



The Kelkar Education Trust's
Vinayak Ganesh Vaze College of Arts, Science & Commerce
AUTONOMOUS

Mithaghar Road, Mulund East, Mumbai-400081, India

College with Potential for Excellence

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Syllabus for Program S.Y. B. A.

Psychology Major & Minor

Syllabus as per Choice Based Credit System (NEP-2020)

(June 2024 Onwards)

Submitted by

Department of Psychology

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Vinayak Ganesh Vaze College of Arts, Science & Commerce
(AUTONOMOUS)

❖ **Syllabus as per Choice Based Credit System (NEP-2020)**

Name of the Programme	✚ S. Y. B. A. Psychology : CBCS (NEP-2020)	
The S. Y. B. A. in Psychology course is a one Year Full Time Course consisting of two semesters, to be known as Semester III and Semester IV. Each semester consists of one major course and one minor course along with other courses- OE, VSEC, AEC, FP,CEP and CC		
1. Course Code	VAPS200	VAPS201
	VAPS202	VAPS203
	VAPS250	VAPS251
	VAPS252	VAPS253
2. Course Title	PSYCHOLOGY MAJOR	
3. Semester wise Course Contents	Copy of the detailed syllabus Enclosed	
4. References and additional references	Enclosed in the Syllabus	
5. No. of Credits per Semester	22	
6. No. of lectures per Unit	10 Hrs.	
7. No. of lectures per week	12	
8. No. of Tutorial per week	--	
9. Scheme of Examination	Semester End Exam: 60 marks (4 Questions of 15 marks each)	
	Internal Assessment: 40 marks	
	Class Test : 15 marks	
	Project/ Assignment : 15 marks	
	Class Participation: 10 marks	
10. Special notes, if any	No	
11. Eligibility, if any	As laid down in the College Admission brochure / website	
12. Fee Structure	As per College Fee Structure specifications	
13. Special Ordinances / Resolutions, if any	No	

Preamble

The Board of studies in Secod Year Psychology headed by Dr. Neeta Mehta, the Chairman, Department of Psychology, Vinayak Ganesh Vaze College of Arts, Science and Commerce (Autonomous), Mithagar Road, Mulund (East) Mumbai, University of Mumbai had the thorough discussions on the syllabus of III and IV semester Psychology for BA Psychology courses using the syllabus provided by the NEP Psychology syllabus drafting Committee. This syllabus has to be accepted for the academic year 2025-26. The Core committee consisting of the faculty members of the Psychology department with specializations in Clinical and Industrial Psychology which comprising the BOS and also additional faculty members from other Colleges of University of Mumbai have made effective joint brainstorming discussions and arrived at a Syllabus in Psychology for I and II semesters. The final syllabus incorporating all the suggestions was finally approved by the members of the Board of Studies in Psychology (UG) on 12th April, 2025. The following Faculty Members of the Core Committee were involved in the preparation of the Psychology Syllabus.

1. Dr. Neeta Mehta (Head, Vice Principal)
2. Dr. Reeta Kamble
3. Ms. Sharvari Gupte
4. Ms. Priyal Karania

Sd/-

Dr. Neeta Mehta

Chairman

BOS Psychology

Programme Structure and Course Credit Scheme:

SEMESTER	MAJOR		MINOR	OE	VSC/SE C	AEC	OJT, FP, CEP, CC,RP	TOTAL	CUM . CR/ SEM
	Mandatory	Elective							
III	8 (4L) (2 PAPERS)	--	4(4L) (1 PAPER)	2 (2L) (1PAPER)	VSEC 2 (1L+1P) (1 PAPER)	AEC-2 (1 PAPER)	FP-2 (Related To Dept.), CC-2 Credits	22	20-22
IV	8 (4L) (2 PAPERS)	--	4(4L) (1 PAPER)	2 (2L) (1PAPER)	VSEC 2 (1L+1P) (1 PAPER)	AEC-2 (1 PAPER)	CEP-2 Credits, CC-[2 Credits	22	20-22
TOTAL	16		8	4	4	4	8	44	
CU.CR	24		14	12	8+4	6+4+4	4+4	88	

Programme : S. Y. B. A.

Semester	Course	Course Title	Course Code	Credits
III	Major	Course 1: COGNITIVE FOUNDATION OF SOCIAL PSYCHOLOGY	VAPS200	4
		Course 2: DEVELOPMENTAL PSYCHOLOGY: CONCEPTION TO ADOLESCENCE	VAPS201/ VAPS202	4
	Minor (ANY ONE)	1. Public Administration	VAPO201	4
		2. Contemporary issues in Indian society	VASO201	4
		3. Milestones in world history	VAHS201	4
		4. Public finance	VAEC201	4

		5. American Literature: Novel and Short Story	VAEL201	4
	Open Elective (OE) (ANY ONE)	Chemistry of Fragrance And Flavours	VCH227	2
		Cosmetology decoded by Botanicals II	VCD228	2
		History of Physical Science in India	VHP229	2
		Mathematical and Statistical Techniques -I	VMS230	2
		Wildlife Ecotourism II	VWE231	2
	Vocational skill Courses (VSEC)	Basics of test construction in psychology	VAPS203	2
	Ability Enhancement Courses (AEC) (ANY ONE)	1. मराठी भाषेतील संवाद कौशल्ये (Dept. of Marathi)	VHL234	2
		2. णंदी भाषा कौशल (Dept. of Hindi) Student will select any one from AEC Courses	VCS235	2
	Field Project	Field Project related to major will be offered	VAPS204	2
	Co-curricular Courses	Cultural Activities	VCA236	2
		Community Engagement	VCE237	2
		National Service Scheme	VNS238	2
		Sports Activities	VSA239	2
		Yoga	VYG240	2
		Performance Techniques I : Kathak and Bollywood	VKB241	2
		Sangeet Sadhana	VSS242	2
		Student will select any one from Co-curricular Courses		
	Total Credits			22
IV	Major	Course 1: COUNSELING PSYCHOLOGY: BASIC CONCEPTS AND PROCESS	VAPS250	4
		Course 2: PSYCHOLOGY OF INTERPERSONAL AND GROUP PROCESSES	VAPS251 / VAPS252	4
	Minor	Milestones in World History II	VAHIS251	4
		Emerging Fields in Sociology	VASO251	4

		American Literature: Novel and Short Story	VAEL251	4
		Public Administration (Indian Administration)	VAPO251	4
		Indian economy	VAEC251	4
		Emerging Fields in Sociology	VASO251	4
	Open Elective (OE) ONE COURSE FROM THE SAME DEPARTMENT AS SEM III OE	Anthrozoology	VAN281	2
		Chemistry For Sustainable Energy And The Environment	VCH277	2
		Gardening and Landscape Designing	VGL278	2
		Mathematical and Statistical Techniques -II	VMS280	2
		Scientific Advances of Modern India	VSA279	2
	Vocational Skill Enhancement Courses (VSEC)	Science of Effective Caregiving	VAPS253	2
	Ability Enhancement Courses (AEC)	1. मराठी भाषेतील लेखन कौशल्ये(Dept. of Marathi)	VVL284	2
		2. व्यावहारिक लेखन कौशल (DEPT.OF HINDI)	VWS285	2
	Community Engagement Programme (CEP)	CEP Related to Major will be offered	-	2
	Co-curricular Courses	Cultural Activities	VCA286	2
		Community Engagement	VCE287	2
		National Service Scheme	VNS288	2
		Sports Activities	VSA289	2
		Yoga	VYG290	2
		Performance Techniques II : Kathak and Bollywood	VKB291	2
		Sangeet Sadhana	VSS292	2
		Student will select any ONE Co-curricular Course		
	Total Credits			22

✚ Semester-wise Details of Psychology Course

Semester - III									
Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks			End Semester Examination Marks		Total
Course	L Hrs	P Hrs	Credit	CIA-1	CIA-2	CIA-3	Theory	Practical	
Major P-I	04	---	4	15	15	10	100	NA	100
Major P-II	04	---	4	15	15	10	100	NA	100
Minor	04	---	4	15	15	10	100	NA	100
VSEC	01	2	2	---	--	---	----	100	100
OE	02	---	2	15	15	10	100	---	100
AEC	02	----	2	15	35	----	NA	NA	50
FP	----	4	2	report	presentations	----	----	-----	50
CC	-----	4	2	15	15	20	----	----	50
Total	17	10	22	---	----	---	----	-----	650
CIA-II: Assignment/Project CIA-III: APICID &A Max. Time, End Semester Exam (Theory): 2.00 Hrs.									

Semester - IV									
Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks			End Semester Examination Marks		Total
Course	L Hrs	P Hrs	Credit	CIA-1	CIA-2	CIA-3	Theory	Practical	
Major P-I	04	---	4	15	15	10	100	NA	100
Major P-II	04	---	4	15	15	10	100	NA	100
Minor	04	---	4	15	15	10	100	NA	100
VSEC	01	2	2	---	--	---	----	100	100

OE	02	---	2	15	15	10	100	---	100
AEC	02	----	2	15	35	----	NA	NA	50
FP	----	4	2	report	presentations	----	----	-----	50
CC	-----	4	2	15	15	20	----	----	50
Total	17	10	22	---	----	---	----	-----	650

CIA-II: Assignment/Project

CIA-III: APICID &A

Max. Time, End Semester Exam (Theory): 2 .00 Hrs.

- L - Lectures
- T - Tutorials
- P - Practical

C - Credits

Programme Outcomes

Upon successful completion of the B.A. Course from Vaze College, graduates can expect the following outcomes:

PO1	Exhibit a deep understanding of the core concepts and theories in their respective discipline (Economics/Psychology/Sociology/Political Science/History/English Literature, Marathi literature/Hindi Literature)
PO2	Demonstrate the ability to analyse complex issues, think critically, and solve problems in their respective fields ((Economics/Psychology/Sociology/Political Science/History/English Literature, Marathi literature/Hindi Literature).
PO3	Show competency in conducting research, gathering and analysing data, and presenting research findings using appropriate methodologies.
PO4	Recognize the ethical and social responsibilities associated with their fields of study and be able to apply ethical principles to real-world situations
PO5	Effectively communicate their ideas and findings in both written and oral forms, demonstrating proficiency in academic and professional communication.

Programme Specific Outcomes

Upon successful completion of the B.A. (Psychology) course from Vaze College, graduates can expect the following outcomes:

PSO1	Understand basic concepts and modern trends in the various fields of Psychology
PSO2	Develop a compassionate approach and empathize with people having minor or major psychological issues.
PSO3	Apply the knowledge of psychological principles to address various psychosocial issues in various settings.
PSO4	Undertake research in the various fields of Psychology.
PSO5	Understand and commit to the ethical guidelines prescribed by professional regulatory bodies
PSO6	Pursue higher education in the field of psychology.

Semester – III
Major 1
Course Code: VAPS200
Credits: 4
Cognitive Foundation of Social Psychology

Course Learning Objectives

1.	To introduce and explain the foundations of social psychology, its development in India, research methods, and ethical considerations.
2.	To understand and analyze how individuals think about the social world through heuristics, schemas, and the interplay between affect and cognition.
3.	To explore and examine processes involved in social perception, attribution, nonverbal communication, and impression management.
4.	To explain and evaluate how attitudes are formed, guide behavior, change through persuasion, and are managed through cognitive dissonance.
5	To engage in critical thinking and reflection on stereotyping, prejudice, and discrimination through internal assessments like assignments and projects.

Course Outcome

Upon completing the course, the student will be able to.....

CO1	Demonstrate knowledge of key concepts, theories, and research methods in social psychology, including its Indian perspectives and ethical issues.
CO2	Apply and critically analyze the processes of social cognition, including the role of heuristics, schemas, and the relationship between emotion and thought.
CO3	Interpret and assess how individuals perceive others, communicate nonverbally, attribute causes to behavior, and manage impressions.
CO4	Explain, evaluate, and apply theories of attitude formation, attitude-behavior relationships, persuasion techniques, and cognitive dissonance management.
CO5	Critically reflect and develop informed insights into stereotyping, prejudice, and discrimination through CIA activities, fostering deeper understanding beyond theoretical knowledge.

COURSE CONTENT

Unit No.	Content	No. of Lectures
Unit 1 Social Psychology: The Science of the Social Side of Life	1.1 Social Psychology: What It Is and Is Not 1.2 Social Psychology in India; Changing Perspectives in Social Psychology in India 1.3 Social Psychology: Advances at the Boundaries 1.4 How Social Psychologists Answer the Questions They Ask: Research as the Route to Increased Knowledge 1.5 The Role of Theory in Social Psychology 1.6 The Quest for Knowledge and the Rights of Individuals: Seeking an Appropriate Balance	12
Unit 2 Social Cognition: How we think about the Social World?	2.1 Heuristics: How We Employ Simple Rules in Social Cognition 2.2 Schemas: Mental Frameworks for Organizing Social Information 2.3 Automatic and Controlled Processing in Social Thought 2.4 Potential Sources of Error in Social Cognition: Why Total Rationality Is Rarer Than You Think? 2.5 Affect and Cognition: How Feelings Shape Thought and Thought Shapes Feelings	12
Unit 3 Social Perception: Seeking to Understand Others	3.1 Social Perception: Seeking to Understand Others 3.2 Nonverbal Communication: An Unspoken Language. 3.3 Attribution: Understanding the Causes of Behavior. 3.4 Impression Formation and Management: Combining Information about Others.	12
Unit 4 Attitudes: Evaluating and responding to the social world	4.1 Attitude formation: How Attitudes Develop. 4.2 When and Why Do Attitudes Influence Behaviour? 4.3 How Do Attitudes Guide Behaviour? 4.4 The Science of Persuasion: How Attitudes Are Changed 4.5 Resisting Persuasion Attempts 4.6 Cognitive Dissonance: What It Is and How Do We Manage It?	12

Unit 5 Causes, and Cures of Stereotyping, Prejudice and Discrimination	For CIA (Assignment of 15 marks)	
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Reference Books

1. Branscombe, N. R. & Baron, R. A., Adapted by Preeti Kapur (2017). *Social Psychology*, (14th Ed.). New Delhi: Pearson Education; Indian reprint
2. Myers, D. G. (2013). *Social psychology* (11th ed.). NY: McGraw Hill Education.
3. Pandey, J. & Singh, P. (2005). *Social Psychology in India: Social Roots and Development*. *International Journal of Psychology*, 40 (4), 239-253
4. Sinha, D. (1998). *Changing Perspectives in Social Psychology in India: A Journey towards Indianization*. *Asian Journal of Social Psychology*, 1, 17-31

Semester – III
Major 2 /Minor
Course Code: VAPS201/ VAPS202
Credits: 4
Developmental Psychology : Conception to Adolescence

Course Learning Objectives

1.	To introduce students to the fundamental processes of human development from conception through adolescence, including biological, environmental, and prenatal influences.
2.	To explain and analyze the birth process, newborn development, and early physical and cognitive milestones, integrating key theoretical perspectives like Piaget, information-processing, and neuroscience.
3.	To explore and examine cognitive development from early to middle childhood, focusing on memory, intelligence, literacy, language development, and Indian perspectives on developmental stages.
4.	To develop critical understanding of adolescence-related physical and cognitive changes, social development, self-concept, relationships, and identity formation.
5	To cultivate reflective and analytical skills through internal assessments, assignments, and projects centered around key themes of human growth across the lifespan.

Course Outcome

Upon completing the course, the student will be able to...

CO1	Demonstrate understanding of the processes of human development from prenatal through adolescence, including key environmental and biological influences.
CO2	Describe and critically analyze the birth process, newborn assessments, sensory capacities, motor development, cognitive development theories, and language acquisition during early years.
CO3	Evaluate and apply cognitive development theories across early and middle childhood, particularly Piagetian, Vygotskian, and psychometric approaches, and recognize Indian perspectives on development.
CO4	Reflect critically on adolescent development, including puberty, brain development, cognitive maturation, moral reasoning, and psychosocial tasks.
CO5	Engage in independent research and critical thinking through assignments exploring developmental issues such as identity, peer relationships, parenting styles, and social influences on development.

COURSE CONTENT

Unit No.	Content	No. of Lectures
Unit 1 About human Forming a new life	1.1 About human development: An introduction to the field: 1.1.1 Developmental processes: Change and Stability 1.1.2 Domains of development 1.1.3 Periods of the life span 1.1.4 Stages of Human Development: An Indian Perspective 1.2 Influences on development: 1.2.1 Heredity, Environment, Maturation, 1.2.2 Major Contextual Influences, 1.2.3 Normative and Nonnormative Influences 1.2.4 Timing of Influences: Critical and Sensitive Periods 1.3 Life-span Developmental Approach 1.4 Basic Theoretical Issues: 1.4.1 Is Development Active or Reactive 1.4.2 Is Development Continuous or Discontinuous 1.5 Conceiving new life: 1.5.1 How does fertilization take place? 1.5.2 What causes multiple births? 1.6 Prenatal Development 1.6.1 Stages of Prenatal Development 1.6.2 Environmental Influences (Maternal Influences)	12
Unit 2 Physical and Cognitive Development during the first three years	2.1 Early Physical Development 2.1.1 The brain and reflex behavior 2.1.2 Early sensory capacities 2.1.3 Motor development 2.2 Cognitive development 2.2.1 Piaget's Approach 2.2.2 Information-Processing Approach 2.2.3 Cognitive Neuroscience Approach 2.3 Language Development 2.3.1 Sequence of Early Language Development 2.3.2 Characteristics of Early Speech 2.3.3 Influences of Early Language Development	12
Unit 3 a) Cognitive Development of Early Childhood	3.1 Cognitive Development 3.1.1 Piagetian Approach: The Preoperational child 3.1.2 Language and other cognitive abilities 3.1.3 Information-Processing Approach: Memory Development 3.1.4 Intelligence: Psychometric and Vygotskian Approaches	12

b) Cognitive Development of Middle childhood	3.2 Cognitive Development 3.2.1 Piagetian Approach: The Concrete Operational Child 3.2.2 Information Processing and Intelligence 3.2.3 Psychometric Approach: Testing Intelligence 3.2.4 Language and Literacy	
Unit 4 Physical and cognitive development in Adolescence Unit 5 For CIA (Assignments of 15 marks)	4.1 Play 4.1.1 Cognitive Levels of Play 4.1.2 The Social Dimensions of Play 4.1.3 Gender and Play 4.1.4 Culture and Play 4.2 Parenting 4.2.1 Form of discipline 4.2.2 Parenting Styles 4.3 Special Behavioral Concerns 4.4 Relationships with Other Children 4.4.1 Sibling Relationships 4.4.2 The only Child 4.4.3 Playmates and Friends 4.5 The Developing Self in Middle Childhood 4.5.1 Self-concept Development 4.5.2 The Representational System 4.5.3 Emotional Growth 4.5.4 The Child in the Family 4.5.5 The Child in Peer Group 4.6 Psychosocial development in Adolescence 4.6.1 The Search for Identity 4.6.2 Erikson: Identity versus Identity Confusion 4.6.3 Marcia: Identity Status - Crisis and Commitment 4.6.4 Sexuality 4.6.5 Relationship with Family, Peers and Adult Society 4.6.6 Antisocial Behavior and Juvenile Delinquency 4.6.7 Social Media	12

Reference Books

1. Papalia, D. E., Olds, S. W., & Feldman, R. (2012). *Human Development*. (12th Ed). New Delhi: McGraw Hill international Edition
2. Feldman, R. S. (2015). *Development across the LifeSpan*. 7th Edition. New Delhi: Dorling Kindersley India pvt ltd.
3. Feldman, R. S. & Babu, N. (2018). *Development across the LifeSpan*. (8th Ed). India: Pearson India Education services Pvt. Ltd
4. K. Rangaswami (1992). *Indian Model of Stages in Human Development and Developmental Tasks*. Indian Journal of Psychological Medicine, 15 (1), 77-82

Semester – III

VSEC

Course Code: VAPS203

Credits: 4

Basics of Test Construction in Psychology

Course Learning Objectives

1.	To introduce students to the fundamental concepts of psychological testing, assessment, and the significance of norms in evaluating human behavior.
2.	To explain and analyze the process of developing a psychological test, including conceptualization, construction, item analysis, try-out, and revision.
3.	To provide hands-on training in test construction, enabling students to design a new psychological test, develop norms, and establish reliability and validity.

Course Outcome

Upon completing the course, the student will be able to...

CO1	Differentiate clearly between psychological testing and assessment, and critically evaluate tests based on reliability, validity, and ethical standards.
CO2	Demonstrate proficiency in the step-by-step process of psychological test development, including test conceptualization, construction, try-out, and item analysis.
CO3	Apply theoretical knowledge to create a new psychological test, develop appropriate norms, and establish reliability and validity through practical assignments.

COURSE CONTENT

Unit No.	Content	No. of Lectures
Unit 1 Introduction: Psychological Testing Assessment and Norms.	a) Definition of Testing and Assessment; The Process and Tools of Assessment b) The Parties, Types of Settings Involved, Types of Tests c) What Is a 'Good Test' (Reliability and Validity) d) Norms – Sampling to Develop Norms e) Types of Norms, Norm-Referenced Versus Criterion-Referenced Evaluation f) Fixed Reference Group Scoring Systems g) Culture: Testing and Inference Ethics and Limitations of Tests	9
Unit 2 Test Development	a) Test conceptualization b) Test construction c) Test Try out d) Item Analysis	8

	Test Revision	
Unit 3 Test Construction: (Practical Unit)	Based on the first two Units students will be asked to construct a new test, develop norms and establish the Reliability and Validity	8

Reference Books

1. Anastasi, A. & Urbina, S. (2017). *Psychological Testing*. (7th ed.). India: Pearson India Education services Pvt Ltd.
2. Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2013). *Psychological Testing and Assessment: An introduction to Tests and Measurement*. (8th ed.). New York. McGraw-Hill International edition. (Indian reprint 2015)

Semester – IV

Major 1

Course Code: VAPS250

Credits: 4

Counselling Psychology: Basic Concepts and Process

Course Learning Objectives

1.	To define and describe the foundational principles of counseling, characteristics of effective helpers, ethical guidelines, and stages of the counseling process.
2.	To develop and demonstrate skills in initiating the counseling process by building rapport, facilitating initial disclosure, and applying core helping skills such as empathy and active listening.
3.	To analyze and apply techniques for deeper client exploration, goal-setting, action planning, and effective termination, utilizing structuring, leading, and questioning strategies throughout counseling stages.
4.	To integrate and evaluate Indian philosophical frameworks, Yoga practices, and mindfulness techniques within counseling for promoting holistic client well-being.
5	To understand the counseling needs of diverse client groups, including children, older adults, individuals in crisis, and LGBTQ+ clients, through assignments and case study analysis.

Course Outcome

Upon completing the course, the student will be able to...

CO1	Describe and differentiate the stages of the counseling process, outcome and process goals, ethical considerations, and characteristics of effective counseling.
CO2	Demonstrate and practice core counseling skills such as building relationships, facilitating disclosure, showing empathy, and using immediacy effectively in early-stage counseling.
CO3	Apply and evaluate counseling techniques for in-depth client exploration, collaborative goal setting, action planning, and systematic termination across counseling sessions.
CO4	Integrate and design mindfulness-based and Indian philosophical interventions within counseling practices to enhance client well-being and holistic growth.
CO5	Demonstrate understanding of unique needs of diverse client populations, demonstrating cultural sensitivity and contextual competence.

COURSE CONTENT

Unit No.	Content	No. of Lectures
Unit 1 Introduction to Counseling and Perspectives on effective Helping	1.1 Fundamental Precepts of Effective Helping 1.2 Characteristics of Effective Helpers 1.3 Understanding Counseling as a Process 1.4 Definition of Counselling 1.5 Outcome Goals of Counselling 1.6 Process Goals of Counselling 1.7 Stages of Counselling Process 1.8 The Three Stages of Counselling in Perspective o Ethics in Counseling	12
Unit 2 Stage 1 and 2 of Counseling	2.1 Stage 1: Building the Counseling Relationship and Facilitating Initial Disclosure 2.1.1 What Clients Bring to the Counselling Experience 2.1.2 Ways to Invite Communication and Build the Counselling Relationship 2.1.2 The Core Conditions of Counselling 2.1.3 Ways to Impede Communication 2.2 Stage 2: In-depth Exploration 2.2.1 Goals and Methods of In-depth Exploration 2.2.2 Advanced Empathy 2.2.3 Immediacy 2.2.4 Confrontation 2.2.5 Interpretation 2.2.6 Role Playing	12

Unit 3 Stage 3 of Counseling, Termination and Skills Across Counseling Process	3.1 Stage 3: Commitment to Action 3.1.1 The Process of Goal Setting 3.1.2 Design and Implementation of Action Plans 3.2 Termination 3.3 Skills across Counseling Process: Structuring, Leading and 3.4 Questioning 3.4.1 Structuring 3.4.2 Leading 3.4.3 The Use of Questioning in Counselling	12
Unit 4 Indian Philosophical Perspectives on Counseling; Yoga and Mindfulness in Counseling	4.1 Ancient Indian philosophies and their perspectives on human psychology, well-being, and the nature of suffering. 4.2 Concepts like Dharma, Karma, and Moksha in relation to counselling practice and understanding of clients' experiences. 4.3 Yoga practices, including asanas (postures), pranayama (breath control), and meditation, into counselling for promoting relaxation, stress reduction, and self-awareness. 4.4 Mindfulness techniques from Indian traditions as counselling interventions to enhance emotional regulation and self-compassion.	12
Unit 5 Adapting the Counseling Process to Specific Populations	For CIA (Assignments of 15 marks) 5.1 Working with Clients in Crisis, Working with Children and their Parents, Working with 5.2 Older Adults, Counseling Women and Girls, Counseling Men and Boys, Counseling Gay, 5.3 Lesbian and Bisexual Clients	

Reference Books

1. Welfel, E. and Patterson, L. (2005). *The Counseling Process: A Multitheoretical and Integrative Approach*.
2. 6th Indian Edition. New Delhi: Cengage Learning India Private Limited.
3. Baruth, L. G. & Manning, M. L. (1999). *Multicultural Counseling and Psychotherapy: A Lifespan Perspective*. Second edition. New Jersey: Prentice Hall.
4. Bhogal, R. S. (2017). *Yoga Psychology and Beyond*. India: Kaivalyadhama
5. Gelso, C.J., & Fretz, B.R. (2001). *Counseling Psychology: Practices, Issues, and Intervention*. First Indian reprint 2009 by Cengage Learning India
6. Gladding, S. T. & Batra, P. (2020) *Counseling: A Comprehensive Profession*. 8th Edition. Pearson India Education Services Pvt Ltd.
7. McLeod, J. (2009). *An Introduction to Counseling*. (4th ed.). Open University Press/ McGrawHill Higher Education
8. Rao, K. R. & Paranjpe, A. C. (2016). *Psychology in the Indian Tradition*. New Delhi: Springer

Semester – IV
Major 2/Minor
Course Code: VAPS251/ VAPS252
Credits: 4

Psychology of Interpersonal and Group Processes

Course Learning Objectives

1.	To explore the psychological principles underlying social influence, including conformity, compliance, obedience, and unintentional social influence.
2.	To examine how group dynamics impact individual behavior through phenomena like social facilitation, social loafing, deindividuation, group polarization, and groupthink.
3.	To analyze the nature, causes, and control of human aggression across different settings.
4.	To understand the psychological processes behind prosocial behavior and helping, and identify factors that influence altruism in various situations.
5	To encourage critical reflection through assignments on topics like liking, love, and close relationships as part of Continuous Internal Assessment

Course Outcome

Upon completing the course, the student will be able to...

CO1	Identify and explain different types of social influence and how they shape individual behavior in everyday life.
CO2	Analyze the effects of group membership on individual performance, decision-making, and identity.
CO3	Evaluate psychological theories and research on the causes and control of aggression in various contexts, such as schools and workplaces.
CO4	Demonstrate an understanding of factors that encourage or inhibit prosocial behaviors like helping and crowdfunding.
CO5	Apply psychological concepts to understand close interpersonal relationships through critical assignments and reflective exercises.

COURSE CONTENT

Unit No.	Content	No. of Lectures
Unit 1: Social Influence : Changing Others Behaviour	1.1 Conformity: How Groups – and Norms – Influence Our Behaviour. 1.2 Compliance: To Ask – Sometimes – Is to Receive 1.3 Obedience to Authority: Would You Harm Someone If Ordered to Do So? 1.4 Unintentional Social Influence: How Others Change Our Behaviour Even When They Are Not Trying to Do So	12
Unit 2: Groups and Individuals	2.1 What is a Group? 2.2 Social Facilitation: How are We Affected by the Presence of Others? 2.3 Social Loafing: Do Individuals Exert Less Efforts in a Group? 2.4 Deindividuation: When Do People Lose Their Sense of Self in Groups? 2.5 Group Polarization: Do Groups Intensify Our Opinions? 2.6 Groupthink: Do Groups Hinder or Assist Good Decisions? 2.7 The Influence of the Minority: How Do Individuals Influence the Group?	12
Unit 3: Aggression : Its Nature, Causes and Control	3.1 Perspectives on Aggression: In Search of the Roots of Violence 3.2 Causes of Human Aggression: Social, Cultural, Personal and 3.3 Aggression in the Classroom and Workplace 3.4 The Prevention and Control of Aggression: Some Useful Techniques	12
Unit 4: Prosocial Behaviour ; Helping Others	4.1 Why People Help: Motives for Prosocial Behaviour 4.2 Responding to an Emergency: Will Bystanders Help 4.3 Factors That Increase or Decrease the Tendency to Help 4.4 Crowdfunding: A New Type of Prosocial Behaviour 4.5 Final Thoughts: Are Prosocial Behaviour and Aggression Opposites?	12
Unit 5: Love, Liking and Other Close Relationships	For CIA (Assignments of 15 marks)	12

Reference Books

1. Branscombe, N. R. & Baron, R. A., Adapted by Preeti Kapur (2017). *Social Psychology* (14th Ed.). New Delhi: Pearson Education; Indian reprint
2. Myers, D. G. (2013). *Social psychology* (11th ed.). NY: McGraw Hill Education.

Semester – IV
VSEC
Course Code: VAPS253
Credits: 4
Science of Effective Caregiving

Course Learning Objectives

1.	To describe and explain the fundamental principles of caregiving, effective communication techniques, empathetic approaches, and ethical standards essential for professional caregiving practice.
2.	To analyze and evaluate the psychological aspects of caregiving by understanding common mental health conditions, strategies for psychosocial support, self-care techniques for caregivers, and methods to build therapeutic relationships.
3.	To apply and demonstrate core practical caregiving skills, including assistance with activities of daily living (ADLs), health monitoring, safety protocols, and emergency response techniques.

Course Outcome

Upon completing the course, the student will be able to...

CO1	Explain the role, responsibilities, and ethical considerations of caregiving, demonstrate effective communication skills, and exhibit cultural sensitivity and empathy in diverse caregiving contexts.
CO2	Identify common mental health challenges faced by care recipients, analyze psychosocial support needs, and develop personal self-care strategies to maintain caregiver resilience.
CO3	Perform essential caregiving tasks related to daily living assistance, vital sign monitoring, medication management, and safety practices in simulated caregiving environments.

Unit No.	Content	No. of Lectures
Unit 1 Fundamentals of Caregiving	1.1 Introduction to Caregiving: Overview of caregiving as a profession, its importance, and the diverse settings in which caregivers work. 1.2 Communication Skills: Effective communication techniques for building rapport with care recipients, their families, and healthcare professionals. 1.3 Empathy and Cultural Sensitivity: Understanding and practicing empathy, cultural competence, and sensitivity to diversity in caregiving scenarios	9

	1.4 Ethics and Boundaries: Exploring ethical considerations, maintaining professional boundaries, and respecting confidentiality in caregiving relationships.	
Unit 2 Psychological Aspects of Caregiving	<p>2.1 Understanding Mental Health: Introduction to common mental health issues, including depression, anxiety, and dementia, and their impact on caregiving.</p> <p>2.2 Psychosocial Support: Strategies for providing emotional and psychosocial support to care recipients and their families.</p> <p>2.3 Self-Care for Caregivers: Recognizing the importance of selfcare, stress management, and coping strategies for caregivers to maintain their well-being.</p> <p>2.4 Building Therapeutic Relationships: Developing skills to establish and maintain positive, therapeutic relationships with care recipients.</p>	8
Unit 3 Practical Caregiving Skills (Practical Unit)	<p>3.1 Activities of Daily Living (ADL) Assistance: Training in assisting with basic activities such as bathing, dressing, feeding, and mobility</p> <p>3.2 Health Monitoring: Understanding and monitoring vital signs, medication management, and recognizing signs of distress.</p> <p>3.3 Safety and Emergency Procedures: Training in identifying potential hazards, preventing accidents, and responding to emergencies in caregiving settings</p> <p>3.4 Crisis Intervention: Strategies for managing difficult situations, de-escalation techniques, and providing emotional support during crises.</p> <p><i>(Will incorporate hands-on training, case studies, and real-world scenarios to enhance the practical application of the skills learned in the course.)</i></p>	8

Reference Books

1. Carr, S. & Dhoron, S. (2003). *The Caregiver's Essential Handbook*. New York: Contemporary Books
2. Mace, N. L. and Rabins, P. V. (2006). *The 36-Hour Day: A Family Guide to Caring for People Who Have Alzheimer Disease, Other Dementias, and Memory Loss*. 4th Edition. Baltimore: The Johns Hopkins University Press.
3. Mishra, R. (Ed.) (2013). *Caregiver's Handbook: A Practical Visual Guide for the Home Caregiver*. New Delhi: DK Publishing
4. Raphael-Grimm, T. (2015). *The Art of Communication in Nursing and Health Care*. New York: Springer Publishing Company.
5. American Nurses Association (ANA). (2016). *Code of Ethics for Nurses with Interpretive Statements* www.journalofnursingregulation.com, 7(2), 9-18

