRAMME

1. To provide a rigorous foundation in core psychological theories, research methodologies, and their inter-disciplinary applications.
2. To develop domain specific expertise in areas such as clinical, counselling and organizational psychology.
3. To foster scientific thinking, ethical sensitivity and cultural competence for responsible psychological enquiry and intervention
4. To equip students with practical skills in psychological assessment, diagnosis, therapeutic techniques and organizational development strategies.

PROGRAMME SPECIFIC OUTCOMES (PSO)

PSO 1.	Recall and explain major psychological theories, concepts, and research methods.
PSO 2.	Critically analyze psychological data and phenomena.
PSO 3.	Apply psychological principles ethically in varied real-world situations.
PSO 4.	Design and conduct independent research using appropriate methodologies.
PSO 5.	Evaluate psychological assessments and interventions in clinical, counseling, and organizational contexts.
PSO 6.	Create culturally sensitive solutions to psychological challenges.



PROGRAMME STRUCTURE

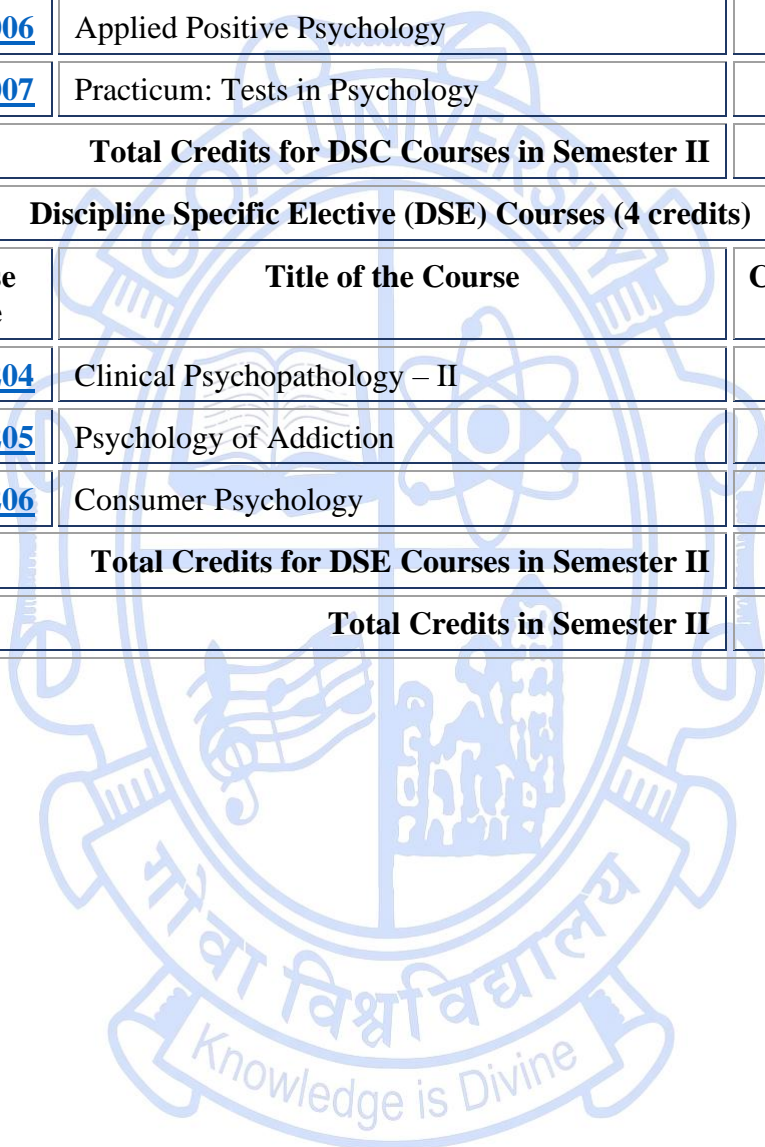
Master of Arts in Psychology

Effective from Academic Year 2025-26

Bridge Course			
Sr. No.	Course Code	Title of the Course	Credits
1	PSY-1000	Foundations of Psychology	1T

SEMESTER I				
Discipline Specific Core (DSC) Courses (16 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	PSY-5000	Psychometrics	4T	400
2	PSY-5001	Cognitive Psychology	4T	400
3	PSY-5002	Guidance and Counselling in Schools	4T	400
4	PSY-5003	Practicum: Experiments in Psychology	4P	400
Total Credits for DSC Courses in Semester I			16	
Discipline Specific Elective (DSE) Course (4 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	PSY-5201	Clinical Psychopathology - I	4T	400
2	PSY-5202	Counselling Across Lifespan	4T	400
3	PSY-5203	Human Resource Management	4T	400
Total Credits for DSE Courses in Semester I			4	
Total Credits in Semester I			20	

SEMESTER II				
Discipline Specific Core (DSC) Courses				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	PSY-5004	Personality theories	4T	500
2	PSY-5005	Psychotherapy	4T	500
3	PSY-5006	Applied Positive Psychology	4T	500
4	PSY-5007	Practicum: Tests in Psychology	4P	500
Total Credits for DSC Courses in Semester II			16	
Discipline Specific Elective (DSE) Courses (4 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	PSY-5204	Clinical Psychopathology – II	4T	400
2	PSY-5205	Psychology of Addiction	4T	400
3	PSY-5206	Consumer Psychology	4T	400
Total Credits for DSE Courses in Semester II			4	
Total Credits in Semester II			20	



SEMESTER III				
Research Specific Elective (RSE) Courses (12 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	<u>PSY-6000</u>	Quantitative Research Methods	4T	500
2	<u>PSY-6001</u>	Statistics in Psychology	4T	500
3	<u>PSY-6002</u>	Qualitative Research Methods	4T	500
4	<u>PSY-6003</u>	Academic Writing: APA Guidelines	4T	500
5	<u>PSY-6004</u>	Ethics in Psychological Research	4T	500
Total Credits for RSE Courses in Semester III			12	
Discipline Specific Vocational Elective (DSVE) Courses (8 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	<u>PSY-6401</u>	Specialization Practicum: Clinical Psychology	4P	500
2	<u>PSY-6402</u>	Psychosocial Rehabilitation	4 (2T + 2P)	500
3	<u>PSY-6403</u>	Specialization Practicum: Counselling Psychology	4P	500
4	<u>PSY-6404</u>	Psycho-oncology Perspectives	4 (2T + 2P)	500
5	<u>PSY-6405</u>	Specialization Practicum: Human Resource Management	4P	500
6	<u>PSY-6406</u>	Training and Development in Organisational Psychology	4 (2T + 2P)	500
Total Credits for DSVE Courses in Semester III			8	
Total Credits in Semester III			20	

Discipline Specific Dissertation (DSD) (40 Credit Dissertation)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	PSY-6501	Dissertation	40P	500

SEMESTER IV				
Generic Elective (GE) Courses (20 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	<u>PSY-6201</u>	Social Welfare	4T	500
2	<u>PSY-6202</u>	Psychology of Work	4T	500
3	<u>PSY-6203</u>	Environmental Psychology	4T	500
4	<u>PSY-6204</u>	Technology and Human Behaviour	4T	500
5	<u>PSY-6205</u>	Gender and Society	4T	500
6	<u>PSY-6206</u>	Forensic and Criminal psychology	4T	500
7	<u>PSY-6207</u>	Indian Systems of Psychotherapy	4T	500
8	<u>PSY-6208</u>	Neuropsychology	4T	500
9	<u>PSY-6209</u>	Internship	8P	500
Total Credits for GE Courses in Semester IV			20	

Discipline Specific Dissertation (DSD)/ Internship (20 Credit Dissertation)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	PSY-6502	Dissertation	20P	500
Total Credits in Semester IV			20	

Blooms Taxonomy Cognitive Levels	
Cognitive Level	Notations
K1	Remembering
K2	Understanding
K3	Applying
K4	Analyzing
K5	Evaluating
K6	Create

BRIDGE COURSE

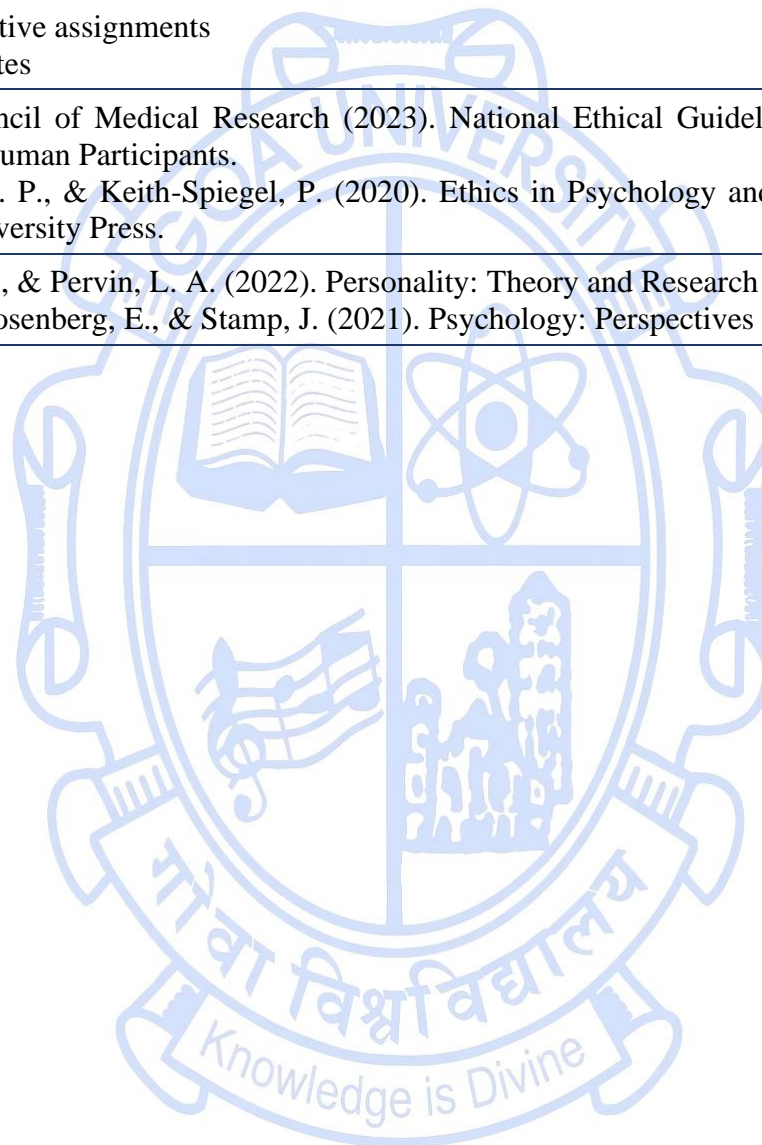
Title of the Course	Foundations of Psychology
Course Code	PSY-1000
Number of Credits	1
Theory/Practical	Theory
Level	400
Effective from AY	2025-2026
New Course	Yes
Bridge Course/ Value added Course	Yes
Course for advanced learners	No

Pre-requisites for the Course:	NIL	
Course Objectives:	<ol style="list-style-type: none"> 1. To introduce the scientific nature and goals of psychology, including its history and major perspectives. (K2) 2. To build foundational understanding of biological and cognitive bases of behavior. (K2) 3. To familiarize learners with key theories of development, personality, emotion, and social influence. (K1, K2) 4. To demonstrate the relevance of psychology in real-world settings like health, education, and industry. (K3) 5. To highlight the ethical principles guiding psychological research and practice. (K5) 	
Course Outcomes:		Mapped to PSO
	CO 1. Describe the scope, history, goals, and modern approaches in psychology.	PSO1
	CO 2. Explain biological and cognitive processes underlying human behavior.	PSO1

	CO 3. Summarize major developmental, personality, and motivational theories and social processes.		PSO1, PSO2	
	CO 4. Evaluate ethical issues in psychological research and professional practice.		PSO5, PSO6	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	INTRODUCTION TO PSYCHOLOGY AS A SCIENCE 1. Definition, goals, and branches of psychology 2. Historical evolution of psychology: From philosophy to science 3. Contemporary approaches: Biological, Cognitive, Humanistic, Behavioral, and Sociocultural 4. Key methods in psychological research (qualitative and quantitative)	3	CO1	K1, K2
Module 2:	BIOLOGICAL AND COGNITIVE FOUNDATIONS OF BEHAVIOR 1. The brain and nervous system: Basic structure and function 2. Sensation and perception 3. Learning theories: Classical and operant conditioning 4. Memory: Encoding, storage, retrieval; Forgetting and improving memory	4	CO2	K2
Module 3:	UNDERSTANDING THE SELF AND OTHERS 1. Development across the lifespan (Erikson, Piaget, Vygotsky) 2. Personality theories: Trait, psychodynamic, humanistic, and social-cognitive 3. Emotions and motivation 4. Attitudes, conformity, and group behaviour	4	CO3	K2
Module 4:	PSYCHOLOGY IN ACTION: APPLICATIONS AND ETHICAL FOUNDATIONS 1. Introduction to counseling and clinical psychology 2. Health, stress, and coping 3. Psychology in education, industry, and media 4. Ethics in psychological practice and research	4	CO4	K3, K5
Pedagogy:	1. Lecturing and Teaching			

	<ol style="list-style-type: none"> 2. Quiz 3. Short-reflective assignments 4. Case vignettes
Texts:	<ol style="list-style-type: none"> 1. Indian Council of Medical Research (2023). National Ethical Guidelines for Biomedical and Health Research involving Human Participants. 2. Koocher, G. P., & Keith-Spiegel, P. (2020). Ethics in Psychology and the Mental Health Professions (4th ed.). Oxford University Press.
References/ Readings:	<ol style="list-style-type: none"> 1. Cervone, D., & Pervin, L. A. (2022). Personality: Theory and Research (15th ed.). Wiley. 2. Feist, G., Rosenberg, E., & Stamp, J. (2021). Psychology: Perspectives and Connections (5th ed.). McGraw-Hill.

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SEMESTER I

Discipline Specific Core Courses

Title of the Course	Psychometrics	
Course Code	PSY-5000	
Number of Credits	4	
Theory/Practical	Theory	
Level	400	
Effective from AY	2025-2026	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none">1. To introduce foundational theories and principles of psychological measurement and psychometric evaluation.2. To develop competence in constructing, administering, and interpreting psychological tests.3. To analyze psychometric properties such as reliability, validity, and standardization in test evaluation.4. To cultivate ethical awareness in the development and application of psychological assessments.	
Course Outcomes:		Mapped to PSO
	CO 1. Define and explain key psychometric concepts, including scales, norms, and test development.	PSO1

	CO 2. Apply psychometric methods to design and administer psychological tests.		PSO3	
	CO 3. Analyze test data using principles of item analysis, standardization, and scoring.		PSO2	
	CO 4. Evaluate the appropriateness of various tests in applied contexts (clinical, educational, organizational).		PSO5	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	<p>THEORETICAL - CONCEPTUAL ORIENTATION</p> <ol style="list-style-type: none"> 1. The development of psychometrics: The history of psychometrics, psychometrics today. 2. Test development: The process of test construction, constructing your own questionnaire. 3. Psychometric properties: Item analysis, reliability, validity, standardisation and normalisation. 4. Ethical considerations and future of psychometrics: Issues in intelligence testing, ethical test use and integrity testing, psychometrics in the information technology age. 	15	CO1, CO3, CO4	K2, K4, K5
Module 2:	<p>INTELLIGENCE, APTITUDE, PERSONALITY AND NEURO PSYCHOLOGICAL TESTING</p> <ol style="list-style-type: none"> 1. Intelligence: Measurement of Intelligence - Wechsler Intelligence Scales, Ravens Progressive Matrices 2. Aptitude: Measurement of Aptitude – David’s Battery of Differential Abilities (DBDA), Scholastic Aptitude Test 3. Personality: Measurement of Personality-NEO PI-R, MMPI-2 4. Neuropsychology: Neuropsychological Assessment-The Luria Nebraska Neuropsychological Battery, Screening for alcohol use disorders 	15	CO2, CO3, CO4	K2, K4, K5
Module 3:	<p>PROJECTIVE TESTING</p> <ol style="list-style-type: none"> 1. Classification of personality tests 2. Inkblot Tests: Rorschach test, Alternative inkblot tests- Holtzman inkblot 	15	CO1, CO2, CO4	K2, K3, K5

	<ol style="list-style-type: none"> 3. Apperception Tests: Thematic Apperception Test, Alternative apperception procedures- CAT 4. Non-pictorial Projective procedures: word association test, sentence completion test. 			
Module 4:	<p>IV- PSYCHOMETRIC APPLICATIONS</p> <ol style="list-style-type: none"> 1. Using psychometrics in clinical psychology: Identifying specific learning disabilities 2. Using psychometrics in educational settings: Measuring ability and achievement in school children 3. Testing special population: Infant and Preschool assessment 4. Psychometric assessment of personality in occupational settings: The big Five model, Orpheus, The Orpheus scales 	15	CO3, CO4	K4, K5
Pedagogy:	<ol style="list-style-type: none"> 1. Lecturing and Teaching 2. Blended Learning 3. Flipped Classroom/Flipped Learning, 4. Crossover learning 5. Experiential learning. 			
Texts:	<ol style="list-style-type: none"> 1. Rust, J. & Golombok. (2020). Modern psychometrics: The science of psychological assessment, (4th ed.). New York: Psychology press. 2. Cohen, J.R., Swerdlik, M. E. & Kumthekar, M.M. (2017). Psychological testing and assessment: An introduction to tests and measurement. (9th ed.). New York. w-Hill International edition 3. Anastasi, A. & Urbana, S. (2016). Psychological testing. (7th ed.). Delhi: Pearson Education Pvt. Ltd. 4. Gregory, R. J. (2017). Psychological Testing: History, principles and applications. (7th ed.). New Delhi: Pearson Education 5. Kaplan, R. M., & Saccuzzo, D. P. (2018). Psychological assessment and theory creating and using psychological tests. (9th ed.). Delhi: Wadsworth Thomson Learning, 6. Murphy, R.K. & Davidshofer, O.C. (2019). Psychological testing: Principles & applications. (6th ed.). New Jersey: Prentice Hall. 			
Web Resources:	<ol style="list-style-type: none"> 1. American Psychological Association. (n.d.). Testing and assessment. 			

APA provides guidance on psychological testing, including psychometric principles such as reliability, validity, and fairness.

<https://www.apa.org/science/programs/testing>

2. National Council on Measurement in Education. (n.d.). Resources: Understanding psychometrics. NCME offers open-access resources to understand the foundational principles and applications of psychometric testing.

<https://www.ncme.org/resources/understanding>

3. Buros Center for Testing. (n.d.). Assessment literacy: Resources for understanding tests.

The Buros Center offers a wide range of resources on test standards, psychometric properties, and test evaluation.

<https://buros.org/assessment-literacy>

4. International Test Commission. (2022). Guidelines and publications.

The ITC provides freely available international guidelines on test use, test adaptation, and computerized testing.

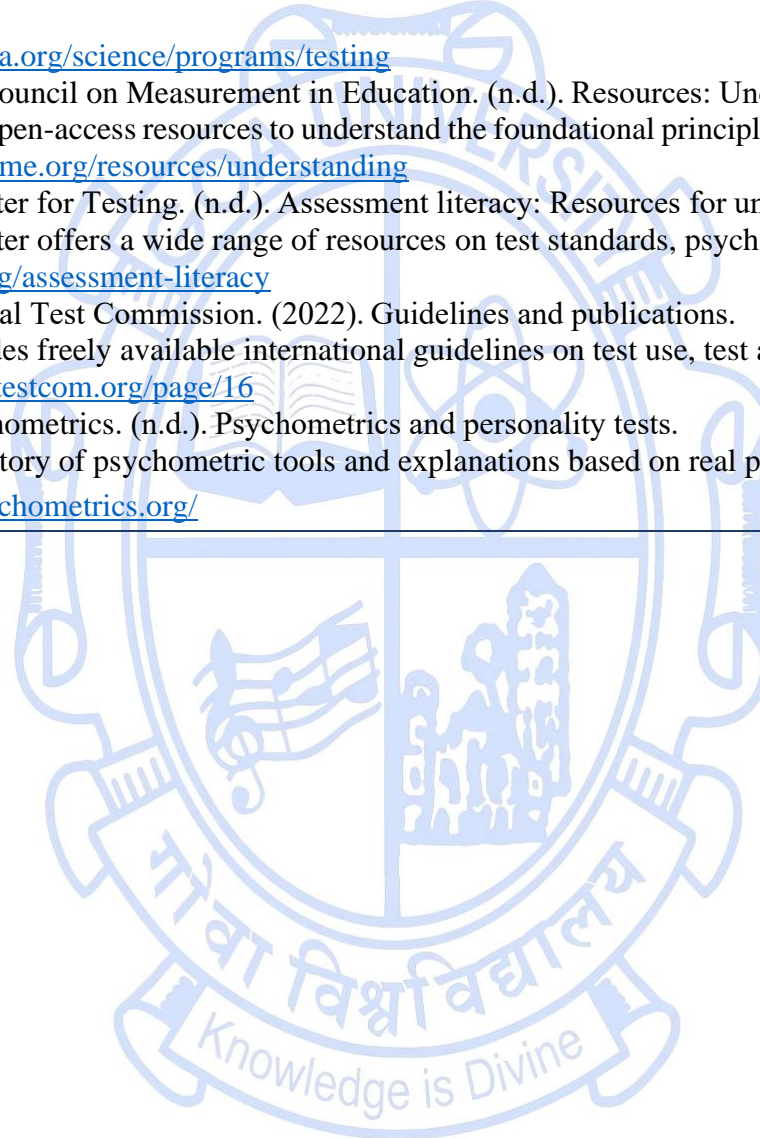
<https://www.intestcom.org/page/16>

5. OpenPsychometrics. (n.d.). Psychometrics and personality tests.

A public repository of psychometric tools and explanations based on real psychological theory and research.

<https://openpsychometrics.org/>

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Title of the Course	Cognitive Psychology	
Course Code	PSY-5001	
Number of Credits	4	
Theory/Practical	Theory	
Level	400	
Effective from AY	2025-2026	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To explore the theoretical foundations and models of cognitive processes such as perception, memory, and reasoning. 2. To investigate the neural and psychological underpinnings of cognition and information processing. 3. To apply cognitive principles to real-life and clinical scenarios. 4. To critically assess disorders associated with cognitive dysfunction and implications for intervention. 	
Course Outcomes:		Mapped to PSO
	CO 1. Describe and compare major theories and models of cognition and mental representation.	PSO1
	CO 2. Analyze cognitive processes (e.g., attention, memory, language) using empirical frameworks.	PSO2
	CO 3. Apply cognitive concepts in designing interventions or educational strategies.	PSO3

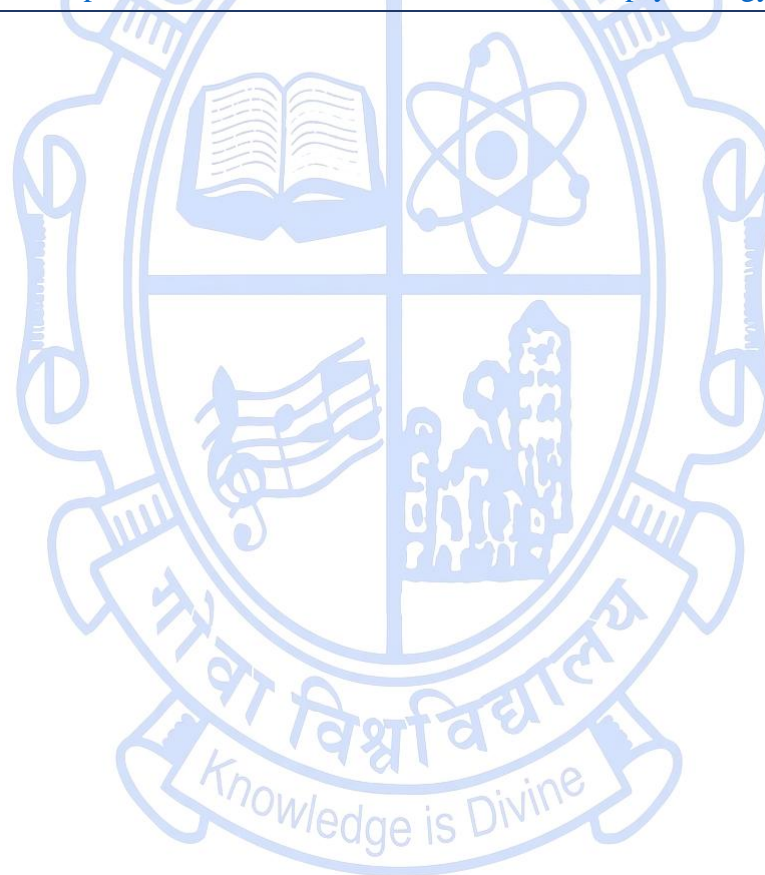
	CO 4. Evaluate cognitive impairments and discuss their etiology and implications.	PSO5		
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	<p>INTRODUCTION TO COGNITIVE PSYCHOLOGY</p> <ol style="list-style-type: none"> 1. Core concepts in Cognitive Psychology: Mental Representations, Stages of Processing, Serial Versus Parallel Processing, Hierarchical Systems, Cognitive Architecture, Memory Stores, Consciousness, Emotion 2. Paradigms of Cognitive Psychology: Information Processing Approach, Connectionist Approach, Evolutionary Approach, Ecological Approach 3. Theories of Cognitive Development – Piaget, Vygotsky 4. Application: Cognitive Style and Cognitive Map 	15	CO1, CO2	K2, K4
Module 2:	<p>PERCEPTION, ATTENTION, AND IMAGERY</p> <ol style="list-style-type: none"> 1. Perceiving Objects and Recognizing Patterns: Gestalt Approaches; Bottom-Up Processes – Template Matching, Featural Analysis, Prototype Matching; Top-Down Approaches – Perceptual Learning, Change Blindness, Word Superiority Effect 2. Attention: Filter Theories, Capacity Theories, Automatic Processes, The Central Bottleneck, Visual Attention 3. Mental Imagery: Finke’s Principles of Visual Imagery 4. Neuroscientific Studies of Attention 5. Application: perceptual and attentional disorders 	15	CO2, CO3, CO4	K3, K4, K5
Module 3:	<p>MEMORY</p> <ol style="list-style-type: none"> 1. Types and Models of Memory: Sensory Memory - Iconic and Echoic Memory; Short Term Memory– Capacity and Coding; Retention Duration and Forgetting; Working Memory; Executive Functioning; Long-Term Memory – Declarative versus Procedural, Episodic versus Semantic, Levels-of-Processing View, Reconstructive Nature of Memory, Flashbulb and Autobiographical Memory, Eyewitness Testimony 2. Forgetting and Mnemonics 	15	CO2, CO3, CO4	K3, K4, K5

	<ol style="list-style-type: none"> 3. Neurological Studies of Memory Processes 4. Application – memory disorders 			
Module 4:	<p>HIGHER COGNITIVE PROCESSES</p> <ol style="list-style-type: none"> 1. Language and Cognition: Whorfian and Modularity Hypothesis; Neuropsychological Perspective; Application – Multilingualism 2. Problem Solving and Creativity: Problems and Methods of Solution – Generate-and Test, Means-End Analysis, Working Backward, Backtracking, Reasoning by Analogy; Blocks to Problem Solving – Mental Set, Incomplete Representations, Lack of Problem-Specific Knowledge or Expertise; Stages and Sources of Creativity, Blocks to Creativity 3. Reasoning and Decision Making: Types of Reasoning – Deductive, Inductive, and Everyday Reasoning; Phases and Cognitive Illusions in Decision Making; 4. Application - Artificial Intelligence 	15	CO1, CO2, CO3	K2, K3, K4
Pedagogy:	<ol style="list-style-type: none"> 1. Lecturing and Teaching 2. Blended learning 3. Flipped learning 4. Crossover learning 5. Experiential learning 			
Texts:	<ol style="list-style-type: none"> 1. Galotti, K. M. (2013). Cognitive psychology in and out of the laboratory. (5th ed.). New Delhi: Sage Publications. 2. Goldstein, E. B. (2014). Cognitive psychology: Connecting mind, research and everyday experience. Canada: Nelson Education. 3. Groome, D. (2013). An introduction to cognitive psychology: Processes and disorders. Psychology Press. 4. Groome, D., & Eysenck, M. (2016). An introduction to applied cognitive psychology (2nd ed.). Psychology Press. 5. Kellogg, R.T. (2012). Fundamentals of cognitive psychology. (2nd Edition) N.D. Sage Publications. 6. Matlin, M.W. & Farmer, T.A. (2016) Cognition (9th ed.). New Jersey, USA: John Wiley & sons 7. Solso, R.L., Maclin, O.H., & Maclin, M.K. (2013). Cognitive psychology. New Delhi: Pearson education, first Indian reprint 2014 8. Sternberg, R. J. & Sternberg, K. (2016). Cognitive psychology (7th ed.). Belmont, CA: Wadsworth. 			
References/ Readings:				

Web Resources:

1. Advances in Cognitive Psychology. (n.d.). Retrieved May 27, 2025, from <https://www.ac-psych.org/>
2. Open Mind. (n.d.). Retrieved May 27, 2025, from <https://direct.mit.edu/opmi>
3. Cognitive Psychology. (n.d.). Retrieved May 27, 2025, from <https://www.sciencedirect.com/journal/cognitive-psychology>
4. Cognitive Psychology. (n.d.). Retrieved May 27, 2025, from <https://oercommons.org/browse?f.keyword=cognitive-psychology>
5. Cognitive Psychology | Open Access Articles. (n.d.). Retrieved May 27, 2025, from <https://network.bepress.com/social-and-behavioral-sciences/psychology/cognitive-psychology/>

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Title of the Course	Guidance and Counselling in Schools	
Course Code	PSY-5002	
Number of Credits	4	
Theory/Practical	Theory	
Level	400	
Effective from AY	2025-2026	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To understand the core principles and types of guidance and counseling. 2. To examine the roles and functions of counselors in various educational settings. 3. To apply counseling strategies to address the needs of children with special concerns. 4. To analyze and evaluate career guidance methods and counseling models across school and community contexts. 	
Course Outcomes:		Mapped to PSO
	CO 1. Explain the key concepts, aims, and types of guidance and counseling.	PSO1
	CO 2. Describe and analyze the role of counselors and assessment tools in diverse school settings.	PSO1, PSO2
	CO 3. Apply counseling strategies to address challenges of children with disabilities, behavioral issues, and family changes.	PSO3, PSO6

	CO 4. Evaluate career guidance models and the use of technology in career planning across school and community settings.	PSO3, PSO5		
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	INTRODUCTION TO GUIDANCE AND COUNSELING 1. Guidance: Definition, Characteristics, Nature, Types, Aims. 2. Educational guidance and Vocational guidance. 3. Counseling: Definition, Role of a counselor, Counseling process and interviews. 4. Counseling Process: Intake, Assessment, Intervention and Documentation	15	CO1	K2
Module 2:	COUNSELORS IN EDUCATIONAL SETTINGS 1. Role and functions of counselors in school settings: Elementary, middle, high school, secondary, vocational schools and higher education. 2. Testing techniques: Intelligence, Aptitude, Achievement, Interest, Interpersonal Relationships, Personality, Risk assessment. 3. Psychoeducational interventions in schools. 4. Inclusive education: Concept, Need, Steps for inclusive education at school level, Multicultural Sensitivity.	15	CO2	K2, K4, K6
Module 3:	COUNSELING CHILDREN WITH SPECIAL CONCERNS 1. Counseling children with a physical and learning disabilities. 2. Counseling children with behavioral problems. 3. Counseling children facing abuse and neglect. 4. Counseling children in single-parent families and blended families.	15	CO3	K3
Module 4:	COUNSELING FOR CAREER PLANNING AND DECISION MAKING 1. The changing nature of the world of work and current interests in career planning. 2. The school counselor's role in student career development, Techniques for career planning and decision making in schools.	15	CO4	K5, K6

	<p>3. Career counseling in non-school settings: Community mental health agencies, Community career centers, Employment offices, Employment assistance programs, Private practice.</p> <p>4. Computerized career assistance systems: Information systems, Guidance systems, Career information and the internet, Ethical considerations.</p>			
Pedagogy:	<p>1. Lecturing and Teaching</p> <p>2. Power Point Presentations</p> <p>3. Role plays</p> <p>4. Structured exercises</p> <p>5. Group discussions</p> <p>6. Crossover Learning.</p>			
Texts:	<p>1. Aggarwal, J. C. (2014). Essentials of educational psychology (3rd ed.). Noida: Vikas publishing house Private Limited.</p> <p>2. Gibson, R. L., & Mitchell, M. H. (2014). Introduction to counseling and guidance (7th ed.). New Delhi: PHI Learning Private Limited.</p> <p>3. Henderson, D. A., & Thompson, C. L. (2011). Counseling children (8th ed.). Spain: Brooks/Cole Cengage Learning.</p> <p>4. Kolbert, J. B., Williams, R. L., Morgan, L. M. Crothers, L. M., Hughes, T. L. (2016). Introduction to professional school counseling: Advocacy, leadership, and intervention. New York: Routledge.</p> <p>5. Ziomek-Daigle, J. (2016). School counseling classroom guidance: Prevention, accountability and outcomes. London: Sage Publications.</p> <p>6. Bor, R., Landy, J. E., Gill, S. & Brace, C. (2002). Counseling in schools. London: Sage Publications.</p> <p>7. Sharry, J. (2004). Counseling children, adolescents and families: A strength-based approach. London: Sage Publications.</p> <p>8. Ziomek-Daigle, J. (2017). Counseling children and adolescents: Working in school and clinical mental health settings. New York: Routledge.</p>			

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Title of the Course	Practicum: Experiments in Psychology	
Course Code	PSY-5003	
Number of Credits	4	
Theory/Practical	Practical	
Level	400	
Effective from AY	2025-2026	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To provide hands-on training in designing and conducting psychological experiments. 2. To enhance understanding of experimental methodology, including hypothesis testing and control of variables. 3. To develop critical thinking in interpreting empirical data and drawing meaningful conclusions. 4. To cultivate skills in presenting scientific findings through reports and presentations. 	
Course Outcomes:	At the end of this course, the learner will be able to:	Mapped to PSO
	CO 1. Apply psychological theories through experimental design and implementation. (K3)	PSO3
	CO 2. Design original experiments using appropriate research methods and tools. (K6)	PSO4, PSO6
	CO 3. Analyze and interpret experimental data using standard statistical and methodological frameworks. (K4)	PSO2
	CO 4. Critique the strengths and limitations of experimental findings. (K5)	PSO5

Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	ATTENTION AND COGNITIVE LOAD 1. Divided Attention 2. Mental Fatigue	30	CO1, CO3	K3, K4
Module 2:	MEMORY AND ENCODING 1. Von Restorff Effect 2. Mnemonics	30	CO1, CO4	K3, K4
Module 3:	PROBLEM SOLVING AND COGNITIVE FLEXIBILITY 1. Problem Solving Strategies 2. Biases in Decision-Making	30	CO1, CO3, CO4	K3, K4, K5
Module 4:	PERCEPTION AND VISUAL COGNITION 1. Monocular and Binocular Cues 2. Perception of Ambiguous Figures	30	CO1, CO3, CO4	K3, K4, K5, K6
	<p>*Note: Assignment - designing an experiment</p> <p>Experimental designs:</p> <ol style="list-style-type: none"> 1. Between-subjects design 2. Within-subjects design 3. Pretest-Post test design 4. AB design 5. ABA design 6. Multiple baseline design <p>Each student has to choose any one area and design an experiment based on the above experimental designs. The areas are: Perception, Memory, Attention, Imagery, Spatial Cognition. The individual experiment designed by each student has to be computerized using open-source package (e.g. PEBL, Open Sesame, etc.) and presented in a CD for internal assessment</p>			

Pedagogy:	<ol style="list-style-type: none"> 1. Lecturing and Teaching 2. Blended learning 3. Flipped Classroom/ Flipped learning 4. Cross-over learning
Texts:	<ol style="list-style-type: none"> 1. Hussain, A. (2014). Experiments in psychology. Delhi: PHI Learning Private Limited. 2. Martin, D. W. (2004). <i>Doing psychology experiments</i>. (6thed.). Belmont: Thomson Wadsworth. 3. Mohsin, S.M. (2016). <i>Experiments in psychology</i>. New Delhi: Motilal Banarsidass 4. Rajamanickam, M. (2005). Experimental psychology with advanced experiments (in 2 Vols.). New Delhi: Concept Publishing Company. 5. Shergill, H.K. (2012). Experimental psychology. New Delhi: Prentice hall India Learning Private Limited.
Web Resources:	<ol style="list-style-type: none"> 1. American Psychological Association. (n.d.). APA Online Psychology Laboratory. Retrieved May 27, 2025, from https://opl.apa.org/ 2. Stoet, G. (n.d.). PsyToolkit: A toolkit for demonstrating, programming, and running cognitive-psychological experiments and surveys. Retrieved May 27, 2025, from https://www.psytoolkit.org/ 3. Henninger, F., Shevchenko, Y., Mertens, U., Kieslich, P. J., & Hilbig, B. E. (2022). Open Lab: A web application for running and sharing online experiments. <i>Behavior Research Methods</i>, 54(1), 1–10. https://doi.org/10.3758/s13428-021-01636-0 4. Experimentology. (n.d.). Experimentology: Building better experiments. Retrieved May 27, 2025, from https://experimentology.io/ 5. Reips, U.-D., & Krantz, J. H. (2023). How to run behavioural experiments online: Best practice suggestions. <i>Swiss Psychology Open</i>, 2(1), Article 34. https://doi.org/10.5334/spo.34

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Discipline Specific Elective Courses

Title of the Course	Clinical Psychopathology-I	
Course Code	PSY-5201	
Number of Credits	4	
Theory/Practical	Theory	
Level	400	
Effective from AY	2025-2026	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To understand the classification systems (DSM-5/ICD-11) and diagnostic criteria of psychological disorders. 2. To analyze clinical symptoms and presentations of major psychological disorders. 3. To apply diagnostic and clinical reasoning in identifying psychopathological conditions. 4. To evaluate treatment modalities and ethical considerations in psychopathology. 	
Course Outcomes:		Mapped to PSO
	CO 1. Describe and differentiate various psychopathologies using DSM-5 criteria.	PSO1
	CO 2. Analyze symptomatology and clinical features of selected disorders.	PSO2
	CO 3. Apply diagnostic frameworks to real or simulated clinical cases.	PSO3

	CO 4. Evaluate treatment plans and ethical concerns in clinical settings.		PSO5	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	INTRODUCTION TO PSYCHOPATHOLOGY 1. Definition and nature of psychopathology 2. Overview of classification systems (DSM-5, ICD-11) 3. Diagnostic criteria and clinical assessment 4. Ethics in diagnosis	15	CO1, CO4	K2, K5
Module 2:	NEURODEVELOPMENTAL DISORDERS 1. Intellectual disabilities 2. Communication disorders 3. Autism spectrum and Attention-Deficit/Hyperactivity disorders 4. Specific learning disorders	15	CO1, CO2, CO3	K1, K2, K3, K4
Module 3:	SCHIZOPHRENIA SPECTRUM AND OTHER PSYCHOTIC DISORDERS 1. Schizophrenia spectrum disorders 2. Other psychotic disorders	15	CO1, CO2, CO3	K1, K2, K3, K4
Module 4:	BIPOLAR, MOOD AND ANXIETY DISORDERS 1. Bipolar and related disorders 2. Depressive disorders and 3. Anxiety disorders 4. Obsessive-compulsive and related disorders	15	CO1, CO2, CO3, CO4	K1, K2, K3, K4, K5
	*NOTE: All the disorders will cover the following: <ul style="list-style-type: none"> • Clinical presentation • Diagnostic criteria • Etiology • Treatment 			

Pedagogy:	<ol style="list-style-type: none"> 1. Lecturing and Teaching 2. Blended learning 3. Flipped learning 4. Crossover Learning & Experiential learning.
Texts:	<ol style="list-style-type: none"> 1. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: American Psychiatric Publishing. 2. Butcher, J. N., Mineka, S., & Hooley, J. M. (2018). Abnormal psychology (17th edition). Boston: Pearson. 3. Dziegielewski, S. F. (2014). DSM-5 in action (3rd ed.). Hoboken, NJ: John Wiley & Sons. 4. Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M. (2014). Abnormal psychology. New Jersey: John Wiley & Sons. 5. Mulherin, K. L. (2014). Introduction to abnormal psychology. USA: Asia Pacific holdings Private Limited. 6. Sadock, B. J., Sadock, V. A., & Ruiz, P. (2017). Kaplan & Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry. Philadelphia: Wolters Kluwer. 7. Whitbourne, S. (2021). Abnormal Psychology: Clinical Perspectives on Psychological disorders. (9th Edition). Noida, U.P.: Mc Graw Hill
References/ Readings:	<ol style="list-style-type: none"> 1. Comer, R.J. (2012). Abnormal psychology. New York, NY: Worth. 2. Craighead, W. E. (2017). Psychopathology: History, diagnosis, and empirical foundations (2nd ed.). John Wiley & Sons. 3. Davison, G. C., & Neale, J. M. (2001). Abnormal psychology. New York: John Wiley. 4. Sperry, L., Carlson, J., & Sperry, J. (2014). 4. Psychopathology and psychotherapy: DSM-5 diagnosis, case conceptualization, and treatment (3rd ed.). Routledge
Web Resources:	<ol style="list-style-type: none"> 1. Journal of Experimental Psychopathology. (n.d.). Retrieved May 27, 2025, from https://journals.sagepub.com/home/epp 2. Research in Psychotherapy: Psychopathology, Process and Outcome. (n.d.). Retrieved May 27, 2025, from https://www.researchinpsychotherapy.org/ 3. BMC Psychiatry. (n.d.). Retrieved May 27, 2025, from https://bmcp psychiatry.biomedcentral.com/ 4. Journal of Psychopathology and Behavioral Assessment. (n.d.). Retrieved May 27, 2025, from https://link.springer.com/journal/10862

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Title of the Course	Counselling Across Lifespan	
Course Code	PSY-5202	
Number of Credits	4	
Theory/Practical	Theory	
Level	400	
Effective from AY	2025-2026	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To understand developmental challenges at various life stages. 2. To design stage-appropriate counselling strategies for emotional and behavioral support. 3. To apply developmental theories to real-world counselling contexts. 4. To evaluate the impact of health promotion and preventive strategies across the lifespan. 	
Course Outcomes:		Mapped to PSO
	CO 1. Identify psychosocial concerns specific to each developmental stage.	PSO1
	CO 2. Apply developmentally appropriate counselling techniques in varied contexts.	PSO3
	CO 3. Design effective, evidence-based intervention strategies for lifespan issues.	PSO4, PSO6
	CO 4. Evaluate the effectiveness of lifespan counselling approaches through client outcomes and research.	PSO5

Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	COUNSELLING CHILDREN 1. Child identity development 2. Fostering resilience in children experiencing developmental disruptions 3. Promoting healthy and effective relationships among school aged children 4. Psychosocial adjustment of children with chronic illness	15	CO1, CO2	K1, K2, K3
Module 2:	COUNSELLING ADOLESCENTS 1. Promoting healthy lifestyles 2. Positive identity development among adolescents 3. Fostering adolescent work and career readiness 4. Health disparities and help-seeking behaviour among adolescents	15	CO1, CO2, CO4	K2, K3, K5
Module 3:	COUNSELLING ADULTS 1. Young adulthood: Promoting healthy relationships, treating behavioural health challenges, positive parenting and child rearing 2. Middle adulthood: Role strain and conflict, supporting adaptation to new family roles, promoting positive career change in midlife	15	CO1, CO2, CO3	K2, K3, K6
Module 4:	GERIATRIC COUNSELLING 1. A positive aging framework for counselling older adults 2. Psychosocial crisis and emotional impact of chronic illness and disability 3. Facilitating transitions through retirement 4. Working therapeutically with older adults	15	CO1, CO2, CO3, CO4	K2, K3, K5, K6
Pedagogy:	1. Lecturing and Teaching 2. Blended learning 3. Flipped Classroom/ Flipped learning 4. Cross-over learning 5. Experiential Learning			
Texts:	1. Capuzzi, D. (2016). Human growth and development across the lifespan: Applications for counselors. John Wiley & Sons.			

	<ol style="list-style-type: none"> 2. Juntunen, C. L., & Schwartz, J. P. (Eds.). (2015). <i>Counseling Across the Lifespan: Prevention and Treatment</i> (2nd ed.). Sage Publications. 3. Vondracek, F. W., Lerner, R. M., & Schulenberg, J. E. (2018). <i>Career development: A life-span developmental approach</i>. Routledge. 4. Wong, D. W., Hall, K. R., Justice, C. A., & Hernandez, L. W. (2015). <i>Counseling individuals through the lifespan</i>. Sage Publications.
References/ Readings:	<ol style="list-style-type: none"> 1. Sharry, J. (2004). <i>Counseling children, adolescents and families: A strengths-based approach</i>. Sage Publications. 2. Horton-Parker, R. J., & Brown, N. W. (2002). <i>The unfolding life: Counseling across the lifespan</i>. Bergin & Garvey 3. Wong, D. W., Hall, K. R., & Hernandez, L. W. (2020). <i>Counseling individuals through the lifespan</i>. Sage Publications.
Web Resources:	<ol style="list-style-type: none"> 1. Lifespan Development and Mental Health. (n.d.). Lifespan Development and Mental Health. SCIEPublish. Retrieved May 27, 2025, from https://www.sciepublish.com/journals/ldmh 2. Journal of Ageing and Longevity. (n.d.). Journal of Ageing and Longevity. MDPI. Retrieved May 27, 2025, from https://www.mdpi.com/journal/jal 3. Adultspan Journal. (n.d.). Adultspan Journal. Wiley Online Library. Retrieved May 27, 2025, from https://onlinelibrary.wiley.com/journal/21610029 4. Psychology and Aging. (n.d.). Psychology and Aging. American Psychological Association. Retrieved May 27, 2025, from https://www.apa.org/pubs/journals/pag 5. Juntunen, C. L., & Schwartz, J. P. (2015). <i>Counseling Across the Lifespan: Prevention and Treatment</i> (2nd ed.). SAGE Publications. Retrieved May 27, 2025, from https://sk.sagepub.com/book/edvol/counseling-across-the-lifespan-prevention-and-treatment-second-edition/toc

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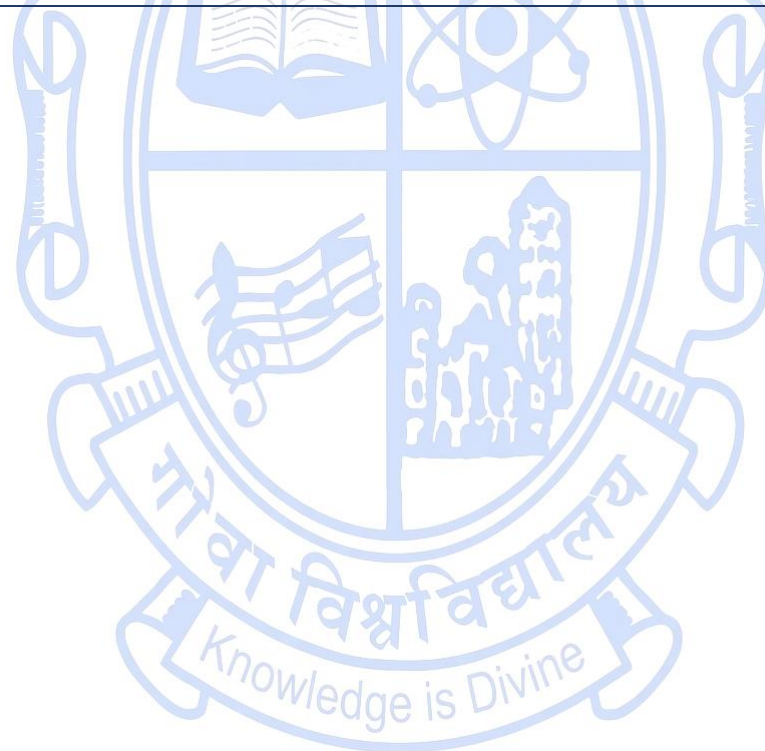
Title of the Course	Human Resource Management		
Course Code	PSY-5203		
Number of Credits	4		
Theory/Practical	Theory		
Level	400		
Effective from AY	2025-2026		
New Course	No		
Bridge Course/ Value added Course	No		
Course for advanced learners	No		
Pre-requisites for the Course:	Nil		
Course Objectives:	<ol style="list-style-type: none"> 1. To understand contemporary theories and practices in human resource management. 2. To analyze motivational techniques, recruitment practices, and HR planning strategies. 3. To apply psychological principles in organizational development and employee engagement. 4. To evaluate legal, ethical, and cross-cultural considerations in HR policies. 		
Course Outcomes:		Mapped to PSO	
	CO 1.Explain models and functions of HRM in organizational settings.	PSO1	
	CO 2. Identify and apply HR planning and motivational strategies in practical scenarios.	PSO3	
	CO 3. Analyze organizational policies and workforce dynamics using psychological theories.	PSO2	
	CO 4. Evaluate training programs, diversity management, and global HR trends.	PSO5	
Content:		No of	Mapped
			Cognitive

		hours	to CO	Level
Module 1:	<p>NATURE OF HUMAN RESOURCE MANAGEMENT</p> <ol style="list-style-type: none"> 1. Nature and functions of Human Resource Management. 2. Human resource Models: Fombrun model, Harvard model, Guest model, Warwick model, Ulrich model. 3. Context of Human Resource Management: External forces, Technology, Cultural forces, Internal forces. 4. Integrating HR strategy with Business strategy: Strategic human resource management, Integrating HR with strategic management, Benefits and challenges of strategic management. 	15	CO1	K2
Module 2:	<p>HUMAN RESOURCE PLANNING</p> <ol style="list-style-type: none"> 1. The planning process: Environmental scanning, organizational objectives and policies, HR demand forecast, Managerial judgment, HR supply forecast, HR programming, HR plan implementation, Control and evaluation. 2. Job design and Job evaluation: Job design approaches, Significance, Factors influencing job designs, Job evaluation process, Wage survey, Employee classification. 3. Recruitment: Nature, Process, Evaluation and control. 4. Selection: Nature, Process, Evaluation, Barriers. 	15	CO2	K3
Module 3:	<p>INDUSTRIAL RELATIONS, DISPUTES AND TRADE UNIONS</p> <ol style="list-style-type: none"> 1. Industrial Relations: Nature, Industrial relations strategy, Approaches – Systems approach, Unitary approach, Pluralistic approach, Marxist approach. 2. Industrial disputes: Nature, Manifestation, Settlement. 3. Trade Unions: Movement in India, Major Unions, Trends, Managing trade unions. 4. Labor laws: Nature and need of labor laws, Principles of labor legislations, Trade Union legislation, The Industrial Disputes act (1947), The Payment of Wages Act (1936), The Factories Act (1948), The Employee' Compensation Act (1923). 	15	CO3	K4
Module 4:	DEVELOPMENTS IN HUMAN RESOURCE MANAGEMENT	15	CO4	K5

	<ol style="list-style-type: none"> 1. New frontiers: Non-hierarchical structure, Attitude and emotions, Team design and analysis, Employee referrals, Employees for lease, Outsourcing, Moon-lighting by employees, Dual career groups, Flexitime. 2. Knowledge management and Learning organizations: Individual knowledge conversion process, Organizational knowledge creation process, Knowledge management process and benefits; Need for organizational learning, Characteristics, Quality circles, Total Quality Management. 3. Virtual organizations and Human resource management: Concept, Characteristics, Human resource trends. 4. Managing global human resources: The internalization of business, Global differences and similarities in HR practices, Staffing the global organization, Training and maintaining expatriate employees, Equal employment opportunity responsibilities of multinational employers. 			
Pedagogy:	<ol style="list-style-type: none"> 1. Lecturing and Teaching 2. Audio-Visual Teaching Tools 3. Case Discussion 4. Experiential Exercises 5. Industry Based Assignments 			
Texts:	<ol style="list-style-type: none"> 1. Aswathappa, K. (2017). Human resource management: Text and cases (8thed.).Chennai: McGraw Hill Education (India) Private Limited. 2. Azmi, F. T. (2019). Strategic Human Resource Management: Text and Cases. Cambridge University Press. 3. Bratton, J., & Gold, J. (2017). Human resource management: Theory and practice (6thed.). New York: Palgrave Macmillan. 4. Dessler, G., & Varrkey, B. (2020). Human Resource Management, (16thed). Pearson Education India. 5. Kleiman, L. (2012). Human resource management: A managerial tool for competitive advantage (6thed.). US: Kendall Hunt Publishing. 6. Robbins, S. P., Verhulst, S. L., & Decenzo, D. A. (2016). Human resource management (12thed.). Singapore: John Wiley & Sons. 			
References/ Readings:	<ol style="list-style-type: none"> 1. Durai, P. (2016). Human resource management (2ed.). India: Pearson India Education Services Pvt. Ltd. 2. Jain, T. K., & Chugh, P. (2011). Human resource management. Jaipur: Garima Publications. 			

	3. Sinha, P.R., Shekhar, P. S., & Sinha, B. I. (2017). Industrial relations, trade unions and labour legislations (3rd ed.). India: Pearson India Education Services Pvt. Ltd.
Web Resources:	<ol style="list-style-type: none"> 1. Journal of Human Resource Management – HR Advances and Developments. (n.d.). Retrieved May 27, 2025, from https://www.jhrm.eu/ 2. Open Journal of Human Resource Management. (n.d.). Retrieved May 27, 2025, from https://sryahwapublications.com/journals/open-journal-of-human-resource-management 3. Human Resources Management and Services. (n.d.). Retrieved May 27, 2025, from https://ojs.piscomed.com/index.php/HRMS 4. Current Human Resource. (n.d.). Retrieved May 27, 2025, from https://accscience.com/journal/CHR 5. Human Resource Management Journal. (n.d.). Retrieved May 27, 2025, from https://onlinelibrary.wiley.com/journal/17488583

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SEMESTER II

Discipline Specific Core Courses

Title of the Course	Personality theories	
Course Code	PSY-5004	
Number of Credits	4	
Theory/Practical	Theory	
Level	500	
Effective from AY	2025-2026	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none">1. To introduce major schools of thought and theoretical perspectives in personality psychology.2. To compare and contrast classic and contemporary personality theories.3. To analyze human personality through psychodynamic, trait, humanistic, and cognitive-behavioral lenses.4. To evaluate the scientific basis, applicability, and limitations of personality theories.	
Course Outcomes:	CO 1. To evaluate the scientific basis, applicability, and limitations of personality theories.	Mapped to PSO PSO1
	CO 2. To evaluate the scientific basis, applicability, and limitations of personality theories.	PSO1, PSO2

	CO 3. To evaluate the scientific basis, applicability, and limitations of personality theories.		PSO3	
	CO 4. To evaluate the scientific basis, applicability, and limitations of personality theories.		PSO5	
	CO 5. To evaluate the scientific basis, applicability, and limitations of personality theories.		PSO4, PSO6	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	INTRODUCTION TO PERSONALITY AND TRAIT THEORIES 1. Definition, Nature and Functions of Personality 2. Theoretical orientation to personality study and research: Bio Psycho-Social and Gestalt Approaches 3. Type and Trait Theories: Hippocrates and Body Humors, William Sheldon and body types, Ernest Kretschmer and body physique, Gordon Allport, Raymond Cattell	15	CO1, CO2	K2, K4
Module 2:	HUMANISTIC AND EXISTENTIAL THEORIES 1. Abraham Maslow 2. Carl Rogers 3. Rollo May	15	CO2, CO3	K3, K4
Module 3:	PSYCHOANALYSIS AND NEO-FREUDIAN THEORIES 1. Sigmund Freud 2. Carl Jung 3. Alfred Adler 4. Erik Erikson	15	CO2, CO4	K4, K5
Module 4:	SOCIO-COGNITIVE AND BEHAVIOURAL THEORIES 1. B.F. Skinner 2. Albert Bandura 3. Cognitive Behavioural Approaches: Aaron Beck, Albert Ellis	15	CO4, CO5	K5, K6
	*Note: NOTE: All the theories will cover the following: • Theoretical orientation and concepts • Assessment techniques			

	<ul style="list-style-type: none"> • Implications: strength, weakness, application 			
Pedagogy:	<ol style="list-style-type: none"> 1. Lecturing and Teaching 2. Audio Visual Teaching tools 3. Case Conferences 4. Personality Assessment tools 5. Quiz 			
Texts:	<ol style="list-style-type: none"> 1. Carver, C. S., and Scheler, M.F. (2016) Perspectives on personality (8thed.). Pearson. 2. Engler, Barbara. (2014). Personality theories (7thed.). USA: Houghton Mifflin Company. 3. Pervin, L.A. (2003). The science of personality (2nded.). USA: Oxford University Press. 4. Ryckman, R.M., (2014). Theories of personality (10thed.). New Delhi: Cengage Learning, 5. Schultz, D.P., & Schultz, S.E., (2017). Theories of personality (11thed.). New Delhi: Cengage Learning. 			
Web Resources:	<ol style="list-style-type: none"> 1. Allen, C. (n.d.). The Balance of Personality. Open Textbook Library. Retrieved May 27, 2025, from https://open.umn.edu/opentextbooks/textbooks/the-balance-of-personality 2. Allen, C. (n.d.). Personality Theory in a Cultural Context. Open Textbook Library. Retrieved May 27, 2025, from https://open.umn.edu/opentextbooks/textbooks/personality-theory-in-a-cultural-context 3. Bay Path University. (n.d.). PSY321 Course Text: Theories of Personality. Retrieved May 27, 2025, from https://open.baypath.edu/psy321book/ 4. Atlantic International University. (n.d.). Theories of Personality. Retrieved May 27, 2025, from https://courses.aiu.edu/Theories%20of%20Personality.html 5. Boeree, C. G. (n.d.). Personality Theories. Shippensburg University. Retrieved May 27, 2025, from https://webspace.ship.edu/cgboer/perscontents.html 			

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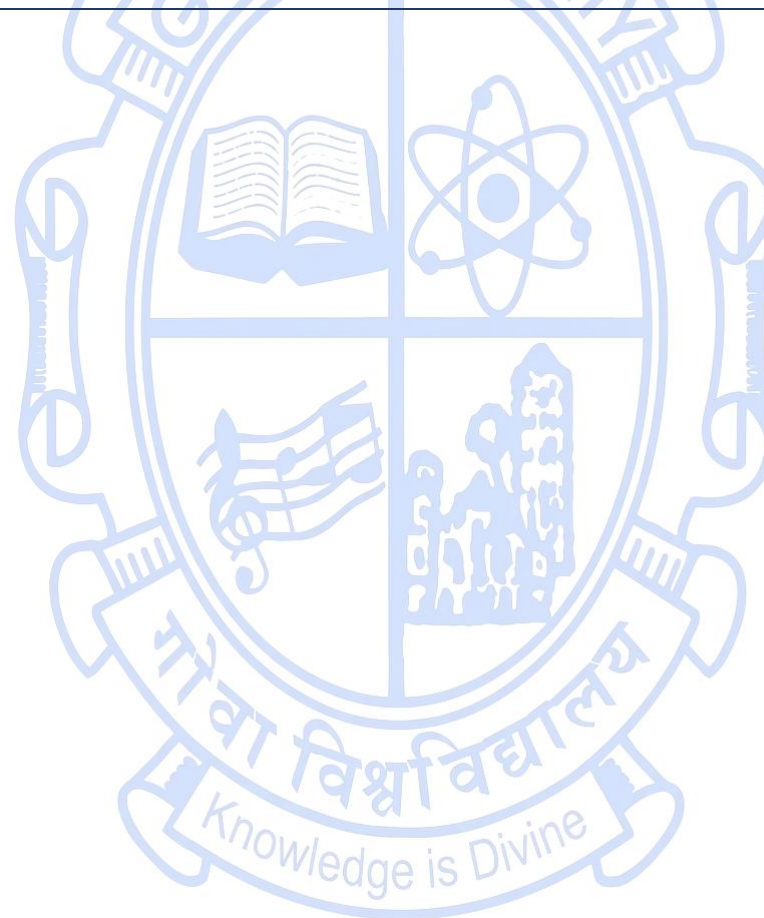
Title of the Course	Psychotherapy	
Course Code	PSY-5005	
Number of Credits	4	
Theory/Practical	Theory	
Level	500	
Effective from AY	2025-2026	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To understand major theoretical approaches in psychotherapy and their underlying principles. 2. To examine the counseling process, goals, techniques, and ethical practices within different schools of psychotherapy. 3. To develop competency in selecting and applying intervention strategies suited to client needs. 4. To analyze and evaluate the strengths, limitations, and cultural appropriateness of various therapeutic modalities. 	
Course Outcomes:		Mapped to PSO
	CO 1. Describe and compare the key principles of diverse psychotherapy approaches.	PSO1
	CO 2. Analyze the counseling process and therapeutic relationship across different approaches.	PSO2, PSO5

	CO 3. Apply appropriate therapeutic techniques to address specific psychological conditions.			PSO3
	CO 4. Evaluate the effectiveness and ethical relevance of intervention strategies in various contexts.			PSO5, PSO6
	CO 5. Design integrative treatment plans combining evidence-based methods and client-centered practices.			PSO4, PSO6
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	PSYCHOTHERAPY: ANALYTICAL APPROACHES 1. Counselling theory, competency and treatment planning 2. Psychoanalysis 3. Transactional analysis	15	CO1, CO2	K1, K2, K4
Module 2:	PSYCHOTHERAPY: HUMANISTIC-EXISTENTIAL APPROACHES 1. Person centered counselling and psychotherapy 2. Existential counselling and psychotherapy 3. Gestalt counselling and psychotherapy	15	CO1, CO2, CO3	K2, K3, K4
Module 3:	PSYCHOTHERAPY: ACTION-ORIENTED APPROACHES 1. Behaviour therapy 2. Cognitive –behaviour therapy 3. Rational Emotive behaviour therapy 4. Evidence-based cognitive behavioural approaches: dialectical behaviour therapy and Trauma focused cognitive behavioural therapy	15	CO2, CO3, CO4	K3, K4, K5
Module 4:	PSYCHOTHERAPY: POST MODERN APPROACHES 1. Solution-based approach 2. Narrative and Collaborative approaches 3. Feminist and multicultural counselling and psychotherapy	15	CO3, CO4, CO5	K4, K5, K6
	NOTE: All the therapies will cover the following: • Concepts • Overview of the counseling process			

	<ul style="list-style-type: none"> • Counselling relationship • Goal setting • Interventions and special concerns in therapy 			
Pedagogy:	<ol style="list-style-type: none"> 1. Lecturing and Teaching 2. Audio Visual Teaching Tools 3. Case Discussion 4. Experiential Learning 5. Interactive Activity 			
Texts:	<ol style="list-style-type: none"> 1. Bholra, P., Duggal, C., & Isaac, R. (2022). Reflective Practice and Professional Development in Psychotherapy. SAGE Publishing India. 2. Chamberlain, L. L. (2020). Practicing Psychotherapy: Lessons on Helping Clients and Growing as a Professional. Routledge. 3. Corey, G. (2019). Theory and practice of counseling and psychotherapy. (10thed.) Cengage Learning India. 4. Gehart, D. R. (2016). Theory and treatment planning in counseling and psychotherapy. Cengage India. 5. Gehart, D. R. (2017) Mastering competencies in family therapy : A practical approach to theories and clinical case documentation. (3rded.). Belmont, CA : Brooks/Col 6. Seligman, L. &Reichenberg, L.W. (2013). Theories of Counseling and psychotherapy: systems, strategies, and skills. (4thed.). Pearson. 7. Sharf, R. S. (2014). Theories of psychotherapy and counselling: Concepts and cases. Pacific Grove: Brooks/Cole Pub. Co. 			
References/ Readings:	<ol style="list-style-type: none"> 1. George, R. and Cristiani, T. (1995). Counseling: Theory and practice. Old Tappen, United States: Pearson Education, p.28. 2. James, R. K., & Gilliland, B. E. (2003). Theories and strategies in counseling and psychotherapy (5th ed.). Needham Heights, MA, US: Allyn& Bacon. 3. Prochaska, J. O., & Norcross, J. C. (2003). Systems of psychotherapy: A transtheoretical analysis. Pacific Grove, CA: Brooks/Cole Pub. 			
Web Resources:	<ol style="list-style-type: none"> 1. Research in Psychotherapy: Psychopathology, Process and Outcome. (n.d.). Research in Psychotherapy: Psychopathology, Process and Outcome. Retrieved May 27, 2025, from https://www.researchinpsychotherapy.org/ 2. Journal of Contemporary Psychotherapy. (n.d.). Journal of Contemporary Psychotherapy. Retrieved May 27, 2025, from https://link.springer.com/journal/10879 			

3. International Journal of Psychotherapy Practice and Research. (n.d.). International Journal of Psychotherapy Practice and Research. Retrieved May 27, 2025, from <https://openaccesspub.org/journal/international-journal-of-psychotherapy-practice-and-research>
4. American Psychological Association. (n.d.). Psychotherapy. Retrieved May 27, 2025, from <https://www.apa.org/pubs/journals/pst>
5. International Psychotherapy Institute. (n.d.). IPI E-Books. Retrieved May 27, 2025, from <https://www.freepsychotherapybooks.org/>

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Title of the Course	Applied Positive Psychology
Course Code	PSY-5006
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2025-2026
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

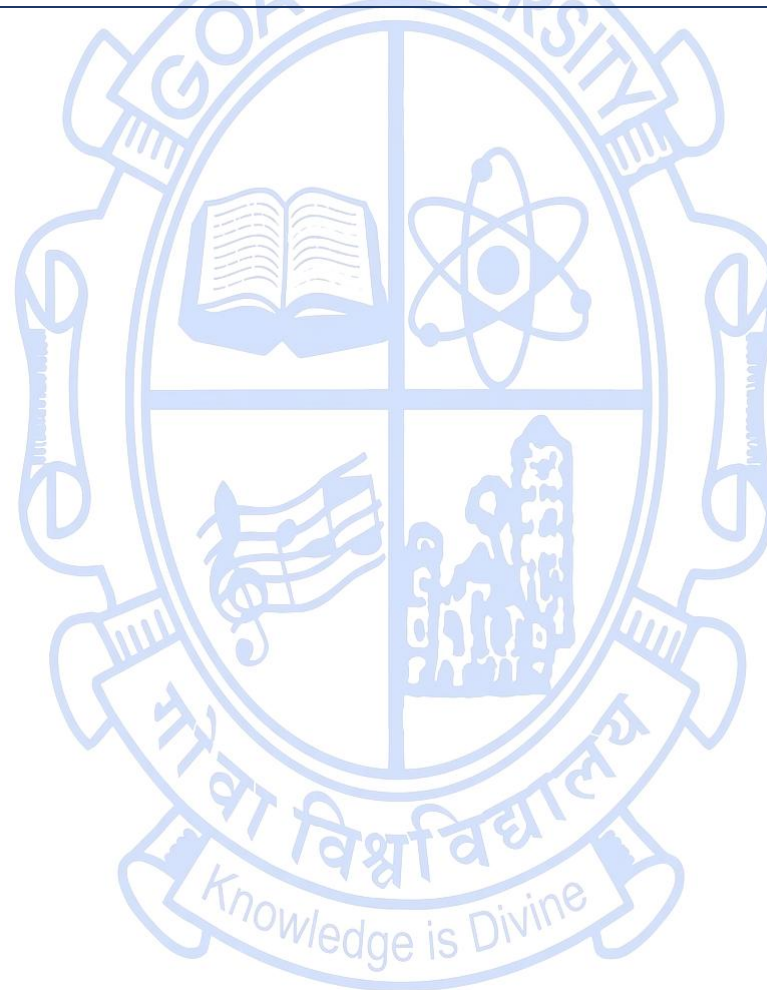
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To understand the foundational principles and evolution of positive psychology. 2. To examine major positive psychological constructs such as gratitude, forgiveness, empathy, and creativity. 3. To apply evidence-based positive psychology interventions across diverse populations and contexts. 4. To evaluate the effectiveness and challenges of implementing positive psychological interventions. 	
Course Outcomes:	.	Mapped to PSO
	At the end of this course, the student will be able to:	
	CO 1. Explain the core theories, constructs, and challenges of positive psychology interventions.	PSO1
	CO 2. Apply gratitude, forgiveness, and empathy interventions in clinical and community contexts.	PSO3
	CO 3. Analyze the relevance and effectiveness of positive psychology interventions across	PSO2, PSO5

	populations			
	CO 4. Evaluate empirical research supporting various positive psychology strategies.		PSO5	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	INTRODUCTION TO POSITIVE PSYCHOLOGY 1. Positive psychology: Meaning, nature, Core theories and concepts, importance 2. The relationship between counseling psychology and positive psychology 3. General guidelines for developing positive psychological treatment plans 4. Challenges associated with implementing positive psychological interventions	15	CO1	K2
Module 2:	INTERVENTIONS IN POSITIVE PSYCHOLOGY - 1 1. Gratitude interventions: Interventions to increase gratitude in children, adolescents and adults 2. Positive psychological interventions for promoting forgiveness: Efficacious components of forgiveness interventions, unresolved questions about forgiveness interventions 3. Empathy-related interventions	15	CO2, CO4	K3, K5
Module 3:	INTERVENTIONS IN POSITIVE PSYCHOLOGY - 2 1. Creativity as a target and tool for positive interventions: Creativity as a tool for increasing well-being, building creativity-based positive interventions 2. Patience interventions to improve well-being: Defining and discriminating patience, possible applications of patience interventions 3. Positive family therapy interventions: Systems theory, positive family therapy, interventions in positive family therapy	15	CO2, CO3, CO4	K3, K4, K5
Module 4:	POSITIVE PSYCHOLOGY APPLICATION AMONG INDIVIDUALS, SPECIFIC POPULATIONS AND CONTEXTS 1. Applications of Positive Psychology to Individual Therapy. 2. Interventions across populations: Positive psychology for children, Clinical populations, chronic illnesses, substance abuse. 3. Interventions across contexts: Workplace, classroom, rehabilitation, community	15	CO3, CO4	K4, K5, K6

	4. Other Areas of Application: Online positive psychological interventions, social identity interventions, posttraumatic growth, resilience.			
Pedagogy:	<ol style="list-style-type: none"> 1. Lecturing and Teaching 2. Blended learning 3. Flipped Classroom/ Flipped learning 4. Cross-over learning 5. Experiential Learning 			
Texts:	<ol style="list-style-type: none"> 1. Magyar-Moe, J. L. (2009). Therapist's guide to positive psychological interventions. Academic press. 2. Dunn, D. S. (Ed.). (2017). Positive Psychology: Established and Emerging Issues. Routledge. 3. Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2018). Positive psychology: The scientific and practical explorations of human strengths. Sage Publications. 4. Parks, A. C., & Schueller, S. (Eds.). (2014). The Wiley Blackwell handbook of positive psychological interventions. John Wiley & Sons. 5. Proctor, C. (Ed.). (2017). Positive psychology interventions in practice. Springer. 6. Warren, M. A., & Donaldson, S. I. (2017). Scientific advances in positive psychology. Westport, Connecticut: Praeger Publishers. 7. Carr, A. (2013). Positive psychology: The science of happiness and human strengths. Routledge. 8. Joseph, S. (2015). Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life. John Wiley & Sons. 			
References/ Readings:	<ol style="list-style-type: none"> 1. Donaldson, S. I., Csikszentmihalyi, M., & Nakamura, J. (Eds.). (2011). Applied positive psychology: Improving everyday life, health, schools, work, and society. Routledge. 2. Lomas, T., Hefferon, K., & Ivtzan, I. (2014). Applied positive psychology: Integrated positive practice. Sage. 3. Snyder, C. R., Lopez, S. J., Edwards, L. M., & Marques, S. C. (Eds.). (2020). The Oxford handbook of positive psychology. Oxford university press. 			
Web Resources:	<ol style="list-style-type: none"> 1. International Journal of Applied Positive Psychology. (n.d.). International Journal of Applied Positive Psychology. Springer. Retrieved May 27, 2025, from https://link.springer.com/journal/41042 2. Journal of Applied Positive Psychology. (n.d.). European Journal of Applied Positive Psychology. National Wellbeing Service. Retrieved May 27, 2025, from https://www.nationalwellbeingsservice.com/journals/european-journal-of-applied-positive-psychology/ 3. PositivePsychology.com. (n.d.). PositivePsychology.com – Helping You Help Others. Retrieved May 27, 2025, 			

- from <https://positivepsychology.com/>
4. University of Pennsylvania. (n.d.). Authentic Happiness. Retrieved May 27, 2025, from <https://www.authentichappiness.sas.upenn.edu/>
 5. OER Commons. (n.d.). Positive Psychology. Retrieved May 27, 2025, from <https://oercommons.org/browse?f.keyword=positive-psychology>

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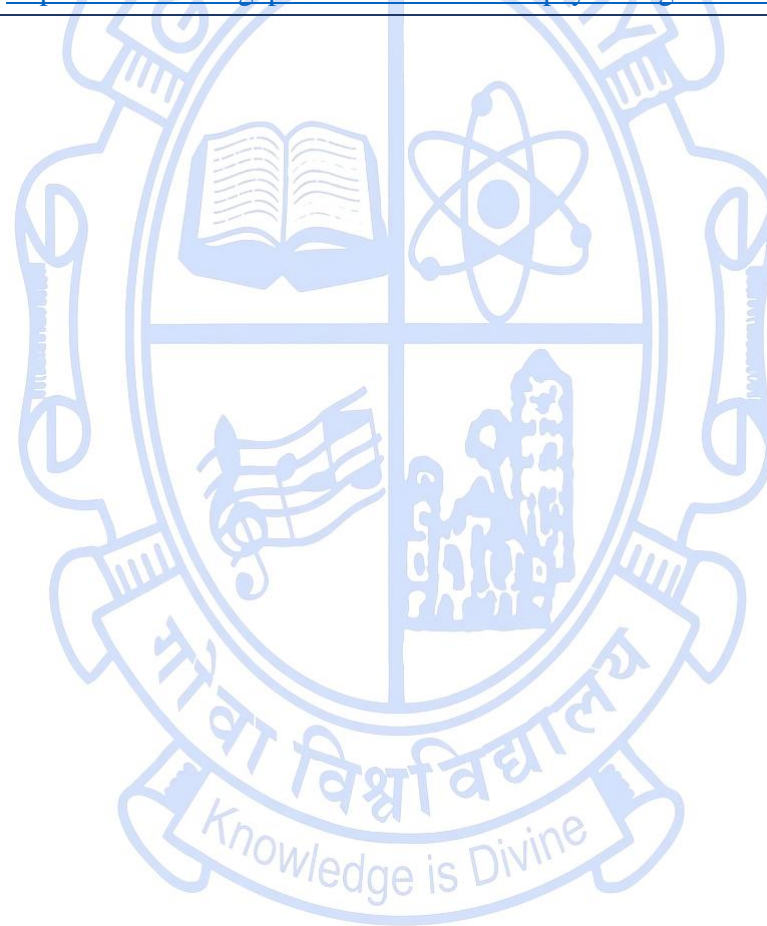


Title of the Course	Practicum: Tests in Psychology	
Course Code	PSY-5007	
Number of Credits	4	
Theory/Practical	Practical	
Level	500	
Effective from AY	2025-2026	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To develop hands-on skills in the administration and interpretation of psychological tests across age groups. 2. To apply standardized tests for assessing intelligence, aptitude, personality, and competencies. 3. To analyze psychological data for diagnostic and decision-making purposes in clinical and organizational settings. 4. To evaluate the psychometric properties and ethical use of psychological assessments. 5. To demonstrate professional reporting and documentation in psychological testing. 	
Course Outcomes:		Mapped to PSO
	CO 1. Administer and score intelligence and aptitude tests across age groups.	PSO3
	CO 2. Apply and interpret personality tests for children and adults.	PSO3, PSO5
	CO 3. Conduct specialized assessments for organizational and competency profiling.	PSO3, PSO5
	CO 4. Analyze projective testing data (e.g., TAT, Rorschach) for deeper personality insights.	PSO2, PSO5

	CO 5. Evaluate and report psychometric outcomes with professional accuracy and ethical compliance.		PSO4, PSO6	
Content:		No of hours	Mapped to CO	Cognitive Level
	<ol style="list-style-type: none"> 1. Intelligence testing – Adults 2. Intelligence testing - Children 3. Personality testing - Adults 4. Personality testing - Children 5. Aptitude testing 6. Organizational related testing 7. Psychological competency based testing 8. Projective testing - Thematic Apperception Test and Rorschach Inkblot Test <p>* The administration, scoring and interpretation of each test should be conducted.</p>	120	CO1, CO2, CO3, CO4, CO5	K3, K4, K5, K6
	<p>*Note: Assignment</p> <p>Each student should develop their own test. The newly developed test has to be administered on a minimum of 10 individuals. The item analysis, reliability, validity and norms are to be computed and reported in the journal.</p>			
Pedagogy:	<ol style="list-style-type: none"> 1. Lecturing and Teaching 2. Blended learning 3. Flipped Classroom/ Flipped learning 4. Cross-over learning 			
Texts:	<ol style="list-style-type: none"> 1. Hussain, A. (2012). Psychological testing. New Delhi: Pearson Education India 2. Miller, L.A., Lovler, R.L., & McIntire, S.A. (2015). Psychological testing: A practical approach. (4thed.). New Delhi: Sage Publications 3. Singh, A.K. (2017). Tests, measurements, and research methods in behavioural sciences. New Delhi: Bharati Bhawan Publishers and Distributers. 			
Web Resources:	<ol style="list-style-type: none"> 1. American Psychological Association. (n.d.). APA PsycTests. Retrieved May 27, 2025, from https://www.apa.org/pubs/databases/psyctests 			

2. Stoet, G. (n.d.). PsyToolkit. Retrieved May 27, 2025, from <https://www.psychtoolkit.org/>
3. American Psychological Association. (n.d.). APA Online Psychology Laboratory. Retrieved May 27, 2025, from <https://opl.apa.org/>
4. Open-access.network. (n.d.). Open Access in Psychology. Retrieved May 27, 2025, from <https://open-access.network/en/information/subject-specific-open-access/psychology>
5. Kline, T. J. B. (n.d.). Psychological Testing: A Practical Approach to Design and Evaluation. Retrieved May 27, 2025, from <https://methods.sagepub.com/book/mono/psychological-testing/toc>

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Discipline Specific Elective Courses

Title of the Course	Clinical Psychopathology-II	
Course Code	PSY-5204	
Number of Credits	4	
Theory/Practical	Theory	
Level	400	
Effective from AY	2025-2026	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	PSY-5201 Clinical Psychopathology – I	
Course Objectives:	<ol style="list-style-type: none"> 1. To deepen understanding of advanced psychological disorders and their classification. 2. To analyze complex clinical presentations in dissociative, personality, and substance-use disorders. 3. To apply diagnostic frameworks for multifaceted and comorbid conditions. 4. To evaluate integrative treatment approaches suitable for diverse populations. 	
Course Outcomes:		Mapped to PSO
	CO 1. Explain and differentiate advanced categories of psychopathology.	PSO1
	CO 2. Analyze diagnostic challenges and overlapping symptoms in comorbid conditions.	PSO2
	CO 3. Apply DSM-5 criteria for classification of personality, sleep, and addiction disorders.	PSO3

	CO 4. Evaluate interventions and clinical pathways across psychopathological conditions.		PSO5	
	CO 5. Integrate biopsychosocial insights into case formulations.		PSO4, PSO6	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	DISSOCIATIVE, SOMATIC AND SEXUAL DISORDERS 1. Dissociative disorders 2. Somatic symptom and related disorders 3. Sexual dysfunctions	15	CO1, CO2, CO4	K1, K2, K4, K5
Module 2:	PERSONALITY DISORDERS 1. Cluster A Personality Disorders 2. Cluster B Personality Disorders 3. Cluster C Personality Disorders	15	CO1, CO2, CO3	K1, K2, K3, K4
Module 3:	FEEDING, ELIMINATION AND SLEEP DISORDERS 1. Feeding and Eating disorders 2. Elimination disorders 3. Sleep-wake disorders	15	CO1, CO3, CO4	K1, K2, K3, K5
Module 4:	SUBSTANCE RELATED AND ADDICTIVE DISORDERS 1. Substance-related disorders 2. Addictive disorders	15	CO1, CO3, CO5	K1, K2, K3, K6
	*NOTE: All the disorders will cover the following: <ul style="list-style-type: none"> • Clinical presentation • Diagnostic criteria • Etiology • Treatment 			
Pedagogy:	1. Lecturing and Teaching 2. Blended learning			

	<ol style="list-style-type: none"> 3. Flipped learning 4. Crossover Learning 5. Experiential learning
Texts:	<ol style="list-style-type: none"> 1. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: American Psychiatric Publishing. 2. Butcher, J. N., Mineka, S., & Hooley, J. M. (2018). Abnormal psychology (17th edition). Boston: Pearson. 3. Dziegielewski, S. F. (2014). DSM-5 in action (3rd ed.). Hoboken, NJ: John Wiley & Sons. 4. Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M. (2014). Abnormal psychology. New Jersey: John Wiley & Sons. 5. Mulherin, K. L. (2014). Introduction to abnormal psychology. USA: Asia Pacific holdings Private Limited. 6. Sadock, B. J., Sadock, V. A., & Ruiz, P. (2017). Kaplan & Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry. Philadelphia: Wolters Kluwer. 7. Whitbourne, S. (2021). Abnormal Psychology: Clinical Perspectives on Psychological disorders. (9th Edition). Noida, U.P.: Mc Graw Hill
References/ Readings:	<ol style="list-style-type: none"> 1. Comer, R.J. (2012). Abnormal psychology. New York, NY: Worth. 2. Craighead, W. E. (2017). Psychopathology: History, diagnosis, and empirical foundations (2nd ed.). John Wiley & Sons. 3. Davison, G. C., & Neale, J. M. (2001). Abnormal psychology. New York: John Wiley. 4. Sperry, L., Carlson, J., & Sperry, J. (2014). Psychopathology and psychotherapy: DSM-5 diagnosis, case conceptualization, and treatment (3rd ed.). Routledge
Web Resources:	<ol style="list-style-type: none"> 1. National Institute of Mental Health. (n.d.). Brochures and Fact Sheets. Retrieved May 27, 2025, from https://www.nimh.nih.gov/health/publications 2. Bridley, A., & Daffin, L. W. Jr. (n.d.). Fundamentals of Psychological Disorders (3rd ed.). Open Textbook Library. Retrieved May 27, 2025, from https://open.umn.edu/opentextbooks/textbooks/890 3. BMC Psychiatry. (n.d.). BMC Psychiatry. BioMed Central. Retrieved May 27, 2025, from https://bmcp psychiatry.biomedcentral.com/ 4. Journal of Psychological Disorders. (n.d.). Journal of Psychological Disorders. Open Access Pub. Retrieved May 27, 2025, from https://openaccesspub.org/journal/psychological-disorders

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Title of the Course	Psychology of Addiction	
Course Code	PSY-5205	
Number of Credits	4	
Theory/Practical	Theory	
Level	400	
Effective from AY	2025-2026	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To understand the psychological, neurobiological, and social models of addiction. 2. To identify symptoms, classifications, and impact of substance-related and behavioral addictions. 3. To apply evidence-based interventions and recovery models in addiction counseling. 4. To evaluate ethical concerns and relapse prevention strategies. 	
Course Outcomes:		Mapped to PSO
	CO 1. Describe addiction models and their theoretical underpinnings.	PSO1
	CO 2. Classify psychotropic drugs and addictive behaviors as per DSM-V.	PSO1
	CO 3. Apply counseling strategies like CBT and motivational interviewing for addiction recovery.	PSO3
	CO 4. Evaluate effectiveness of prevention and relapse models.	PSO5

Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	<p>ADDICTION: A COMPREHENSIVE APPROACH</p> <ol style="list-style-type: none"> 1. Addiction: Definition, Signs and Symptoms 2. Models of Addictions: Social Model, Physiological Model, Intrapsychic Model, Behavioral Model, Biopsychosocial Model. 3. Risk and Protective Factors for Addiction 4. Legal and Ethical Aspects of Addiction Counselling 	15	CO1, CO4	K2, K5
Module 2:	<p>SUBSTANCE ABUSE AND ADDICTION</p> <ol style="list-style-type: none"> 1. Classification of Drugs of Abuse 2. Substance-related and Addictive Disorders: DSM V Classification 3. Subjective Aspects of Drug Use: Craving, Intoxication, Cognitive Deficits. 4. Physiology and Pharmacology: Body and Alcohol; Ingestion, Absorption, Excretion, Metabolism, Alcohol and Behaviour; Tolerance, Synergism, Effects on Blood Vessels 	15	CO2	K1, K2
Module 3:	<p>ADDICTION: THE FAMILY DISEASE</p> <ol style="list-style-type: none"> 1. Addiction and Mental Health: Association between Substance Misuse and Psychosis, Prevalence, Outcomes Associated with Addiction 2. Short- and Long-term Effects on Health: Fatal Alcohol Effects 3. Substance Misuse in Older Adults: Illicit Drug Use, Medication Misuse, Assessment of Older People with Substance Misuse, Using & Evaluating Health and Social Outcomes 4. Family and Addiction: Impact on Children, Co-Dependency, Family 	15	CO2, CO4	K2, K5
Module 4:	<p>TREATMENT AND RECOVERY PROCESS</p> <ol style="list-style-type: none"> 1. Using CBT to Treat Addictions 2. Alcoholics Anonymous and 12 Steps Therapy 3. Narrative Identity and Change: Addiction & Recovery; Narrative Therapy, Client Talk, Generating Narrative, Narratives of Recovery, Interviewing; Change Talk, The four Motivational Interview Processes, Core Motivational Interview Skills 	15	CO3, CO4	K3, K5

	4. Relapse Prevention: Models and Prevention Counselling, Building a Support System in Communication, Psycho- Social Care			
Pedagogy:	<ol style="list-style-type: none"> 1. Lecturing and Teaching 2. Audio Visual Teaching Tools 3. Simulated Case discussion 4. Field trips 			
Texts:	<ol style="list-style-type: none"> 1. Abadinsky, H. (2018). Drug use and abuse (9th ed.). Boston: Cengage Learning. 2. Chandler, C. S. (2018). Addiction psychology: Theory, intervention and practical issues. New Delhi: Sage Publications. 3. Davis, P., Patton, Robert.,& Jackson, S. (2017). Addiction Psychology and Treatment. New Jersey: John Wiley and Sons. 4. DiClemente, C.C. (2018). Addiction and Change: How Addictions Develop and Addicted People Recover (2nd ed.). New York: Guilford Press. 5. Maisto, S., Galizio, M. & Connors, G. (2019). Drug use and abuse (8thed.). Boston: Cengage Learning. 			
References/ Readings:	<ol style="list-style-type: none"> 1. Moss, A., & Dyer, K. (2010). Psychology of addictive behavior. London: Red Globe Press. 2. Svanberg, J. (2018). The psychology of addiction. London: Routledge, Taylor & Francis Group. 3. West, R. (2013). Theory of addiction. New Jersey: John Wiley and Sons. 			
Web Resources:	<ol style="list-style-type: none"> 1. Iris Publishers. (n.d.). Open Access Journal of Addiction and Psychology. Retrieved May 27, 2025, from https://irispublishers.com/oajap/ 2. American Psychological Association. (n.d.). Psychology of Addictive Behaviors. Retrieved May 27, 2025, from https://www.apa.org/pubs/journals/adb 3. Springer. (n.d.). International Journal of Mental Health and Addiction. Retrieved May 27, 2025, from https://link.springer.com/journal/11469 4. Akadémiai Kiadó. (n.d.). Journal of Behavioral Addictions. Retrieved May 27, 2025, from https://akjournals.com/view/journals/2006/2006-overview.xml 5. BioMed Central. (n.d.). Addiction Science & Clinical Practice. Retrieved May 27, 2025, from https://www.publichealth.org/resources/addiction/ 			

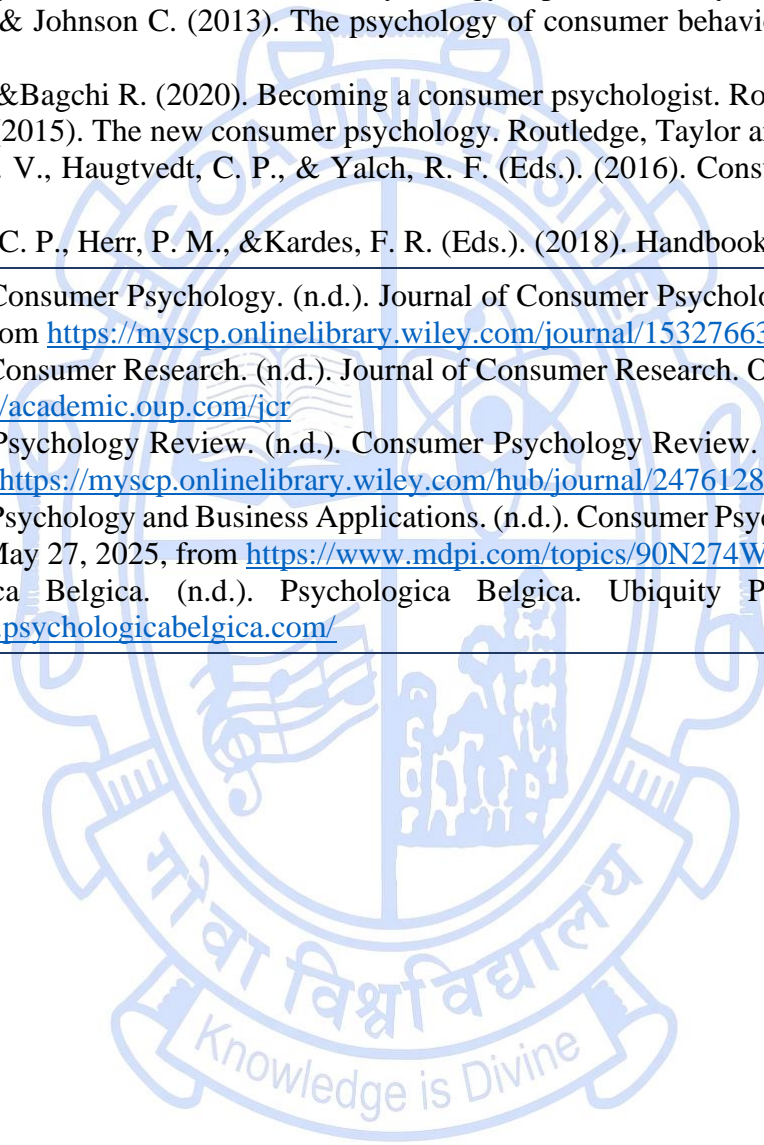
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Title of the Course	Consumer Psychology	
Course Code	PSY-5206	
Number of Credits	4	
Theory/Practical	Theory	
Level	400	
Effective from AY	2025-2026	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To understand the psychological principles underlying consumer behavior and decision-making. 2. To analyze how internal (individual) and external (social/cultural) factors influence consumer choices. 3. To apply psychological theories to marketing, advertising, and digital consumer engagement. 4. To evaluate communication strategies, persuasion tactics, and the role of opinion leaders in marketing. 5. To assess cross-cultural and ethical issues in consumer psychology and marketing strategies. 	
Course Outcomes:		Mapped to PSO
	CO 1. Explain the concepts of consumer behavior, segmentation, and decision-making processes.	PSO1
	CO 2. Analyze how individual-level factors (motivation, perception, learning, personality) shape consumer behavior.	PSO2
	CO 3. Apply psychological principles in designing effective communication and marketing	PSO3

	strategies.			
	CO 4. Evaluate the influence of media, reference groups, and persuasion on consumer attitudes and behaviors.		PSO5	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	CONSUMERS, MARKETERS AND CONSUMER DECISION MAKING 1. Consumer behaviour and technology 2. Market segmenting and real time bidding 3. Consumer decision making process 7. Consumer research	15	CO1, CO2	K2, K4
Module 2:	CONSUMER PSYCHOLOGY – CONSUMER AS AN INDIVIDUAL 1. Consumer motivation and personality 2. Consumer perception and positioning 3. Consumer learning 4. Consumer attitude formation and change	15	CO2, CO3	K3, K4
Module 3:	COMMUNICATION AND CONSUMER BEHAVIOUR 1. Persuading consumers 2. From print and broadcast to social media and mobile marketing 3. Reference groups and communities, Opinion leaders and word-of mouth	15	CO3, CO4	K3, K5
Module 4:	CONSUMER PSYCHOLOGY – SOCIAL AND CULTURAL SETTINGS 1. Family and its social standing 2. Cultural values and consumer behaviour 3. Cross-cultural consumer behaviour	15	CO4	K5, K6
Pedagogy:	1. Lecturing and Teaching 2. Blended Learning 3. Flipped Classroom/Flipped Learning 4. Crossover learning 5. Experiential learning			
Texts:	1. Schiffman, L. G., Wisenblit, J., & Kumar, S. R. (2019). Consumer Behavior By Pearson. Pearson Education India.			

	<ol style="list-style-type: none"> 2. Jansson-Boyd, C.V. (2010). Consumer Psychology. Open University Press McGraaw hill – UK 3. Mullen, B. & Johnson C. (2013). The psychology of consumer behaviour. Lawrence Earlbaum Associates, New Jersey. 4. Monga, A. & Bagchi R. (2020). Becoming a consumer psychologist. Routledge, New York. 5. Whang, S. (2015). The new consumer psychology. Routledge, Taylor and Francis Group. London, New York. 6. Dimofte, C. V., Haugtvedt, C. P., & Yalch, R. F. (Eds.). (2016). Consumer psychology in a social media world. Routledge. 7. Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2018). Handbook of consumer psychology. Routledge.
Web Resources:	<ol style="list-style-type: none"> 1. Journal of Consumer Psychology. (n.d.). Journal of Consumer Psychology. Wiley Online Library. Retrieved May 27, 2025, from https://myscp.onlinelibrary.wiley.com/journal/15327663 2. Journal of Consumer Research. (n.d.). Journal of Consumer Research. Oxford Academic. Retrieved May 27, 2025, from https://academic.oup.com/jcr 3. Consumer Psychology Review. (n.d.). Consumer Psychology Review. Wiley Online Library. Retrieved May 27, 2025, from https://myscp.onlinelibrary.wiley.com/hub/journal/24761281 4. Consumer Psychology and Business Applications. (n.d.). Consumer Psychology and Business Applications. MDPI. Retrieved May 27, 2025, from https://www.mdpi.com/topics/90N274WW42 5. Psychologica Belgica. (n.d.). Psychologica Belgica. Ubiquity Press. Retrieved May 27, 2025, from http://www.psychologicabelgica.com/

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SEMESTER III

Research Specific Elective (RSE) Courses

Title of the Course	Quantitative Research Methods
Course Code	PSY-6000
Number of Credits	04
Theory/Practical	Theory
Level	500
Effective from AY	2026-2027
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No
Pre-requisites for the Course:	Nil
Course Objectives:	<ol style="list-style-type: none">1. Explain key quantitative research concepts, designs, and statistical techniques relevant for advanced research degrees (Ph.D.).2. Demonstrate the ability to apply quantitative methods in developing research reports, theses, dissertations, research papers, and academic articles.3. Employ quantitative tools and statistical procedures to conduct psychological research and interpret empirical data effectively.

	4. Critically evaluate quantitative research literature by assessing methodological rigor, statistical validity, and theoretical contributions.			
Course Outcomes:			Mapped to PSO	
	CO 1. Explain key concepts of quantitative research including variables, sampling, and research designs.		PSO1	
	CO 2. Formulate research questions and hypotheses suitable for quantitative investigation.		PSO2, PSO4	
	CO 3. Apply appropriate statistical methods to analyze psychological data.		PSO3, PSO4	
	CO 4. Use statistical software (e.g., SPSS) for data management and analysis.		PSO3, PSO5	
	CO 5. Critically evaluate published quantitative research studies for validity and reliability.		PSO5, PSO6	
Content:		No. of Hours	Mapped to CO	Cognitive Level
Module 1:	<p>FUNDAMENTALS OF RESEARCH</p> <ol style="list-style-type: none"> History of scientific research: Definition & Nature, characteristics & objectives, importance of research. Types of research: Descriptive vs. Analytical, Applied vs. Basic, Quantitative vs. Qualitative, and Conceptual vs. Empirical, criteria of good research. Research problem: selecting & defining the problem, importance of literature review: primary and secondary sources, research databases, web as a source, critical literature review, identifying research gaps for further research. Research Process: Model of the research process: Formulation of a problem, Review of the existing literature, development of working hypothesis, Preparation of research design, Data collection & analysis, Testing of hypothesis, Data Interpretation, Report writing. 	15	CO1, CO2	K1, K2, K4
Module 2:	<p>PROCESS OF QUANTITATIVE RESEARCH</p> <ol style="list-style-type: none"> Conceptualization, operationalization and measurement; Causality and experimentation; 	15	CO1, CO2, CO3	K1, K3, K4

	<ol style="list-style-type: none"> 2. Definition and nature of variables; operational definitions, types of variables; Independent, Dependent, control and subject variables, manipulation and control of variables 3. Steps in quantitative research: hands on experience in developing a problem statement and a working hypothesis in psychological research. 4. Quantitative analysis in psychological research 			
Module 3:	<p>SAMPLING TECHNIQUES AND DATA COLLECTION</p> <ol style="list-style-type: none"> 1. Population and sample: Basic assumptions; Sampling distribution; Sampling techniques: probability and non-probability sampling methods 2. Methods of data collection: observational methods, surveys, questionnaires, interviewing methods, case study methods, and psychometric tests. 3. Uses of Computers in Research: Internet, Data Organization, Computer and its role in research. 	15	CO1, CO2, CO3	K3, K4
Module 4:	<p>EXPERIMENTAL DESIGNS</p> <ol style="list-style-type: none"> 1. Types of Research Designs 2. Pre-Experimental Designs 3. True Experimental Designs 4. Quasi Experimental Designs 5. Small n Designs 	15	CO1, CO3, CO5	K4, K5
Pedagogy:	<ol style="list-style-type: none"> 1. Lecture method 2. Blended Learning 3. Flipped Classrooms/Flipped Learning 4. Crossover Learning. 5. Experiential Learning. 			
Texts:	<ol style="list-style-type: none"> 1. Coolican, H. (2014). Research methods and statistics in psychology. London, UK: Routledge. 2. Elmes, D. G., Kantowitz, B. H., & Roediger, H. L., III. (2011). Research methods in psychology (9th ed.). Belmont, CA: Cengage Learning. 3. Goodwin, K. A., & Goodwin, C. J. (2018). Research in psychology: Methods and design (8th ed.). Hoboken, NJ: Wiley. 4. Gravetter, F. J., & Forzano, L. B. (2015). Research methods for the behavioral sciences (5th ed.). Boston, MA: 			

	Cengage Learning.
References/ Readings:	<ol style="list-style-type: none"> 1. Breakwell, G. M., Wright, D. B., & Barnett, J. (2020). <i>Research methods in psychology</i> (5th ed.). London, UK: Sage Publications Limited. 2. Bordens, K., & Abbott, B. B. (2010). <i>Research design and methods: A process approach</i>. New York, NY: McGraw-Hill Humanities/Social Sciences/Languages. 3. Kerlinger, F. N. (2017). <i>Foundations of behavioral research</i>. New Delhi, India: Surjeet Publications. 4. Kothari, C. (2004). <i>Research methodology: Methods and techniques</i>. New Delhi, India: New Age International Publishers. 5. Kumar, R. (1999). <i>Research methodology: A step-by-step guide for beginners</i>. London, UK: SAGE Publications. 6. Shaughnessy, J. J., & Zechmeister, E. B. (2008). <i>Research methods in psychology</i>. New York, NY: McGraw-Hill Humanities, Social Sciences & World Languages.
Web Resjources:	<ol style="list-style-type: none"> 1. APA - Free APA Journal Articles https://www.apa.org/pubs/highlights/sample 2. Coursera/edX Free Courses: <i>Methods and Statistics in Social Sciences Specialization</i> (University of Amsterdam – Coursera). <i>Quantitative Methods for Psychology</i> (edX). 3. Open Textbook Library https://open.umn.edu/opentextbooks/textbooks/research-methods-in-psychology-3rd-american-edition 4. Researchgate Chapter https://www.researchgate.net/publication/338384492 Chapter 7 METHODS OF RESEARCH IN PSYCHOLOGY

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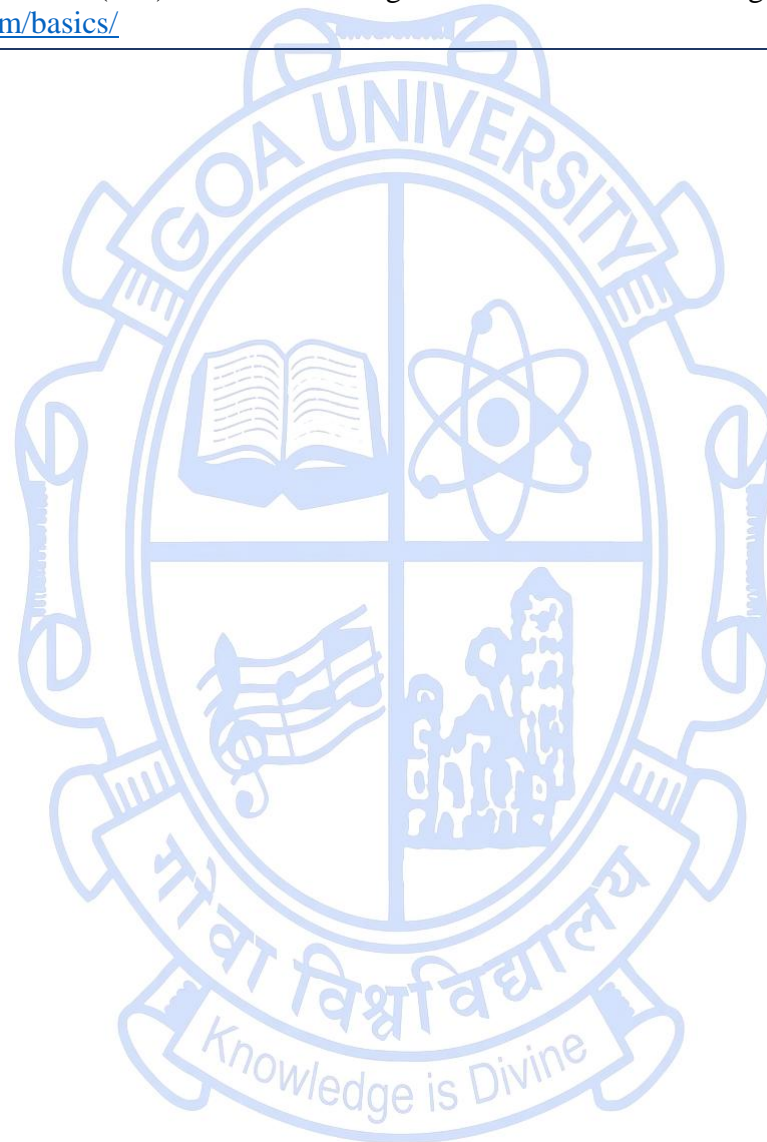
Title of the Course	Statistics in Psychology	
Course Code	PSY-6001	
Number of Credits	4	
Theory/Practical	Theory	
Level	500	
Effective from AY	2026-2027	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To understand fundamental concepts of descriptive and inferential statistics. 2. To apply statistical techniques using SPSS for data management and analysis. 3. To analyze relationships between variables using correlation, regression, and hypothesis testing. 4. To evaluate and interpret statistical results, including multivariate techniques such as factor analysis. 	
Course Outcomes:		Mapped to PSO
	CO 1. Describe fundamental statistical concepts, distributions, and measures of central tendency and variability	PSO1
	CO 2. Use SPSS for data entry, cleaning, transformation, and computation of new variables.	PSO1, PSO3
	CO 3. Apply correlation, regression, and hypothesis testing to analyze relationships between variables.	PSO2, PSO3

	CO 4. Interpret and evaluate statistical results, including factor analysis, and critically assess their application in psychological research.		PSO2, PSO4, PSO5
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	<p>CONCEPTS IN STATISTICS AND SPSS</p> <ol style="list-style-type: none"> 1. Overview of Descriptive Statistics: Measures of Central Tendency and Variability. 2. Understanding Distributions: Discrete (Binomial, Poisson) and Continuous (Normal, t, F, Chi-square); Jointly Distributed Random Variables. 3. Statistical Inference: Concepts of Estimation and Hypothesis Testing. 4. Introduction to SPSS: Interface, Data Entry, Variable View, and Data Cleaning. 5. Advanced Data Handling in SPSS: Transforming Data, Recoding Variables, Computing New Variables. 	15	CO1, CO2 K1, K2, K3
Module 2:	<p>CORRELATION AND REGRESSION</p> <ol style="list-style-type: none"> 1. Correlation: Pearson's Product Moment Correlation, Special Correlations, Partial and Multiple Correlations. 2. Non-parametric Correlations: Kendall's tau, Spearman's rho. 3. Regression: Simple Linear and Multiple Regression—Concept, Assumptions, and Interpretation. 4. Applications of Correlation and Regression in Psychological Research. 5. Using SPSS for Correlation and Regression Analysis. 	15	CO3 K1, K2, K3, K4
Module 3:	<p>INFERENTIAL STATISTICS AND HYPOTHESIS TESTING</p> <ol style="list-style-type: none"> 1. Comparing Two Groups: t-tests for Independent and Dependent Samples. 2. Comparing Multiple Groups: One-way and Two-way ANOVA (Independent Means). 3. Non-parametric Tests: Chi-square (Goodness of Fit, Test of Independence), Mann–Whitney U, Wilcoxon Signed-Rank, Kruskal–Wallis Test. 4. Using SPSS for Parametric and Non-parametric Tests of Significance. 	15	CO3, CO4 K4, K5
Module 4:	<p>FACTOR ANALYSIS</p> <ol style="list-style-type: none"> 1. Concept and Purpose of Factor Analysis in Psychology. 	15	CO4 K1, K2, K4, K5,

	<ol style="list-style-type: none"> 2. Methods of Extraction and Rotation. 3. Exploratory vs. Confirmatory Factor Analysis – Concepts and Differences. 4. Demonstration: Conducting Factor Analysis on a Standardized Psychological Test. 5. Advantages and Limitations of Factor Analysis. 			K6
Pedagogy:	<ol style="list-style-type: none"> 1. Lecture Method 2. Audio-Visual Teaching Tools 3. Practical Demonstrations using SPSS 4. Flipped Classroom/Flipped Learning, 5. Crossover learning 6. Experiential learning. 			
Texts:	<ol style="list-style-type: none"> 1. Bluman, A. G. (2018). Elementary statistics: A step-by-step approach (9th ed.). New York, NY: McGraw-Hill Education. 2. Brace, N., Kemp, R., & Snelgar, R. (2016). SPSS for psychologists: A guide to data analysis using IBM SPSS (6th ed.). London, UK: Palgrave Macmillan. 3. Gaur, A. S., & Gaur, S. S. (2019). Statistical methods for practice and research: A guide to data analysis using SPSS (3rd ed.). New Delhi, India: SAGE Publications. 4. Gupta, S. C. (2019). Fundamentals of statistics (9th ed.). Mumbai, India: Himalaya Publishing House. 5. Kerlinger, F. N. (2012). Foundations of behavioral research (12th Indian reprint). New Delhi, India: Surjeet Publications. 			
References/ Readings:	<ol style="list-style-type: none"> 1. Pagano, R. R. (2012). Understanding statistics in the behavioral sciences (10th ed.). Belmont, CA: Cengage Learning. 2. Shanthi, R. (2019). Multivariate data analysis: Using SPSS and AMOS. Seattle, WA: Amazon Digital Services LLC. 3. Tabachnick, B. G., Fidell, L. S., & Ullman, J. B. (2019). Using multivariate statistics (7th ed.). Boston, MA: Pearson Education. 			
Web Resources:	<ol style="list-style-type: none"> 1. Navarro, D. J. (n.d.). Learning statistics with SPSS: A tutorial for psychology students and other beginners. LibreTexts. Retrieved from https://stats.libretexts.org/Workbench/Learning_Statistics_with_SPSS - A Tutorial for Psychology Students and Other Beginners 2. Laerd Statistics. (n.d.). Statistics tutorials and SPSS guides. Retrieved from https://statistics.laerd.com/(https://statistics.laerd.com/) 			

3. SPSS Tutorials. (n.d.). SPSS for beginners – The ultimate guide. Retrieved from <https://www.spss-tutorials.com/basics/>

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Title of the Course	Qualitative Research Methods	
Course Code	PSY-6002	
Number of Credits	4	
Theory/Practical	Theory	
Level	500	
Effective from AY	2026 -2027	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To explain foundational concepts, philosophies, and methodological traditions in qualitative research relevant for advanced research degrees such as Ph.D. 2. To apply qualitative research principles to plan and develop research reports, theses, dissertations, research papers, articles, and essays using appropriate qualitative approaches. 3. Use qualitative research methods—such as interviewing, observation, coding, and thematic analysis—to conduct and interpret psychological research. 4. Critically evaluate qualitative research studies in terms of methodological rigor, trustworthiness, ethical procedures, and interpretive depth. 	
Course Outcomes:		Mapped to PSO
	CO 1. Understand the nature and nuances of qualitative research	PSO1, PSO2
	CO 2. Apply the qualitative research fundamentals in psychological research	PSO2, PSO3, PSO5
	CO 3. Empowered in writing various research reports, thesis, dissertation, research papers, articles, essays using the qualitative approach	PSO4, PSO5

	CO 4. Equipped with qualitative research methods essential for pursuing research degrees.	PSO3, PSO5		
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	FOUNDATIONS OF QUALITATIVE RESEARCH 1. Historical development of qualitative research 2. Definition & Purpose of qualitative research 3. Traditions of qualitative research; Grounded theory, Narrative approach, Ethnography, Action research and Discourse analysis 4. The quantitative-qualitative debate, merits and demerits of qualitative research	15	CO1, CO2, CO4	K1, K2, K3, K4
Module 2:	NATURE OF QUALITATIVE RESEARCH 1. Nature of qualitative research, Ethnography and participant observation in research, Interview in qualitative research 2. When to use qualitative research method 3. Types of qualitative research 4. Documents as source of data: personal diaries, letters, autobiographies, official documents, and mass media 5. Interpreting documents	15	CO1, CO2, CO4	K1, K2, K3, K4
Module 3:	METHODS OF COLLECTING QUALITATIVE DATA 1. Methods of collecting qualitative data: Participant observation, interviewing, focus groups, life history and oral history, documents, diaries, photographs, films and videos, conversation, texts and case studies 2. Developing Qualitative Surveys or Questionnaires 3. Holding a Focus Group, Collecting Qualitative Data via Observations, Reviewing Records or Archives for research 4. Data Visualization for Exploratory Analysis and Scientific Communication	15	CO1, CO2, CO3 & CO4	K1, K2, K3, K4, K5
Module 4:	DATA ANALYSIS IN QUALITATIVE RESEARCH 1. Traditions of qualitative data analysis; thematic analysis, Narrative analysis, Discourse analysis, Content analysis 2. Qualitative data analysis software NVivo 3. Systematic review and meta-analysis 4. Reporting qualitative research data	15	CO2, CO3 & CO4	K2, K3, K4

Pedagogy:	<ol style="list-style-type: none"> 1. Blended Learning 2. Lecture method 3. Flipped Classroom/Flipped Learning, 4. Crossover learning 5. Experiential learning.
Texts:	<ol style="list-style-type: none"> 1. Best, J. W., & Kahn, J. V. (2006). <i>Research in education</i> (10th ed.). New Jersey: Pearson Education, Inc. 2. Creswell, J. W., & Poth, C. N. (2017). <i>Qualitative inquiry and research design: Choosing among five approaches</i>. Los Angeles, CA: Sage. 3. Gravetter, F. J., & Forzano, L. A. (2015). <i>Research methods for the behavioral sciences</i> (5th ed.). Stamford, CT: Wadsworth Cengage Learning. 4. Ritchie, J., Lewis, J., McNaughton Nicholls, C., & Ormston, R. (2014). <i>Qualitative research practice: A guide for social science students and researchers</i> (2nd ed.). New Delhi: Sage Publications Ltd.
References/ Readings:	<ol style="list-style-type: none"> 1. American Psychological Association. (2012). <i>Publication manual of the American Psychological Association</i>. Washington, DC: American Psychological Association. 2. Broota, D. K. (2008). <i>Experimental design in behavioural research</i>. New Delhi: New Age International Limited. 3. Elmes, D., Kantowitz, B. H., & Roediger, H. L. III. (2011). <i>Research methods in psychology</i> (9th revised ed.). Cengage Learning Custom Publishing. 4. Gondane, G. G. (2015). <i>Research methodology</i>. New Delhi: Chandralok Prakashan. 5. Goodwin, J. C. (2010). <i>Research in psychology</i> (6th ed.). USA: Wiley and Sons. 6. Kothari, C. R., & Garg, G. (2014). <i>Research methodology: Methods and techniques</i> (4th ed.). New Delhi: New Age International Limited
Web Resources:	<ol style="list-style-type: none"> 1. Aguinis, H., & Solarino, A. M. (2019). Transparency and replicability in qualitative research: The case of interviews with elite informants. <i>Strategic Management Journal</i>, 40(8), 1291–1315. https://doi.org/10.1002/smj.3015 2. Chenail, R. J., Cooper, R., Patron, L., & TQR Associates. (2011a). <i>The Qualitative Report (TQR) rubric (Version 1.0, Adobe PDF)</i>. Fort Lauderdale, FL USA: TQR Community. Retrieved from https://tqr.nova.edu/files/2017/10/TQR_Ready_Review_Comments_030417-2am60f2-t35798.pdf 3. Yale University. (2015, June 23). <i>Fundamentals of Qualitative Research Methods: What is Qualitative Research (Module 1)</i>. YouTube. https://www.youtube.com/watch?v=wbdN_sLWI88

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Title of the Course	Academic Writing: APA Guidelines	
Course Code	PSY-6003	
Number of Credits	04	
Theory/Practical	Theory	
Level	500	
Effective from AY	2026-2027	
New Course	No	
Bridge Course/ Value Added Course	No	
Course for Advanced Learners	No	
Pre-requisites for the Course	Nil	
Course Objectives	<ol style="list-style-type: none"> 1. To explain the theories, principles, and components of academic writing. 2. To describe and apply contextual requirements, structural elements, and writing processes according to the latest APA guidelines. 3. To demonstrate techniques of effective academic writing—organization, clarity, coherence, paraphrasing, and synthesis—as per APA style. 4. To evaluate ethical writing practices by identifying correct citation, paraphrasing, and methods for avoiding plagiarism. 	
Course Outcomes		Mapped to PSO

	CO 1. Demonstrate academic writing skills with proper structure, style, and tone.			PSO1
	CO 2. Apply APA (7th edition) guidelines to in-text citations, references, tables, and figures.			PSO2, PSO4
	CO 3. Prepare well-structured essays, term papers, and research reports in psychology.			PSO3, PSO5
	CO 4. Use plagiarism-detection and referencing tools effectively.			PSO5, PSO6
	CO 5. Critically review and edit academic writing for precision and ethical integrity.			PSO2, PSO3
Content		No. of Hours	Mapped to CO	Cognitive Level
Module 1	THEORETICAL - CONCEPTUAL ORIENTATION 1. Scholarly Writing and Publishing Principles 2. Paper elements and Format 3. Journal Article and Reporting Standards	15	CO1, CO2	K1, K2, K3
Module 2	CONTENT AND STYLE – APA 7TH Edition 1. Writing Style and Grammar 2. Bias Free Language Guidelines 3. Mechanics of Style	15	CO2, CO3	K3, K4
Module 3	TABLES, REFERENCING AND PUBLICATION– APA 7TH Edition 1. Tables and Figures 2. Works credited in the text & Reference Listing 3. Publication Process	15	CO2, CO3, CO4	K3, K4
Module 4	PREPARING A MANUSCRIPT – APA 7th/ (latest)Edition 1. Writing a Research proposal 2. Manuscript writing for journal 3. Thesis writing *Note: The students will have to prepare a proposal or manuscript for presentation / publication.	15	CO3, CO4, CO5	K4, K5

Pedagogy:	<ol style="list-style-type: none"> 1. Lecture method 2. Blended Learning 3. Flipped Classrooms/Flipped Learning 4. Crossover Learning. 5. Experiential Learning.
Texts:	<ol style="list-style-type: none"> 1. American Psychological Association. (2019). Publication manual of the American Psychological Association (7th ed.). Washington, DC: American Psychological Association. 2. Paltridge, B. (2004). Academic writing. <i>Language Teaching</i>, 37(2), 87–105. 3. Prinz, P., & Arnbjörnsdóttir, B. (2021). <i>The art and architecture of academic writing</i>. Amsterdam, Netherlands: John Benjamins Publishing Company. 4. Tusting, K., McCulloch, S., Bhatt, I., Hamilton, M., & Barton, D. (2019). <i>Academics writing: The dynamics of knowledge creation</i>. London, UK: Routledge.
References/Reading	<ol style="list-style-type: none"> 1. Oshima, A., & Hogue, A. (2007). <i>Introduction to academic writing</i> (3rd ed.). White Plains, NY: Pearson Longman. 2. Purdue Online Writing Lab (OWL). Freely available resource for APA guidelines: https://owl.purdue.edu 3. Smyth, T. R. (2017). <i>The principles of writing in psychology</i>. London, UK: Bloomsbury Publishing. 4. Sword, H. (2012). <i>Stylish academic writing</i>. Cambridge, MA: Harvard University Press. 5. Szuchman, L. T., & Thomlison, B. (2010). <i>Writing with style: APA style for social work</i> (4th ed.). Belmont, CA: Wadsworth. 6. Wallwork, A. (2016). <i>English for writing research papers</i>. New York, NY: Springer.
Web Resources	<ol style="list-style-type: none"> 1. APA Style website: https://apastyle.apa.org/ 2. Open Textbook: <i>Research and Writing in Psychology</i> (Saylor Academy, free PDF).

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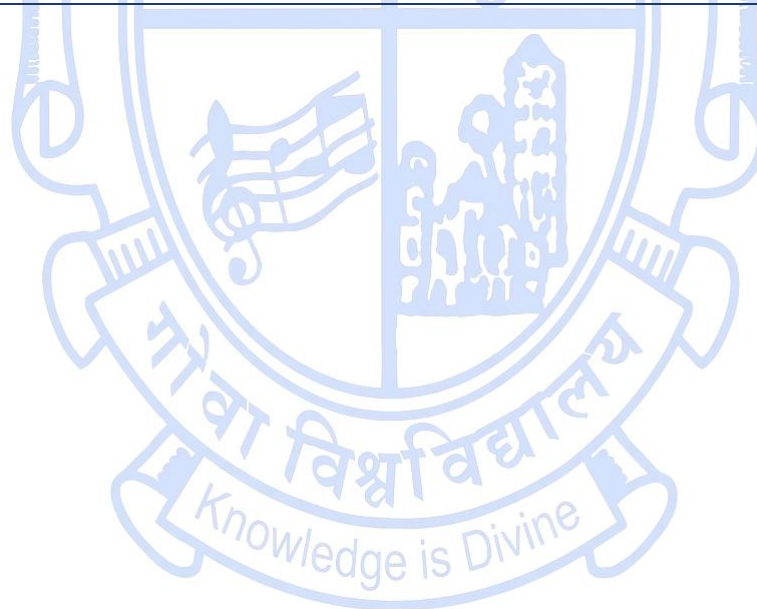
Title of the Course	Ethics in Psychological Research	
Course Code	PSY-6004	
Number of Credits	4	
Theory/Practical	Theory	
Level	500	
Effective from AY	2026-2027	
New Course	No	
Bridge Course/ Value Added Course	No	
Course for Advanced Learners	No	
Pre-requisites for the Course	Nil	
Course Objectives	<ol style="list-style-type: none"> 1. To understand general ethical principles and standards in psychological research. 2. To apply knowledge of ethical decision-making skills during research. 3. Familiarize students with institutional review processes and international standards. 4. Promote integrity, accountability, and social responsibility in research practice. 5. Explore ethical challenges in vulnerable populations, cross-cultural research, and emerging technologies. 	
Course Outcomes		Mapped to PSO
	CO 1. Explain the ethical principles underlying research in psychology.	PSO1

	CO 2. Apply guidelines of institutional review boards (IRBs) and international ethical standards.		PSO2, PSO4	
	CO 3. Identify and resolve ethical dilemmas in research with human and non-human participants.		PSO3, PSO5	
	CO 4. Demonstrate awareness of cultural and contextual factors influencing ethical decision-making.		PSO5, PSO6	
	CO 5. Develop ethically sound research proposals aligned with professional standards.		PSO2, PSO3, PSO6	
Content		No. of Hours	Mapped to CO	Cognitive Level
Module 1	<p>INTRODUCTION: ETHICS AND RESEARCH</p> <ol style="list-style-type: none"> 1. Research Ethics: Meaning, Nature and Scope 2. Ethics and research aim 3. Responsibilities of researchers to fellow researchers, respondents, the public and the academic community 4. Areas of research which raise ethical issues: Research with minors, Immigrants, People of diverse sexual orientation and homeless individuals. 	15	CO1, CO2	K1, K2, K3
Module 2	<p>RESEARCH AND THE RESPONDENT</p> <ol style="list-style-type: none"> 1. Ethical issues before the research commences: Procedures for identifying and recruiting potential respondents; The principle of informed consent ; Written information on the research project, and obtaining written consent; Potential disadvantage or harm which might affect respondents 2. Ethical issues during the research: Ethics of recording data, research interview, use of questionnaires, information and communication technology; The right of respondents to end involvement in the research 3. Ethical issues when data collection has been completed: The issue of allowing respondents to read, edit and confirm the accuracy of data; Reporting research results to respondents; Potential psychological effects on respondents 	15	CO2, CO3	K3, K4

	4. Ethical issues in research publication: Authorship and contribution, plagiarism, data fabrication and falsification, duplicate and redundant publication, conflict of interest, peer-review misconduct, lack of informed consent or ethical clearance, citation manipulation, salami slicing, post-publication ethical responsibilities			
Module 3	<p>PRIVACY OF RESPONDENTS, AND RESTRICTIONS ON THE USE OF DATA</p> <ol style="list-style-type: none"> 1. Anonymity and confidentiality and storage of data 2. Trying to maintain the social ecology of a research setting 3. Privacy in relation to institutions and organizations 4. Intellectual Property Rights (IPR): meaning, types, need & collaborative research. 	15	CO3, CO4	K4
Module 4	<p>DISSEMINATION OF RESEARCH</p> <ol style="list-style-type: none"> 1. Different audiences for research reports & findings 2. The nature of plagiarism, types, plagiarism software checks, legal issues. 3. The uses of synopses of research 4. Acknowledging the limitations of research conclusions 	15	CO4, CO5	K5
Pedagogy:	<ol style="list-style-type: none"> 1. Lecture method 2. Blended Learning 3. Flipped Classrooms/Flipped Learning 4. Crossover Learning. 5. Experiential Learning. 			
Texts:	<ol style="list-style-type: none"> 1. Bos, J. (2020). Research Ethics for students in the Social Sciences. In <i>Springer eBooks</i>. https://doi.org/10.1007/978-3-030-48415-6 2. Cooper, H. M. (2016). Ethical choices in research: Managing data, writing reports, and publishing results in the Social Sciences. United States: American Psychological Association. 3. Flynn, L. R., & Goldsmith, R. E. (2013). Case studies for ethics in academic research in the Social Sciences. United States: SAGE Publications. 4. Lahman, M. K. E. (2018). Ethics in Social Science Research: Becoming culturally responsive. United States: SAGE Publications, Inc. 			

References/Reading	<ol style="list-style-type: none"> 1. Anderson, S. K. & Kitchener, K. S., (2011). <i>Foundations of Ethical Practice, research, and teaching in psychology and Counseling</i>. Unired Kingdom: Taylor & Francis. 2. Beauchamp, T. L., & Childress, J. F. (2019). <i>Principles of Biomedical Ethics</i> (8th ed.). Oxford University Press. 3. Israel, M., & Hay, I. (2013). <i>Research ethics for social scientists: Between ethical conduct and regulatory compliance</i>. United States: SAGE Publications. 4. Kimmel, A. J. (2007). <i>Ethical Issues in Behavioral Research: Basic and Applied Perspectives</i>. John Wiley & Sons. 5. Oliver, P. (2011). <i>The Student's Guide to Research Ethics</i>. United Kingdom: Open University Press. 6. Panicker, S., & Stanley, B. (2021). <i>Handbook of Research Ethics in psychological science</i>. United States: American Psychological Association.
Web Resources	<ol style="list-style-type: none"> 1. APA Ethics Code (full text): https://www.apa.org/ethics/code 2. U.S. Belmont Report (1979): Ethical Principles and Guidelines for the Protection of Human Subjects of Research https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report 3. WHO (2011). <i>Standards and Operational Guidance for Ethics Review of Health-Related Research with Human Participants</i>. https://www.who.int/publications/i/item/9789241502948

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Discipline Specific Vocational Elective (DSVE) Courses

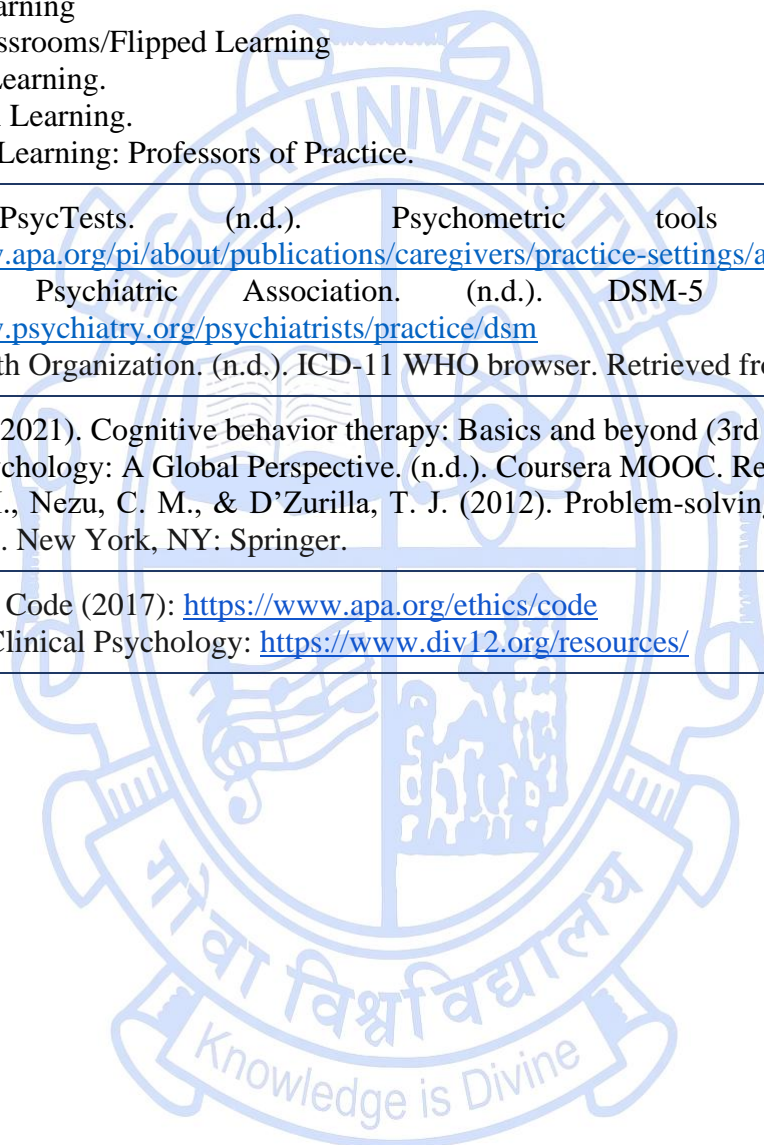
Title of the Course	Specialization Practicum: Clinical Psychology
Course Code	PSY-6401
Number of Credits	04
Theory/Practical	Practical
Level	500
Effective from AY	2026-2027
New Course	Yes
Bridge Course/ Value Added Course	No
Course for Advanced Learners	No
Pre-requisites for the Course	Nil
Course Objectives	<ol style="list-style-type: none">1. To describe and understand the processes involved in assessment, diagnosis, and treatment within clinical psychology settings.2. To apply psychological testing procedures, case formulation frameworks, and therapeutic intervention strategies in supervised settings.3. To demonstrate reflective practice by analyzing clinical experiences and integrating supervisor feedback for professional development.4. Evaluate and practice ethical, culturally sensitive, and contextually appropriate approaches to clinical work.

Course Outcomes			Mapped to PSO	
	CO 1. Conduct basic psychological assessments under supervision		PSO3	
	CO 2. Develop case formulations integrating biopsychosocial perspectives.		PSO2, PSO4	
	CO 3. Apply at least two therapeutic techniques in clinical sessions with supervision.		PSO3, PSO5	
	CO 4. Demonstrate ethical conduct and cultural sensitivity in clinical practice.		PSO5, PSO6	
	CO 5. Maintain reflective logs demonstrating critical self-awareness and professional growth.		PSO6	
Content		No. of Hours	Mapped to CO	Cognitive Level
Module 1	<ol style="list-style-type: none"> 1. Structured and unstructured interview skills 2. Rapport building techniques 3. Mental Status Examination (MSE) 4. Identifying symptoms and differential diagnosis 5. Practice with mock and real client interviews 	30	CO1, CO2	K1, K2, K3, K5
Module 2	<ol style="list-style-type: none"> 1. Supervised administration & scoring of psychometric tools 2. Intelligence tests and Personality assessments 3. Psychopathology assessment tools 4. Projective tests: TAT, Rorschach 5. Ethical issues in test administration 	30	CO1, CO3	K1, K2, K3, K4
Module 3	<ol style="list-style-type: none"> 1. Biopsychosocial assessment 2. Identifying presenting concerns, maintaining factors & strengths 3. Treatment planning based on evidence- based approaches 4. Making referrals 5. Case conceptualization and case conference. 	30	CO2, CO3	K1, K2, K4, K5

<p>Module 4</p>	<ol style="list-style-type: none"> 1. Supervised delivery of short-term therapy 2. Documentation: progress notes, case summaries, discharge notes 3. Peer-reviewed case presentations 4. Ethical & multicultural considerations in intervention 5. Maintaining reflective journals <p>NOTE: As part of the Specialization Practicum in Clinical Psychology, students will engage in the applied implementation of Module 1, Module 2, Module 3, and Module 4 competencies across ten supervised clinical case assignments. Each case will require the systematic integration of clinical interviewing techniques, psychodiagnostic procedures, biopsychosocial formulation, and evidence-based intervention strategies in accordance with professional standards in clinical practice. Learners will be expected to demonstrate proficiency in conducting structured and unstructured interviews, establishing therapeutic rapport, and completing Mental Status Examinations, alongside the supervised administration and scoring of psychological assessments—including intelligence, personality, psychopathology, and projective tests. The practicum cases will further incorporate the development of comprehensive case formulations, treatment plans, and ethically sound referral decisions rooted in biopsychosocial perspectives.</p> <p>In alignment with Module 4 competencies, students will document therapeutic processes, deliver short-term interventions under supervision, and prepare clinical case reports supported by reflective logs that capture professional growth, ethical awareness, and cultural sensitivity. Select cases may also involve peer-review presentations and supervised evaluation of diagnostic impressions to support integrative learning.</p> <p>Through consistent engagement with these ten cases, students will translate theoretical foundations into applied clinical work, demonstrating the capacity to <i>operationalize assessment, formulation, and intervention skills</i> within real-world contexts. The practicum is structured to cultivate clinical competence, reflective professionalism, and readiness for advanced responsibilities in psychological practice.</p>	<p style="text-align: center;">30</p>	<p>CO3, CO4, CO5</p>	<p>K1, K2, K5, K6</p>
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Pedagogy:	<ol style="list-style-type: none"> 1. Blended Learning 2. Flipped Classrooms/Flipped Learning 3. Crossover Learning. 4. Experiential Learning. 5. Supervised Learning: Professors of Practice.
Texts:	<ol style="list-style-type: none"> 1. APA PsycTests. (n.d.). Psychometric tools repository. Retrieved from https://www.apa.org/pi/about/publications/caregivers/practice-settings/assessment/tools 2. American Psychiatric Association. (n.d.). DSM-5 online portal. Retrieved from https://www.psychiatry.org/psychiatrists/practice/dsm 3. World Health Organization. (n.d.). ICD-11 WHO browser. Retrieved from https://icd.who.int
References/Reading	<ol style="list-style-type: none"> 1. Beck, J. S. (2021). Cognitive behavior therapy: Basics and beyond (3rd ed.). New York, NY: Guilford Press. 2. Clinical Psychology: A Global Perspective. (n.d.). Coursera MOOC. Retrieved from https://www.coursera.org 3. Nezu, A. M., Nezu, C. M., & D’Zurilla, T. J. (2012). Problem-solving therapy: A positive approach to clinical intervention. New York, NY: Springer.
Web Resources	<ol style="list-style-type: none"> 1. APA Ethics Code (2017): https://www.apa.org/ethics/code 2. Society of Clinical Psychology: https://www.div12.org/resources/

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Title of the Course	Psychosocial Rehabilitation
Course Code	PSY-6402
Number of Credits	4
Theory/Practical	2 Theory + 2 Practical
Level	500
Effective from AY	2026-2027
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

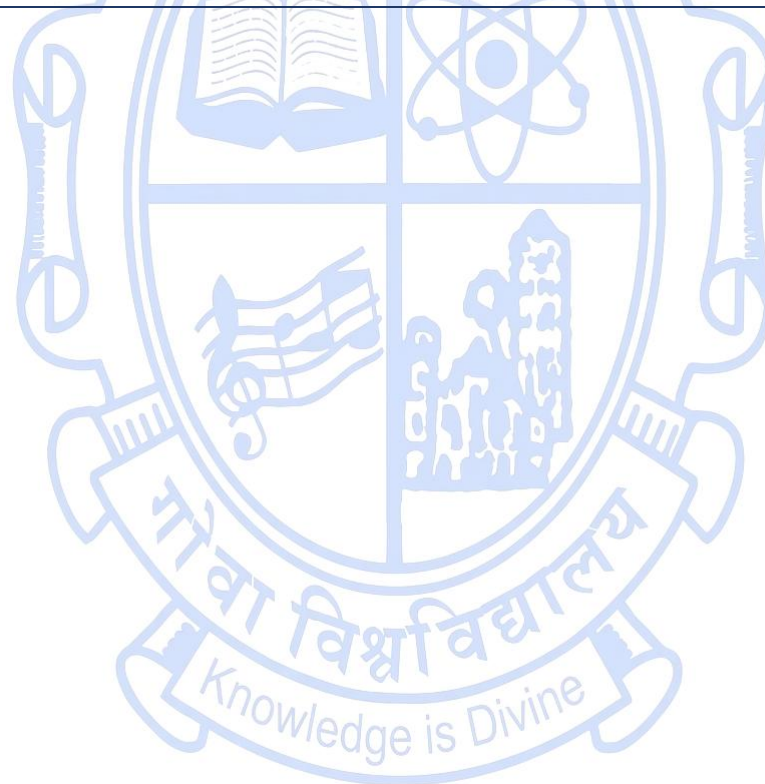
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To provide foundational knowledge of psychosocial rehabilitation theories, principles, and recovery-based models. 2. To develop skills in psychosocial assessment, goal setting, and rehabilitation planning for individuals with mental health conditions. 3. To integrate therapeutic relationship skills and evidence-based psychosocial interventions in practice. 4. To prepare students for applied work in multidisciplinary rehabilitation, recovery, and community mental health contexts. 	
Course Outcomes:		Mapped to PSO
	CO 1. Explain the theoretical foundations and principles of psychosocial rehabilitation.	PSO 1
	CO 2. Analyze therapeutic relationships and assessment data to inform rehabilitation plans.	PSO 2
	CO 3. Apply therapeutic and psychosocial intervention strategies ethically in clinical and	PSO 3, PSO 5

	community contexts.			
	CO 4. Design individualized psychosocial rehabilitation plans integrating cultural and contextual sensitivity.			PSO 4, PSO 6
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	FOUNDATIONS AND ASSESSMENT IN PSYCHOSOCIAL REHABILITATION <ol style="list-style-type: none"> 1. Concept, scope, and principles of psychosocial rehabilitation; the recovery model 2. Components of therapeutic relationship, therapeutic alliance, and treatment outcomes 3. Client engagement in the therapeutic process 4. Overcoming strains in the therapeutic alliance and resolving alliance ruptures 5. Assessment strategies and rehabilitation planning 	15	CO1, CO2	K1, K2, K3, K4, K5
Module 2:	THERAPEUTIC SKILLS AND INTERVENTIONS IN PSYCHOSOCIAL REHABILITATION <ol style="list-style-type: none"> 1. Motivational interviewing and individual recovery planning 2. Cognitive remediation and treatment adherence 3. Social skills, living skills, and community reintegration 4. Peer support, family involvement, and programme evaluation 	15	CO3, CO4	K1, K3, K4, K5, K6
	PRACTICAL COMPONENT: <ol style="list-style-type: none"> 1. Case Study and Observation of a Psychosocial Rehabilitation Setting: Visit or observe a rehabilitation center/NGO. Prepare a brief report on services offered, client needs, and team roles to understand real-world psychosocial rehabilitation processes. 2. Conducting a Psychosocial Assessment: Conduct or simulate an assessment to evaluate client functioning, coping, and support systems. Prepare an assessment summary and discuss findings. 3. Designing an Individualized Rehabilitation Plan: Based on assessment data, prepare an individualized rehabilitation plan outlining goals, strategies, and evaluation methods. 4. Role Play – Managing Client Resistance and Alliance Ruptures: Enact therapeutic situations to practice skills for managing client disengagement, building trust, and 	60	CO3, CO4	K3, K4, K5, K6

	repairing alliance ruptures. 5. Motivational Interviewing and Recovery-Oriented Goal Setting: Practice motivational interviewing techniques through role play to enhance client motivation and set recovery-focused goals. 6. Designing a Psychoeducation or Social Skills Training Module: Design and deliver a short psychoeducation or skills training session (e.g., medication adherence, social skills, stress management). 7. Evaluation Tool Development: Develop a checklist or scale to assess rehabilitation outcomes such as functioning, coping, or social participation. 8. Construct and present a complete psychosocial rehabilitation module (assessment, intervention, and evaluation).			
Pedagogy:	1. Lecture method 2. Blended Learning 3. Case-Based and Experiential Learning 4. Role Plays and Group Discussions 5. Flipped Classroom / Crossover Learning 6. Field Exposure and Reflective Learning			
Texts:	1. Anthony, W. A., Cohen, M. R., Farkas, M. D., & Gagne, C. (2002). Psychiatric Rehabilitation (2nd ed.). Boston, MA: Boston University Center for Psychiatric Rehabilitation. 2. Farkas, M., & Anthony, W. A. (2010). Psychiatric Rehabilitation: Recovery-Oriented Services and Supports (1st ed.). Boston, MA: Boston University Press. 3. King, R., Lloyd, C., Meehan, T., Deane, F. P., & Kavanagh, D. J. (2012). Manual of Psychosocial Rehabilitation (1st ed.). Chichester, UK: John Wiley & Sons. 4. King, R., Lloyd, C., & Meehan, T. (2009). Handbook of Psychosocial Rehabilitation (1st ed.). Oxford, UK: Blackwell Publishing.			
References/ Readings:	1. Corrigan, P. W., & McCracken, S. G. (2005). Place First, Then Train: An Alternative to the Medical Model of Psychiatric Rehabilitation (1st ed.). Oxford, UK: Oxford University Press 2. Liberman, R. P. (Ed.). (2008). Recovery from Disability: Manual of Psychiatric Rehabilitation (2nd ed.). Washington, DC: American Psychiatric Publishing. 3. Slade, M. (2009). Personal Recovery and Mental Illness: A Guide for Mental Health Professionals (1st ed.). Cambridge, UK: Cambridge University Press.			

	<ol style="list-style-type: none"> 4. Spaniol, L., Wewiorski, N. J., Gagne, C., & Anthony, W. A. (2002). <i>The Process of Recovery from Schizophrenia</i> (1st ed.). Boston, MA: Center for Psychiatric Rehabilitation, Boston University. 5. Tew, J. (2011). <i>Social Approaches to Mental Distress</i> (2nd ed.). London, UK: Palgrave Macmillan.
Web Resources:	<ol style="list-style-type: none"> 1. Lloyd, C., King, R., & Bassett, H. (2019). The role of psychosocial rehabilitation in recovery-oriented mental health services. <i>BMC Psychiatry</i>, 19(1), 1–8. https://doi.org/10.1186/s12888-019-2083-9 2. Priebe, S., Omer, S., Giacco, D., & Slade, M. (2014). Resource-oriented therapeutic models in psychiatry: Conceptual review. <i>The British Journal of Psychiatry</i>, 204(5), 256–261. https://doi.org/10.1192/bjp.bp.113.135038 3. Slade, M., Amering, M., Farkas, M., Hamilton, B., O'Hagan, M., Panther, G., & Whitley, R. (2014). Uses and abuses of recovery: Implementing recovery-oriented practices in mental health systems. <i>World Psychiatry</i>, 13(1), 12–20. https://doi.org/10.1002/wps.20084

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Title of the Course	Specialization Practicum: Counselling Psychology
Course Code	PSY-6403
Number of Credits	04
Theory/Practical	Practical
Level	500
Effective from AY	2026-2027
New Course	Yes
Bridge Course/ Value Added Course	No
Course for Advanced Learners	No

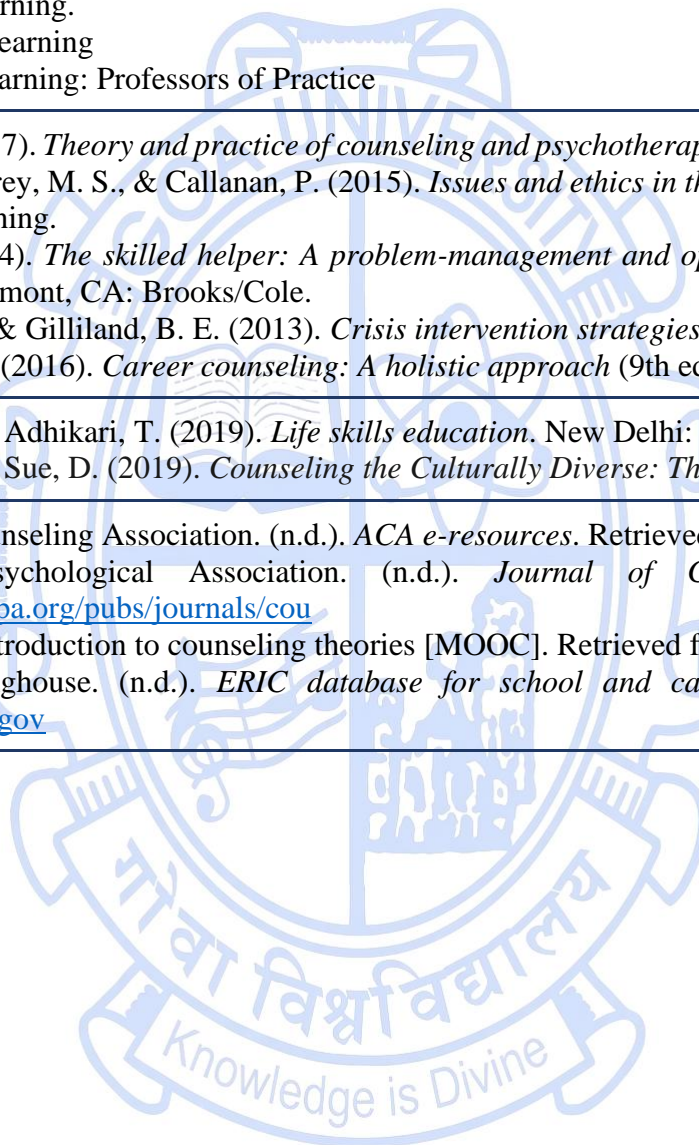
Pre-requisites for the Course	Nil	
Course Objectives	<ol style="list-style-type: none"> 1. Develop counseling skills for diverse populations across varied settings. 2. Apply theoretical knowledge of counseling approaches in real-world supervised contexts. 3. Encourage reflective practice to enhance self-awareness and counselor identity. 4. Strengthen ethical decision-making and multicultural competence. 5. Provide structured supervision that fosters skill development in individual, group, and career counseling. 	
Course Outcomes		Mapped to PSO
	CO 1. Conduct intake interviews and basic counseling sessions under supervision.	PSO3

	CO 2. Apply counseling theories to practice with individual and group clients.		PSO2, PSO3	
	CO 3. Demonstrate multicultural sensitivity and ethical decision-making in case handling.		PSO5, PSO6	
	CO 4. Develop self-awareness and counselor identity through reflective documentation.		PSO6	
	CO 5. Evaluate the effectiveness of interventions through supervision feedback and client outcomes.		PSO4, PSO5	
Content		No. of Hours	Mapped to CO	Cognitive Level
Module 1	<ol style="list-style-type: none"> 1. Core Counseling Skills <ul style="list-style-type: none"> • Basic & advanced empathy • Unconditional positive regard • Genuineness & immediacy in sessions 2. Delivering therapeutic feedback 3. Structuring and conducting counseling sessions 4. Ethical practice standards 5. Client boundaries 	30	CO1, CO2	K1, K2, K3, K4
Module 2	<ol style="list-style-type: none"> 1. Career aptitude and vocational interest inventories 2. Strength-based assessment approaches 3. Solution-focused assessment 4. Case formulation 5. Supervised casework practice with sample clients 	30	CO1, CO2, CO3	K1, K3, K5
Module 3	<ol style="list-style-type: none"> 1. Career counseling frameworks 2. Cognitive-behavioral counseling strategies 3. Family counseling intervention basics 4. Crisis counseling techniques. 5. Life skills development approaches for adolescents & adults 	30	CO2, CO3, CO5	K4, K5

<p>Module 4</p>	<ol style="list-style-type: none"> 1. Mindfulness for emotional regulation Breathwork & stress management interventions, Reflective journaling for personal growth 2. Peer-support skills for adjustment and relationship concerns 3. Practice-based recorded counseling sessions 4. Documentation: progress notes, case summaries, termination notes 5. Case conceptualization and case conference <p>NOTE: As part of the Specialization Practicum in Counseling, students will engage in the structured application of Module 1, Module 2, Module 3, and Module 4 competencies across ten client-centered case assignments. Each case will require the thoughtful integration of counseling skills, ethical guidelines, assessment procedures, intervention methods, and reflective practices in accordance with established professional standards.</p> <p>Students will be expected to demonstrate the use of core counseling skills—including empathy, immediacy, and session structuring—while administering appropriate assessment tools, formulating case perspectives, and applying relevant intervention strategies such as cognitive-behavioral techniques, life-skill training approaches, and crisis management procedures. Additionally, mindfulness-based practices, breathwork modules, reflective journaling, and peer-support frameworks will be incorporated into selected cases to address adjustment, relational, and stress-related concerns.</p> <p>Through sustained engagement with these ten cases, learners will translate theoretical knowledge into applied clinical practice, maintaining documentation that reflects ethical responsibility, professional sensitivity, and ongoing self-awareness. The practicum is designed to ensure that students <i>progressively internalize and operationalize counseling competencies</i>, enabling them to function with confidence, clarity, and professional discipline in diverse helping contexts.</p>	<p>30</p>	<p>CO4, CO5</p>	<p>K3, K5, K6</p>
<p>Pedagogy:</p>	<ol style="list-style-type: none"> 1. Blended Learning 2. Flipped Classrooms/Flipped Learning 			

	<ol style="list-style-type: none"> 3. Crossover Learning. 4. Experiential Learning 5. Supervised Learning: Professors of Practice
Texts:	<ol style="list-style-type: none"> 1. Corey, G. (2017). <i>Theory and practice of counseling and psychotherapy</i> (10th ed.). Boston, MA: Cengage Learning. 2. Corey, G., Corey, M. S., & Callanan, P. (2015). <i>Issues and ethics in the helping professions</i> (9th ed.). Boston, MA: Cengage Learning. 3. Egan, G. (2014). <i>The skilled helper: A problem-management and opportunity-development approach to helping</i> (10th ed.). Belmont, CA: Brooks/Cole. 4. James, R. K., & Gilliland, B. E. (2013). <i>Crisis intervention strategies</i> (7th ed.). Belmont, CA: Brooks/Cole. 5. Zunker, V. G. (2016). <i>Career counseling: A holistic approach</i> (9th ed.). Boston, MA: Cengage Learning.
References/Reading	<ol style="list-style-type: none"> 1. Nair, A. R., & Adhikari, T. (2019). <i>Life skills education</i>. New Delhi: SAGE Publications. 2. Sue, D. W., & Sue, D. (2019). <i>Counseling the Culturally Diverse: Theory and Practice</i> (8th ed.). Wiley.
Web Resources	<ol style="list-style-type: none"> 1. American Counseling Association. (n.d.). <i>ACA e-resources</i>. Retrieved from https://www.counseling.org 2. American Psychological Association. (n.d.). <i>Journal of Counseling Psychology</i>. Retrieved from https://www.apa.org/pubs/journals/cou 3. edX. (n.d.). Introduction to counseling theories [MOOC]. Retrieved from https://www.edx.org 4. ERIC Clearinghouse. (n.d.). <i>ERIC database for school and career counseling research</i>. Retrieved from https://eric.ed.gov

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Title of the Course	Psycho-oncology Perspectives
Course Code	PSY-6404
Number of Credits	4
Theory/Practical	2 Theory + 2 Practical
Level	500
Effective from AY	2026-2027
New Course	Yes
Bridge Course/ Value Added Course	No
Course for Advanced Learners	No

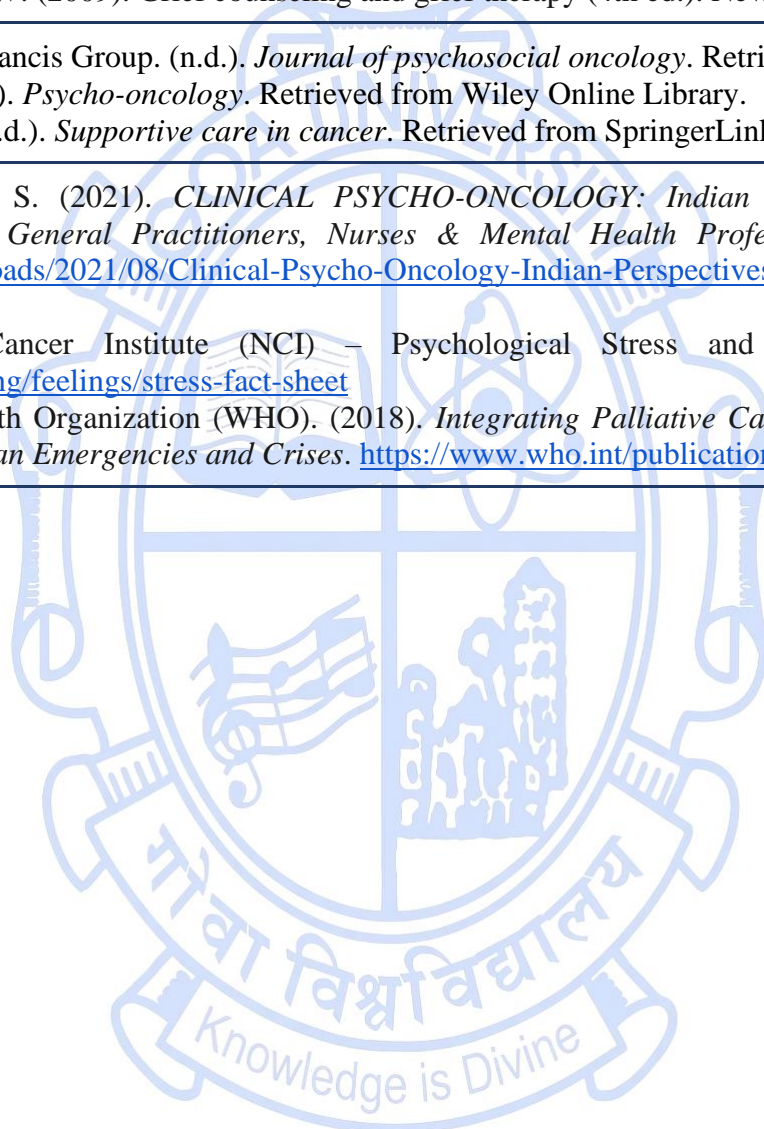
Pre-requisites for the Course	Nil	
Course Objectives	<ol style="list-style-type: none"> 1. Develop an in-depth understanding of the psychological, emotional, and behavioral dimensions of cancer care. 2. Equip students with knowledge of evidence-based psycho-oncological interventions across the cancer care continuum. 3. Foster sensitivity to cultural, ethical, and spiritual issues in oncology settings. 4. Build competencies in supportive communication with patients, families, and interdisciplinary teams. 5. Enable students to critically evaluate contemporary psycho-oncology research and apply findings to practice. 	
Course Outcomes		Mapped to PSO
	CO1: Explain key psycho-oncological theories, frameworks, and practices.	PSO1

	CO2: Demonstrate effective communication skills with patients, families, and interdisciplinary teams.		PSO3, PSO6	
	CO3: Apply evidence-based interventions to manage distress, anxiety, and depression in oncology patients.		PSO3, PSO5	
	CO4: Analyze psycho-social, cultural, and ethical issues in cancer care.		PSO5, PSO6	
	CO5: Critically appraise and synthesize current research in psycho-oncology.		PSO2, PSO4	
Content		No. of Hours	Mapped to CO	Cognitive Level
Module 1	<p>THEORY (FOUNDATIONS & ASSESSMENT)</p> <ol style="list-style-type: none"> 1. Introduction: scope, history and models of psycho-oncology and psychosocial determinants and outcomes of cancer as an illness. 2. Biobehavioural pathways and psychological reactions to cancer: shock, denial, anxiety, depression, trauma in cancer patients. 3. Palliative care, existential distress, and bereavement. 4. Survivorship issues and long-term effects. 	15	CO1, CO3	K1, K2, K3
Module 2	<p>THEORY (INTERVENTIONS, SYSTEMS & RESEARCH)</p> <ol style="list-style-type: none"> 1. Evidence-based psychotherapies: CBT, Acceptance & Commitment, meaning-centred therapy, supportive-expressive therapy, couple/family interventions. 2. Digital interventions and telepsycho-oncology. 3. Psycho-oncology across populations: pediatrics, geriatric, ethnic and cultural sensitivity. 4. Research methods and Ethical Principles, <ol style="list-style-type: none"> a. Research methods: measurement, outcomes, and quality improvement in psycho-oncology. b. Ethical Principles in Psycho-oncology: confidentiality, capacity, consent, risk management and crisis management 	15	CO2, CO3, CO4, CO5	K1, K2, K3, K4,

Module 3	<p>PRACTICUM COMPONENT</p> <ol style="list-style-type: none"> Supervised role-plays and standardized patient sessions: Distress Thermometer + Problem List, HADS, PHQ-9, ESAS. Real-world supervised screening clinics (minimum 8 patients total across placements) — perform screening, write assessment, propose referral. Maintain a logbook with reflections and supervisor sign-offs. Assessment (practicum): logbook (20%), 2 clinical case reports (30%), observed structured clinical exam/viva (OSCE) (20%). Deliver brief intervention (e.g., 3–6 session CBT or meaning-centred therapy) to 1–2 supervised patients — audio/video review with supervisor (consent required). Conduct a short service evaluation or small research project (ethics clearance as required). Present project orally (10–12 minute presentation) + submission of final written report (3000–4500 words). Assessment: intervention portfolio (25%), project report (25%), oral presentation (10%). 	60	CO2, CO3, CO5	K3, K4. K5
Pedagogy:	<ol style="list-style-type: none"> Lecture Method Blended Learning Flipped Classrooms/Flipped Learning Crossover Learning. Experiential Learning. Supervised Learning: Professors of Practice 			
Texts:	<ol style="list-style-type: none"> Holland, J. C., Watson, M., & Breitbart, W. S. (2011). The international handbook of psycho-oncology. New York, NY: Oxford University Press. Jacobsen, P. B., & Wagner, L. I. (2012). Clinical assessment of psychosocial needs in cancer patients. New York, NY: Oxford University Press. Kissane, D. W., Bultz, B. D., Butow, P. N., & Finlay, I. G. (2011). Handbook of communication in oncology and palliative care. Oxford, UK: Oxford University Press. McDaniel, J. S., Musselman, D. L., Porter, M. R., Reed, D. A., & Nemeroff, C. B. (1995). Depression in patients with cancer. New York, NY: Oxford University Press. 			

	5. Worden, J. W. (2009). <i>Grief counseling and grief therapy</i> (4th ed.). New York, NY: Springer.
References/Reading	<ol style="list-style-type: none"> 1. Taylor & Francis Group. (n.d.). <i>Journal of psychosocial oncology</i>. Retrieved from Taylor & Francis Online. 2. Wiley. (n.d.). <i>Psycho-oncology</i>. Retrieved from Wiley Online Library. 3. Springer. (n.d.). <i>Supportive care in cancer</i>. Retrieved from SpringerLink.
Web Resources	<ol style="list-style-type: none"> 1. Chaturvedi, S. (2021). <i>CLINICAL PSYCHO-ONCOLOGY: Indian Perspectives and Research for Cancer Specialists, General Practitioners, Nurses & Mental Health Professionals</i>. https://santoshchaturvedi.in/wp-content/uploads/2021/08/Clinical-Psycho-Oncology-Indian-Perspectives-and-Research-by-Santosh-Chaturvedi-KDP.pdf 2. National Cancer Institute (NCI) – Psychological Stress and Cancer: https://www.cancer.gov/about-cancer/coping/feelings/stress-fact-sheet 3. World Health Organization (WHO). (2018). <i>Integrating Palliative Care and Symptom Relief into Responses to Humanitarian Emergencies and Crises</i>. https://www.who.int/publications/i/item/9789241514460

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Title of the Course	Specialization Practicum: Human Resource Management
Course Code	PSY-6405
Number of Credits	04
Theory/Practical	Practical
Level	500
Effective from AY	2026-2027
New Course	Yes
Bridge Course/Value Added Course	No
Course for Advanced Learners	No

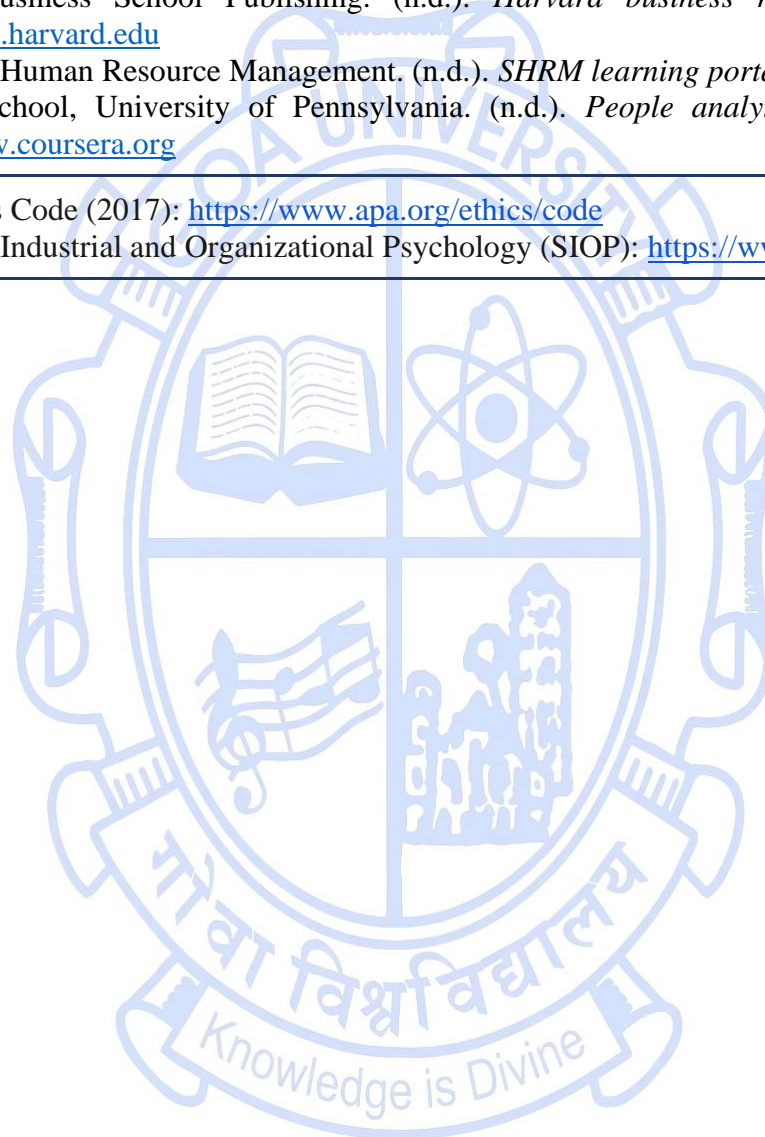
Pre-requisites for the Course	Nil	
Course Objectives	<ol style="list-style-type: none"> 1. Expose students to supervised field practice in core HR functions such as recruitment, performance management, and employee relations. 2. Enhance competencies in organizational diagnostics, training and development, and HR analytics. 3. Bridge theory with practice by applying HRM principles in organizational contexts. 4. Cultivate professional ethics, workplace sensitivity, and leadership skills. 5. Enable students to contribute meaningfully to HR practices through supervised experiential learning. 	
Course Outcomes		Mapped to PSO
	CO 1. Apply HRM theories and frameworks to organizational practices.	PSO1, PSO3

	CO 2. Conduct recruitment, selection, and training exercises under supervision.			PSO3, PSO5
	CO 3. Analyze workplace issues using HR analytics and diagnostic tools.			PSO2, PSO4
	CO 4. Demonstrate professionalism, ethical practice, and workplace sensitivity.			PSO5, PSO6
	CO 5. Document reflective learning logs linking theory to practice.			PSO6
Content		No. of Hours	Mapped to CO	Cognitive Level
Module 1	<ol style="list-style-type: none"> 1. Recruitment & Selection Practicum. 2. Job descriptions. 3. Structured interviews. 4. Assessment centers. 5. Application of HRM practices in supervised settings 	30	CO1, CO2	K2, K3, K4
Module 2	<ol style="list-style-type: none"> 1. Supervised use of career mapping inventories. 2. Personality testing. 3. Occupational & work-based questionnaires, HR related scales. 4. 360 feedback tools, training needs & job analysis. 5. SWOC analysis. 	30	CO2, CO3	K1, K2, K4
Module 3	<ol style="list-style-type: none"> 1. Employee counseling. 2. Grievance handling. 3. Performance reviews. 4. Reflective reports. 5. Application of feedback and documentation practices 	30	CO2, CO3, CO4	K1, K4, K5
Module 4	<ol style="list-style-type: none"> 1. Mindfulness. 2. Breathwork and Stress Management interventions. 3. Reflective journaling. 4. Buddy-systems for employee–managerial conflicts. 	30	CO4, CO5	K5, K6

	<p>5. Role overload and work-life balance issues.</p> <p>NOTE: As part of the Specialization Practicum in Human Resource Management, students will engage in systematic application of Module 1, Module 2, Module 3, and Module 4 competencies across a set of ten workplace- based case assignments. Each case will require the practical integration of recruitment and selection procedures, psychometric and organizational assessment, employee counseling and performance management processes, and workplace wellbeing interventions in alignment with taught frameworks. Students will be expected to demonstrate the use of job descriptions, structured interviews, assessment tools, performance review mechanisms, and mindfulness-based stress management practices within varied scenarios reflecting organizational realities.</p> <p>Through continuous engagement with these ten cases, students will adopt evidence-based HR approaches, maintain reflective documentation, and uphold ethical and professional standards throughout the practicum period. The structured exposure is intended to ensure that learners not only acquire conceptual proficiency but <i>actively operationalize HR interventions in practice</i>, thereby cultivating workplace readiness, analytical competence, and professional confidence.</p>			
Pedagogy:	<ol style="list-style-type: none"> 1. Blended Learning 2. Flipped Classrooms/Flipped Learning 3. Crossover Learning. 4. Experiential Learning 5. Supervised Learning: Professors of Practice 			
Texts	<ol style="list-style-type: none"> 1. Cascio, W. F., & Aguinis, H. (2019). <i>Applied psychology in talent management</i> (8th ed.). Thousand Oaks, CA: Sage Publications. 2. Robbins, S. P., & Judge, T. A. (2019). <i>Organizational behavior</i> (18th ed.). Boston, MA: Pearson Education. 			
References/Reading	<ol style="list-style-type: none"> 1. edX. (n.d.). <i>Strategic human resource management</i> [MOOC]. Retrieved from https://www.edx.org 2. Elsevier. (n.d.). <i>Human resource management review</i>. Retrieved from https://www.sciencedirect.com 			

	<ol style="list-style-type: none"> 3. Harvard Business School Publishing. (n.d.). <i>Harvard business review case repository</i>. Retrieved from https://hbsp.harvard.edu 4. Society for Human Resource Management. (n.d.). <i>SHRM learning portal</i>. Retrieved from https://www.shrm.org 5. Wharton School, University of Pennsylvania. (n.d.). <i>People analytics</i> [MOOC]. Coursera. Retrieved from https://www.coursera.org
Web Resources	<ol style="list-style-type: none"> 1. APA Ethics Code (2017): https://www.apa.org/ethics/code 2. Society for Industrial and Organizational Psychology (SIOP): https://www.siop.org/

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Title of the Course	Training and Development in Organisational Psychology
Course Code	PSY-6406
Number of Credits	4
Theory/Practical	2 Theory and 2 Practical
Level	500
Effective from AY	2026-2027
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No

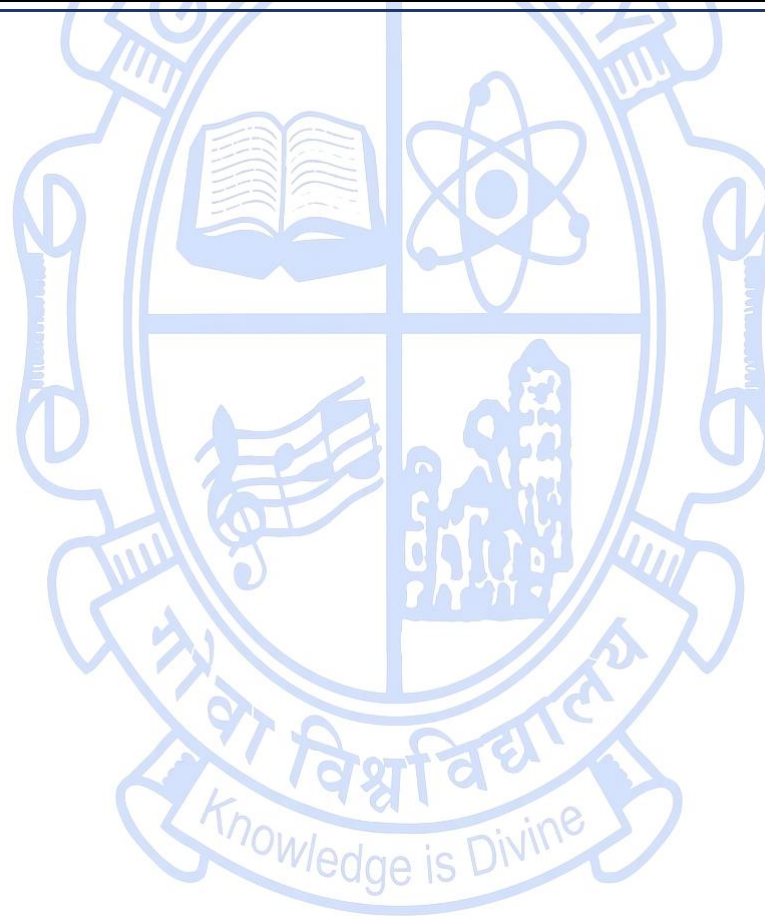
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To provide foundational knowledge of training and development concepts from an organisational psychology perspective. 2. To develop skills in assessing training needs, designing, delivering, and evaluating training programs. 3. To integrate psychological theories and practices into workforce learning and development. 4. To prepare students with applied competencies for careers in HR, L&D, consulting, and organisational development. 	
Course Outcomes:		Mapped to PSO
	CO 1. Understand theoretical foundations of training and Delivery and Evaluation	PSO1, PSO2
	CO 2. Design structured training programs with clear objectives and methods.	PSO2, PSO3, PSO4
	CO 3. Apply instructional strategies, facilitation skills, and training technologies	PSO2, PSO3, PSO4

	CO 4. Demonstrate professional skills in conducting workshops and development interventions		PSO3, PSO4, PSO5, PSO6
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	<p>FOUNDATIONS OF TRAINING AND DEVELOPMENT</p> <ol style="list-style-type: none"> 1. Meaning, scope, and importance of training & development. Role of organisational psychology in training, Ethics in training. 2. Training Process Model (ADDIE) Analysis, Design, Development, Implementation and Evaluation. 3. Needs Assessment: importance of Training needs Analysis. Levels of Analysis: Organisational Analysis, Task Analysis, and Person Analysis; Methods of Analysis. 4. Setting Training Objectives: SMART criteria. 	15	CO1, CO2, CO3 K1, K2, K4, K5
Module 2:	<p>TRAINING DESIGN, DELIVERY AND EVALUATION.</p> <ol style="list-style-type: none"> 1. Trainer competencies and facilitation skills. Handling resistance to training. 2. Training design and Methods: On- the job training, Off the job training 3. Developing effective training materials: Presentations, facilitator guides and visual aids. 4. Training Evaluation: Kirkpatrick’s Four Levels of Evaluation, and ROI and cost-benefit analysis in training. 5. Current trends in T&D: Use of technology – enabled learning 	15	CO1, CO3 K2, K3, K4, K5
	<p>PRACTICAL COMPONENT:</p> <ol style="list-style-type: none"> 1. Case analysis of successful training interventions in organisations. 2. Handling Resistance, Cross cultural issues in training and practice 3. Needs Assessment Role play- interview employer or employee to conduct person Analysis to determine specific training need and causes of performance gap. 4. Draft SMART leaning objectives for a designated job role (e.g. new customer service representative, sales associate). 	60	CO2, CO3, CO4 K3, K4, K5, K6

	<ol style="list-style-type: none"> 5. Design a training module on a selected organisational issue (e.g., stress management, communication skills, diversity training). This includes developing a lesson plan, one visual aid, and a simple participant activity. 6. Demonstrate or deliver a 10 – 15 minute segment of their designed training module to the class. 7. Design an evaluation instrument (e.g. a questionnaire or short quiz an observation or checklist) Kirkpatrick model 8. Calculate ROI of Training (case-based exercise) – Analysing programs costs and benefits. 9. Technology based training- , e-learning design, gamification 10. Construct full training module delivery & evaluation. 			
Pedagogy:	<ol style="list-style-type: none"> 1. Blended Learning 2. Lecturing and teaching 3. Flipped Classroom/Flipped Learning, 4. Case analysis 5. Crossover learning 6. Experiential learning. 			
Texts:	<ol style="list-style-type: none"> 1. Arnold, J., Randall, R., Patterson, F., Silvester, J., Robertson, I., Cooper, C., Burnes, B., Harris, D., & Axtell, C. (2016). <i>Work psychology</i> (7th Edition) Pearson Education Limited. 2. Kraiger, K., Jr., Passmore, J., Rebelo Dos Santos, N., & Malvezzi, S. (Eds.). (2015). <i>The Wiley Blackwell Handbook of the Psychology of Training, Development, and Performance Improvement</i>. Wiley. 3. Noe, R. A. (2023). <i>Employee Training and Development</i>. (9th Edition) McGraw-Hill. 4. Werner, J. M., & DeSimone, R. L. (2022). <i>Human resource development</i> (8th ed.). Cengage Learning. 			
References/ Readings:	<ol style="list-style-type: none"> 1. Branch, R. M. (2010). <i>Instructional design: The ADDIE approach</i>. Springer US. 2. Kirkpatrick, J. D., & Kirkpatrick, W. K. (2016). <i>Kirkpatrick’s four levels of training evaluation</i>. ATD Press. 3. Moore, C. (2017). <i>Map it: The hands-on guide to strategic training design</i>. Montesa Press. 4. Silberman, M. (2010). <i>Active Training: A Handbook of Techniques, Designs, Case Examples, and Tips</i>. (4th ed.) Wiley. 5. Stolovitch, H. D., & Keeps, E. J. (2006). <i>Telling ain’t training</i> (2nd ed.). ATD Press. 			
Web Resources:	<ol style="list-style-type: none"> 1. Arthur, W., Bennett, W., Edens, P. S., & Bell, S. T. (2003). <i>Effectiveness of training in organizations: A meta-</i> 			

- analysis of design and evaluation features. *Journal of Applied Psychology*, 88(2), 234–245. <https://doi.org/10.1037/0021-9010.88.2.234>
2. Busso, M., Park, K., & Irazoque, N. (2023). The effectiveness of management training programs: A meta-analytic review. *Inter-American Development Bank*. <https://doi.org/10.18235/0004825>
 3. Li, M., Mobley, W. H., & Kelly, A. (2021). Cross-cultural training effectiveness on adjustment, cultural intelligence, and job performance: A meta-analysis. *Career Development International*, 26(7), 987–1008. <https://doi.org/10.1108/CDI-09-2020-0247>

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SEMESTER IV

Generic Elective (GE) Courses

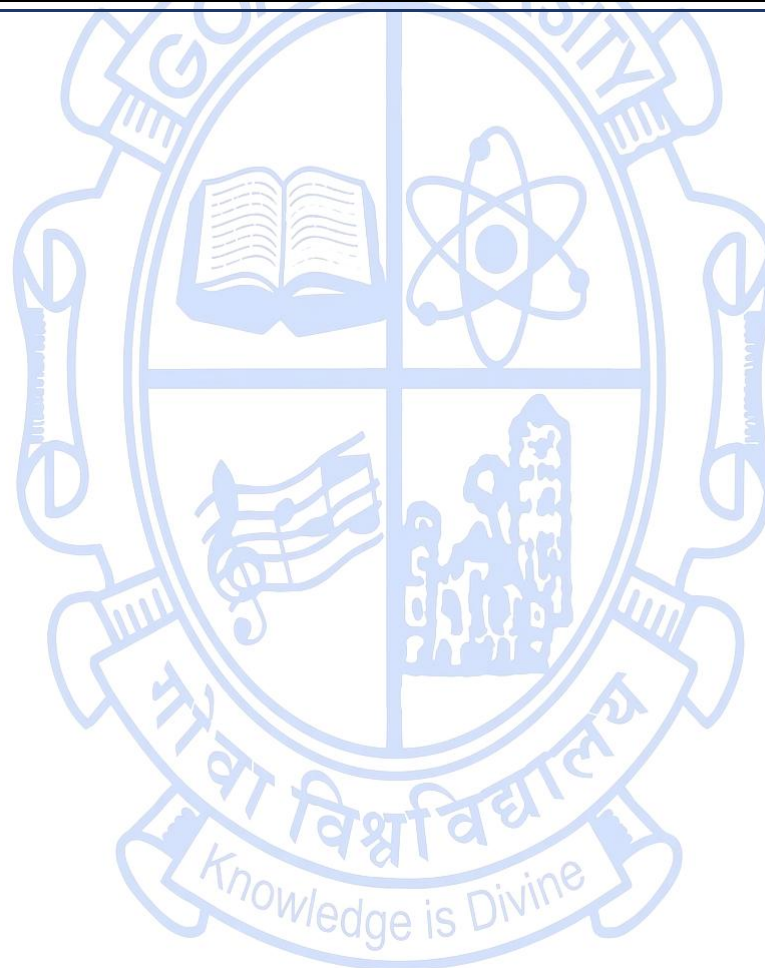
Title of the Course	Social Welfare
Course Code	PSY-6201
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2026-2027
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No
Pre-requisites for the Course:	Nil
Course Objectives:	<ol style="list-style-type: none">1. To understand the meaning, concept, principles, and scope of social welfare administration as a discipline and practice.2. To analyze the organizational structure and functioning of social welfare administration at the Union, State, and local levels in India.3. To examine the role of voluntary organizations and governmental bodies in promoting social welfare and development.4. To study welfare programmes and administrative mechanisms in Goa, including specific schemes for marginalized communities.5. To assess welfare measures targeting different social categories such as women, children, elderly, differently abled, and minorities

	6. To apply management concepts like “Management by Objectives” (MBO) in the context of social welfare organizations			
Course Outcomes:			Mapped to PSO	
	CO 1. Explain key concepts, principles, and functions of social welfare administration.		PSO1, PSO2	
	CO 2. Describe and critically analyze the structure and role of social welfare administration at national and state levels, including the Central Social Welfare Board and National Commission for Women.		PSO2, PSO5	
	CO 3. Apply management approaches such as MBO to improve the effectiveness of social welfare institutions.		PSO3, PSO4	
	CO 4. Assess the effectiveness of welfare policies and programmes for different social groups—families, women, children, transgender persons, aged, disabled, SCs/STs, OBCs, minorities, and marginalized populations.		PSO2, PSO5, PSO6	
	CO 5. Develop skills in administrative planning, coordination, and evaluation within the context of social welfare organizations.		PSO3, PSO4, PSO6	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	INTRODUCTION TO SOCIAL WELFARE ADMINISTRATION 1. Social Welfare Administration: Meaning, Concept and Principles 2. Functions and scope of social welfare administration 3. Management by objectives as applied to social welfare administration. 4. Social Welfare: Its Business, History and Future	15	CO1, CO3	K1, K2, K3
Module 2:	SOCIAL WELFARE ADMINISTRATION IN INDIA 1. Social Welfare administration at the Union level 2. Central social welfare board 3. National commission for Women 4. Role of Voluntary organizations in Societal welfare	15	CO2, CO3, CO5	K1, K3, K4, K6

Module 3:	SOCIAL WORK ADMINISTRATION IN GOA 1. Welfare Programmes in Goa – Social Welfare Department, 2. Tribal Welfare, Rural Development Agency 3. Women and Child Department, 4. Educational Schemes, Welfare Programmes in Panchayat	15	CO4, CO5	K2, K5,K6
Module 4:	WELFARE OF SOCIAL CATEGORIES 1. Welfare of the family, women, transgender, child, youth, aged, disabled, drug addicts, ex- service men 2. Welfare of SC's/ST's, 3. Welfare of OBC's 4. Welfare of minorities, marginalized	15	CO4, CO5	K2, K5, K6
Pedagogy:	1. Lecture method 2. Blended Learning 3. Flipped Classroom/Flipped Learning, 4. Crossover learning 5. Experiential learning.			
Texts:	1. Adams, R., Dominelli, L., & Payne, M. (Eds.). (2018). <i>Social work: Themes, issues and critical debates</i> (4th ed.). Palgrave Macmillan. 2. Bhattacharya, S. (2016). <i>Social work administration and development</i> . Rawat Publications. 3. Choudhary, D. P. (2014). <i>Social welfare administration in India</i> . Dominant Publishers & Distributors. 4. Dubois, B., & Miley, K. K. (2019). <i>Social work: An empowering profession</i> (9th ed.). Pearson Education.			
References/ Readings:	1. Goa Directorate of Social Welfare. (2022). <i>Annual report of the Directorate of Social Welfare, Government of Goa 2021–2022</i> . Government of Goa. 2. Government of India. (2020). <i>Annual report 2019–2020: Ministry of Social Justice and Empowerment</i> . Government of India. 3. Kumar, S., & Punia, D. (2018). <i>Social welfare administration in India: Concept, structure and process</i> . Deep & Deep Publications. 4. Lal Das, D. K. (2013). <i>Practice of social work in India: An ecological perspective</i> . Rawat Publications. 5. National Commission for Women. (2021). <i>Annual report 2020–2021</i> . Government of India.			

	6. Patel, A. (2015). <i>Social welfare administration: Management of social service institutions</i> . Nirali Prakashan.
Web Resources:	<ol style="list-style-type: none">1. Central Social Welfare Board. (n.d.). <i>Programs and schemes</i>. Retrieved from https://www.cswb.gov.in2. Department of Social Welfare, Government of Goa. (n.d.). Welfare programmes and schemes. Retrieved from https://dsw.goa.gov.in3. Ministry of Women and Child Development. (n.d.). <i>Schemes and initiatives</i>. Retrieved from https://wcd.nic.in

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Title of the Course	Psychology of Work
Course Code	PSY-6202
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2026-2027
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To introduce major theoretical frameworks and approaches in psychology of work. 2. To examine key psychological processes influencing individual and group behaviour in the workplace. 3. To understand motivation, attitudes, and job satisfaction as determinants of employee behaviour. 4. To analyse organizational structures, leadership, and decision-making from a psychological perspective. 	
Course Outcomes:		Mapped to PSO
	CO 1. Define and explain key theories, perspectives, and concepts in work psychology.	PSO1
	CO 2. Critically analyse factors influencing individual and group behaviour at the workplace.	PSO2
	CO 3. Apply principles of motivation, job satisfaction, and attitudes ethically to understand workplace functioning.	PSO3

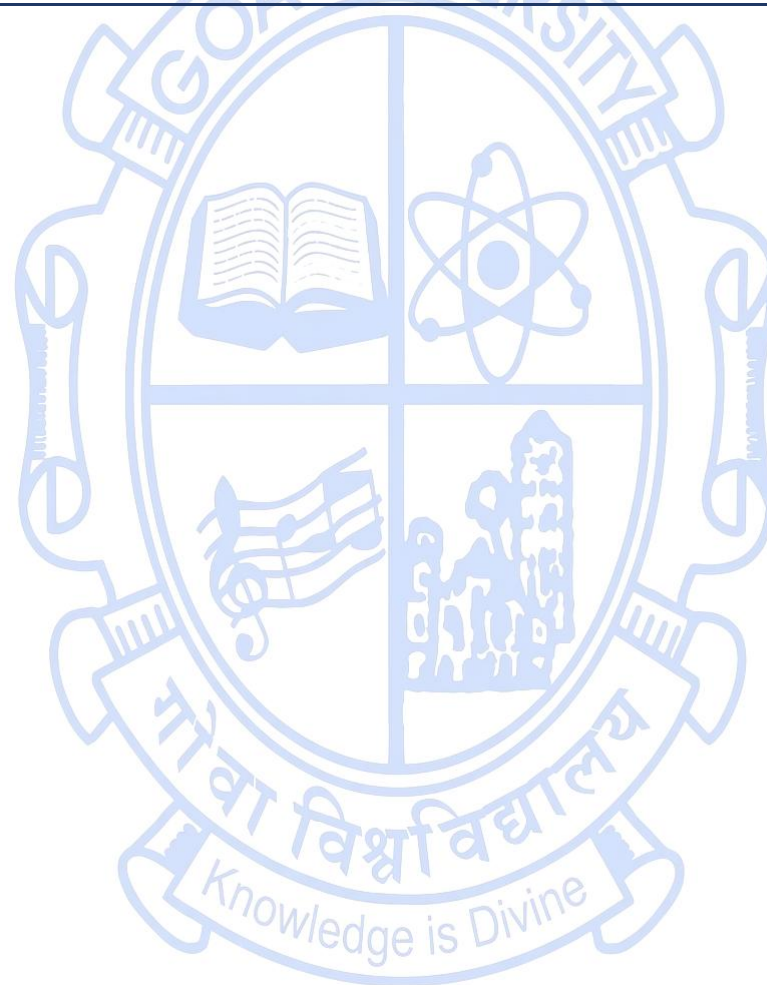
	CO 4. Evaluate leadership styles, group processes, and organizational decision-making in professional contexts.		PSO5	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	FOUNDATIONS OF WORK PSYCHOLOGY 1. Nature, Scope, and Relevance of Work Psychology. 2. Five Traditions in Psychology and Their Contributions to Work Psychology. 3. Changing World of Work: Diversity, Culture, and Globalization. 4. Theory, Research, and Practice in Work Psychology: Research Methods, Quantitative and Qualitative Approaches.	15	CO1	K1, K2, K4
Module 2:	INDIVIDUAL DIFFERENCES AND WORK BEHAVIOUR 1. Personality and Cognitive Ability: Trait, Socio-Cognitive, and Systems Models. 2. Emotional Intelligence and its Role at Work. 3. Attitudes at Work: Job Satisfaction, Organizational Commitment, Psychological Contract. 4. Work-Related Stress and Well-Being: Models of Stress, Consequences, and Coping.	15	CO2, CO3	K2, K3, K4, K5
Module 3:	PERFORMANCE, WORK MOTIVATION AND WORK DESIGN 1. Work Performance: Definitions, Measurement, Multi-Source Feedback, Electronic Monitoring. 2. Theories of Motivation: Content and Process Theories (Maslow, Herzberg, Vroom, Adams, Goal-Setting). 3. Approaches to Work Design: Socio-Technical Systems, Job Redesign, Human-Centered Design. 4. Links between Motivation, Attitudes, and Performance.	15	CO2, CO3	K1, K2, K3, K4
Module 4:	GROUPS, LEADERSHIP, AND ORGANIZATIONAL CHANGE 1. Group Processes: Teamwork, Communication, Decision-Making, Factors Affecting Group Effectiveness. 2. Leadership: Trait, Behavioural, Contingency, and Transformational Approaches;	15	CO1, CO2, CO4	K2, K3, K4

	<p>Gender and Global Leadership.</p> <ol style="list-style-type: none"> Power, Politics, And Influence in Organizations. Understanding Organizational Change and Culture: Planned vs. Emergent Change, Culture and its Impact. 			
Pedagogy:	<ol style="list-style-type: none"> Lecture method Blended Learning Flipped Classroom/Flipped Learning, Crossover learning Experiential learning. 			
Texts:	<ol style="list-style-type: none"> Arnold, J., Randall, R., Patterson, F., Silvester, J., Robertson, I., Cooper, C., & Burnes, B. (2017). <i>Work Psychology: Understanding Human Behaviour in the Workplace</i> (7th ed.). Harlow, England: Pearson Education. Muchinsky, P. M., & Howes, S. (2019). <i>Psychology Applied to Work</i> (12th ed.). Summerfield, NC: Hypergraphic Press. Robbins, S. P., Judge, T. A., & Vohra, N. (2022). <i>Organizational Behavior</i> (19th ed.). New Delhi: Pearson Education. Spector, P. E. (2017). <i>Industrial and Organizational Psychology: Research and Practice</i> (7th ed.). John Wiley & Sons. 			
References/ Readings:	<ol style="list-style-type: none"> Kanfer, R., Chen, G., & Pritchard, R. D. (Eds.). (2012). <i>Work Motivation: Past, Present, and Future</i>. New York, NY: Routledge. Landy, F. J., & Conte, J. M. (2016). <i>Work in the 21st Century: An Introduction to Industrial and Organizational Psychology</i> (5th ed.). Hoboken, NJ: John Wiley & Sons. Miner, J. B. (2015). <i>Organizational Behavior 1: Essential Theories of Motivation and Leadership</i>. New York, NY: Routledge. 			
Web Resources:	<ol style="list-style-type: none"> Beck, J. W. (2024). Meaningful I-O research for small businesses. <i>Industrial and Organizational Psychology</i>. https://doi.org/10.1017/iop.2024.61 Challenging the Universality of Job Resources: Why, When, and For Whom? <i>Applied Psychology: An International Review</i>. https://doi.org/10.1111/apps.12211 Exploring Work and Organizational Psychology in the Metaverse. (2025). <i>Scandinavian Journal of Work and Organizational Psychology</i>. https://doi.org/10.16993/sjwop.266 Job demands-resources on digital gig platforms and counterproductive work behavior. (2024). <i>Frontiers in</i> 			

Psychology. <https://doi.org/10.3389/fpsyg.2024.1378247>

5. Schneider, B., & Pulakos, E. D. (2022). Expanding the I-O psychology mindset to organizational success. *Industrial and Organizational Psychology*, 15(3), 385–402. <https://doi.org/10.1017/iop.2022.27>
6. Tackling precarious work through work and organizational psychology. (2024). *European Journal of Work and Organizational Psychology*. <https://doi.org/10.1080/1359432X.2024.2433489>

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Title of the Course	Environmental Psychology
Course Code	PSY-6203
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2026-2027
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To equip students with foundational knowledge of scope, history, theoretical frameworks, and research methods of environmental psychology, integrating concepts of person–environment transactions and stress models. 2. To analyse the role of environmental stressors, restorative environments, and risk perception in influencing human behaviour, health, and wellbeing. 3. To critically examine social–environment interactions, including theories of personal space, crowding, territoriality, environmental appraisal, and design frameworks. 4. To assess theoretical perspectives across environmental psychology and sustainability in order to evaluate their implications for wellbeing and pro-environmental behaviour. 	
Course Outcomes:		Mapped to PSO
	CO 1. Explain the scope, theoretical frameworks, and methodological paradigms of environmental psychology, and apply them to analyse environmental stress and	PSO1, PSO2, PSO3

	wellbeing			
	CO 2. Critically analyse theories of personal space, crowding, territoriality, and environmental appraisal in the context of stress, perception, and wellbeing.		PSO1, PSO2, PSO5	
	CO 3. Evaluate environmental design theories alongside sustainability models to assess their applicability in promoting pro-environmental behaviour.		PSO2, PSO3, PSO5	
	CO 4. Integrate insights from environmental stress, person–environment interactions, appraisal theories, and sustainability frameworks to critically evaluate their impact on human wellbeing and sustainable practices.		PSO2, PSO3, PSO5, PSO6	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	<p>INTRODUCTION TO ENVIRONMENTAL PSYCHOLOGY</p> <ol style="list-style-type: none"> 1. Scope, history and development of environmental psychology. 2. Core concepts: person–environment transactions, environmental perception and appraisal, place attachment and place identity. 3. Paradigms and methods in environmental psychology – laboratory, field, simulation, and survey methods; ethical considerations. 4. Theoretical frameworks: ecological psychology, transactional approach, and environmental stress models. 	15	CO1, CO4	K1, K2
Module 2:	<p>ENVIRONMENT, STRESS, AND WELLBEING</p> <ol style="list-style-type: none"> 1. Environmental stressors: noise, temperature, crowding, air pollution, natural hazards and disasters. 2. Stress theories: stimulus-based, response-based, and transactional perspectives. 3. Attention Restoration Theory (ART) and Stress Reduction Theory (SRT). 4. Risk perception and behavioural responses to environmental hazards. 	15	CO1, CO2, CO4	K2, K4, K5
Module 3:	<p>SOCIAL–ENVIRONMENT INTERACTIONS AND DESIGN</p> <ol style="list-style-type: none"> 1. Theories of personal space, privacy, and territoriality. 2. Models of crowding and density: overload, arousal, and behavioural constraint models. 	15	CO2, CO3, CO4	K2, K4, K5

	<ol style="list-style-type: none"> Theories of environmental appraisal: Kaplan's preference model, appraisal dimensions, prospect-refuge theory. Environmental design theories: defensible space theory, behaviour-setting theory, and affordance theory. 			
Module 4:	<p>ENVIRONMENTAL BEHAVIOUR AND SUSTAINABILITY</p> <ol style="list-style-type: none"> Measurement of environmental behaviour: self-reports, observations, and objective indicators. Values and norms: Value-Belief-Norm (VBN) theory, Norm Activation Model. Models of environmental behaviour: Theory of Planned Behaviour (TPB), Goal-Framing Theory, social dilemma frameworks. Theories of behaviour change and policy acceptability in sustainability. 	15	CO3, CO2, CO4	K3, K5
Pedagogy:	<ol style="list-style-type: none"> Lecture method Blended Learning Flipped Classroom/Flipped Learning, Crossover learning Experiential learning. 			
Texts:	<ol style="list-style-type: none"> Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (2005). Environmental psychology (5th ed.). New York, NY: Routledge. Gifford, R. (2014). Environmental psychology: Principles and practice (5th ed.). Colville, WA: Optimal Books. Steg, L., Van den Berg, A. E., & De Groot, J. I. M. (Eds.). (2019). Environmental psychology: An introduction (2nd ed.). Chichester, UK: Wiley-Blackwell. 			
References/ Readings:	<ol style="list-style-type: none"> Bonnes, M., Lee, T., & Bonaiuto, M. (2003). Psychological Theories for Environmental Issues. (1st ed.) Aldershot, UK: Ashgate. 			
Web Resources:	<ol style="list-style-type: none"> Piao, X. (2024). Determinants of pro-environmental behaviour: Effects of socioeconomic, demographic, subjective, and psychological well-being characteristics. Nature Human Behaviour. https://doi.org/10.1038/s41599-024-03790-z Tian, H. (2022). Pro-environmental behavior research: Theoretical perspectives. Frontiers in Psychology. Retrieved from https://pmc.ncbi.nlm.nih.gov/articles/PMC9180624/ [https://pmc.ncbi.nlm.nih.gov/articles/PMC9180624/] 			

Title of the Course	Technology and Human Behaviour
Course Code	PSY-6204
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2026-2027
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To explain the scope, goals, and research methods in the psychology of technology. 2. To describe how technology affects cognition, brain function, and performance 3. To examine behaviour, identity, and interaction in digital and virtual spaces. 4. To evaluate emerging technological applications for education, health, and well-being. 	
Course Outcomes:		Mapped to PSO
	CO 1. Explain the scope, goals, and research methods in the psychology of technology.	PSO1, PSO2
	CO 2. Describe how technology influences cognition, brain function, and performance.	PSO1, PSO2, PSO3
	CO 3. Examine behaviour, identity, and interaction in digital and virtual spaces.	PSO2, PSO3, PSO6
	CO 4. Evaluate emerging technological applications for education, health, and well-being.	PSO3, PSO5, PSO6

Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	INTRODUCTION TO TECHNOLOGY AND HUMAN BEHAVIOUR 1. Definition, Goals, and Scope of Psychology of Technology 2. Methods of Research in Psychology of Technology 3. Ethics in Research on Psychology of Technology 4. Usage and Attitudes Toward Technology Across the Lifespan	15	CO1, CO2, CO3	K1, K2, K3, K5
Module 2:	TECHNOLOGY AND COGNITION 1. Visual and Auditory Displays, Sonification and Multisensory Integration 2. Effects of Technology and Multitasking on the Brain 3. Technology, Neuroplasticity and Applications in Cognitive Enhancement 4. Human–Computer Interface and Brain–Computer Interface	15	CO2	K2, K3
Module 3:	HUMAN BEHAVIOUR IN DIGITAL AND VIRTUAL SPACES 1. Behaviour in the Virtual Environment: Instant Messaging, Mobile Apps, Online Communication and Use of Social Network Sites and Computer Use by Older Adults 2. Pathological Media Use, Problematic Internet Use and Internet Shopping Disorder 3. Technology and Self Presentation: Impression Management Online 4. Virtual Reality, Technoself and Robots 5. Technology Overload: Definition, Physical, Social and Emotional Impact; Strategies to reduce Technology Overload	15	CO3	K1, K2, K3, K4
Module 4:	TECHNOLOGY AND HUMAN BEHAVIOUR: EMERGING APPLICATIONS 1. Future of Technology in Education 2. Digitally Assisted Interventions for Treatment and Prevention of Risky Behaviour in Adolescents and Adults 3. Artificial Intelligence in Mental Healthcare: Opportunities, Risks, and Regulation 4. Hedonomics and its Applications: e-Consumer Behaviour, Online Gaming and Technology for the Differently Abled	15	CO 4	K2, K4, K5
Pedagogy:	1. Lecture method 2. Blended Learning			

	<ol style="list-style-type: none"> 3. Flipped Classroom/Flipped Learning, 4. Crossover learning 5. Experiential learning.
Texts:	<ol style="list-style-type: none"> 1 Efstratopoulou, M., Agerri, A., & Agrafiotis, I. (Eds.). (2024). AI in mental health: Innovations, challenges, and collaborative pathways. Hershey, PA: IGI Global. 2 Kool, V. K., & Agrawal, R. (2017). Psychology of technology. Cham, Switzerland: Springer International Publishing. 3 Potenza, M. N., Faust, K. A., & Faust, D. (Eds.). (2020). The Oxford handbook of digital technologies and mental health. New York, NY: Oxford University Press. 4 Rosen, L. D., Cheever, N. A., & Carrier, L. M. (Eds.). (2015). The Wiley handbook of psychology, technology, and society. Chichester, UK: Wiley-Blackwell.
References/ Readings:	<ol style="list-style-type: none"> 1. Aiken, M. (2016). <i>The cyber effect</i>. London, UK: John Murray. 2. Hadlington, L. (2017). <i>Cybercognition: Brain, behaviour and the digital world</i>. London, UK: SAGE Publications. 3. Jotterand, F., & Ienca, M. (Eds.). (2021). <i>Artificial intelligence in brain and mental health: Philosophical, ethical & policy issues</i>. Cham, Switzerland: Springer. 4. Montag, C., & Reuter, M. (Eds.). (2017). <i>Internet addiction: Neuroscientific approaches and therapeutic implications including smartphone addiction</i>. Cham, Switzerland: Springer International Publishing. 5. Waller, R., Moghraby, O. S., & Lovell, M. (Eds.). (2023). <i>Digital mental health: From theory to practice</i>. Cambridge, UK: Cambridge University Press.
Web Resources:	<ol style="list-style-type: none"> 1. Amichai-Hamburger, Y. (Ed.). (2009). Technology and psychological well-being. Cambridge University Press. https://doi.org/10.1017/CBO9780511635373 2. Anthony, K., Nagel, D. M., & Goss, S. (Eds.). (2010). <i>The use of technology in mental health: Applications, ethics and practice</i>. Charles C Thomas Publishers. 3. Löchner, J., Carlbring, P., Schuller, B., Torous, J., & Sander, L. B. (2025). Digital interventions in mental health: An overview and future perspectives. <i>Internet Interventions</i>, 40, 100824. https://doi.org/10.1016/j.invent.2025.100824 4. Nagam, V. M. (2023). Internet use, users, and cognition: On the cognitive relationships between internet-based technology and internet users. <i>BMC Psychology</i>, 11(1), 82. https://doi.org/10.1186/s40359-023-01041-5 5. Yates, S., & Rice, R. E. (Eds.). (2020). The Oxford handbook of digital technology and society. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780190932596.001.000

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Title of the Course	Gender and Society	
Course Code	PSY-6205	
Number of Credits	4	
Theory/Practical	Theory	
Level	500	
Effective from AY	2026-2027	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To familiarise the students with the concepts of sex and gender. 2. To enable students to critically understand the concepts of masculinity and femininity as analytical categories. 3. To introduce the students to Feminism and its concepts and the larger contemporary context of gender perspective 4. To understand gender dimension of Home, work and Health 	
Course Outcomes:		Mapped to PSO
	CO 1. Explain key concepts related to sex and gender	PSO 1
	CO 2. Analyze masculinity and femininity as analytical categories	PSO 2
	CO 3. Discuss major feminist concepts and perspectives in contemporary contexts	PSO 3
	CO 4. Examine gender dimensions of home, work, and health.	PSO 4

Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	SEX AND GENDER: CONCEPTUAL ORIENTATION <ol style="list-style-type: none"> Sex, gender, sexuality Femininities, masculinities and other sexualities Theories of gender development – psychoanalytic, evolutionary, socialization and socio-cultural theories, feminist, gender reform and gender resistance theories. Gender stereotypes and behaviour 	15	CO1, CO2, CO3	K1, K2, K3, K4
Module 2:	GENDER DIFFERENCES AT WORK <ol style="list-style-type: none"> Occupational segregation: women and men in different jobs Changing patterns and scope of employment discrimination Gender and organizational leadership Appreciative Action Moving toward family-friendly workplaces 	15	CO3, CO4	K4, K5
Module 3:	Gender Differences at Home <ol style="list-style-type: none"> Gender based violence in family Forms of violence against women and men in family, denial of reproductive rights, female feticide and infanticide, dowry deaths, wife battering, child abuse Intimate partner violence against men and transgender The Impact of Technology and Work on Household Gender Roles 	15	CO3, CO4	K2, K4, K5
Module 4:	Gender and Health <ol style="list-style-type: none"> Gendered patterns of disease Health-related behaviours influenced by gender stereotypes Reproductive health and maternal mortality Commercializing pregnancy and childbirth Mental Health and Gender 	15	CO3, CO4	K1, K4, K5
Pedagogy:	<ol style="list-style-type: none"> Lecture method Blended Learning 			

	<ol style="list-style-type: none"> 3. Flipped Classroom/Flipped Learning, 4. Crossover learning 5. Experiential learning.
Texts:	<ol style="list-style-type: none"> 1. Beilby, J.K. & Rhodes, E. (2019) Understanding Transgender Identities: Four Views. United States: Baker Publishing Group 2. Gideon, J. (2016). Handbook on Gender and Health. United Kingdom: Edward Elgar Publishing INC. 3. Lips, H. M. (2018). Gender: The Basics (2nd ed.). United Kingdom: Taylor & Francis. 4. Sarkar, S. (2016). Gender Disparity in India: Unheard Whimpers. India: Prentice Hall India Pvt., Limited.
References/ Readings:	<ol style="list-style-type: none"> 1. Anand, M. (Ed.). (2020). Gender and mental health: Combining theory and practice. Springer. 2. Fine, C. (2023). Patriarchy Inc: How men and women are being shaped by the corporate world. W.W. Norton & Company. 3. Hunt, K., & Annandale, E. (Eds.). (2008). Gender and health. Routledge. 4. Marques J. (2021) Exploring gender at work: multiple perspectives. Germany: Springer International Publishing. 5. McLean, G.N. & Ghosh, R. (2018). Indian Women in Leadership. Germany: Springer International Publishing. 6. Oakley, A. (2016). Sex, Gender and Society. United Kingdom: Taylor & Francis
Web Resources	<ol style="list-style-type: none"> 1. Patwardhan, V., et al. (2024). A global analysis of the determinants of maternal health and its impact on maternal mortality. The Lancet Global Health, 12(6), e789-e798. https://doi.org/10.1016/S2468-2667(24)00053-7 2. Sabri, B., et al. (2018). Gender-based violence and trauma in marginalized communities: A review of the literature. Trauma, Violence, & Abuse, 19(2), 168-185. https://doi.org/10.1177/1524838018771743 3. Schuh, R., & Sweeney, L. (2024). The value of workplace gender composition and its implications for firm performance. Federal Reserve Bank of New York Staff Reports, 1092. https://doi.org/10.2139/ssrn.3542923 4. Stewart, R. (2021). Gendered stereotypes and norms: A systematic review of interventions aiming to address gendered stereotypes and norms across several outcomes of gender inequality. Frontiers in Psychology, 12, 806637. https://doi.org/10.3389/fpsyg.2021.806637 5. Vlassoff, C. (2007). Gender differences in determinants and consequences of health and illness. Journal of Health, Population and Nutrition, 25(1), 47-61. https://doi.org/10.3329/jhpn.v25i1.1444

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Title of the Course	Forensic and Criminal Psychology
Course Code	PSY-6206
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2026-2027
New Course	Yes
Bridge Course/ Value Added Course	No
Course for Advanced Learners	No

Pre-requisites for the Course	Nil	
Course Objectives	<ol style="list-style-type: none"> 1. Introduce students to the theoretical foundations and applied domains of forensic and criminal psychology. 2. Familiarize students with psychological theories of criminal behavior and their relevance in legal contexts. 3. Develop critical understanding of offender profiling, risk assessment, and rehabilitation strategies. 4. Provide insights into the role of psychologists in legal investigations, court procedures, and correctional settings. 5. Encourage ethical, cultural, and human rights considerations in forensic practice. 	
Course Outcomes		Mapped to PSO
	CO 1. Explain the scope and applications of forensic and criminal psychology.	PSO1

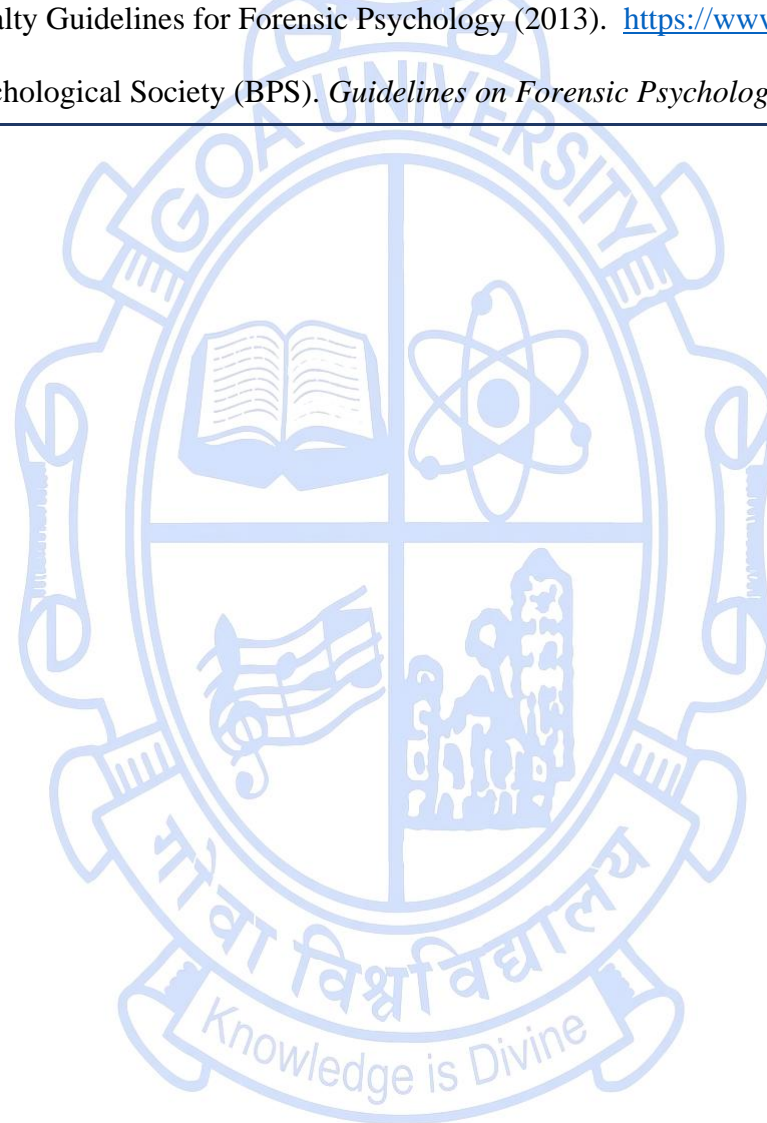
	CO 2. Analyze psychological theories explaining criminal and deviant behavior.		PSO2, PSO4	
	CO 3. Evaluate the methods of offender profiling, lie detection, and risk assessment.		PSO3, PSO5	
	CO 4. Apply psychological knowledge to legal contexts including witness testimony, jury behavior, and correctional rehabilitation.		PSO3, PSO5, PSO6	
	CO 5. Critically discuss ethical dilemmas, cultural sensitivity, and human rights issues in forensic practice.		PSO5, PSO6	
Content		No. of Hours	Mapped to CO	Cognitive Level
Module 1	INTRODUCTION TO FORENSIC AND CRIMINAL PSYCHOLOGY <ol style="list-style-type: none"> 1. Definition, scope and history - forensic and criminal psychology 2. Roles of psychologists in legal settings (expert witness, consultant, advocate) 3. Structure of the criminal justice system and key legal concepts 4. Types of crime and offenders (violent, sexual, juvenile, cybercrime) 	15	CO1	K1, K2
Module 2	PSYCHOLOGICAL THEORIES OF CRIMINAL BEHAVIOR <ol style="list-style-type: none"> 1. Biological and neuroscientific explanations 2. Behavioral, social learning theories Cognitive theories of crime 3. Personality and trait theories (psychopathy, temperament) 4. Developmental and life-course perspectives 	15	CO2	K2, K3
Module 3	ASSESSMENT AND TREATMENT OF OFFENDERS <ol style="list-style-type: none"> 1. Psychological assessment methods in forensic settings 2. Forensic evaluations: competency, criminal responsibility, risk assessment 3. Intervention and rehabilitation strategies: REBT, CBT, DBT, anger management, relapse prevention. 4. Correctional psychology and reintegration programs 	15	CO3, CO4	K2, K4, K5

Module 4	LEGAL, ETHICAL, AND PROFESSIONAL ISSUES <ol style="list-style-type: none"> 1. Role of psychologists: expert testimony, report writing, Case laws and trial consulting in forensic psychology 2. Eyewitness testimony and memory reliability 3. Ethical and professional issues: confidentiality, public safety, dual roles 4. Emerging areas: child custody, community violence, cybercrime 	15	CO4, CO5	K2, K5, K6
Pedagogy:	<ol style="list-style-type: none"> 1. Lecture Method 2. Blended Learning 3. Flipped Classrooms/Flipped Learning 4. Crossover Learning. 5. Experiential Learning 			
Texts:	<ol style="list-style-type: none"> 1. Bartol, C. R., & Bartol, A. M. (2018). Introduction to forensic psychology: Research and application (5th ed.). Thousand Oaks, CA: SAGE Publications. 2. Bull, R. (2006). Criminal psychology: A beginner's guide (2nd ed.). Oxford, UK: Oneworld Publications. 3. Godwin, G. M. (2000). Criminal psychology and forensic technology: A collaborative approach to effective profiling. Boca Raton, FL: CRC Press. 4. Pozzulo, J., Bennell, C., Forth, A., & Anders, S. (2021). Forensic psychology and law: A Canadian perspective (4th ed.). Montreal, Canada: Pressbooks. 			
References/Reading	<ol style="list-style-type: none"> 1. Douglas, K. S., & Skeem, J. L. (2005). Violence risk assessment: Getting specific about being dynamic. <i>Psychology, Public Policy, and Law</i>, 11(3), 347–383. 2. Fegert, J. (2023). The challenges in forensic psychology of balancing roles and ethics. <i>Journal of Forensic Psychology</i>, 8(6). 3. Fulero, S. M., & Wrightsman, L. S. (2009). <i>Forensic psychology</i> (3rd ed.). Belmont, CA: Cengage Learning. 4. Grisso, T. (2012). <i>Evaluating juveniles' adjudicative competence: A guide for clinical practice</i>. New York, NY: Guilford Press. 5. Melton, G. B., Petrila, J., Poythress, N. G., & Slobogin, C. (2017). <i>Psychological evaluations for the courts: A handbook for mental health professionals and lawyers</i> (4th ed.). New York, NY: Guilford Press. 6. Murrie, D. C., & Warren, J. I. (2005). <i>Clinical assessment of malingering and deception</i> (3rd ed.). New York, NY: Guilford Press. 			

Web Resources

1. APA Ethics Code (2017, with amendments). <https://www.apa.org/ethics/code>
2. APA Specialty Guidelines for Forensic Psychology (2013). <https://www.apa.org/practice/guidelines/forensic-psychology>
3. British Psychological Society (BPS). *Guidelines on Forensic Psychology Practice*. <https://www.bps.org.uk>

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Title of the Course	Indian Systems of Psychotherapy
Course Code	PSY-6207
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2026-2027
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To familiarize students with the foundations of Indian psychology 2. To identify the philosophical and cultural foundations of Indian psychotherapeutic traditions. 3. Explain how Atharva Veda, Ayurveda, and Yoga propose psychological healing models. 4. To understand the application and implications of Indian psychology. 	
Course Outcomes:		Mapped to PSO
	CO 1. Understand the foundations of Indian psychology;	PSO1, PSO2
	CO 2. Relate to the contextual influence of psychology in India;	PSO2, PSO3
	CO 3. Critically evaluate the strengths and limitations of Indian psychotherapeutic paradigms	PSO 2, PSO3, PSO4

	CO 4. Design integrative modules combining Vedic and Yogic psychotherapeutic techniques		PSO4, PSO5, PSO6
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	I – FOUNDATIONS OF INDIAN PSYCHOLOGY 1. Psychology in the India Tradition 2. Indian psychological thought in the age of globalization 3. Indian psychology and the scientific method 4. Indian psychology: Implications and applications	15	CO1, CO2, CO3 K2, K3 K4, K5
Module 2:	II - INDIAN PERSPECTIVES: CONCEPTUAL UNDERSTANDING 1. Centrality of Consciousness & mind 2. Concept of Karma Dharma 3. Self, Person and Personality in Indian Psychology 4. Cognition, Emotion & Volition 5. Self-realization: Perspectives of B.G.Tilak, Saint Tukaram, Ramana Maharshi & Gandhian Concept of Non-Violence.	15	CO1, CO2, CO3 K1, K3 K4, K5
Module 3:	ATHARVA VEDA AND VEDIC PSYCHOTHERAPEUTIC ELEMENTS 1. The Vedas and psychological healing in Indian thought. 2. The role of mantras, ritual, symbolism, and sacred sound for mental health 3. Specific therapeutic injunctions in Atharva Veda (e.g. mantric healing, invocation, psycho-spiritual models) 4. Challenges in adapting Vedic models for modern psychotherapy.	15	CO1, CO2, CO3, CO4 K2, K3 K4, K5
Module 4:	AYURVEDA & YOGA IN PSYCHOTHERAPY 1. Ayurvedic psychology: Tridosha, diagnostic categories, mental afflictions (manasa vikara) 2. Ayurvedic therapeutic modalities: Satvavajaya, daivavyapashraya, and yamavyapashraya (i.e. mental, spiritual, and drug/physical therapies) 3. Yoga and therapy: Yoga as an integral psychotherapeutic method 4. Yogic practices: Asana, pranayama, dharana, dhyana, and their psychological effects	15	CO1, CO2, CO3, CO4 K2, K3 K4, K5

Pedagogy:	<ol style="list-style-type: none"> 1. Lecture method 2. Blended Learning 3. Flipped Classroom/Flipped Learning, 4. Crossover learning 5. Experiential learning.
Texts:	<ol style="list-style-type: none"> 1. Bhawuk, D. (2011). <i>Spirituality and Indian psychology: Lessons from the Bhagavad-Gita</i>. New York, NY: Springer Science & Business Media. 2. Rao, K. R., & Paranjpe, A. C. (2016). <i>Psychology in the Indian tradition</i>. New Delhi, India: Springer. 3. Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (2014). <i>Handbook of Indian psychology</i>. New Delhi, India: Cambridge University Press India Pvt. Ltd. 4. Veereshwar, P. (2002). <i>Indian systems of psychotherapy</i>. New Delhi, India: Gyan Publishing House.
References/ Readings:	<ol style="list-style-type: none"> 1. Sinha, J. (2017). <i>Indian psychology. Emotion and will</i>. New Delhi, India: Motilal Banarsidass. 2. Rao, K. R., & Paranjpe, A. C. (2016). <i>Psychology in the Indian tradition</i>. New Delhi, India: Springer. 3. Verma, M. C. (2010). <i>Foundations of Indian Psychology, Volume 1: Theories and Concepts (Vol. 1)</i>. India: Pearson Education.
Web Resources:	<ol style="list-style-type: none"> 1. Devi, S. (2019). Indian philosophy and environment. <i>JETIR</i>, 6(5), 664 – 668. https://www.jetir.org/papers/JETIR1905G95.pdf 2. Jacob, T.R. (1975). Concept of self in Indian thought. https://www.marquette.edu/library/theses/already_uploaded_to_IR/jacob_t_1975.pdf 3. Srivastava K. (2012). Concept of personality: Indian perspective. <i>Industrial psychiatry journal</i>, 21(2), 89–93. https://doi.org/10.4103/0972-6748.119586

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Title of the Course	Neuropsychology
Course Code	PSY-6208
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2026-2027
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To provide foundational knowledge of the nervous system and neural communication. 2. To explore the neuropsychological mechanisms underlying learning, memory, emotion, and behavior. 3. To understand causes, effects, and rehabilitation related to brain damage and neuroplasticity. 4. To develop analytical and critical perspectives on neurological and psychological disorders. 	
Course Outcomes:		Mapped to PSO
	CO 1. Describe the structure and function of neural systems.	PSO1
	CO 2. Explain neurobiological bases of behaviour and cognition.	PSO1, PSO3
	CO 3. Analyze brain-behaviour relationships in normal and disordered conditions.	PSO2, PSO3, PSO4
	CO 4. Evaluate mechanisms of neural repair and recovery.	PSO2, PSO4, PSO5

Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	FOUNDATIONS OF BIOPSYCHOLOGY & NEUROPSYCHOLOGY 1. Structure and Function of the Nervous System: Central Nervous System (CNS) and Peripheral Nervous System (PNS) 2. Neural Communication: Neurons, Glial Cells, Synaptic Transmission 3. The Visual System 4. Audition, The Body Senses and Chemical Senses	15	CO1, CO2	K1, K2, K3
Module 2:	NEUROPSYCHOLOGICAL BASIS OF BEHAVIOR 1. Learning, Memory, and Language: Synaptic Plasticity and Neural Basis of Learning; Cortical Localization of Language (Wernicke-Geschwind Model); Types of Memory: Declarative, Non-declarative; Relational Learning; Amnesia 2. Emotions: Neural Basis and Facial Expression of Emotions; Emotional Communication and Recognition 3. Sexual and Reproductive Behavior: Hormonal Regulation, Neural Mechanisms 4. Sleep and Biological Rhythms: Physiological and Behavioral Description of Sleep; Neural Mechanisms of Sleep and Waking	15	CO2, CO3	K1, K2, K3, K4
Module 3:	NEUROPLASTICITY AND CNS DAMAGE 1. Neural Development: Induction, Proliferation, Migration, Synapse Formation, Axon Growth, Synaptic Rearrangement 2. Causes of Brain Damage: Tumours, Cerebrovascular Disorders, Head Injuries, Infections, Neurotoxins, Genetic Factors 3. Responses to Nervous System Damage : Neural Degeneration, Regeneration, Reorganization 4. Neuroplasticity and Treatment - Rehabilitative Training, Genetic Engineering, Neurotransplantation	15	CO1, CO3, CO4	K2, K4, K5
Module 4:	NEUROPSYCHOLOGICAL BASIS OF SPECIFIC DISORDERS 1. Degenerative Disorders (e.g., Alzheimer's, Parkinson's) 2. Schizophrenia and Major Affective Disorders	15	CO2, CO3, CO4	K1, K3, K4, K5

	<ol style="list-style-type: none"> 3. Autism Spectrum Disorders and ADHD 4. Stress-Related Disorders 			
Pedagogy:	<ol style="list-style-type: none"> 1. Lecture Method 2. Blended Learning 3. Flipped Classroom/Flipped Learning, 4. Crossover learning 5. Experiential learning. 			
Texts:	<ol style="list-style-type: none"> 1. Carlson, N. R. (2019). Foundations of physiological psychology (7th ed.). Boston, MA: Pearson Education. 2. Gazzaniga, M. S., Heatherton, T. F., & Halpern, D. F. (2016). Psychological science (5th ed.). New York, NY: W. W. Norton & Company. 3. Pinel, J. P. J. (2009). Biopsychology (7th ed.). Boston, MA: Allyn & Bacon. 4. Pinel, J. P. J., & Barnes, S. J. (2018). Introduction to biopsychology (10th ed.). Noida, India: Pearson India Education Services Pvt. Ltd. 			
References/ Readings:	<ol style="list-style-type: none"> 1. Gupta, G. C. (2001). Cognitive science: Issues and perspectives. New Delhi, India: Icon Publications Pvt. Ltd. 2. Rosenzweig, M. R., Leiman, A. L., & Breedlove, S. M. (2010). Biological psychology: An introduction to behavioral, cognitive, and clinical neuroscience (2nd ed.). Sunderland, MA: Sinauer Associates, Inc. 3. Wagner, H., & Silber, K. (2007). Physiological psychology. New York, NY: Garland Science/BIOS Scientific Publishers. 			
Web Resources:	<ol style="list-style-type: none"> 1. Florida Institute of Technology. (n.d.). Psychology: Neuropsychology research guide. Retrieved from https://libguides.lib.fit.edu/PSY/NEURO 2. Open Textbook Library. (n.d.). Introduction to biological psychology. Retrieved from https://open.umn.edu/opentextbooks/textbooks/introduction-to-biological-psychology 3. SAGE Publications. (n.d.). Brain & Behavior: Online resources. Retrieved from https://edge.sagepub.com/garrett4e 			

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Title of the Course	Internship	
Course Code	PSY-6209	
Number of Credits	08	
Theory/Practical	Practical	
Level	500	
Effective from AY	2026-2027	
New Course	Yes	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. Provide intensive, supervised field engagement across clinical, counseling, or HRM domains. 2. Develop applied competencies in assessment, intervention, consultation, and/or organizational practices. 3. Encourage professional identity formation through observation, practice, and reflective documentation. 4. Strengthen research-informed practice by integrating academic learning with workplace exposure. 5. Build professional networks and enhance employability through structured field immersion. 	
Course Outcomes:		Mapped to PSO
	CO 1. Demonstrate applied competencies relevant to their specialization (clinical, counseling, or HRM).	PSO3, PSO5
	CO 2. Document and analyze observations from fieldwork in structured logs and reflective journals.	PSO2, PSO4

	CO 3. Integrate academic knowledge with workplace learning in real-world contexts.		PSO1, PSO3, PSO6	
	CO 4. Exhibit professional ethics, teamwork, and responsibility in field placements.		PSO3, PSO6	
	CO 5. Present a comprehensive internship report and demonstrate professional readiness.		PSO4, PSO5	
Content:		No. of Hours	Mapped to CO	Cognitive Level
Module 1:	<p>PROFESSIONAL ORIENTATION & ETHICAL FOUNDATIONS</p> <ol style="list-style-type: none"> 1. Induction to internship site (hospital, clinic, school, NGO, HR department). 2. Learning institutional protocols, confidentiality, reporting formats. 3. Understanding APA/RCI ethical guidelines and domain-specific codes. 4. Orientation to client populations, organizational dynamics, and field expectations. <p>Deliverables: Internship plan - aligned with site goals and student specialization.</p>	60	CO1, CO4	K1, K2, K3, K5
Module 2:	<p>OBSERVATION, SHADOWING & FIELD IMMERSION</p> <ol style="list-style-type: none"> 1. Observation of clinical sessions, counseling interventions, HR processes. 2. Shadowing professionals in case intake, assessment, group sessions, HR policy execution, etc. 3. Exposure to multidisciplinary collaboration (doctors, teachers, social workers, HR executives). 4. Technical Emphasis: Recording structured field notes using observation frameworks. <p>Deliverables: Observation report (minimum 20 structured entries).</p>	60	CO1, CO2	K3, K4
Module 3:	<p>SUPERVISED PRACTICE & SKILL APPLICATION</p> <ol style="list-style-type: none"> 1. Clinical Track: Case history taking, psychometric administration, report writing, basic psychoeducation. 2. Counseling Track: Rapport building, co-facilitating sessions, assisting in group counseling, session note-taking. 	60	CO1, CO3, CO4	K4, K5

	<p>3. HRM Track: Job analysis, employee engagement activities, training facilitation, conflict management shadowing.</p> <p>4. Documentation of logbook, reflective journal, and process notes.</p> <p>Deliverables: Minimum 2 case reports / HR project reports with supervisor feedback.</p>			
Module 4:	<p>REFLECTION, INTEGRATION & PROFESSIONAL IDENTITY</p> <p>1. Reflective consolidation of learning through supervision seminars.</p> <p>2. Linking observed practices to academic theory.</p> <p>3. Preparing a professional portfolio (logbook, reflective journal, 2–3 detailed reports, supervisor evaluation).</p> <p>4. Exit seminar presentation on “Professional Learning Journey.”</p> <p>Deliverables: Comprehensive Internship Report + Portfolio.</p>	60	CO3, CO5	K2, K5, K6
Pedagogy:	<p>1. Lecture Method</p> <p>2. Blended Learning</p> <p>3. Flipped Classrooms/Flipped Learning</p> <p>4. Crossover Learning</p> <p>5. Experiential Learning</p> <p>6. Supervised Learning: Professors of Practice</p>			
Texts:	<p>1. Corey, G. (2021). Theory and practice of counseling and psychotherapy (10th ed.). Boston, MA: Cengage.</p> <p>2. Pomerantz, A. M. (2022). Clinical psychology: Science, practice, and culture (5th ed.). Thousand Oaks, CA: Sage.</p>			
References/ Readings:	<p>1. BPS/APA. (2020). Ethical principles in the practice of psychology. Leicester, UK / Washington, DC: British Psychological Society / American Psychological Association.</p> <p>2. Muchinsky, P. M., & Culbertson, S. S. (2021). Psychology applied to work (13th ed.). Boston, MA: Cengage.</p>			
Web Resources:	<p>1. American Psychological Association. (n.d.). APA PsycNet. Retrieved from https://psycnet.apa.org</p> <p>2. British Psychological Society. (n.d.). BPS learning resources. Retrieved from https://www.bps.org.uk</p>			

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| | <ol style="list-style-type: none">3. Harvard Business Review. (n.d.). HRM resources. Retrieved from https://hbr.org4. World Health Organization. (n.d.). WHO mental health tools. Retrieved from https://www.who.int/mental_healthAPA PsycNet – https://psycnet.apa.org |
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