



CIRCULAR

Ref, No.: GU/Acad –PG/BoS -NEP/2025-26/724 dated 28/01/2025

In supersession to the above referred Circular, the syllabus for Semester III & IV of the **Bachelor of Science in Psychology** Programme approved by the Academic Council in its meeting held on 24th April, 12th & 13th May 2026 is attached. Further, the syllabus of Semester I & II approved earlier by the Academic Council in its meeting held on 13th September 2025 is attached.

The Dean/ Vice-Dean (Academic) of the D.D. Kosambi School of Social Sciences and Behavioural Studies and the Principals of affiliated Colleges offering the **Bachelor of Science 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. Dean, D.D. Kosambi School of Social Sciences and Behavioural Studies, Goa University.
2. Vice-Dean (Academic), D.D. Kosambi School of Social Sciences and Behavioural Studies, Goa University.
3. Principals of affiliated Colleges offering the Bachelor of Science in Psychology Programme.

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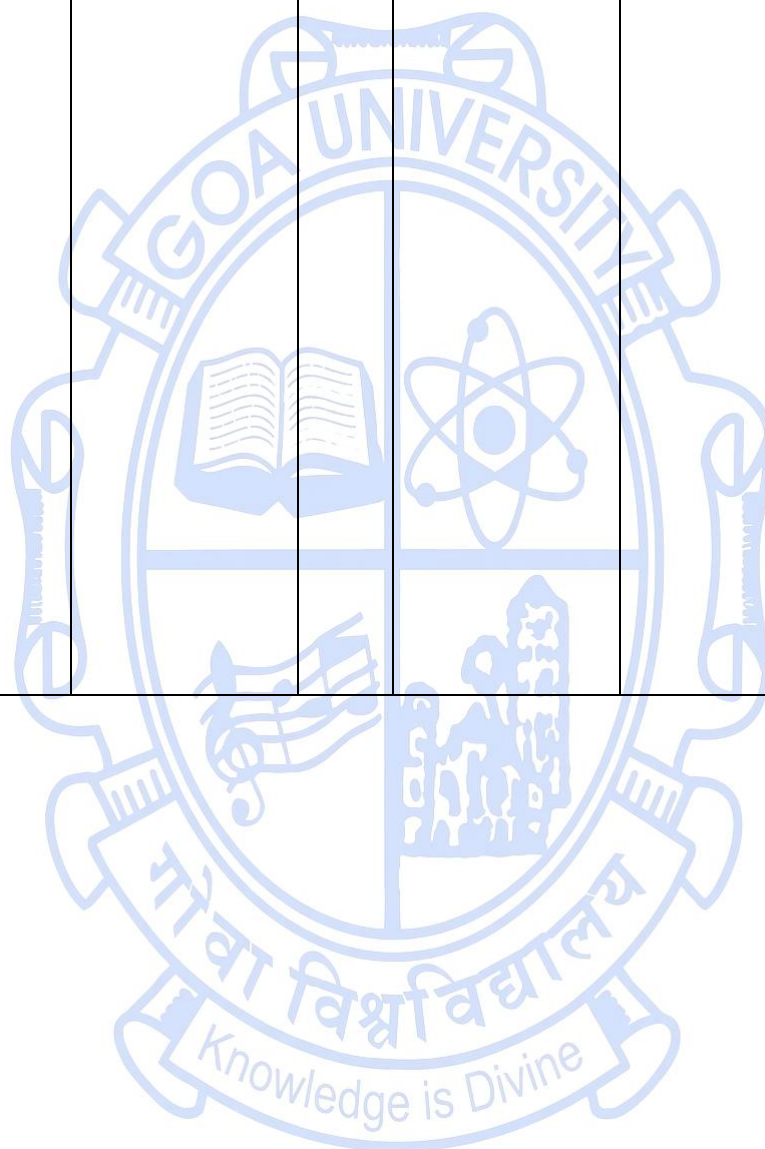
1. Director, Directorate of Higher Education, Govt. of Goa
2. Chairperson, BoS in Psychology.
3. Controller of Examinations, Goa University.
4. The Assistant Registrar Examinations (UG), Goa University.
5. Directorate of Internal Quality Assurance, Goa University for uploading the Syllabus on the University website.

Programme Structure for Semester I to VI Undergraduate Programme- B.Sc. Psychology										
Semester	Major- Core	Minor	MC	AEC	SEC	I	D	VAC	Total Credits	Exit
I	PSL-100 Biological Basis of Psychology (3T+1P)	PSL-111 Determinants of Health Behaviour (4T)	PSL-131 The Science of Individual Differences (3T)		PSL-141 Logical thinking and Scientific reasoning (1T+2P)					
II			PSL-132 Environment Psychology and Sustainability (3T)		PSL-142 Emotional Intelligence (1T+2P)					PSL-161 Psychology in Human Rights (2+2)
III	PSL-200 Personality Theories and Assessment (3T+1P)	PSL- 211 Psychology & Artificial Intelligence (4T)	PSL- 231 Consumer Psychology (3T)		PSL- 241 Academic writing (1T+2P)					

	PSL- 201 Social foundation of Human Behaviour (4T)								
IV	PSL – 202 Cognitive Psychology (3T+1P) PSL-203 Indigenous Psychology (4T) PSL-204 Human Resource Management (4T) PSL-205 Psychology of disability (2T)	PSL- 221 Psychological First Aid (3T+1P)						PSL- 261 Behavioural and Communicati on Skills (1T + 3P)	

V	PSL- 300 Developmental Psychology (3T + 1P) PSL- 301 Psychopathology (4T) PSL-302 Quantitative Research Methods (4T) PSL- 303 Community Psychology and Mental health (2T)	PSL-321 Psychotherapeutic Approaches & Interventions (3T + 1P)			PSL- 361 Internship (2)				
VI	PSL- 304 Psychometric Assessment (3T+1P)	PSL- 322 Counselling Psychology (3T+1P)							

	PSL- 305 Statistical Methods in Psychology (4T) PSL- 306 Qualitative Methods in Psychology (4T) PSL- 307 Project (4)								
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Semester I & II

Major Course

Name of the Programme : B.Sc. in Psychology
Title of the Course : Biological Basis of Psychology
Course Code : PSL-100
Number of Credits : 4 (3T+1P)
Effective from AY : 2025-26

Pre- requisite for the course:	NIL	
Course Objectives:	1. Understand psychology's foundation as a bioscience and its research methods. 2. Explain the structure and functions of the nervous system and neural processes. 3. Explore key concepts in cognitive science, including perception, memory, and reasoning. 4. Apply experimental methods to study basic psychological processes.	
Content		No. of hours
	UNIT I: PSYCHOLOGY AS A BIOSCIENCE 1. Psychology as a Bioscience: Beginnings of psychology as a science, scientific way of thinking, scientific method. 2. Brain–Behaviour Relationship, Scope & Divisions. 3. Brain imaging and research methods (case studies, eg split brain research)	15
	UNIT II: THE NERVOUS SYSTEM 1. Basic features of the Nervous System – meninges, ventricles, Cerebro spinal fluid blood brain barriers, 2. Peripheral Nervous System; The Central Nervous System, 3. Structure of the neuron; Resting Membrane Potential, Conduction of Action Potentials, Synaptic transmission, 4. Neurotransmitters involved in psychology.	15
	UNIT III: FOUNDATIONS OF THE THINKING BRAIN 1. What is Cognitive Science 2. Perception and attention: Sensory pathways (vision, hearing and touch); The role of the brain in interpreting sensory input 3. Memory system: working memory, long term memory, short term memory, encoding and retrieval 4. Problem Solving and reasoning: Trial and error, algorithms, heuristics – Availability heuristic, Representative heuristics 5. Brain damage and its effects on cognition: Alzheimer's and ADHD	15

	<u>PSYCHOLOGY PRACTICUM:</u> <u>EXPERIMENTS</u> 1. Signal Detection 2. Memory Span 3. Zeigarnik Effect 4. Stroop colour 5. Change Detection 6. Optical Illusion: Muller – Lyer 7. Wisconsin cards sorting test 8. Bender Visual Gestalt Test	30
Pedagogy:	1. A blend of traditional teaching techniques, including interactive lecturing and problem-based learning, may be used in the classroom. 2. The concepts in this course can be better explored through experiential learning tools such as group discussions, role play, debates, demonstrations, and sharing of experiences during lectures. 3. Facilitators are encouraged to use ICT tools such as PowerPoint presentations, TED Talks, animations, and documentaries to facilitate engagement with syllabus topics. 4. Laboratory and practical sessions provide hands-on experience with experiments to reinforce theoretical knowledge	
References/ Readings	1. Baron, R. A. (2012). Psychology (5th ed.). Pearson India. 2. Baron, R. A., & Misra, G. (2013). Psychology: Indian Edition. Pearson. 3. Ciccarelli, S. K., & Meyer, G. E. (2020). Psychology India (4th ed.). Pearson India. 4. Galotti, K. M. (2017). Cognitive Psychology: In and Out of the Laboratory. Sage. 5. Hilgard, E. R., & Atkinson, R. L. (2003). Introduction to Psychology. Wadsworth. 6. Hussain, A. (2014). Experiments in Psychology. Sterling Publishers. 7. Mangal, S. K. (2020). Experiments in Psychology. PHI Learning. 8. Mohanty, G. (2010). Experiments in Psychology. Kalyani Publishers. 9. Pinel, J. P. J., & Barnes, S. J. (2017). Introduction to Biopsychology (9th ed.). Pearson Education.	
Course Outcome:	1. Describe the biological basis of behaviour and evolution of psychology as a science 2. Explain nervous system structures, neural communication and neurotransmitters 3. Analyse cognitive functions like perception, memory, language and problem solving 4. Conduct basic psychological experiments and interpret findings ethically	

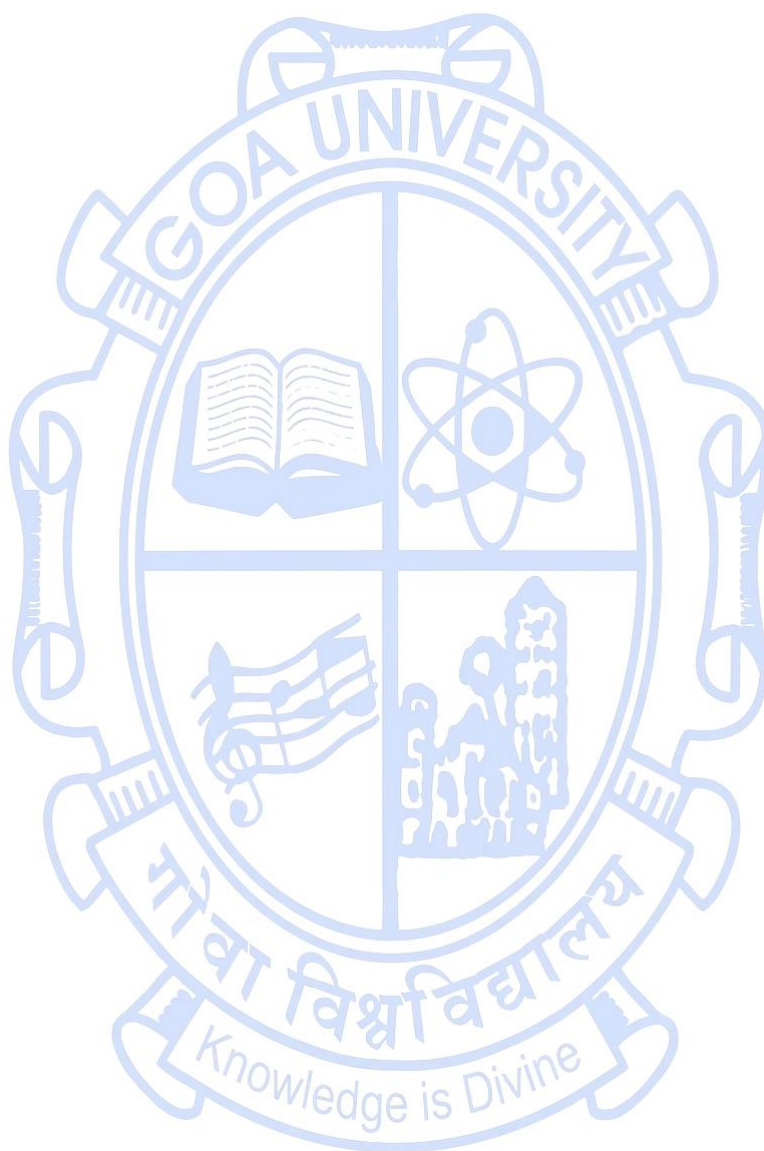
Minor Course

Name of the Programme : B.Sc. in Psychology
Title of the Course : Determinants of Health Behaviour
Course Code : PSL - 111
Number of Credits : (4)
Effective from AY : 2025-26

Pre- requisite for the course:	NIL	
Course Objectives:	1. Understand key concept and perspectives on health, illness and mind-body relationships. 2. Explain physiological and genetic determinants influencing health across the lifespan. 3. Analyse lifestyle factors and models related to health- promoting and risk behaviours. 4. Evaluate coping mechanisms for pain, hospitalization and chronic illnesses.	
		No. of hours
Content	Unit I: Foundations and perspectives on health and illness 1. Concept and definition of health and illness, illness today and in past 2. The mind-body relationship: a brief history 3. Historical perspectives on health: early cultures, Ancient Greece and Rome, Middle ages and the Renaissance and after 4. Contemporary perspectives ad models: Rise of the Biopsychosocial perspective, advantages and clinical implications of the model, lifespan and gender perspectives, cultural influences and health behaviour	15
	Unit II: Physiological processes and health determinants 1. Body systems and their role in health and illness: nervous system, endocrine system and hormonal regulation, cardiovascular, respiratory, digestive an immune system 2. Physiological individuality and homeostasis 3. Genetics and physiological determinants: genetic predisposition and hereditary factors in health and illness, role of genes in common chronic disease	15
	Unit III: Lifestyle and health behaviour 1. Health related behaviours and promotion: concept of health-related behaviour and health habits, role of lifestyle, primary prevention, barriers to adopting healthy behaviour	15

	2. Health compromising behaviours: substance use and abuse, risk behaviours, consequences on physical and mental health, strategies for prevention and harm reduction 3. Health- enhancing behaviours: nutrition and diet in disease prevention and health maintenance, obesity and eating disorders, physical activity and role of sleep and rest in health. 4. Models of behaviour change: health belief model, theory of planned model, transtheoretical model, cognitive-behavioural approaches.	
	Unit VI: Illness, pain and coping with chronic conditions 1. Pain and chronic illness: nature and types of pain, major chronic illnesses and strategies to managing chronic pain and illness. 2. Illness behaviour and use of health services: illness behaviour and decision to seek treatment, factors influencing health service utilization, patient- provider communication and relationship in care. 3. Hospitalization and patient experience: adapting to medical settings and procedures, psychological impact of hospitalization, role of family and social support in recovery 4. Models of coping and adaptation: transactional model of stress and coping, self- regulation model	15
Pedagogy:	1. A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom. This course can be better explored through experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures. 2. ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics.	
References	1. Brannon, L., & Feist, J. (2014). Health psychology: An introduction to behaviour and health (8th ed.). Cengage Learning. 2. DiMatteo, M. R., & Martin, L. R. (2013). Health psychology (2nd ed.). Pearson. 3. Ragin, D. F. (2015). Health psychology: An interdisciplinary approach to health (2nd ed.). Pearson Education. 4. Sarafino, E. P., & Smith, T. W. (2017). Health psychology: Biopsychosocial interactions (9th ed.). Wiley. 5. Straub, R. O. (2019). Health psychology: A biopsychosocial approach (6th ed.). Worth Publishers. 6. Taylor, S. E. (2001). Health psychology (10th ed.). McGraw Hill.	
Course Outcome:	1. Understand key concepts and perspectives on health, illness and mind- body relationship.	

	2. Explain physiological and genetic determinants influencing health across the lifespan. 3. Analyse lifestyle factors and models related to health-promoting and risk behaviours. 4. Evaluate coping mechanisms for pain, hospitalization and chronic illnesses.
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Semester I

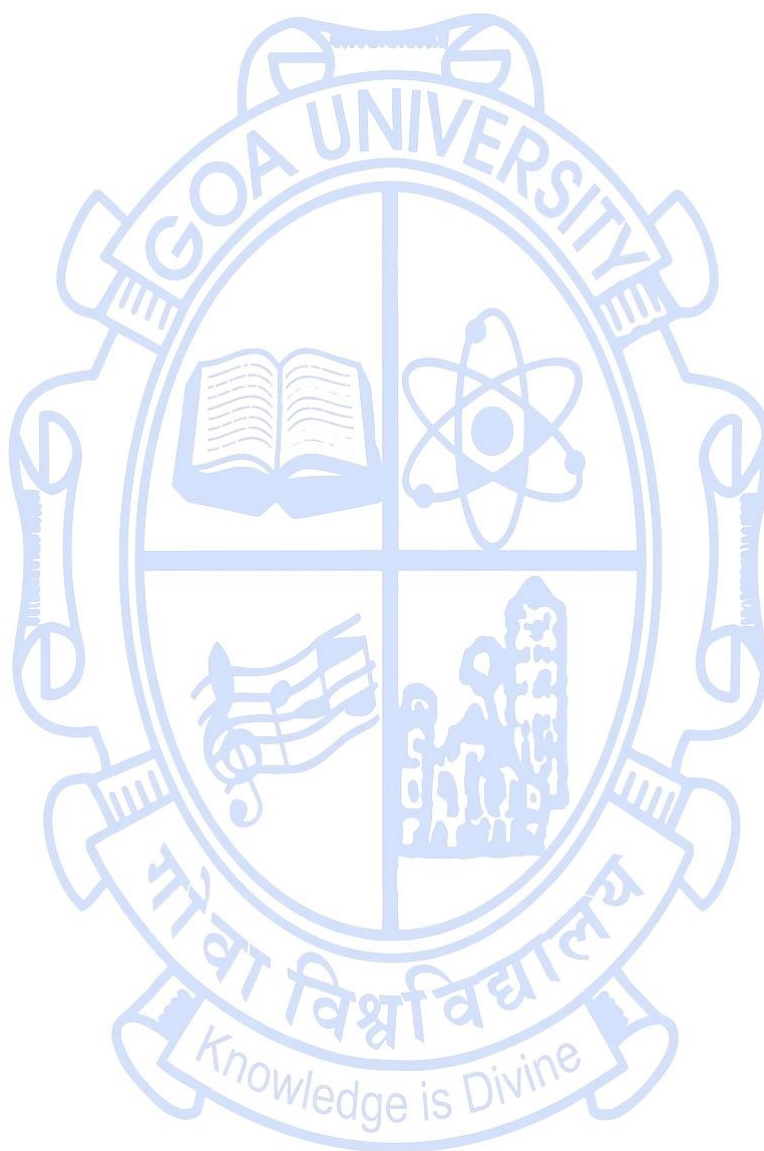
Multidisciplinary Course

Name of the Programme : B.Sc. in Psychology
Title of the Course : The Science of Individual Differences
Course Code : PSL- 131
Number of Credits : (3)
Effective from AY : 2025-26

Pre- requisite for the course:	NIL	
Course Objectives:	1. Understand the concept, nature, and assessment of individual differences and personality. 2. Explain major theories and measurements of intelligence, including emotional, social, and spiritual aspects. 3. Analyse aptitude and its role in understanding individual cognitive abilities. 4. Compare Indian and Western perspectives on self and cultural influences in psychology.	
Content		No. of hours
	Unit I: Personality and individual differences – 1. Concept and nature of individual differences: definition and significance in psychology, sources and types of individual differences, importance in understanding human behaviour 2. Nature vs Nurture debate: genetics, biological and environmental influence, interaction between heredity and experience 3. Individual differences in personality: major personality dimensions, role of motivation 4. Assessment of personality: methods, ethics consideration and interpretations.	15
	Unit II: Intelligence and Aptitude 1. Intelligence: concept and Definition of Intelligence, Contemporary theories of intelligence, Nature vs Nurture perspective. 2. Contemporary theories of intelligence: Spearman's g-factor and Cattell-Horn—Carroll theory. 3. Types of intelligence and assessment of intelligence: emotional intelligence, social intelligence, spiritual intelligence, standardized IQ tests, interpretation and ethical considerations in testing 4. Aptitude: concept and measurement: definition and types of aptitude, Aptitude testing and its relevance to career	15

	guidance and personal development, relation between aptitude and intelligence.	
	Unit III: Indian Thoughts in Psychology 1. Introduction to Indian psychology: definition and scope, historical roots in Vedas, Upanishads, Bhagavad Gita and Buddhist texts, Relevance to contemporary psychology 2. Indian vs Western Perspectives: differences in understanding mind, behaviour and self 3. Concept of self in Indian Psychology: Atman, ego and consciousness, relation of self to mind and body 4. Yoga and yogic science in understanding individual differences: psychological benefits of yoga, mediation and mindfulness practices	15
Pedagogy:	1. A blend of traditional teaching techniques with experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures. 2. Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics	
References/ Readings:	1. Allport, G. W. (2017). Personality: A psychological interpretation (18th ed.). Henry Holt & Company. 2. Ashton, M. C. (2022). Individual differences and personality (2nd ed.). Elsevier. 3. Carver, C. S., & Scheier, M. F. (2021). Perspectives on personality (9th ed.). Pearson. 4. Chamorro-Premuzic, T. (2016). Personality and individual differences (3rd ed.). Wiley. 5. Cooper, C. (2020). Individual differences and personality (4th ed.). Routledge. 6. Cornelissen, R. M., Misra, G., & Varma, S. (2014). Foundations of Indian psychology: Theories and concepts (Vol. 1). Pearson. 7. Dalal, A. K., & Misra, G. (2010). The core and context of Indian psychology. Springer. 8. Kaplan, R. M., & Saccuzzo, D. P. (2018). Psychological testing: Principles, applications, and issues (9th ed.). Cengage Learning. 9. Matthews, G., Deary, I. J., & Whiteman, M. C. (2017). Personality traits (4th ed.). Cambridge University Press. 10. Mayer, J. D. (2023). The personality systems framework: Integrating intelligence, motivation, and self. Springer. 11. Sternberg, R. J., & Kaufman, S. B. (2019). The Cambridge handbook of intelligence (2nd ed.). Cambridge University Press.	
Course Outcomes:	1. Describe concepts of personality, individual differences, and gender-related cognitive variations.	

	2. Explain contemporary theories of intelligence and apply methods for their assessment. 3. Interpret the concept and measurement of aptitude in psychological contexts. 4. Differentiate Indian and Western views of self and evaluate cultural influences on behaviour.
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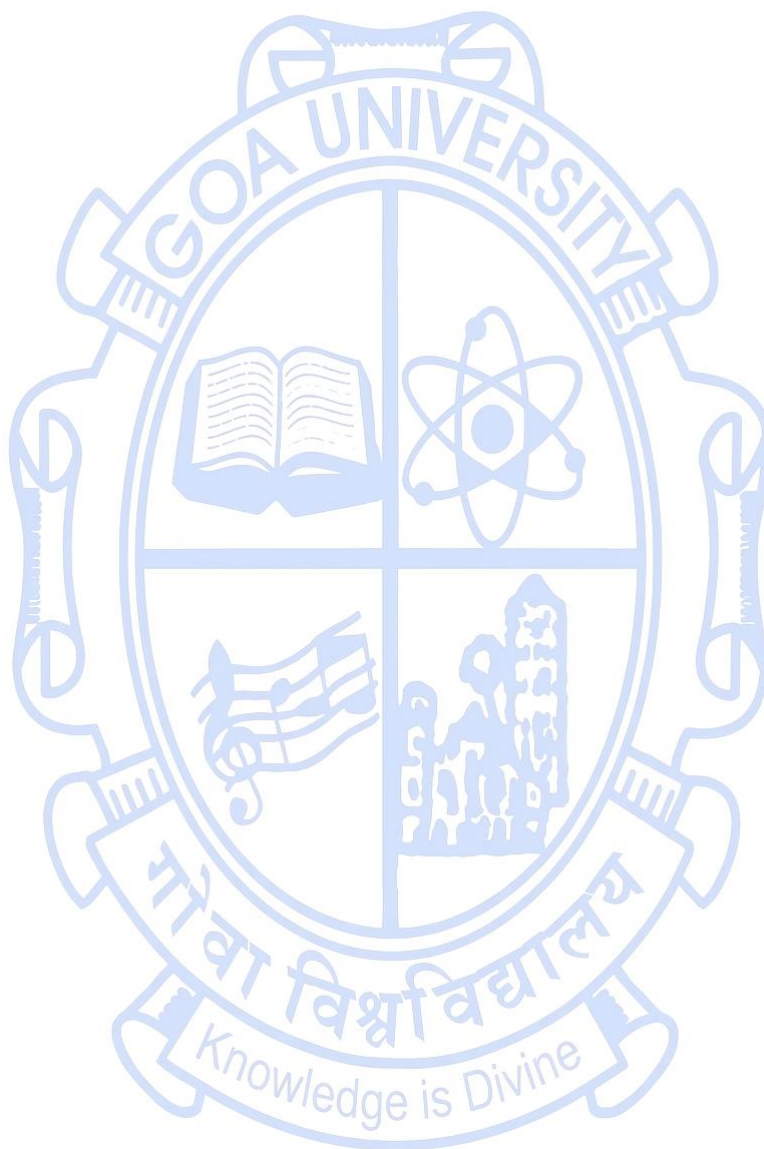
Skill Enhancement Course

Name of the Programme : B.Sc. in Psychology
Title of the Course : Logical Thinking and Scientific reasoning
Course Code : PSL-141
Number of Credits : 3 (1 T + 2P)
Effective from AY : 2025-26

Pre- requisite for the course:	NIL	
Course Objectives:	1. Introduce scientific reasoning and hypothesis testing relevant to psychological research. 2. Develop understanding of logical structures and reasoning methods used in psychology. 3. Enhance ability to identify and analyse biases and logical fallacies in arguments. 4. Cultivate critical evaluation of evidence and arguments within scientific contexts.	
Content		No. of hours
	Unit I: Foundations of LOGICAL Thinking 1. Components of an argument: claims, evidence, reasoning. 2. Deductive vs. inductive reasoning: Characteristics and differences. 3. Structure of arguments: premises, conclusions, assumptions. 4. Validity, soundness, and strength of arguments 5. Critical evaluation of everyday Arguments: identify strengths, weakness in real life scenarios.	05
	Unit II: Identifying Biases and Fallacies 1. Cognitive biases: confirmation bias, hindsight bias, heuristic. 2. Logical fallacies: straw man, ad hominem, slippery slope, false dilemma. 3. Role of intuition vs. evidence reasoning. 4. Impact of Biases and Fallacies on Decision- Making. 5. Social and cultural influences on Bias.	05
	Unit III: Scientific Reasoning 1. Scientific method in Psychology: Observation, Question, Hypothesis, Operational Definition, Experimentation, Analysis, Conclusion. 2. Hypothesis formulation: Characteristic of good hypothesis, testable claims, types of Hypotheses 3. Falsifiability: definition, importance of falsifiability 4. Research ethics in Psychology	05

	Practicum: - Fallacy Spotting in Media Reports - Skills Assessed: Media analysis, logical error detection - Tools Required: Newspaper clippings, online articles. - Hypothesis Formulation Workshop - Skills Assessed: Scientific thinking, operationalizing concepts - Tools Required: Problem statements, hypothesis templates - Correlation vs. Causation Sorting Activity - Skills Assessed: Analytical distinction, scientific reasoning - Tools Required: Scenario cards, activity worksheet - Scientific Method Role-play - Skills Assessed: Experimental design, team collaboration - Tools Required: Scripts, mock research materials - Case study analysis: - Skills assessed: Critical evaluation, application of logical reasoning - Tools Required: case study handouts, research summaries, discussion space.	60
Pedagogy	- Experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures. - Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics.	
References/ Readings:	- Copi, I. M., Cohen, C., & McMahon, K. (2018). Introduction to logic (14th ed.). Routledge. - Gravetter, F. J., & Forzano, L. B. (2020). Research methods for the behavioral sciences (6th ed.). Cengage Learning. - Halpern, D. F. (2013). Thought and knowledge: An introduction to critical thinking (5th ed.). Psychology Press. - Hughes, W., Lavery, J., & Doran, K. (2014). Critical thinking: An introduction to the basic skills (7th ed.). Broadview Press. - Kahneman, D. (2013). Thinking, fast and slow. Farrar, Straus and Giroux. - Morling, B. (2021). Research methods in psychology: Evaluating a world of information (4th ed.). W. W. Norton & Company. - Myers, D. G., & Twenge, J. M. (2021). Exploring psychology (11th ed.). Worth Publishers. - Stanovich, K. E. (2012). How to think straight about psychology (10th ed.). Pearson.	

Course Outcome:	1. Explain components of arguments and distinguish between deductive and inductive reasoning. 2. Identify cognitive biases and logical fallacies in everyday and scientific contexts. 3. Apply principles of the scientific method and hypothesis testing in psychological studies. 4. Evaluate arguments and research findings for validity, soundness, and evidence quality.
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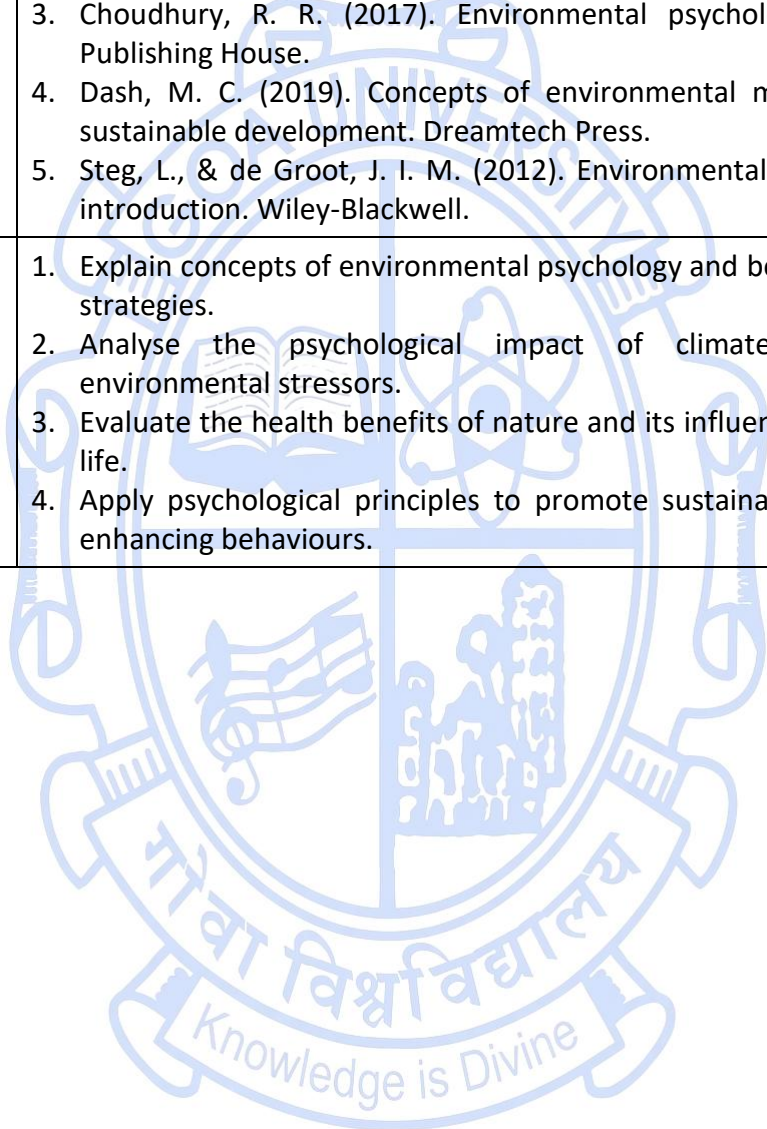
Semester II

Multidisciplinary Course

Name of the Programme : B.Sc. in Psychology
Title of the Course : Environment Psychology and Sustainability
Course Code : PSL-132
Number of Credits : 3T
Effective from AY : 2025-26

Pre- requisite for the course:	NIL	
Course Objectives:	1. Introduce fundamental concepts of environmental psychology and its role in shaping human behaviour. 2. Explore the impact of values, attitudes, and strategies in promoting environmentally responsible behaviour. 3. Examine climate change, environmental stress, and their psychological implications. 4. Understand the relationship between nature, health, and quality of life through research perspectives.	
Content:		No. of hours
	UNIT I: CHANGING BEHAVIOR TO SAVE THE ENVIRONMENT 1. Environmental Psychology: Definition and Characteristics 2. Values and Attitudes 3. Guiding Environmentally Responsible Behaviour 4. Strategies to Encourage Environmentally Responsible Behaviour	15
	UNIT II: CLIMATE CHANGE & ENVIRONMENTAL STRESS: 1. Understanding of Climate Change 2. Assessing the Risk of Climate Change 3. Conceptualization of Stress 4. Effects of Environmental Stress	15
	UNIT III: HEALTH BENEFITS OF NATURE & QUALITY OF LIFE 1. Measures of Health and Nature 2. Nature & Clinical Health 3. Green Space and Public Health 4. Mechanisms Linking Nature to Health 5. Measures of Quality of Life 6. Environment and Quality of Life: Research Overview	15
Pedagogy:	1. A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom. 2. The ideas addressed in this course can be better explored through experiential learning tools such as group discussions, role play,	

	debates, flipped learning demonstrations and sharing of experiences, among others, during lectures. 3. Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics
References/ Readings:	1. Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (2005). Environmental psychology (5th ed.). Psychology Press. 2. Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (2019). Environmental psychology (5th ed.). Wiley-Blackwell. 3. Choudhury, R. R. (2017). Environmental psychology, Himalayan Publishing House. 4. Dash, M. C. (2019). Concepts of environmental management for sustainable development. Dreamtech Press. 5. Steg, L., & de Groot, J. I. M. (2012). Environmental psychology: An introduction. Wiley-Blackwell.
Course Outcome:	1. Explain concepts of environmental psychology and behaviour change strategies. 2. Analyse the psychological impact of climate change and environmental stressors. 3. Evaluate the health benefits of nature and its influence on quality of life. 4. Apply psychological principles to promote sustainable and health-enhancing behaviours.



Skill Enhancement Course

Name of the Programme : B.Sc. in Psychology
Title of the Course : Emotional Intelligence
Course Code : PSL-142
Number of Credits : 3 (1T+2P)
Effective from AY : 2025-26

Pre- requisite for the course:	NIL	
Course Objectives:	1. Explain the concept, types, and value of emotions in human behaviour. 2. Analyse components of emotional intelligence and their role in personal and social functioning. 3. Explore applications of emotional intelligence across varied life contexts. 4. Develop practical skills for emotional self-awareness, regulation, empathy, and interpersonal competence.	
Content		No. of hours
	Unit I: Understanding Emotions 1. Concept of Emotions: Definition and characteristics of emotions, Distinction between emotions, feelings and moods, basic vs complex emotions. 2. Types of Emotions: positive and negative emotions, Primary vs Secondary emotions, universal v culturally influenced emotions 3. Major theories of Emotions: James-Lange, Cannon-Bard, Schachter & Singer 4. Value and functions of emotions in human behaviour 5. Emotional regulation and expression: strategies to regulating emotions.	05
	Unit II: Core Components of Emotional Intelligence 1. Self- awareness: Emotional recognition and understanding, identifying triggers, role in self- confidence 2. Self-Regulation: impulse control and adaptability, managing emotional responses, managing composure in challenging situations. 3. Motivation: achievement orientation and intrinsic motivation, optimism and resilience. 4. Empathy: emotional attunement, perspective taking, cultural sensitivity. 5. Social skills: Active listening, communication, persuasion, conflict management, leadership and collaboration	05
	Unit III: Emotional Intelligence in Different Contexts	05

	1. Emotional Intelligence in leadership: role of EI in leadership effectiveness and workplace settings 2. Role of emotional intelligence in personal relationships: Role of EI in family, friendship and romantic relationships. 3. Emotional Intelligence in Education: importance for teachers and students, promoting motivation, resilience and social- emotional learning. 4. Emotions in Ethical and Moral Decision-Making: Emotional vs Moral reasoning 5. Challenges in Practice: Compassion fatigue, Moral injury and emotional dilemmas in practice	
	Practicum: 1. Emotional Self-Awareness Journal (Reflective Exercise) Focus area: Emotional Intelligence in Digital Environments (Emojis, tone, and miscommunication online, managing digital feedback, online conflict, emotional dysregulation and scrolling behaviours) ○ Objective: To develop self-awareness by tracking and analysing personal emotional triggers across context. ○ Activity: Students maintain a daily journal for one week where they record: ▪ Situations triggering strong emotions ▪ The emotion felt ▪ Physical sensations ▪ Behavioural responses ▪ Reflection on whether the response was appropriate ○ Assessment: Weekly submission and reflection summary. 2. Empathy Mapping Exercise ○ Objective: To enhance understanding of others' emotions and perspectives. ○ Activity: In pairs, students choose a hypothetical or real-life scenario and complete an "Empathy Map" for a character/person by filling in: ▪ What they say ▪ What they think ▪ What they feel ▪ What they do ○ Assessment: Group presentation or written report.	60

	3. Emotion Recognition Roleplay - Objective: To identify emotional cues and improve interpersonal skills. - Activity: Students act out brief roleplays showing different emotional expressions (e.g., frustration, excitement, anxiety), while others: - Observe body language - Interpret emotional cues - Provide feedback on accuracy - Assessment: Participation, peer feedback, and reflection. 4. EQ Competency Self-Assessment & SWOT Analysis - Objective: To evaluate personal EQ using a standardized tool and apply self-regulation strategies. - Activity: - Students take a brief EQ test (e.g., based on Daniel Goleman's model). - Create a SWOT analysis of their emotional competencies. - Identify specific actions for improvement. - Assessment: Submission of analysis with actionable goals. 5. Universality of Emotions: Cross-Cultural Video Analysis Focus Area: Cultural and Gender Perspectives in Emotional Intelligence (How EI is shaped by cultural narratives and gender norms, Emotional suppression vs. expression across societies) - Objective: To understand how emotions are universally expressed and perceived. - Activity: - Watch short video clips showing people from different cultures expressing emotions. - Students note non-verbal cues and match them to universal emotions (e.g., joy, anger, sadness). - Class discussion on cultural variations and commonalities. - Assessment: Worksheet submission and group discussion participation. 6. Judgment of emotions through Faical Expressions	
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	○ Objective: to enhance recognition of basic facial emotins using nonverbal facial cues. ○ Activity: stuents analyze facial expressions to identify emotins	
Pedagogy:	1. A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom. 2. The ideas addressed in this course can be better explored through experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures. 3. Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics.	
References/ Readings:	1. Brackett, M. A. (2019). Permission to feel: Unlocking the power of emotions to help our kids, ourselves, and our society thrive. Celadon Books. 2. Bradberry, T., & Greaves, J. (2023). Emotional intelligence habits. TalentSmart. 3. Carr, A. (2022). The science of wellbeing and human strengths (3rd ed.). Routledge. 4. Duffy, K. G., & Atwater, E. (2014). Psychology for living: Adjustment, growth, and behaviour today (11th ed.). Pearson Education India. 5. Goleman, D. (2020). Emotional intelligence (25th anniversary ed.). Bloomsbury Publishing. 6. Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2021). The handbook of emotional intelligence: Theory, development, assessment, and application. Oxford University Press. 7. Smith, E. P. (2022). Health psychology: Biopsychosocial interactions (10th ed.). John Wiley & Sons.	
Course Outcomes:	1. Differentiate emotions, moods, and feelings and explain major emotion theories. 2. Identify and apply components of emotional intelligence in self and others. 3. Evaluate emotional processes in workplace, leadership, and ethical decision-making contexts. 4. Demonstrate practical emotional intelligence skills through reflective and experiential tasks.	

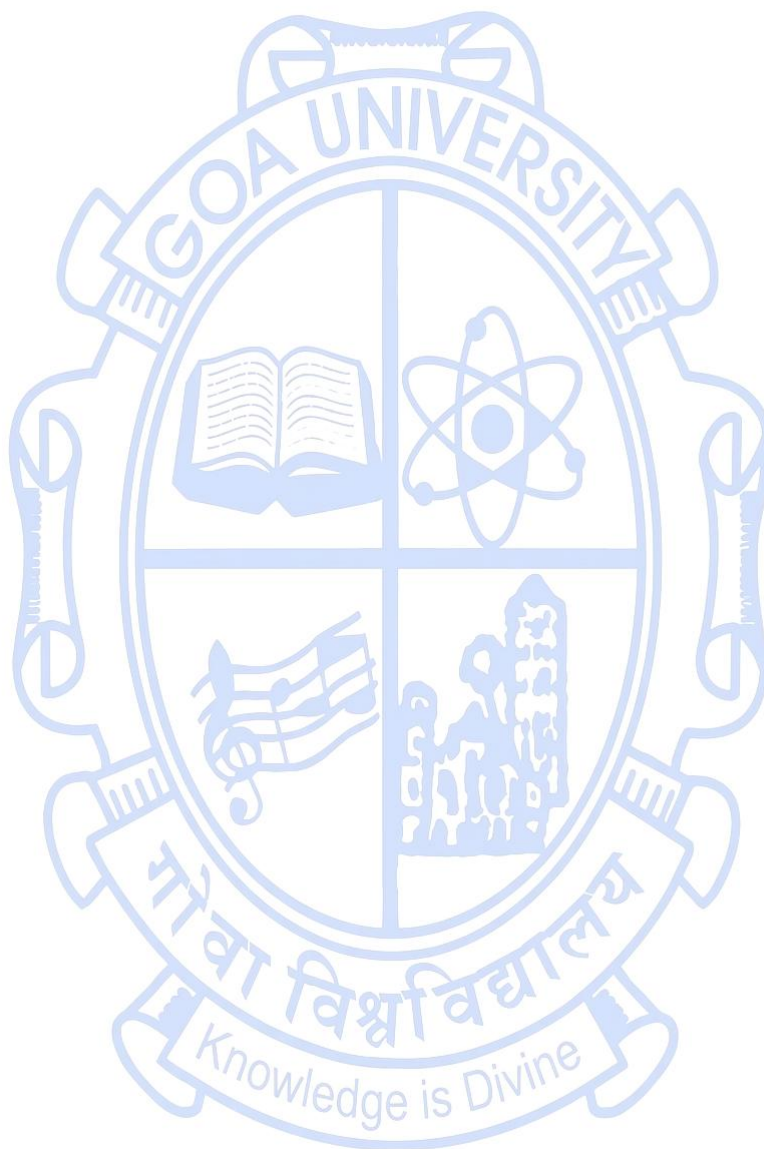
Exit Course

Name of the Programme : B.Sc. in Psychology
Title of the Course : Psychology in Human Rights – Exit Course
Course Code : PSL-161
Number of Credits : 4 (2T+2P)
Effective from AY : 2025-26

Pre- requisite for the course:	It is considered an exit course in psychology and hence students should meet the criteria for exit with major paper in psychology.	
Course Objectives:	1. Understand the intersection between psychology and human rights, including key frameworks and global perspectives. 2. Explore the psychological impact of human rights violations, torture, and refugee trauma on individuals and communities. 3. Examine mental health as a fundamental human right and its implications for policy and practice. 4. Analyse the role of psychologists in advocating for and protecting human rights across diverse contexts.	
Content		No. of hours
	Unit I: Meaning, Scope and History of Human Rights 1. Meaning of Human Rights 2. History: Origin and development of the discourse on human rights 3. Universal Declaration of Human Rights 4. Indian Constitution and other laws, provisions and acts against the violation of human rights.	10
	Unit II: The intersection of psychology and human rights 1. Stereotypes, Prejudice and Discrimination – Human rights violations in history and theoretical explanations from a psychological perspective 2. Obedience, conformity and other psychological phenomenon in relation to human rights 3. Counselling and clinical psychology - Human rights and mental health 4. Peace Psychology - Psychosocial aspects and effects of conflict and conditions conducive / detrimental to peace.	10
	Unit III: Significant struggles and Human Rights movements 1. Civil and political - Human rights violations and psychological consequences 2. Economic and sociocultural - Human rights violations in special groups 3. Important human rights movements - Past and Present 4. Psychology's contribution to the prevention of HR violations	10

	Practicum: 1) Visit to Human Rights Commission Office-Interview with the Human Rights Officer, Specifying his role for protection of human rights 2) Identifying course scenario involving human rights a. Children b. Adolescence c. Adult d. Old Age Analyse each scenario with respect to violation of Human Rights and measure towards protection of rights 3) Identify Psychological issues of discrimination and prejudice involving gender and write a report (3 cases) 4) Interview NGO worker or Social activist working on human rights issues. Submit report summarizing the interview and learnings. 5) Analyse real or documented cases of human rights violations (past or contemporary) using a psychological lens. 6) Observe and analyse media reporting on human rights issues and submit analytical report. 7) Literature review on Psychological perspectives of Human Rights.	60
Pedagogy:	1. A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom. 2. The ideas addressed in this course can be better explored through experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures. 3. Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics.	
References/ Readings:	1. Asanbe, C., Avorkor, G., & Jee, Y. (2018). Mental health is a human right. Psychology International Newsletter. 2. Rubin, N., & Flores, R. (Eds.). (2020). The Cambridge handbook of psychology and human rights (Cambridge Handbooks in Psychology). Cambridge University Press. 3. Silove, D. (1999). The psychosocial effects of torture, mass human rights violations, and refugee trauma: Toward an integrated conceptual framework. Journal of Nervous and Mental Disease, 187(4), 200–207. https://doi.org/10.1097/00005053-199904000-00002 4. Zafer-Smith, G. (2003). Special issue in "Psychologists and human rights." The International Journal of Human Rights. https://doi.org/10.1080/714003786	

Course Outcomes:	1. Explain the meaning, historical evolution, and cultural perspectives of human rights in global and Indian contexts. 2. Analyse the role of psychology in understanding human rights violations, stereotypes, prejudice, and discrimination. 3. Evaluate the relationship between human rights and mental health, with emphasis on the experiences of vulnerable groups. 4. Discuss approaches to ensuring and implementing human rights while addressing consequences of serious violations.
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Semester III

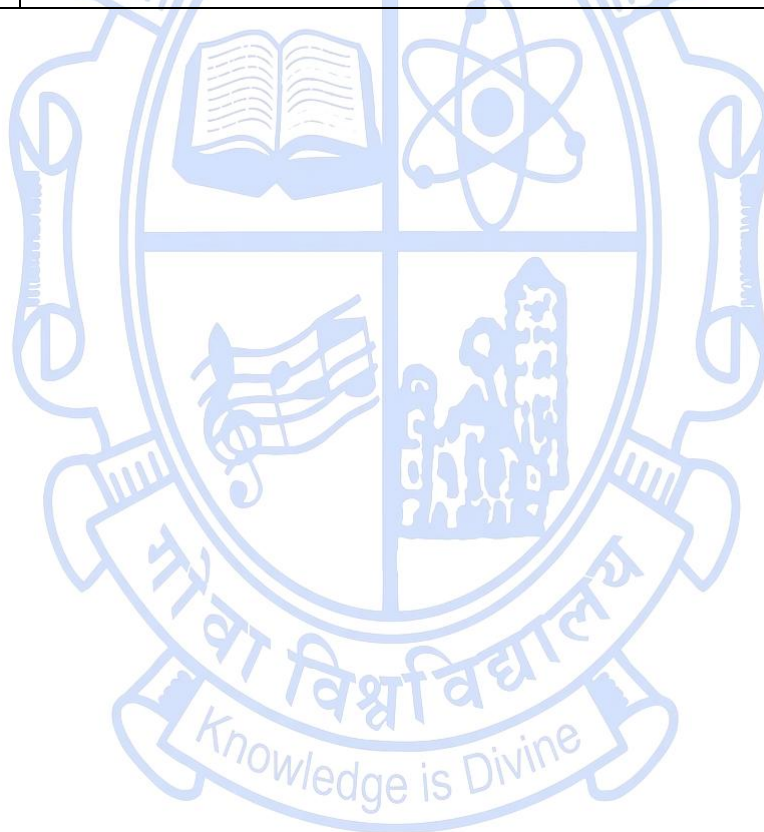
Major Courses

Name of the Programme : B.Sc. in Psychology
Title of the Course : Personality Theories and Assessment
Course Code : PSL-200
Number of Credits : 4 (3T + 1P)
Effective from AY : 2025-26

Pre- requisite for the course:	The student should have completed the basic psychology courses, in the previous semester	
Course Objectives:	1. To understand the nature of personality and the scientific study of personality along with major approaches to personality. 2. To examine psychodynamic, neo-psychoanalytic, psychosocial, humanistic and existential perspectives of personality. 3. To understand trait theories and contemporary approaches including social cognitive and cognitive perspectives of personality. 4. To understand methods of personality assessment and develop basic skills in administering and interpreting psychological tests.	
Content		No. of hours
	Unit I: Foundations of Personality 1. Nature and Scope of Personality: Definition, characteristics, scientific study of personality; individual uniqueness; cultural and gender influences. 2. Core Concepts in Personality: Structure, dynamics and development of personality. 3. Determinants of Personality: Biological, social and cultural determinants; heredity and environment; role of family, society and culture. 4. Contemporary Issues in Personality: Person–situation interaction; stability vs change; cross-cultural perspectives.	15
	Unit II: Psychodynamic and Humanistic Perspectives 1. Freud's Psychoanalytic Theory: Id, ego, superego; psychosexual stages. 2. Neo-Psychoanalytic Thinkers: Carl Jung, Alfred Adler, Karen Horney. 3. Humanistic Perspectives: Abraham Maslow hierarchy of needs, Carl Rogers self-concept and congruence. 4. Existential Perspectives: Rollo May; themes of freedom, choice and meaning.	15
	Unit III: Trait, Contemporary Theories and Assessment 1. Trait Theories: Gordon Allport, Raymond Cattell sixteen personality factors, Big Five traits.	15

	- Contemporary Theories of Personality: Social cognitive theory by Albert Bandura, locus of control by Julian Rotter, learned helplessness by Martin Seligman. - Behavioural and Cognitive Perspectives: B. F. Skinner- Operant Conditioning; George Kelly- Personal Construct theory. - Personality Assessment: Purpose; self-report inventories, behavioural assessment, clinical interviews, observational methods; projective techniques.	
	PRACTICUM: - Big Five Personality Test - Self- concept scale - Sentence Completion - Locus of control - Self-Esteem Scale - Bell Adjustment Inventory - Social Desirability Scale - Maslow's Needs Analysis through Interview: Objective: to understand needs and motivation using Maslow's Hierarchy. Activity: students conduct a guided interview with one peer and record responses.	30
Pedagogy:	- A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom. - The ideas addressed in this course can be better explored through experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures. - Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics	
References/ Readings:	- Anastasi, A., & Urbina, S. (2009). Psychological testing (7th ed.). Pearson. - Cervone, D., & Pervin, L. A. (2022). Personality: Theory and research (15th ed.). Wiley. - Feist, J., Feist, G. J., & Roberts, T.-A. (2021). Theories of personality (10th ed.). McGraw-Hill. - Friedman, H. S., & Schustack, M. W. (2016). Personality: Classic theories and modern research (6th ed.). Pearson. - Groth-Marnat, G., & Wright, A. J. (2016). Handbook of psychological assessment (6th ed.). Wiley. - Kaplan, R. M., & Saccuzzo, D. P. (2018). Psychological testing: Principles, applications, and issues (9th ed.). Cengage Learning.	

	7. Larsen, R. J., Buss, D. M., & Wismeijer, A. (2020). Personality psychology: Domains of knowledge about human nature (6th ed.). McGraw-Hill. 8. Rao, K., Paranjpe, A. C., & Dalal, A. K. (2008). Handbook of Indian psychology. Cambridge University Press India. 9. Schultz, D. P., & Schultz, S. E. (2017). Theories of personality (11th ed.). Cengage Learning.
Course Outcome	Students will be able to: 1. Explain the nature of personality, scientific study of personality and major approaches to personality. 2. Describe and differentiate psychodynamic, neo-psychoanalytic, psychosocial, humanistic and existential perspectives of personality. 3. Analyse trait theories and contemporary approaches including social cognitive and cognitive perspectives of personality. 4. Apply methods of personality assessment by administering, scoring and interpreting psychological tests.



Name of the Programme : B.Sc. in Psychology
Title of the Course : Social Foundation of Human Behaviour
Course Code : PSL-201
Number of Credits : (4T)
Effective from AY : 2025-26

Pre- requisite for the course:	The student should have completed the basic psychology courses, in the previous semester	
Course Objectives:	1. To develop an understanding of the basic concepts and processes underlying social behaviour. 2. To examine the role of group dynamics and social influence in shaping behaviour. 3. To understand interpersonal relationships, attraction, and prosocial as well as antisocial behaviour. 4. To explore the application of social psychology in mental health, organizational settings, media, and public policy.	
Content:		No. of hours
	Unit I: Introduction to Social Behaviour 1. Definition and Scope: Nature of social behaviour, psychological foundations, and interdisciplinary relevance. 2. Socialization Processes: Family, peers, school, media, and cultural influences on personality and behaviour. 3. Social Perception and Cognition: Attribution theories, impression formation, schemas, stereotypes. 4. Attitudes and Persuasion: Attitude formation, cognitive dissonance, persuasion strategies, and resistance to change.	15
	Unit II: Group Dynamics and Social Influence 1. Social Influence Processes: Conformity, compliance, obedience- Milgram, Asch, Zimbardo studies. 2. Group Formation and Functioning: Norms, roles, cohesion, leadership, and decision making. 3. Group think, polarization, social loafing, social facilitation 4. Social Identity and Intergroup Relations: In-group/out-group dynamics, prejudice, discrimination.	15
	Unit III: Interpersonal Attraction and Prosocial Behaviour: 1. Theories of attraction, intimacy, attachment styles, and relationship maintenance. 2. Determinants of attraction: Proximity, similarity, physical attractiveness, reciprocity, familiarity, social and cultural influences. 3. Pro-social and Antisocial Behaviour: Altruism, empathy, bystander effect; aggression and violence. 4. Theories of Prosocial Behaviour: Social Exchange Theory and empathy- altruism hypothesis.	15

	Unit IV: Applications and Future Directions 1. Social behaviour and Mental Health: mental illness, stigma, family and community roles. 2. Social Behaviour in Work and Organizational Settings: Team dynamics, motivation, leadership, workplace diversity. 3. Media, Technology & Social Behaviour: Influence of social media, digital identity, cyberbullying, and online disinhibition. 4. Social Behaviour and Public Policy: Behavioural economics, nudging, health campaigns, law and human rights.	15
Pedagogy:	1. A blend of traditional teaching techniques with experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures. 2. Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics	
References:	1. Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S. R. (2022). Social psychology (11th ed.). Pearson. 2. Baron, R. A., Branscombe, N. R., & Byrne, D. (2021). Social psychology (15th ed.). Pearson. 3. Baumeister, R. F., & Bushman, B. J. (2020). Social psychology and human nature (5th ed.). Cengage Learning. 4. Crisp, R. J., & Turner, R. N. (2020). Essential social psychology (4th ed.). Sage Publications. 5. Hogg, M. A., & Vaughan, G. M. (2022). Social psychology (9th ed.). Pearson. 6. Kassin, S., Fein, S., & Markus, H. R. (2021). Social psychology (11th ed.). Cengage Learning. 7. Myers, D. G., & Twenge, J. M. (2023). Social psychology (14th ed.). McGraw-Hill. 8. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2020). Social psychology (13th ed.). Pearson.	
Course Outcome :	Students will be able to: 1. Explain key concepts, theories, and processes underlying social behaviour and social cognition. 2. Analyze group dynamics, social influence, and intergroup relations in everyday contexts. 3. Apply principles of interpersonal attraction, relationships, and prosocial behaviour to real-life situations. 4. Evaluate the role of social psychological principles in mental health, organizational settings, media, and public policy.	

Minor Courses

Name of the Programme : B.Sc. in Psychology
Title of the Course : Psychology and Artificial Intelligence
Course Code : PSL-211
Number of Credits : 4T
Effective from AY : 2025-26

Pre- requisite for the course:	The student should have completed the basic psychology courses, in the previous semester	
Course Objectives:	1. To understand the fundamentals of AI and its relevance in psychology and mental health. 2. To examine the use of AI in psychological assessment, testing, and evaluation. 3. To understand the role of AI in psychotherapy, interventions, and tele-psychology practices. 4. To analyse ethical issues, bias, and the future integration of AI in psychological practice.	
Content		No. of hours
	Unit I: Introduction to AI in Psychology 1. Foundations of Artificial Intelligence: Definition and meaning of AI, History and evolution of AI, Key concepts: Machine Learning, Deep Learning, NLP. 2. AI and Psychology – An Interface: Relevance of AI in psychology, Current trends in AI applications, Role of AI in behavioural and cognitive sciences. 3. AI in Mental Health and Research: AI in diagnosis of mental health disorders, AI in behavioural and cognitive research, Predictive analytics in psychology. 4. AI Tools in Psychological Practice: AI-powered assessment tools, Chatbots and virtual therapists in counselling, Introduction to digital mental health platforms.	15
	Unit II: AI in Psychological Assessment 1. AI-Based Psychological Testing: Automated scoring systems, Computerized adaptive testing, AI-based psychometric tools. 2. Test Development and Administration: Role of AI in test construction, Item generation and analysis using AI, Online and remote assessments. 3. Validity and Reliability Issues: Concerns in AI-based testing, Standardization challenges, Comparisons with traditional testing.	15

	4. Evaluation of AI Tools: Advantages and limitations, Interpretation of AI-generated results, Ethical use in assessment.	
	Unit III: AI in Therapy, Interventions and Tele-Psychology 1. AI in Psychotherapy: Chatbots and virtual therapists, AI-based intervention programs, Use in CBT and other therapies. 2. Effectiveness and Limitations: Evidence for AI-driven therapy, Benefits vs limitations, Human vs AI therapist comparison. 3. Tele-Psychiatry and Tele-Psychology: Definitions and historical development, Growth of digital mental health care, Platforms and delivery systems. 4. Applications in Remote Mental Health Care: Remote assessment and monitoring, AI integration in tele-therapy, Benefits and challenges.	15
	Unit IV: Ethical Issues, Bias, and Future Integration 1. Ethical Considerations in AI: Privacy and confidentiality, Informed consent, Data security issues. 2. Bias in AI Systems: Sources of bias (data, algorithmic, cultural), Impact on psychological practice, Case examples. 3. Mitigation and Responsible AI Use: Strategies to reduce bias, Ethical guidelines and frameworks, Role of psychologists in ethical AI. 4. Future Directions and Integration: AI in tele-psychiatry advancements, Virtual assessments and remote monitoring, Future implications for mental health practice.	15
Pedagogy:	1. A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom. 2. The ideas addressed in this course can be better explored through experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures. 3. Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics	
Reference:	1. Campbell, L. F., Millán, F., & Martin, J. N. (Eds.). (2013). A telepsychology casebook: Using technology ethically and effectively in your professional practice. American Psychological Association. 2. Cohen, R. J., & Swerdlik, M. E. (2018). Psychological testing and assessment: An introduction to tests and measurement (9th ed.). McGraw-Hill Education.	

	3. Koocher, G. P., & Keith-Spiegel, P. (2016). Ethics in psychology and the mental health professions: Standards and cases (4th ed.). Oxford University Press. 4. Luxton, D. D. (Ed.). (2015). Artificial intelligence in behavioral and mental health care. Elsevier Academic Press. 5. Mollick, E. (2024). Co-intelligence: Living and working with AI. Portfolio/Penguin. 6. Pandey, A., & Misra, M. (2023). Artificial intelligence in mental health care. Springer. 7. Prescott, T. J. (2024). The psychology of artificial intelligence. Routledge. 8. Russell, S., & Norvig, P. (2020). Artificial intelligence: A modern approach (4th ed.). Pearson. 9. Topol, E. J. (2019). Deep medicine: How artificial intelligence can make healthcare human again. Basic Books. 10. Yellowlees, P., & Shore, J. H. (Eds.). (2018). Telepsychiatry and health technologies: A guide for mental health professionals. American Psychiatric Association Publishing.
Course Outcome:	Students will be able to: 1. Explain the basic concepts of AI and its relevance to psychology and mental health. 2. Understand the application of AI in psychological assessment, testing, and evaluation processes. 3. Apply understanding of AI tools in psychotherapy, interventions, and tele-psychology contexts. 4. Analyse ethical issues, bias, and future implications of AI in psychological practice.

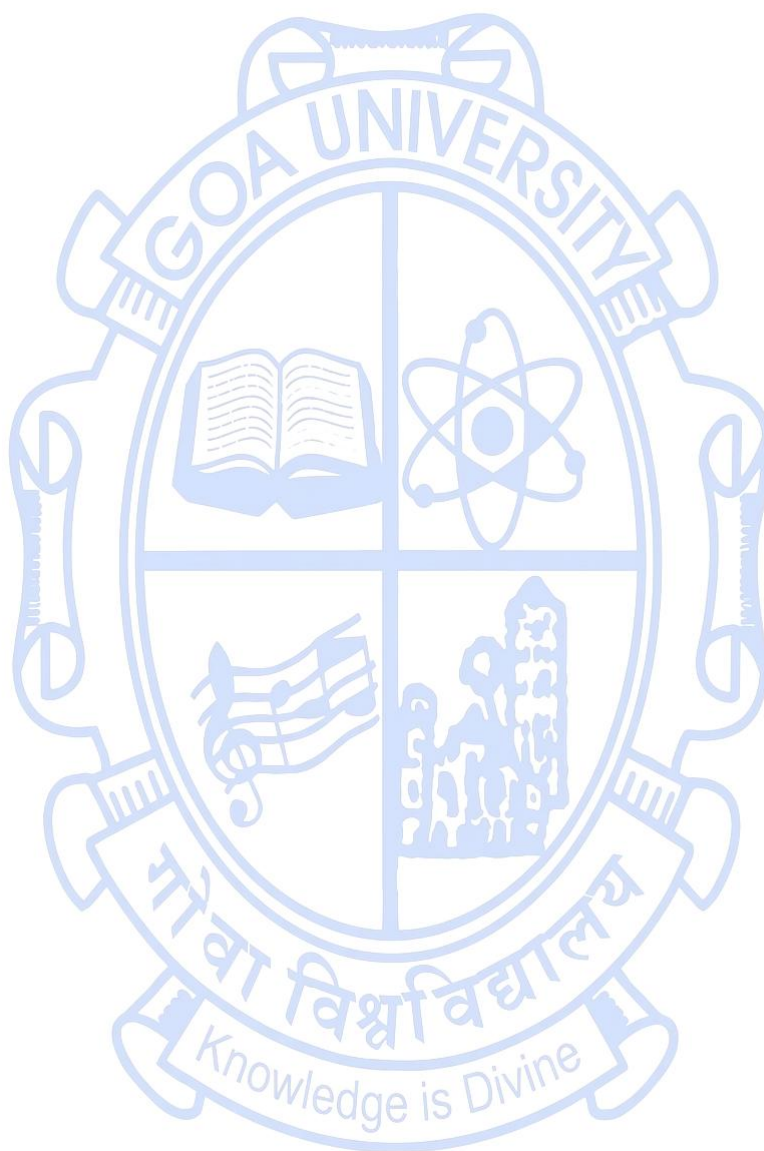
Multidisciplinary Courses

Name of the Programme : B.Sc. in Psychology
Title of the Course : Consumer Psychology
Course Code : PSL-231
Number of Credits : (3T)
Effective from AY : 2025-26

Pre- requisite for the course:	The student should have completed the basic psychology courses, in the previous semester	
Course Objectives:	1. To understand the foundational concepts, scope, and importance of consumer psychology and behaviour. 2. To examine the role of motivation, perception, learning, and attitudes in shaping consumer behaviour. 3. To analyse consumer decision-making processes across high-effort, low-effort, and post-decision stages. 4. To explore the influence of social and cultural factors on consumer behaviour and consumption patterns.	
Content		No. of hours
	UNIT I: Foundations of Consumer 1. Introduction to Consumer Psychology: Nature, scope, and importance, Consumer behaviour and decision context, Developing information about consumers. 2. Consumer Motivation and Ability: Motivation: needs and goals, Ability, opportunity, and exposure, Systems of needs. 3. Consumer Perception and Learning; Exposure, attention, and perception, Consumer imagery and perceived risk, Learning and knowledge. 4. Attitudes, Memory, and Advertising: Attitudes: high-effort and low-effort processing, Memory and retrieval.	15
	UNIT II: Psychological Processes in Consumer Behaviour 1. Motivation and Consumer Needs: Nature and types of motivation, Factors influencing motivation, Consumer goals and needs. 2. Perception and Consumer Judgment: Dynamics of perception, Consumer judgment processes, Risk perception. 3. Personality and Self-Concept: Theories: Freudian, Neo-Freudian, Trait, Self-concept and self-image, Brand personality. 4. Consumer Attitudes and Attitude Change: Nature and models of attitudes, Formation of attitudes, Strategies of attitude change.	15
	UNIT III: Consumer Decision Making and Culture	15

	1. Consumer Decision-Making Process: Problem recognition and information search, Evaluation and choice, High-effort decision making. 2. Low-Effort and Heuristic Decision Making: Low-effort decision processes, Heuristics and choice tactics, Thought-based and feeling-based decisions. 3. Post-Decision Processes: Cognitive dissonance and regret: Learning from consumer experience, Satisfaction and dissatisfaction. 4. Social and Cultural Dynamics in Consumer Behaviour: Role of culture and globalization, Social influences: family, peer and media, lifestyle, personality and self-concept, Digital culture and changing consumption patterns.	
Pedagogy:	1. A blend of traditional teaching techniques with experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures. 2. Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics	
References:	1. American Psychological Association. (2023). APA handbook of consumer psychology. American Psychological Association. 2. Engel, J. F., Blackwell, R. D., & Miniard, P. W. (1995). Consumer behavior (8th ed.). Dryden Press. 3. Hawkins, D. I., & Mothersbaugh, D. L. (2010). Consumer behavior: Building marketing strategy (11th ed.). McGraw-Hill Irwin. 4. Hoyer, W. D., MacInnis, D. J., & Pieters, R. (2013). Consumer behavior (6th ed.). Cengage Learning. 5. Jansson-Boyd, C. V. (2018). Consumer psychology (2nd ed.). Open University Press/McGraw-Hill. 6. Kardes, F. R., Cronley, M., & Cline, T. (2015). Consumer behavior (2nd ed.). Cengage Learning. 7. Kimmel, A. J. (2018). Psychological foundations of marketing: The keys to consumer behavior (2nd ed.). Routledge. 8. Norton, M. I., & Rucker, D. D. (Eds.). (2022). The Cambridge handbook of consumer psychology (2nd ed.). Cambridge University Press. 9. Schiffman, L. G., & Kanuk, L. L. (2010). Consumer behavior (10th ed.). Pearson Prentice Hall. 10. Solomon, M. R. (2014). Consumer behavior: Buying, having, and being (11th ed.). Pearson Education.	
Course Outcome:	Students will be able to: 1. Explain the basic concepts, scope, and significance of consumer psychology and behaviour. 2. Examine the role of motivation, perception, learning, and attitudes in shaping consumer behaviour.	

	3. Analyse consumer decision-making processes across high-effort, low-effort, and post-decision stages. 4. Evaluate the impact of social and cultural factors on consumer behaviour and consumption patterns.
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Skill Enhancement Courses

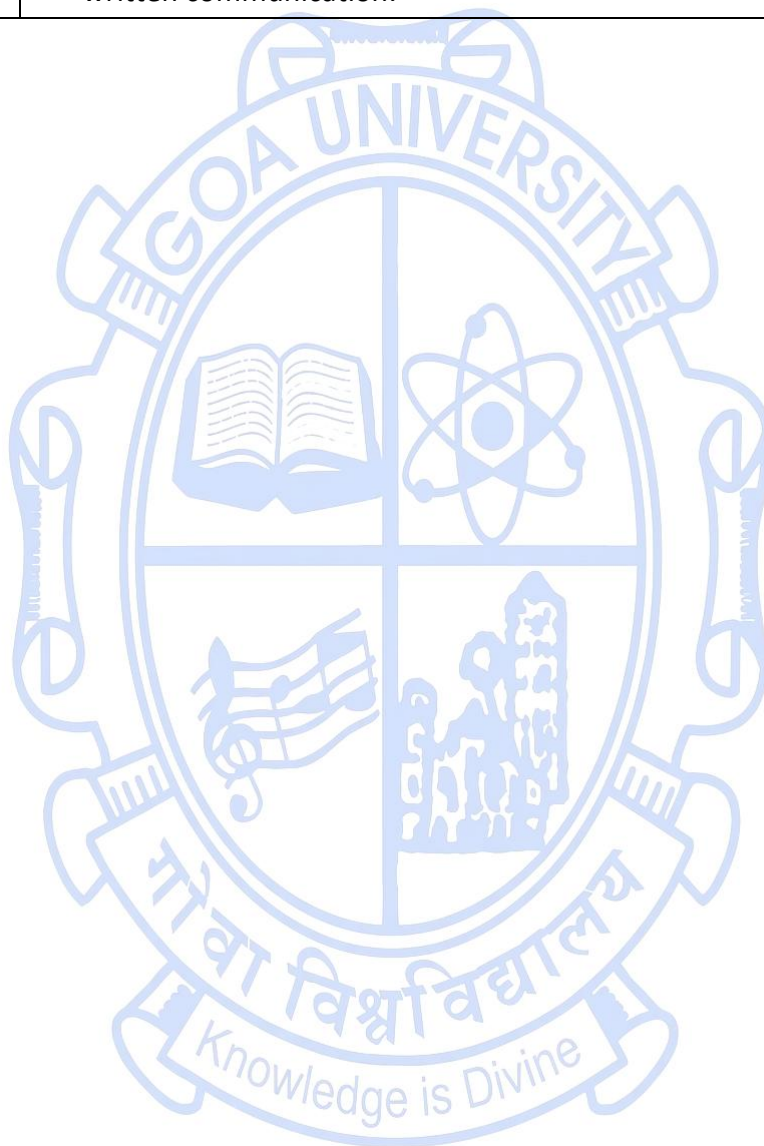
Name of the Programme : B.Sc. in Psychology
Title of the Course : Academic Writing
Course Code : PSL-241
Number of Credits : 3 (1T +2P)
Effective from AY : 2025-26

Pre- requisite for the course:	The student should have completed the basic psychology courses, in the previous semester	
Course Objectives:	1. To understand the foundations, purpose, and principles of academic and psychological writing. 2. To develop knowledge of the structure and components of academic and research writing. 3. To apply APA style guidelines and ethical standards in academic and psychological writing. 4. To build competence in professional writing, communication, and reporting in psychology.	
Content:		No. of hours
	Unit I: Foundations of Academic and Psychological Writing 1. Nature and purpose of Academic writing. 2. Significance of academic writing in psychology. 3. Types of writing: academic writing, psychological reports, research reports, and project reports. 4. Principles of scientific writing: clarity, coherence, objectivity, and organization.	05
	Unit II: Components of Academic and Research Writing 1. Components of Academic Writing I: Title page, abstract, keywords, references, appendix. 2. Components of Academic Writing II: Introduction, literature review, methodology, results, discussion, conclusion. 3. APA Style and Ethical Writing Practices: Formatting guidelines, citation and referencing, plagiarism, academic integrity. 4. Components of Psychological Reports: Case history, demographic details, behavioural observations, assessment findings, interpretation, recommendations.	05
	Unit III: Writing Skills, Ethics, and Professional Communication 1. Use of empathetic, non-judgmental, and professional language in psychological writing.	05

	2. Communicating findings effectively: avoiding bias, labelling, and misinterpretation. 3. Ethical considerations: confidentiality, informed consent, plagiarism, and use of disclaimers. 4. Reviewing and revising: editing for clarity, accuracy, and peer review processes.	
	PRACTICUM: 1. Paraphrasing and Referencing Practice Instructor: Demonstrates correct paraphrasing techniques and APA citation style with examples. Students: Paraphrase given passages and write accurate in-text citations and reference list entries in APA style. 2. Report Formatting Task (APA Style) Instructor: Provides a sample unformatted report and APA 7th edition formatting checklist. Students: Format the document applying correct citations, headings, margins, and font as per APA guidelines. 3. Ethics and AI in Academic Writing Instructor: Explains ethical vs non-ethical use of AI tools through examples and facilitates group discussion. Ethical use: Brainstorming, grammar checking, summarizing with proper acknowledgment. Non-ethical use: Submitting AI-generated content as own work, fabricating references, inputting confidential data. Students: Analyse case scenarios, classify AI use as ethical or non-ethical, and submit a short reflection. 4. Ethical Issues Analysis in Writing Instructor: Provides sample reports containing ethical concerns such as bias, confidentiality breaches, or improper labelling. Students: Identify ethical violations and suggest corrections in written or oral form. 5. Review of Published Psychological Reports Instructor: Distributes articles and provides an evaluation rubric. Students: Critically analyse each report identifying its structure, strengths, and limitations in a written review. 6. Literature Review Writing Instructor: Guides students in selecting a relevant topic and demonstrates how to search academic databases and organize sources using reference management tools.	60

	Students: Collect minimum 5 articles, organize using a reference manager, and write a brief structured literature review. 7. Research Report Writing Instructor: Assigns a topic and guides students on secondary data sources and standard report format. Students: Collect secondary data and prepare a short research report — abstract, introduction, method, results, discussion, and references. 8. Peer Review — Writing Psychological Recommendations Instructor: Provides case scenarios and a peer review feedback form; facilitates structured group discussion. Students: Develop evidence-based recommendations for assigned case scenarios, exchange with peers for feedback and revision.	
Pedagogy:	1. A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom. 2. The ideas addressed in this course can be better explored through experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures. 3. Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics	
References:	1. American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). APA. 2. Belcher, W. L. (2019). Writing your journal article in twelve weeks (2nd ed.). University of Chicago Press. 3. Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). The craft of research (4th ed.). University of Chicago Press. 4. Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). SAGE. 5. Galvan, J. L., & Galvan, M. C. (2017). Writing literature reviews (7th ed.). Routledge. 6. Greetham, B. (2018). How to write better essays (4th ed.). Palgrave Macmillan. 7. Murray, R. (2017). How to write a thesis (4th ed.). Open University Press. 8. Sternberg, R. J., & Sternberg, K. (2016). The psychologist's companion (6th ed.). Cambridge University Press. 9. Sword, H. (2016). Stylish academic writing. Harvard University Press. 10. Wallwork, A. (2016). English for writing research papers (2nd ed.). Springer.	

Course Outcome:	Students will be able to: 1. Explain the nature, purpose, and principles of academic and psychological writing. 2. Examine the structure and components of academic and research writing. 3. Apply APA style guidelines and ethical standards in academic and psychological writing. 4. Develop clear, accurate, and professional psychological reports and written communication.
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Semester IV

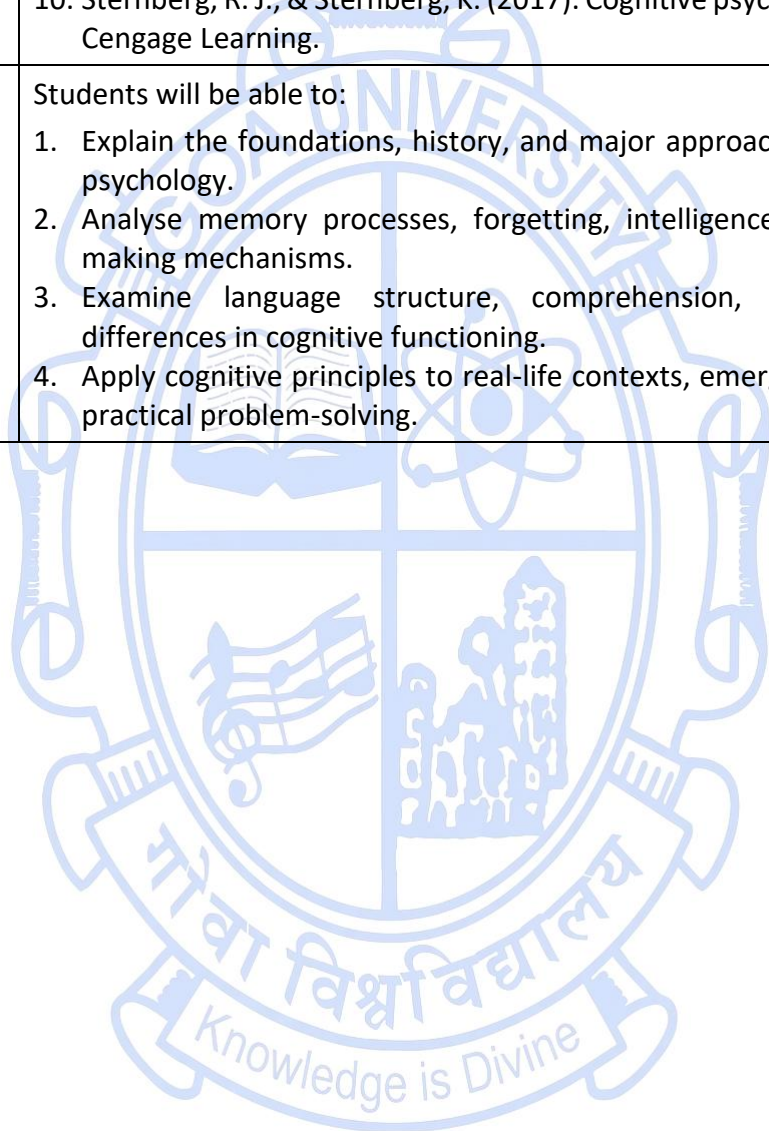
Major Courses

Name of the Programme : B.Sc. in Psychology
Title of the Course : Cognitive Psychology
Course Code : PSL-202
Number of Credits : 4 (3T +1P)
Effective from AY : 2025-26

Pre- requisite for the course:	The student should have completed the basic psychology courses, in the previous semester	
Course Objectives:	1. To understand the fundamental concepts, history, and major paradigms of cognitive psychology. 2. To examine key cognitive processes including memory, forgetting, intelligence, and decision making. 3. To analyse language processes, comprehension, and individual differences in cognition. 4. To explore contemporary developments and applications of cognitive psychology in real-world contexts.	
Content:		No. of hours
	Unit I: Introduction to Cognitive Psychology 1. Definition, Nature, Goals, Scope, History: Structuralism, Functionalism, behaviorism, Gestalt Perspective, Genetic Epistemology, Study of Individual differences, Cognitive revolution and Currents Trends in cognitive Psychology. 2. Paradigms: Information processing Approach, Connectionist Approach, Evolutionary Approach, Ecological approach. 3. Emerging trends: Ergonomics, Neurocognition, Metacognition, Artificial Intelligence- Nature, Scope, current research. 4. Applications: Cognitive Styles and Cognitive Mapping.	15
	Unit II: Memory, Intelligence and Decision Making 1. Memory: Nature of memory & Process, short-term & long-term memory, memory distortion: reconstructive retrieval, false memory and memory illusions, recovered memories, eyewitness testimony. 2. Forgetting; Nature and theories: decay theory, interference theory, Retrieval failure, Serial position effect, Factors effecting forgetting, everyday memory errors. 3. Intelligence: Nature and Definition, theories: Spearman, Thurstone, Gardner, Sternberg. 4. Decision making: nature and process of decision making, decision making under risk and uncertainty, heuristics and	15

	bases, decision making in everyday life: real life decisions (health, finance, social situations), errors and judgmental biases in everyday decisions.	
	Unit III: Language and Individual differences 1. Structure of Language: phonology, syntax, semantics and Pragmatics, Language comprehension and production: speech perception, errors in speech production, sentence comprehension, comprehending text passages, story Grammars. 2. Language in context: Reading: Bottom-up and top-down processes-perceptual issues in reading and lexical processes in reading. 3. Language and Thought: differences among languages, bilingualism and dialects, slips of the tongue, metaphorical language. 4. Language in social context: speech acts, conversational postulates, gender and language, discourse and reading comprehension.	15
	PRACTICUM: 1. Serial Position Effect 2. Word Superiority Effect 3. Lexical Decision Task 4. Framing Effect 5. Reaction Time Task 6. Tower of London 7. Kohs Block Design 8. Non- verbal Intelligence Test/ Scale	30
Pedagogy:	1. A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom. 2. The ideas addressed in this course can be better explored through experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures. 3. Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics	
References:	1. Anderson, J. R. (2020). Cognitive psychology and its implications (9th ed.). Worth Publishers. 2. Eysenck, M. W., & Keane, M. T. (2020). Cognitive psychology: A student's handbook (8th ed.). Psychology Press. 3. Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. (2018). Cognitive neuroscience: The biology of the mind (5th ed.). W. W. Norton. 4. Goldstein, E. B. (2023). Cognitive psychology: Connecting mind, research, and everyday experience (6th ed.). Cengage Learning.	

	5. Healy, A. F., & Proctor, R. W. (Eds.). (2018). Handbook of psychology: Experimental psychology (2nd ed.). Wiley. 6. Kellogg, R. T. (2020). Fundamentals of cognitive psychology (3rd ed.). SAGE Publications. 7. Matlin, M. W. (2019). Cognition (10th ed.). Wiley. 8. Reisberg, D. (2022). Cognition: Exploring the science of the mind (8th ed.). W. W. Norton. 9. Smith, E. E., & Kosslyn, S. M. (2015). Cognitive psychology: Mind and brain (2nd ed.). Pearson. 10. Sternberg, R. J., & Sternberg, K. (2017). Cognitive psychology (7th ed.). Cengage Learning.
Course Outcome:	Students will be able to: 1. Explain the foundations, history, and major approaches of cognitive psychology. 2. Analyse memory processes, forgetting, intelligence, and decision-making mechanisms. 3. Examine language structure, comprehension, and individual differences in cognitive functioning. 4. Apply cognitive principles to real-life contexts, emerging trends, and practical problem-solving.

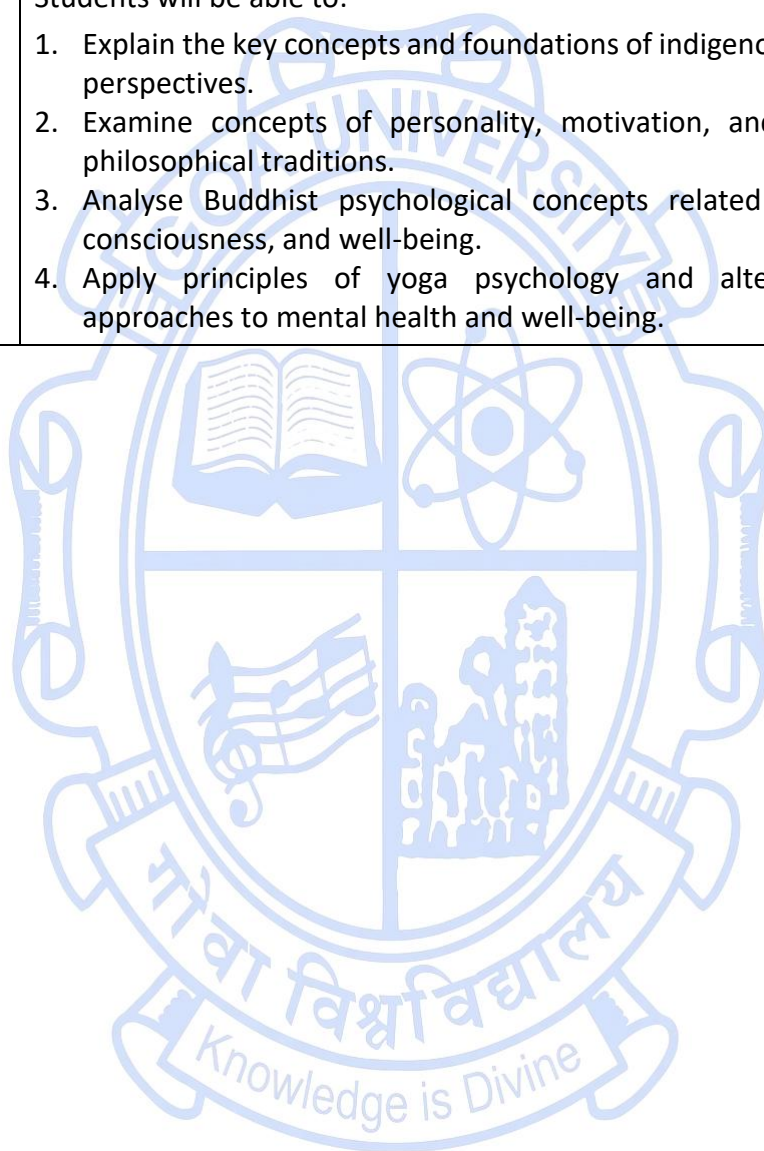


Name of the Programme : B.Sc. in Psychology
Title of the Course : Indigenous Psychology
Course Code : PSL-203
Number of Credits : (4T)
Effective from AY : 2025-26

Pre- requisite for the course:	The student should have completed the basic psychology courses, in the previous semester	
Course Objectives:	1. To understand the foundations and key concepts of indigenous psychological perspectives. 2. To examine personality, motivation, and self in Indian philosophical traditions. 3. To analyse Buddhist psychological concepts related to personality, consciousness, and well-being. 4. To explore principles of yoga psychology and alternative healing approaches for mental health and well-being.	
Content:		No. of hours
	Unit I: Indigenous Psychological Perspective 1. Introduction to Indigenous Psychology: Meaning, nature, scope, and characteristics of indigenous and Indian psychology 2. Philosophical Foundations of Indian Psychology: Transpersonal psychology, core assumptions, concepts of self, mind, and consciousness 3. Indigenous and Non-Western Perspectives: Emergence of indigenous psychology, critique of Western models, cross-cultural perspectives 4. Contemporary Developments in Indian Psychology: Current research, applications, and relevance to mental health and well-being	15
	Unit II: Indian Psychological Perspectives Personality and Motivation: 1. Upanishadic View of Personality: Layers of existence; Taittiriya Upanishad, concepts of self and consciousness, states of consciousness; Mandukya Upanishad. 2. Motivation and Mind in Indian Psychology: Role of Manas, Ahamkara, Buddhi, and Citta; perspectives from Dvaita and Advaita schools. 3. Bhagavad Gita and Personality: Trigunas; Sattva, Rajas, Tamas, characteristics of Sthitaprajna, motivation and self-regulation. 4. Jain Perspective on Self and Conduct: Concepts of Jiva and Ajiva, Triratna; right faith, knowledge, conduct, vows, Ahimsa, and role of Karma.	15

	Unit III: Buddhist Psychological Perspective 1. Foundations of Buddhism: Introduction, historical background, traditions, beliefs, and major schools; Theravada, Mahayana, Vajrayana. 2. Structure of Personality and Motivation: Five aggregates; Skandhas, Four Noble Truths, Eightfold Path. 3. Buddhist Texts and Psychological Knowledge: Tripitakas – Vinayapitaka, Suttapitaka, Abhidhammapitaka 4. Self, Consciousness, and Well-being: Three characteristics; Anicca, Dukkha, Anatta, Nirvana, and mindfulness	15
	Unit IV: Yoga Psychology and Alternative Healing Techniques 1. Foundations of Yoga Psychology: Meaning and aims of yoga, Patanjali's Yoga Sutras, Ashtanga Yoga, mind-body integration. 2. Yogic Practices and Effects: Asanas and pranayama, basic concept of Kundalini, psychological and physiological effects, role in stress reduction. 3. Meditation Practices: Meditation as a therapeutic technique, types—Vipassana, Zen, Transcendental Meditation, mindfulness. 4. Alternative Healing Approaches: Reiki, acupressure, and traditional systems; Ayurveda, Naturopathy; role in health and well-being	15
Pedagogy:	1. A blend of traditional teaching techniques with experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures. 2. Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics	
Reference:	1. Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.). (2021). Foundations of Indian psychology (Vol. 1: Theories and concepts). Pearson. 2. Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.). (2021). Foundations of Indian psychology (Vol. 2: Practical applications). Pearson. 3. Dalal, A. K., & Misra, G. (Eds.). (2018). The Oxford handbook of Indian psychology. Oxford University Press. 4. Feuerstein, G. (2018 reprint). The yoga tradition: Its history, literature, philosophy, and practice. Hohm Press. 5. Olendzki, A. (2019). The mind like fire unbound: An experience of insight meditation. Wisdom Publications. 6. Ranganathan, S. (2017). Patañjali's Yoga Sūtra: Translation, commentary, and analysis. Penguin / Indian edition.	

	7. Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (2016/2017 reprint). Handbook of Indian psychology. Cambridge University Press. 8. Sedlmeier, P. (2017). The psychology of meditation. Hogrefe Publishing. 9. Shonin, E., Van Gordon, W., & Griffiths, M. D. (2016). Mindfulness and Buddhist-derived approaches in mental health. Springer. 10. Wallace, B. A. (2017). The attention revolution: Unlocking the power of the focused mind. Wisdom Publications.
Course Outcome:	Students will be able to: 1. Explain the key concepts and foundations of indigenous psychological perspectives. 2. Examine concepts of personality, motivation, and self in Indian philosophical traditions. 3. Analyse Buddhist psychological concepts related to personality, consciousness, and well-being. 4. Apply principles of yoga psychology and alternative healing approaches to mental health and well-being.

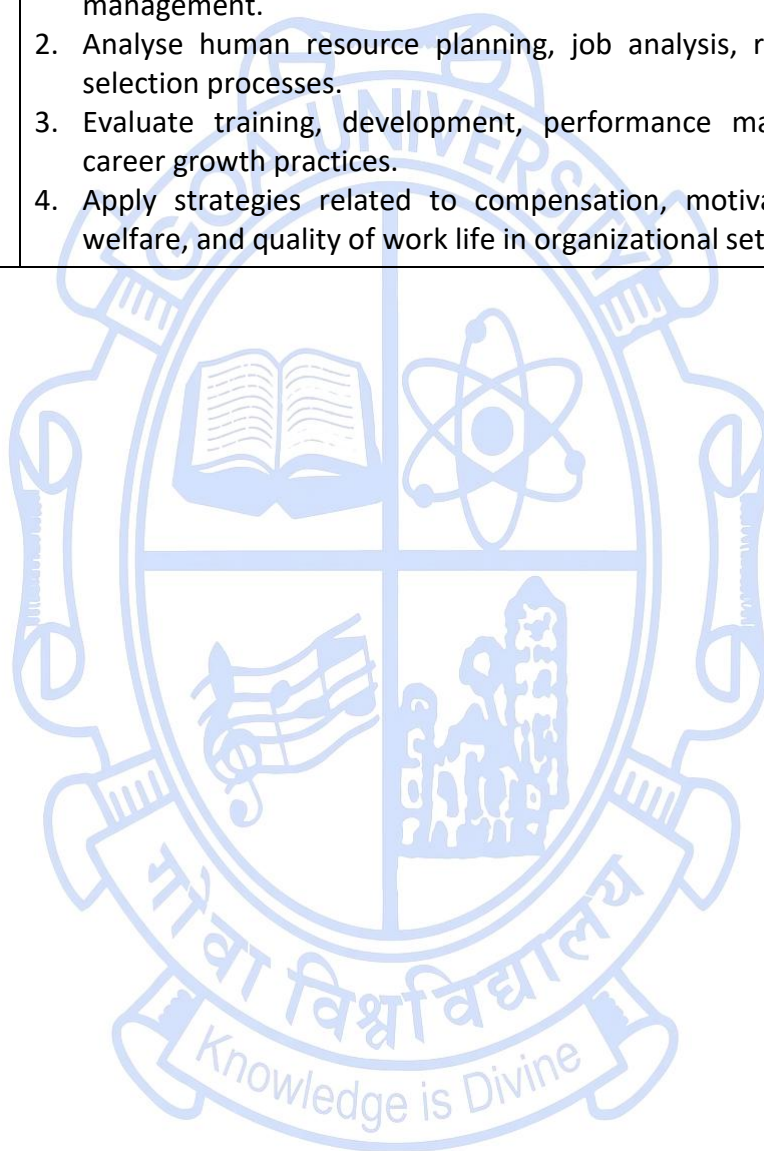


Name of the Programme : B.Sc. in Psychology
Title of the Course : Human Resource Management
Course Code : PSL-204
Number of Credits : (4T)
Effective from AY : 2025-26

Pre- requisite for the course:	The student should have completed the basic psychology courses, in the previous semester	
Course Objectives:	1. To understand the foundational concepts, functions, and contemporary role of human resource management. 2. To examine human resource planning, job analysis, recruitment, and selection processes. 3. To analyse training, development, performance management, and career growth practices in organizations. 4. To explore compensation systems, employee motivation, welfare measures, and quality of work life.	
Content:		No. of hours
	UNIT I: Foundations of Human Resource Management 1. Introduction to HRM: Definition, scope of HRM, Importance and objectives, Evolution of HRM, HRM vs Personnel Management. 2. Functions and Roles of HRM: Core functions (managerial & operative), Role of HR in organizations, HR department structure, Strategic role of HRM. 3. HRM in Contemporary Context: Changing trends in HRM, Globalization and HRM, Workforce diversity, Challenges in modern HRM. 4. Ethics and Legal Framework: Employee rights, Equal Employment Opportunity (EEO), Ethical issues in HRM, Legal considerations in HR.	15
	Unit II: Human Resource Planning and Acquisition 1. Human Resource Planning: Meaning and importance, Short-term and long-term planning, Steps and methods of HR planning, Problems and limitations. 2. Job Analysis and Design: Job analysis: concept and methods, Job description and specification, Job design approaches, Job redesign. 3. Recruitment: Meaning and process, Sources of recruitment, Methods of recruitment, Advantages and disadvantages. 4. Selection and Placement: Selection process and steps, Selection tests and devices, Interview methods, Induction and placement, Assessment centre approach.	15
	UNIT III: Training, Development and Performance Management	15

	1. Training and Development: Need and importance of training, Training need analysis (TNA), Methods of training, Training at different levels. 2. Designing training programs: Training methodologies, Training effectiveness, HR process reengineering. 3. Performance Management: Performance appraisal - concept and importance, Performance evaluation systems, Linking performance to rewards. 4. Career Development and Employee Growth: Career planning and development, Promotions and transfers, Managing performers, Grievance redressal.	
	UNIT IV: Compensation, Motivation and Maintenance 1. Compensation Management: Wage and salary structure, Components of compensation, Incentives, Performance-based pay. 2. Employee Benefits and Welfare: Indirect compensation, Fringe benefits and social security, Employee assistance programs, Legal and environmental considerations. 3. Motivation and Productivity: Motivation strategies, Job enlargement, enrichment, rotation, Reward systems, Enhancing employee productivity. 4. Quality of Work Life and Participation: Quality of work life, Work-life balance, Workers' participation in management, Retention and employee satisfaction.	15
Pedagogy:	1. A blend of traditional teaching techniques with experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures. 2. Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics	
Reference:	1. Armstrong, M., & Taylor, S. (2020). Armstrong's handbook of human resource management practice (15th ed.). Kogan Page. 2. Aswathappa, K. (2017). Human resource management: Text and cases (9th ed.). McGraw-Hill Education. 3. Bratton, J., & Gold, J. (2017). Human resource management: Theory and practice (6th ed.). Palgrave Macmillan. 4. DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2017). Fundamentals of human resource management (12th ed.). Wiley. 5. Dessler, G. (2020). Human resource management (16th ed.). Pearson. 6. Mathis, R. L., Jackson, J. H., Valentine, S. R., & Meglich, P. (2019). Human resource management (16th ed.). Cengage Learning. 7. Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2020). Human resource management: Gaining a competitive advantage (11th ed.). McGraw-Hill.	

	8. Rao, V. S. P. (2018). Human resource management: Text and cases (4th ed.). Excel Books. 9. Snell, S., Morris, S., & Bohlander, G. (2016). Managing human resources (17th ed.). Cengage Learning. 10. Wilton, N. (2016). An introduction to human resource management (3rd ed.). SAGE Publications.
Course Outcome	Students will be able to: 1. Explain the concepts, functions, and evolving role of human resource management. 2. Analyse human resource planning, job analysis, recruitment, and selection processes. 3. Evaluate training, development, performance management, and career growth practices. 4. Apply strategies related to compensation, motivation, employee welfare, and quality of work life in organizational settings.

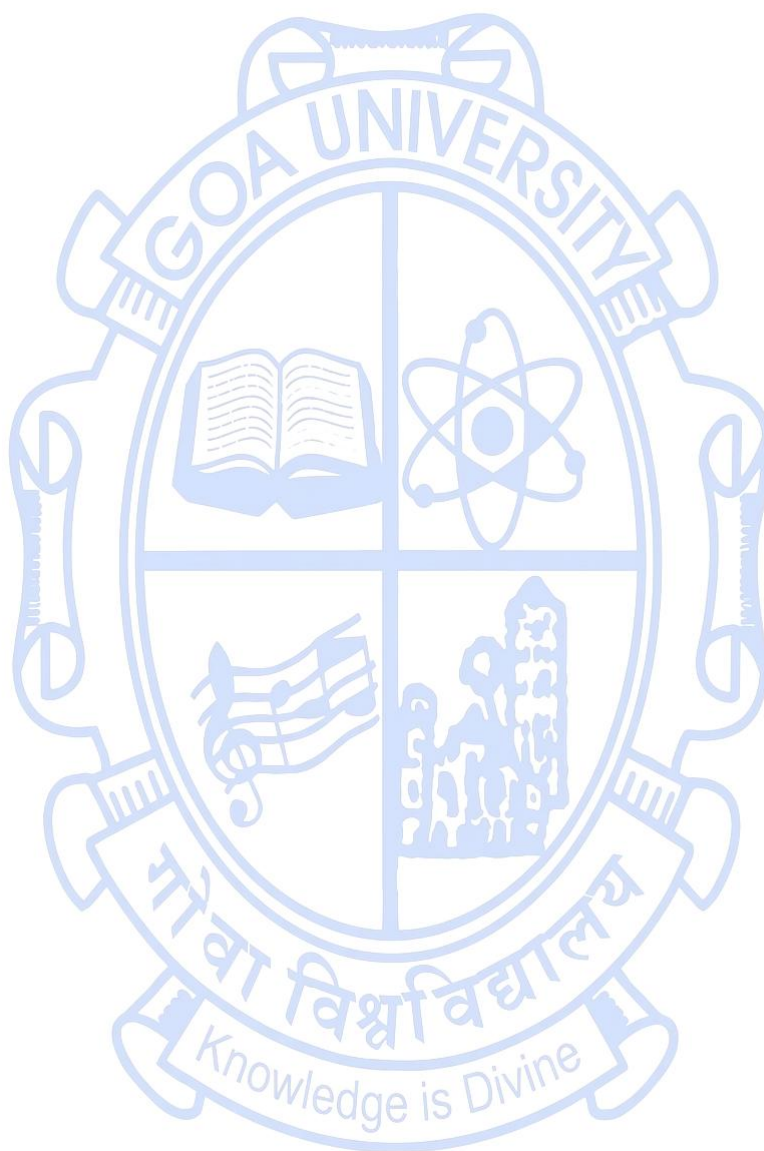


Name of the Programme : B.Sc. in Psychology
Title of the Course : Psychology of Disability
Course Code : PSL-205
Number of Credits : 2T
Effective from AY : 2025-26

Pre- requisite for the course:	The student should have completed the basic psychology courses, in the previous semester	
Course Objectives:	1. To understand the concepts, models, types, and causes of disability along with quality of life and contemporary issues. 2. To examine disability across the life span and different types of disabilities and their social dimensions. 3. To explore approaches to rehabilitation, early intervention, and psychosocial aspects of disability. 4. To understand legal, ethical, and policy frameworks related to disability, rights, and empowerment.	
Content:		No. of hours
	UNIT I: Foundations of Disability 1. Concept and Definitions, Impairment, disability, handicap, Nature and scope of disability. 2. Historical development Models: charity, medical, social, cultural, empowerment 3. Types and Causes of Disability: Types of impairments, Causes and risk factors, Realms of impairment. 4. Quality of Life and Contemporary Issues: Functional capacity, coping, well-being, Quality of life indicators, Cost, incidence, national reports, Emerging trends and challenges.	10
	UNIT II: Disability Across Life Span and Types 1. Disability Across Life Span: Childhood, adolescence, adulthood, old age, Stage-specific challenges and needs. 2. Sensory and Physical Disabilities: Hearing impairment, Visual impairment, Locomotor disabilities, Deaf-blindness. 3. Cognitive and Developmental Disabilities: Intellectual disability, Autism spectrum disorder, Specific learning disabilities, Multiple disabilities. 4. Social Dimensions of Disability: Gender and sexuality, Social exclusion and stigma, Disability and poverty, Impact of globalization and empowerment.	10
	Unit III: Rehabilitation, Intervention and Legal Issues 1. Early Identification and Intervention: Screening and referral, Role of parents, teachers, community, Early intervention models.	10

	2. Educational and Rehabilitation Approaches: Inclusive education, Special education, Home-based and centre-based rehabilitation. 3. Psychosocial and Family Aspects: Family, care, and support systems, Intimacy, relationships, and social inclusion, Labelling and categorization issues. 4. Legal, Ethical and Policy Issues: Persons with Disabilities Act and rights, Certification and access issues, Government and NGO support, Contemporary debates and empowerment.	
Pedagogy:	1. A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom. 2. The ideas addressed in this course can be better explored through experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures. 3. Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics	
Reference:	1. Albrecht, G. L. (Ed.). (2016). Rehabilitation interventions. SAGE Publications. 2. Barnes, C., & Mercer, G. (2018). Exploring disability: A sociological introduction (3rd ed.). Polity Press. 3. Chavan, B. S., & Gupta, N. (Eds.). (2021). Comprehensive textbook on disability. Jaypee Brothers Medical Publishers. 4. Goodley, D. (2016). Disability studies: An interdisciplinary introduction (2nd ed.). SAGE Publications. 5. Hagglund, K. J., & Heinemann, A. W. (Eds.). (2020). Handbook of applied disability and rehabilitation research. Springer Publishing. 6. Hammel, K. W. (2017). Perspectives on disability and rehabilitation: Contesting assumptions, challenging practice (2nd ed.). Elsevier/Churchill Livingstone. 7. Hollenweger, J., Lopes-Defrank, A., & Schalock, R. L. (Eds.). (2021). Disability classification in education: Issues and perspectives. Routledge. 8. Strauser, D. R. (Ed.). (2021). Career development, employment, and disability in rehabilitation (2nd ed.). Springer Publishing. 9. Wehman, P. (Ed.). (2021). Life beyond the classroom: Transition strategies for young people with disabilities (6th ed.). Paul H. Brookes Publishing. 10. Wehmeyer, M. L. (Ed.). (2020). The Oxford handbook of positive psychology and disability. Oxford University Press.	
Course outcome	Students will be able to: 1. Explain the concepts, models, types, and causes of disability and issues related to quality of life.	

	2. Examine disability across the life span, different types of disabilities, and their social dimensions. 3. Analyse approaches to early intervention, rehabilitation, and psychosocial aspects of disability. 4. Evaluate legal, ethical, and policy frameworks related to disability, rights, and empowerment.
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Minor VET Courses

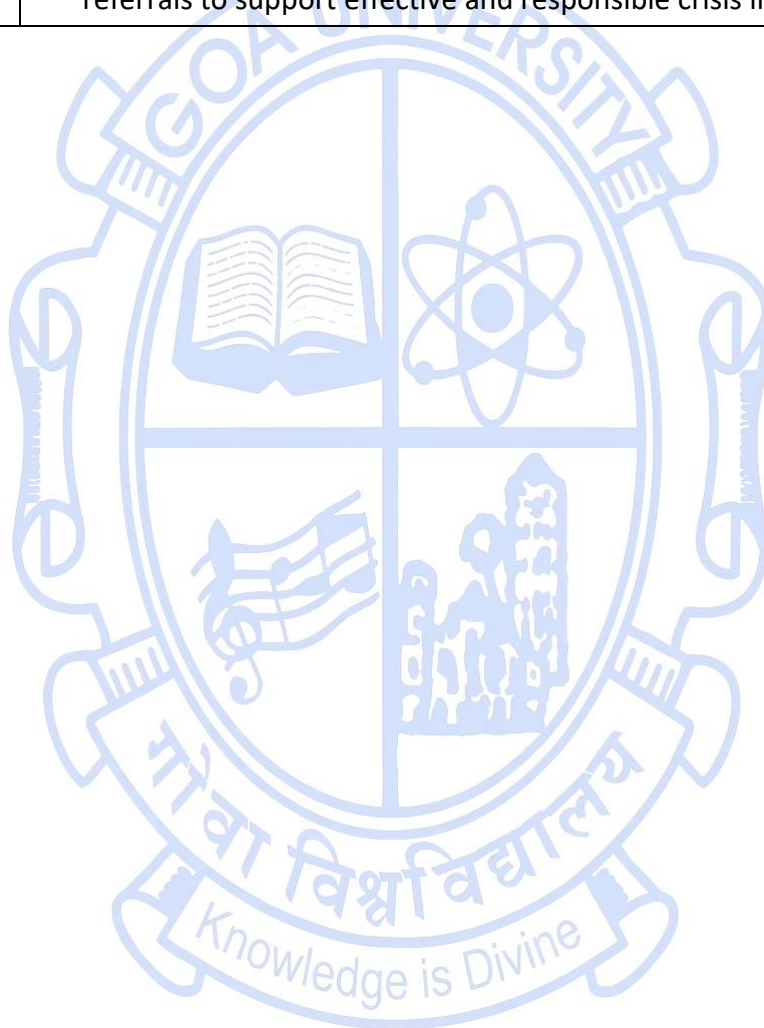
Name of the Programme : B.Sc. in Psychology
Title of the Course : Psychological First Aid
Course Code : PSL-221
Number of Credits : 3T + 1P
Effective from AY :2025-26

Pre- requisite for the course:	The student should have completed the basic psychology courses, in the previous semester	
Course Objectives:	1. To develop foundational understanding of Psychological First Aid; principles, models, and role in crisis response. 2. To build essential helping skills including communication, active listening, assessment, and intervention strategies in crisis situations. 3. To enable application of PFA across diverse populations and community settings while ensuring cultural sensitivity and ethical practice. 4. To promote self-care, resilience, and professional competence among helpers, including referral skills and crisis management practices.	
Content:		No. of hours
	Unit I: Foundations of Psychological First Aid & Crisis Response 1. Introduction to PFA: Definition and goals of Psychological First Aid, Importance in crisis intervention, WHO guidelines and ethical considerations. 2. Core Principles of PFA, Look, Listen, Link model, Core competencies of helpers, Art of helping and helper characteristics. 3. Types of Disasters and Crisis Contexts: Natural disasters-floods, earthquakes, pandemics, Human-made disasters-violence, accidents, Technological disasters, War-related trauma. 4. Psychological Reactions to Crisis: Common stress reactions - cognitive, emotional, behavioural, PTSD and trauma-related disorders, Anxiety, depression, panic, substance abuse.	15
	Unit II: Skills and Models of Psychological First Aid 1. RAPID Model in PFA: Reflective Listening, Assessment of needs, Prioritization and triage. 2. Communication & Listening Skills: Active listening techniques, Empathy and rapport building, Barriers in crisis communication. 3. Intervention Strategies, Stabilization techniques, Managing acute distress, Grounding techniques.	15

	4. Referral and Follow-up, When and how to refer, Facilitating access to care, Ethical and cultural considerations.	
	Unit III: Application of PFA & Self-Care 1. PFA for Different Populations: Children and adolescents, Elderly and vulnerable groups, Cultural sensitivity in intervention. 2. Community-Based PFA: Role of community support systems, Disaster preparedness and resilience. 3. Self-Care for Helpers: Vicarious traumatization, Burnout, compassion fatigue, Emotional regulation strategies. 4. Self-Care Practices: Behavioural and lifestyle strategies, Organizational support systems, Spiritual and holistic care.	15
	PRACTICUM: 1. PFA Role-Play Lab Instructor: Assigns roles, sets up simple crisis scenarios; accident, grief, panic, observes and guides students during role-play using Look-Listen-Link model as checklist. Student: Performs structured role-play in pairs, one acts as helper using Look-Listen-Link steps, other acts as person in distress, then switch roles. 2. Stabilization Techniques Practice Instructor: Demonstrates grounding and breathing exercises step by step. Student: Practices grounding techniques and breathing exercises with a partner, then independently. 3. Crisis Communication – Video Analysis Instructor: Shows a video of a real or simulated crisis communication interaction, provides an observation checklist. Student: Watches the video, fills the checklist, identifies what the helper did right and wrong, shares findings with class. 4. Case Study Analysis Instructor: Distributes 2-3 detailed real-life crisis case studies, provides structured analysis format and guides group discussion. Student: Reads the case study, identifies the type of crisis, analyses the response given, suggests what could have been done better and presents findings to class. 5. Psychological Triage Exercise Instructor: Distributes case scenario cards with different urgency levels, guides discussion. Student: Reads each case, categorizes victims as High/Medium/Low priority with written justification. 6. Referral Decision-Making Task	30

	Instructor: Provides a list of local hospitals, helplines and NGOs, presents case studies. Student: Decides when referral is needed and draws a simple referral pathway map for each case. 7. Self-Care Plan Development Instructor: Shares a self-care plan template, discusses burnout signs with examples. Student: Reflects personally and designs their own written self-care protocol for managing burnout. 8. Community PFA Awareness Activity Instructor: Shares examples of good awareness posters and session outlines for reference. Student: Creates either a poster or a short awareness session plan on community mental health preparedness.	
Pedagogy:	1. A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom. 2. The ideas addressed in this course can be better explored through experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures. 3. Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics	
References:	1. Bisson, J. I., Roberts, N. P., Andrew, M., Cooper, R., & Lewis, C. (2017). Psychological therapies for chronic post-traumatic stress disorder (PTSD) in adults. Wiley. 2. Brymer, M., Jacobs, A., Layne, C., Pynoos, R., Ruzek, J., Steinberg, A., Vernberg, E., & Watson, P. (2018). Psychological first aid: Field operations guide (2nd ed.). National Child Traumatic Stress Network. 3. Everly, G. S., Jr., & Mitchell, J. T. (2020). Critical incident stress management (CISM): A practical review (3rd ed.). Chevron Publishing. 4. Figley, C. R. (2016). Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized (2nd ed.). Routledge. 5. Halpern, J., & Vermeulen, K. (2017). Disaster mental health: Theory and practice. Routledge. 6. James, R. K., & Gilliland, B. E. (2016). Crisis intervention strategies (8th ed.). Cengage Learning. 7. Miller, L. (2015). Psychological first aid: Theory and practice. Springer. 8. Roberts, A. R. (Ed.). (2016). Crisis intervention handbook: Assessment, treatment, and research (4th ed.). Oxford University Press. 9. Ruzek, J. I., & Watson, P. J. (2017). Interventions following mass violence and disasters: Strategies for mental health practice. Guilford Press.	

	10. World Health Organization, War Trauma Foundation, & World Vision International. (2019). Psychological first aid: Guide for field workers. WHO Press.
Course Outcome	Students will be able to: 1. Explain the concepts, principles, and models of Psychological First Aid and their relevance in crisis situations. 2. Demonstrate effective communication, listening, assessment, and basic intervention skills in simulated crisis scenarios. 3. Apply Psychological First Aid appropriately across diverse populations and community contexts with cultural and ethical sensitivity. 4. Develop and implement self-care strategies and make appropriate referrals to support effective and responsible crisis intervention.



Exit Course

Name of the Programme : B.Sc. in Psychology
Title of the Course : Behavioural & Communication Skills- Exit Course
Course Code : PSL-261
Number of Credits : (1T+3P)
Effective from AY : 2025-26

Pre- requisite for the course:	The student should have completed the basic psychology courses, in the previous semester	
Course Objectives:	1. To develop understanding of self and others' behaviour in social and professional contexts. 2. To enhance emotional intelligence and interpersonal communication skills. 3. To build competencies in time management, leadership, and psychological preparedness. 4. To promote inclusive, empathetic, and socially responsible behaviour.	
Content:		No. of hours
	UNIT I: Understanding Self and Interpersonal Behaviour 1. Self-concept and Self-awareness: Johari Window, self-esteem, body image 2. Non-verbal Communication: Body language, facial expressions, posture 3. Interpersonal Relationships: Empathy, mutual respect, relationship building 4. Inclusivity and Social Sensitivity: Gender sensitization, tolerance, diversity awareness	05
	UNIT II: Emotional Intelligence and Personal Effectiveness 1. Emotional Intelligence: Concept, components, and applications 2. Managing Emotions: Emotional regulation, stress management 3. Time Perspective and Psychological Preparedness 4. Self-Assessment Techniques: SWOT Analysis (Strength, Weakness, Opportunity, Threat)	05
	UNIT III: Communication and Leadership Skills 1. Verbal and Non-verbal Communication Skills 2. Assertiveness and Conflict Resolution 3. Leadership Skills: Styles, qualities, and group dynamics 4. Professional Communication: Workplace etiquette, teamwork, and decision-making	05
	PRACTICUM: 1. Johari Window Exercise	90

	○ Participants list self-descriptive traits and receive feedback from peers. Compare open, blind, hidden, and unknown areas to enhance self-awareness. 2. Self-Esteem Assessment ○ Administer a standardized self-esteem scale (e.g., Rosenberg Self-Esteem Scale). Score, interpret levels, and reflect on factors influencing self-worth. 3. Emotional Intelligence Assessment ○ Use an EI questionnaire to assess self-awareness, self-regulation, motivation, empathy, and social skills. Interpret results and identify improvement areas. 4. SWOT Analysis (Personal) ○ Identify individual strengths, weaknesses, opportunities, and threats. Develop a short personal development plan based on findings. 5. Body Language Observation ○ Observe and record non-verbal cues (gestures, posture, eye contact) in real-life or video scenarios. Interpret their psychological meaning. 6. Assertive Communication Role Play ○ Perform role plays demonstrating passive, aggressive, and assertive communication styles. Analyse differences and effectiveness. 7. Empathy Mapping Exercise ○ Analyse a given case/person by identifying what they think, feel, say, and do. Develop deeper understanding of perspective-taking. 8. Time Management Diary ○ Maintain a daily activity log for a week. Analyse time usage, identify wastage, and suggest improvements using time management techniques. 9. Leadership Style Activity ○ Conduct a group task where different leadership styles (authoritarian, democratic, laissez-faire) are applied. Compare group performance and dynamics. 10. Conflict Resolution Simulation ○ Simulate interpersonal conflicts and apply resolution strategies (negotiation, compromise, collaboration). Reflect on outcomes and effectiveness.	
Pedagogy:	1. A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom.	

	- The ideas addressed in this course can be better explored through experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures. - Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics
References:	- Adler, R. B., Rodman, G., & du Pré, A. (2018). Understanding human communication (14th ed.). Oxford University Press. - Bradberry, T., & Greaves, J. (2019). Emotional intelligence 2.0. TalentSmart. - Carnegie, D. (2020). How to win friends and influence people. Simon & Schuster. - Covey, S. R. (2020). The 7 habits of highly effective people (30th anniversary ed.). Simon & Schuster. - DeVito, J. A. (2016). The interpersonal communication book (14th ed.). Pearson. - Forsyth, D. R. (2018). Group dynamics (7th ed.). Cengage Learning. - Goleman, D. (2020). Emotional intelligence: Why it can matter more than IQ (Updated ed.). Bloomsbury Publishing. - Hargie, O. (2018). Skilled interpersonal communication: Research, theory and practice (6th ed.). Routledge. - Neck, C. P., Manz, C. C., & Houghton, J. D. (2017). Self-leadership: The definitive guide to personal excellence (2nd ed.). SAGE Publications. - Stein, S. J., & Book, H. E. (2019). The EQ edge: Emotional intelligence and your success (3rd ed.). Wiley.
Course Outcome	Students will be able to: - Explain and interpret self-concept, interpersonal behaviour, and social interactions in personal and professional contexts. - Demonstrate emotional intelligence and effective interpersonal communication skills in real-life situations. - Apply time management, leadership, and decision-making skills for personal and group effectiveness. - Exhibit inclusive, empathetic, and socially responsible behaviour in diverse social settings.