



गोंय विद्यापीठ

ताळगांव पठार

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(Accredited by NAAC)

GU/Acad –PG/BoS -NEP/2023/102/50

Date: 30.06.2023

CIRCULAR

Ref. No.GU/Acad –PG/BoS -NEP/2023/102/17 dtd:14.06.2023

In supersession to the above referred Circular, the updated approved Syllabus of the UGC Curriculum and Credit Framework for the Undergraduate Programme (CCFUP) of **Bachelor of Arts in Psychology/Bachelor of Arts in Psychology (Honours)** under the National Education Policy (NEP) 2020 for Semesters I and II with following changes is enclosed:

Course Code: PSY-111

Title of the Course: CHILD PSYCHOLOGY

References/Readings:

Books for Reference:

1. Berk, L. E. (2014). Child Development. New Delhi: Pearson Education Dorling Kindersley India pvt ltd.
2. Kauffman, J. M. (2001). Characteristics of Emotional and Behavioural Disorders of Children and Youth. (Seventh Edition). Merrill Prentice Hall.
3. Santrock, J.W. (2013). Child Development (13th Edition). New Delhi: Tata McGraw Hill
4. Santrock, J.W. Children (14th Edition). New Delhi: Tata McGraw Hill
5. Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12thEd). McGraw Hill, International Edition 2.

Books for reading:

1. Berk, L. E. (2004). Development through the lifespan. (3rd Ed). New Delhi: Pearson Education Dorling Kindersley India.
2. Cook, J. L., & Cook, G. (2009). Child development: principles and perspectives. Boston: Pearson Education
3. Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). Human Development. (9th Ed). New York: McGraw Hill.
4. Dacey, J. S. & Travers, J. F. (2004). Human Development across the lifespan.(5th Ed). McGraw Hill . 5. Feldman, R. S. (2014). Development across the life span. (7th Ed). New Jersey: Pearson Education.

Principals of Affiliated Colleges offering the **Bachelor of Arts in Psychology/Bachelor of Arts in Psychology (Honours)** Programme are requested to take note of the above and bring the contents of this Circular to the notice of all concerned.

(Ashwin Lawande)
Assistant Registrar – Academic-PG

To,

1. The Principals of Affiliated Colleges offering the Bachelor of Arts in Psychology /Bachelor of Arts in Psychology (Honours) Programme.

Copy to:

1. The Director, Directorate of Higher Education, Govt. of Goa
2. The Dean, D.D. Kosambi School of Social Science and Behavioural Studies, Goa University.
3. The Vice-Deans, D.D. Kosambi School of Social Science and Behavioural Studies, Goa University.
4. The Chairperson, BoS in Psychology.
5. The Controller of Examinations, Goa University.
6. The Assistant Registrar, UG Examinations, Goa University.
7. Directorate of Internal Quality Assurance, Goa University for uploading the Syllabus on the University website.

Goa University
Programme Structure for Semester I to VIII Under Graduate Programme

Semester	Major -Core	Minor	MC	AEC	SEC	I	D	VAC	Total Credits	Exit
I	Major- 1 PSY 1-100 ESSENTIALS OF PSYCHOLOGY (3T+1P)	Minor -1 PSY-111 CHILD PSYCHOLOGY (4)	MC-1 PSY-131 PSYCHOLOGY OF ADJUSTMENT (3)		SEC-1 PSY-141 PERSONALITY DEVELOPMENT (1T+2P)					
II			MC-2 PSY-132 ENVIRONMENTAL PSYCHOLOGY (3)		SEC-2 PSY-142 STRESS MANAGEMENT (1T+2P) SEC-3					EXT-1 PSY-161 (4)*
III	Major- 2 PSY-200 ATTITUDES AND SOCIAL COGNITION (3T+1P) Major- 3 PSY-201 HEALTH PSYCHOLOGY (4)	Minor -3 PSY-211 (ADOLESCENT PSYCHOLOGY (4)	MC-3 PSY-231 SPORTS PSYCHOLOGY (3)		SEC-3 PSY-241 RELATIONSHIP PSYCHOLOGY (1T+2P)					
IV	Major-4 PSY-202 SOCIAL INFLUENCE AND GROUP PROCESSES (3T+1P) Major-5 PSY-203 POSITIVE PSYCHOLOGY (4) Major-6	Minor-4 VET PSY-221 DEVELOPING PSYCHOLOGICAL SKILLS (4)								EXT-2 PSY-162 (4)*

	<p>PSY-204 STATISTICS FOR PSYCHOLOGY (4)</p> <p>Major-7 PSY-205 ADULTHOOD AND GERIATRICS PSYCHOLOGY (2)</p>									
V	<p>Major-8 PSY-300 PSYCHOLOGICAL TEST AND MEASUREMENTS (3T+1P)</p> <p>Major- 9 PSY-301 COUNSELLING PSYCHOLOGY (4)</p> <p>Major- 10 PSY-302 ABNORMAL PSYCHOLOGY-1 (4)</p> <p>Major- 11 PSY-303 RESEARCH METHODOLOGY (2)</p>	<p>Minor VET -5 PSY-321 QUALITATIVE DATA ANALYSIS (4)</p>				INTER NSHIP (2)				
VI	<p>Major-12 PSY-304 COGNITIVE PSYCHOLOGY (3T+1P)</p> <p>Major- 13 PSY-305 HUMAN FACTORS AT WORK</p>	<p>Minor VET-6 PSY-322 ESSENTIAL LIFE SKILLS (4)</p>								

	<p>(4)</p> <p>Major- 14 PSY-306 ABNORMAL PSYCHOLOGY-2 (4)</p> <p>Major- 15 PSY-307 PROJECT (4)</p>									
VII	<p>Major-16 PSY-400 ORGANIZATIONAL PSYCHOLOGY (3T+1P)</p> <p>Major- 17 PSY-401 THEORIES OF PERSONALITY (4)</p> <p>Major- 18 PSY-402 BIOPSYCHOLOGY (4)</p> <p>Major- 19 PSY-403 EDUCATIONAL PSYCHOLOGY (4)</p>	<p>Minor -7 PSY-411 RESEARCH TECHNIQUES AND ANALYSIS (4)</p>								
VIII	<p>Major-20 PSY-404 PSYCHOLOGICAL INTERVENTIONS (3T+1P)</p> <p>Major-21 PSY-405 CONSUMER PSYCHOLOGY (4)</p>	<p>Minor-8 PSY-412 COMMUNITY MENTAL HEALTH (4)</p>								

	Major- 22 PSY-406 CRIMINAL PSYCHOLOGY (4)									
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	Major- 23 PSY-407 DEADDICTION PSYCHOLOGY (4)									
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*** Exit courses List along with the syllabus will be provided separately**

Name of the Programme: UG DEGREE PROGRAMME PSYCHOLOGY

Course Code: PSY-100

Title of the Course: ESSENTIALS OF PSYCHOLOGY

Number of Credits: 3T+1P

Effective from AY: 2023-24

Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none">1. Understand the subject of psychology as a science2. Understand psychological processes and conduct basic experiments in psychology.3. Develop knowledge of cognitive processes	
Content:	<p>CHAPTER 1: NATURE OF PSYCHOLOGY</p> <ol style="list-style-type: none">1. Psychology as a Science: Beginnings of psychology as a science, scientific way of thinking, Scientific method.2. Applied Psychology & Psychology Careers Psychology as a career & Mental Health Professionals, Psychology & Work, Psychology Beyond the Classroom, Psychology & Law, Sports Psychology, Psychology in India3. Contemporary Approaches to Psychology: Behavioral, Psychodynamic, Cognitive, Sociocultural Approaches, Humanistic Movement and Positive Psychology <p>Skilled Based Activities: Interviewing mental health professionals, Field visits to relevant industries to observe the process of appraisal and organizational procedures after which students will have to compile a report.</p> <p>CHAPTER 2: BASIC CONCEPTS OF PSYCHOLOGICAL PROCESSES</p> <ol style="list-style-type: none">1. States of consciousness: Normal waking consciousness (Directed consciousness, Flowing consciousness, Divided consciousness), the unconscious mind and altered states of consciousness (Meditation, Hypnosis, Mesmerism, Depersonalization, Near death experiences)2. Emotions: Nature and types of emotions, expression of emotions (cultural and emotional expressions and labelling) managing negative emotions (management of examination anxiety) and enhancing positive emotions (emotional intelligence)3. Motivation: Types of motives and Maslow's hierarchy of needs Skill based activities: Maintaining journal of emotions, use of psychological test to understand ones own nature of motivation <p>CHAPTER 3: BASIC COGNITIVE PROCESSES -1</p> <ol style="list-style-type: none">1. Nature of Sensation and Perception: Dimensions of Perception, Mental imagery2. Learning and memory: Types of learning, Conditioning: Classical and Operant and Observational Learning Memory: Stages of Memory: Encoding, Storage, Retrieval; Methods of Retention: Recall, Recognition, Relearning; Memory enhancement techniques and study habits3. Problem Solving and reasoning: Trial and error, algorithms, heuristics – Availability heuristic, Representative heuristics Anchoring and adjustment, Escalation of commitment, Emotions and decision making, Naturalistic decision making	<p>No of hours 15 hours</p> <p>15hours</p> <p>15 Hours</p>

	<p>Reasoning: Deductive and Inductive reasoning, creativity. Skill based activities: Use of mnemonic devices to learn and forming a study habit calendar</p> <p>PSYCHOLOGY PRACTICUM Experiments : Any 5 from the list given below</p> <ol style="list-style-type: none"> 1. Learning efficacy of meaningful and meaningless verbal material 2. Comparative study of recall and recognition as tests of retention 3. Fluctuation of attention 4. Optical Illusion: Muller – Lyer 5. Depth Perception 6. Reaction Time 7. Stroop Effect 8. Concept Formation (using cards or blocks) 9. Zeigarnik Effect <p>Psychological Tests : Any 03 from the list given below</p> <ol style="list-style-type: none"> 1. Mobile Phone Addiction Scale (Velayudhan) 2. Bell’s Adjustment Inventory-Student form / Global Adjustment Scale 3. Environmental Awareness Ability Measure (Praveen Kumar Jha) 4. DAT or David’s Battery of Differential Ability (Verbal Ability) 5. NEO-Five - Personality Test. 	30 Hours
Pedagogy:	<ol style="list-style-type: none"> 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	<p>Books for Reference:</p> <ol style="list-style-type: none"> 1. Lahey, B. (2012) Psychology an introduction. (Eleventh Ed.). Tata Mc Graw Hill Higher Education. 2. Santrock, J. W. (2006). Psychology Essentials. New Delhi: Tata McGraw-Hill Publishing Company Limited. 3. Ciccarelli, S.K., & Meyer, G.E. (2008). Psychology. India: Pearson India. 4th Edition. <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Nolen – Hoeksema, Fredrickson, Loftus, Wagenar. (2014). Atkinson and Hilgard’s: Psychology : An introduction. New Delhi: Cengage Learning India Private Limited. 2. Baron, R.A. (2012). Psychology. (5th Ed.). New Delhi, India: Pearson Prentice Hall. 3. Wade, C., & Tavis, C. (2007). Psychology (8th Ed.). New Delhi: Pearson Prentice Hall. 4. Ratus, S. A. (2002). Psychology in the new millennium. (8th Ed.).USA: Harcourt College Publishers. <p>Reference for practicum:</p> <ol style="list-style-type: none"> 1. Hussain, Akbar (2014). <i>Experiment in Psychology</i>. Publishers: PHI learning Pvt. Ltd. 2. Mohanty. G. (2010). <i>Experiments in Psychology</i>. New Delhi: Kalyani Publishers. 3. Dandekar. W.N (1999). <i>Experimental Psychology</i>. Pune: Proficient publishing house 4. CogLab on a CD – any version may be used. 	

	5. Free online versions of few experiments available at the following websites. http://psych.hanover.edu/
Course Outcomes:	At the end of this course, the learner will be able to: <ol style="list-style-type: none">1. Explain major foundation concepts of psychology2. Analyse the theoretical perspectives and trends in psychology.3. Apply scientific methods to experiments, psychological tests and surveys in psychology.4. Describe psychological principles of various cognitive processes

Name of the Programme: UG DEGREE PROGRAMME PSYCHOLOGY

Course Code: PSY-111

Title of the Course: CHILD PSYCHOLOGY

Number of Credits: 04

Effective from AY: 2023-24

Pre-requisites for the Course:	NIL	
Course Objectives:	<ol style="list-style-type: none">1. Understand the role of heredity and environment on development of children.2. Understand the biological, social and cognitive influences on the development of children3. Acquaint students with common disorders of childhood and sensitize them to the needs of children with disabilities	
Content:	<p>CHAPTER 1: PRENATAL DEVELOPMENT AND BIRTH</p> <ol style="list-style-type: none">1. Conception and development before birth2. The birth process, methods of child birth, birth complications3. Assessment and screening at birth <p>CHAPTER 2: INFANCY AND TODDLERHOOD</p> <ol style="list-style-type: none">1. Physical development: Brain development, Sensory and motor skills ; Importance of nutrition in physical development .2. Cognitive development: Jean Piaget’s Theory3. Psychosocial development: Emotional development, stranger wariness, Separation anxiety, Self-awareness, Self-recognition, Role of parent in psychosocial development, Attachment <p>CHAPTER 3: EARLY AND MIDDLE CHILDHOOD</p> <ol style="list-style-type: none">1. The importance of studying children2. Physical Development: Growth patterns, Physical and motor development, Changes in size and shape, Injuries and Abuse3. Cognitive Development: Jean Piaget's theory, Influences of styles of parenting on children’s development (comparison of parenting styles)4. Psychosocial Development: Emotional development and Aggression, Prosocial behaviour, Self-esteem, Social acceptance, Gender differences, Gender socialization and transgender children, Peer group and friendships, Children’s moral codes and values, Bullies and victims. <p>CHAPTER 4: CHILDREN WITH SPECIAL NEEDS</p> <ol style="list-style-type: none">1. Physically and mentally Challenged Children2. Learning Disabilities3. Autism Spectrum Disorders4. Parenting children with special needs	<p>No of hours 15hours</p> <p>15hours</p> <p>15 hours</p> <p>15hours</p>
Pedagogy:	<ol style="list-style-type: none">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	<p>Books for Reference:</p> <ol style="list-style-type: none">6. Berk, L. E. (2014). Child Development. New Delhi: Pearson Education Dorling Kindersley India pvt Ltd.	

	<p>7. Kauffman, J. M. (2001). Characteristics of Emotional and Behavioural Disorders of Children and Youth. (Seventh Edition). Merrill Prentice Hall.</p> <p>8. Santrock, J.W. (2013). Child Development (13th Edition). New Delhi: Tata McGraw Hill</p> <p>9. Santrock , J.W. Children (14th Edition). New Delhi: Tata McGraw Hill</p> <p>10. Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12thEd). McGraw Hill, International Edition 2.</p> <p>Books for reading:</p> <p>1. Berk, L. E. (2004). Development through the lifespan. (3rd Ed). New Delhi: Pearson Education Dorling Kindersley India.</p> <p>2. Cook, J. L., & Cook, G. (2009). Child development: principles and perspectives. Boston: Pearson Education</p> <p>3. Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). Human Development. (9th Ed). New York: McGraw Hill.</p> <p>4. Dacey, J. S. & Travers, J. F. (2004). Human Development across the lifespan.(5th Ed). McGraw Hill . 5. Feldman, R. S. (2014). Development across the life span. (7th Ed). New Jersey: Pearson Education</p>
Course Outcomes:	<p>At the end of this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Apply the theoretical concepts in classifying the various stages in cognitive development from infancy to childhood 2. Compare the different aspects of physical development in infancy, toddlerhood and childhood 3. Differentiate between various childhood disorders 4. Comprehend the requirements of children with special need

Name of the Programme: UG DEGREE PROGRAMME PSYCHOLOGY

Course Code: PSY-131

Title of the Course: PSYCHOLOGY OF ADJUSTMENT

Number of Credits: 03

Effective from AY: 2023-24

Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none">1. Understand adjustment challenges and apply the principles of adjustment to facets of the contemporary world2. Analyse concepts and modern trends in the psychology of adjustment.3. Develop skills required for effective life adjustment.	
Content:	<p>CHAPTER 1: ADJUSTING TO THE MODERN WORLD</p> <ol style="list-style-type: none">1. Meaning of Adjustment: Definition2. Characteristics of Effective Adjustment: Accurate perception of reality, ability to cope with stress and anxiety, positive self-image, good interpersonal feelings3. Emotional Intelligence and Personal Growth: Enhancing emotional intelligence, adjustment and personal growth4. Cultural intelligence and critical thinking: how attitudes towards human diversity and critical thinking are linked with life-adjustment <p>Skill Based Activities: Process of knowing yourself- SWOC Analysis/ Johari Window, enhancing emotional and cultural intelligence.</p> <p>CHAPTER 2: GENDER, SEXUALITY AND INTIMATE RELATIONSHIPS</p> <ol style="list-style-type: none">1. Gender and Gender Identity: Gender identity, gender roles and sexuality, on being transgender2. Adjusting to Intimate Relationships: Sharing responsibilities, communication, conflict, mindfulness, safe sex practices, understanding intimate partner violence3. Sexual Orientation in Contemporary Society: Changing views of sexuality, Adjustment of LGBTQIA+ individuals, homophobia, coming out4. Relationships and Sexuality in a Digital Age: online dating apps, sexting, safe social networking, cybercrime <p>Skill Based Activities: Developing the art of communication- listening, speaking, and body language, building relationships with friends, family, intimate relationships.</p> <p>CHAPTER 3: ADJUSTING TO PERSONAL AND PROFESSIONAL LIFE CHALLENGES</p> <ol style="list-style-type: none">1. Finding a career that fits2. Job satisfaction, job stress, and work-life balance3. Adjustment to changes during emerging and early adulthood4. Adjusting to changes within families: divorce, single parenthood, death and dying <p>Skill Based Activities: Goal setting, team work, preparing a CV/Resume, interview skills, time Management.</p>	<p>No of hours 15hours</p> <p>15hours</p> <p>15hours</p>
Pedagogy:	<ol style="list-style-type: none">1. A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom.	

	<ol style="list-style-type: none"> 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	<p>Books:</p> <ol style="list-style-type: none"> Alex, K. (2011). <i>Soft skills: Know yourself & know the world</i>. New Delhi: S. Chand & Company Ltd. Wadkar, A. (2016). <i>Life skills for success</i>. New Delhi: Sage. Baumgardner, S. & Crothers, M. (2014). <i>Positive psychology</i>. Noida: Pearson Education India. Duffy K.G., Atwater E. (2014) <i>Psychology for living: Adjustment, growth and behaviour today</i>. (11th Ed.)India. Pearson Education. Rathus, S.A., Nevid, J.S. (2019). <i>Psychology and the challenges and life: Adjustment and growth</i> [14th ed.]. Hoboken, NJ: Wiley Publication. Sherfield, R.N., Montgomery, R.J., & Moody, P.G. (2010). <i>Cornerstone: Developing soft skills</i>. Delhi: Pearson. 4th Edition. Weiten, W.D, Hammer, D.S, Yost, E. (2018). <i>Psychology applied to modern life</i> [12th ed.]. Boston, MA: Cengage Learning. <p>Article in Scholarly Journal:</p> <ol style="list-style-type: none"> Ang, S., Rockstuhl, T., & Tan, M. L. (2015). Cultural intelligence and competencies. <i>International encyclopedia of social and behavioral sciences, 2</i>, 433-439. Retrieved from: http://www.soonang.com/wp-content/uploads/2017/04/2015-Ang-et-al-IIEncyclopedia-of-he-Social-and-Behavioral-Sciences_CI-and-Competencies.pdf Oliver, S., & Duncan, S. (2019). Looking through the Johari window. <i>Research for All</i>. Sherin Farhana, E. V. (2022). Cyber Crimes and the Victimization of Women. Issue 1 Int'l JL Mgmt. & Human., 5, 1877. <p>E-Resources:</p> <ol style="list-style-type: none"> IGNOU (2017). Unit-20: Sexuality and sex education. <i>Egyankosh</i>. Retrieved from: https://egyankosh.ac.in/bitstream/123456789/35088/1/Unit-20.pdf IGNOU (2021). Unit-2 Family Planning and Parenting. <i>Egyankosh</i>. Retrieved from: https://egyankosh.ac.in/bitstream/123456789/80014/1/Unit-2.pdf
Course Outcomes:	<p>At the end of this course, the learner will be able to:</p> <ol style="list-style-type: none"> Explain contemporary perspectives regarding psychology of life adjustment. Apply skills for effective adjustment in the modern world. Harness critical perspectives regarding questions of gender, sexuality, and intimate relationships. Develop values and competences for facing challenges at work and in families. <p>Suggestions: All skill-based activities may be recorded in a journal and may be marked as a part of continuous assessment.</p>

Name of the Programme: UG DEGREE PROGRAMME PSYCHOLOGY

Course Code: PSY-141

Title of the Course: PERSONALITY DEVELOPMENT

Number of Credits: 03(1+2)

Effective from AY: 2023-24

Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. Understand the basic concept of personality. 2. Apply knowledge of communication skills for personality development. 3. Develop skills for the development of personality 	
Content:	<p>CHAPTER 1: INTRODUCTION TO PERSONALITY DEVELOPMENT</p> <ol style="list-style-type: none"> 1. Meaning of Personality 2. Personality Development: What are the right moves? 3. Components of personality 4. Determinants of personality 5. Mapping the different personality types <p>CHAPTER 2: ENHANCING COMMUNICATION FOR PERSONALITY DEVELOPMENT</p> <ol style="list-style-type: none"> 1. Use of Body Language 2. Art of empathetic Listening 3. Art of Speaking 4. Learning healthy boundaries 5. Effective assertiveness <p>CHAPTER 3: DEVELOPING A POWERFUL PERSONALITY</p> <ol style="list-style-type: none"> 1. Increasing your self-confidence 2. Components for generating self-confidence 3. Leadership quality 4. Problem solving skills 5. Developing the right attitude <p>PRACTICUM:</p> <ol style="list-style-type: none"> 1. Conduct Psychological test to measure any two aspects of their personality Levels of creativity, Achievement Motivation, Self-Esteem and self-efficacy Students are supposed to understand the relevance of the test, administer the test and analyze the data 2. Conduct Experiential exercises to understand on any two of the following topics <ul style="list-style-type: none"> ● Impact of active listening training: compare two groups by measuring their listening skills before and after training . ● Non verbal communication and listening :role of nonverbal cues in active listening ● Technology and active listening: investigate ability of listening skills using tech gadgets like headphones ● Using CBT to challenge negative thoughts: compare two groups by measuring their public speaking before and after training 3. Qualitative Practicum: 	<p>No of hours 05hours</p> <p>05hours</p> <p>05hours</p> <p>60 hours</p>

	<ul style="list-style-type: none"> ● Focus group discussion (with 5-8 participants), or interviews (with minimum 3 participants) or survey (around 25 participants) on identifying common challenges and barriers to self-confidence - compilation of data to be done in practical batches- for coding common emerging themes <p>4. Workshop on : Effective communication skills (art of listening , public speaking and rapport building) Assertive training Students to maintain journals and analyze progress at the end of semester - compilation of data to be done in practical batches- for coding common emerging themes</p>	
Pedagogy:	<ol style="list-style-type: none"> 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	Study Books <ol style="list-style-type: none"> 1. Alex K. (2011). Soft Skills: Know Yourself and know the world. New Delhi: S. Chand & Company Ltd. 2. Bhatia, R.C. (2010). Personality Development. New Delhi: Ane Books Pvt. Ltd. 3. Gupta, R.K. (2013). Personality Development and Presentation Skills. Ritu Publications. 4. Khan, S.R. (2013). Personality Development. New Delhi: Reader's Delight. 5. Feist, J., Feist G.J. & Roberts, T. (2018). Theories of Personality (9th Edition). Tamil Nadu: McGraw Hill Education. 	
Course Outcomes:	At the end of this course, the learner will be able to: <ol style="list-style-type: none"> 1. To understand the basic concept of personality 2: To apply the communication skills in dealing with others 3: To compare and contrast the different art of speaking in building personality 4: To develop appropriate attitudes and skills to achieve a refined personality 	

Name of the Programme: UG DEGREE PROGRAMME PSYCHOLOGY

Course Code: PSY-132

Title of the Course: ENVIRONMENTAL PSYCHOLOGY

Number of Credits: 03

Effective from AY: 2023-24

Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. Explore and understand various perspectives on human-environment interrelationships 2. Gain insight into the ways in which the environment influences our feelings and experiences 3. Understand the role of the environment on health and quality of life 	
Content:	<p>CHAPTER ONE: CHANGING BEHAVIOR TO SAVE THE ENVIRONMENT</p> <ol style="list-style-type: none"> 1. Environmental Psychology: Definition and Characteristics 2. Values and Attitudes 3. Guiding Environmentally Responsible Behavior 4. Strategies to Encourage Environmentally Responsible Behavior <p>CHAPTER TWO: CLIMATE CHANGE & ENVIRONMENTAL STRESS</p> <ol style="list-style-type: none"> 1. Understanding of Climate Change 2. Assessing the Risk of Climate Change 3. Conceptualization of Stress 4. Effects of Environmental Stress <p>CHAPTER THREE: HEALTH BENEFITS OF NATURE & QUALITY OF LIFE</p> <ol style="list-style-type: none"> 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 	<p>No of hours 15hours</p> <p>15hours</p> <p>15hours</p>
Pedagogy:	<ol style="list-style-type: none"> 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	<p>BOOKS FOR STUDY:</p> <ol style="list-style-type: none"> 1. Steg, L., & Groot, M. (2019). <i>Environmental Psychology: An Introduction</i>. Wiley-Blackwell. 2. Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (2006). <i>Environmental psychology</i> (4th ed.). Harcourt. <p>SUGGESTED READINGS:</p> <ol style="list-style-type: none"> 1. Bechtel, R. B. & Churchman, A. (2002). <i>Handbook of Environmental Psychology</i>. New York: Wiley & Sons 2. Erlbaum. Gieseeking, J., W. Mangold, C. Katz, S. Low, and S. Saegert. (2014). <i>The People, Place, and Space Reader</i>. New York, Routledge. 	

	<ol style="list-style-type: none">3. Gifford, R. (2007). Environmental psychology: Principles and practice (5th ed.). Colville, WA: Optimal BooksHeft, H. (2001).4. Ecological psychology in context: James Gibson, Roger Barker, and the legacy of William James's radical empiricism. Psychology Press.
Course Outcomes:	<p>At the end of this course, the learner will be able to:</p> <ol style="list-style-type: none">1. Understand various perspectives on human-environment interrelationships2. Gain insight into the ways in which the environment influences feelings and experiences3. Appreciate the nature connectedness.4. Understand the impact of climate change and behaviour5. Students will understand the role of the environment on health and quality of life

Name of the Programme: UG DEGREE PROGRAMME PSYCHOLOGY

Course Code: PSY-142

Title of the Course: STRESS MANAGEMENT

Number of Credits: 03(1 + 2)

Effective from AY: 2023-24

Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. Expose students to a holistic approach to stress management and foster interest in stress management as a field of study and research 2. Enable students to adopt effective stress management techniques 3. Engage students in experiential learning. 	
Content:	<p>CHAPTER 1: UNDERSTANDING STRESS</p> <ol style="list-style-type: none"> 1. Conceptualizing Stress – Components of stress, Types of stress 2. Reaction to Stress – Physiological stress reactions, Psychological stress reactions, Reactions based on Personality types, Psychological hardiness, Resilience 3. Signs of stress and identifying them 4. Sources of Stress Throughout Life <p>CHAPTER 2: STRESS AND HEALTH</p> <ol style="list-style-type: none"> 1. Diathesis stress model 2. Burnout: meaning, burnout stress syndrome, distinct stages of burnout 3. Stress and its effects on Health- Stress, behaviour and Illness, 4. Adjusting to a chronic illness- Initial Reactions to Having a Chronic Condition, Influences on Coping with a Health Crisis, The Coping Process <p>CHAPTER 3: STRESS-PREVENTION STRATEGIES</p> <ol style="list-style-type: none"> 1. Reducing the Potential for Stress- Enhancing Social Support, Improving One’s Personal Control, Organizing One’s world Better, Exercising: Links to Stress and Health, Preparing for Stressful Events 2. Reducing stress: Behavioral and cognitive methods- relaxation, biofeedback, systematic desensitization, modeling, Approaches Focusing on Cognitive Processes. 3. Specific Coping Strategies – Problem solving, Catharsis, Crying, Faith, Meditation, Humour, Distraction 4. Emotion focused coping: Enhancing emotional awareness, releasing pent-up emotions, managing hostility and forgiving others. <p style="text-align: center;"><u>PRACTICUM COMPONENT</u></p> <ol style="list-style-type: none"> 1. Conduct Psychological test to measure any two aspects of their personality <ul style="list-style-type: none"> ● Any test measuring psychological aspects of perceived stress, burnout, stress coping technique (Eg: Stress coping techniques questionnaire, Academic Stress Questionnaire, Students’ Stress Scale for University Students) ● Any test measuring physiological symptoms of stress 	<p>No of hours</p> <p>05hours</p> <p>05hours</p> <p>05hours</p> <p>60 hours</p>

- Any 2 scales on determinants of stress: stress prone or stress resistant personality traits; locus of control; self-esteem; social support; optimism/ pessimism; assertiveness
- 2. Experiential exercises any two**
- Impact of external stress on task performance (Repeated measures design- same task to be performed in external pressure and no pressure situation- scores and introspective report to be analysed)
 - Impact of rational/ positive thinking on stress (Participants to be provided a vignette in which they imagine themselves in a stressful situation- in the first conditions they can be asked to imagine all things that can go wrong/ catastrophize, in the second they have to think of the same situation in a positive/ rational light- their self-reports of stress to be compared in both situations)
 - Impact of learned helplessness on problem solving (Participants divided into 2 groups of 3 participants each; and are given 3 anagram word problems to solve; Group 1 given 2 impossible problems and 1 possible problem; Group 2 given all possible problems: Participants asked to raise hands after completion of task- Group 1 may develop learned helplessness and not attempt problem solving in the third task, even though the task is the same as given to group 2)
 - Impact of humour/ laughter on mood (8-9 participants can be asked to participate in a laughter therapy exercise/ hans yoga- for 10 minutes and introspective report to be taken on each participant's mood before and after experiment- comparison of introspective report for analysis)
- 3. Qualitative Practicum:**
- Focus group discussion (with 5-8 participants), or interviews (with minimum 3 participants) or survey (around 25 participants) on coping strategies used in times of academic stress- - **compilation of data to be done in practical batches- for coding common emerging themes**
 - Time management and stress: Design and maintain a time table for a week and follow it- write a report on how it impacts stress management- **compilation of data to be done in practical batches- for coding common emerging themes**
- 4. Workshop/ skill training**
- Practice any one technique within yoga or meditation (eg: breathing techniques/ pranayam, or Asana) for 2 weeks and maintain a diary about how it is impacting sleep, positive/negative thoughts, physical stress symptoms (eg: pain) and general stress in life - **compilation of data to be done in practical batches- for coding common emerging themes**
- Or**
- Plan & maintain personal fitness program, Workshop on healthy eating/nutrition and maintain a diary about how it is helping them manage their schedule
- 5. Each batch of students should plan, design, and conduct structured exercises on any of the following areas:**

	Self-awareness; decision making and problem solving; behaviour modification; conflict management; goal setting; wheel of wellness; stress awareness diary; healthy diet and nutrition; fitness; gratitude journal	
Pedagogy:	<ol style="list-style-type: none"> 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	<p>BOOKS FOR STUDY:</p> <ol style="list-style-type: none"> 1. Andrews, T. (2016). The Healers Manual. Minnesota. Llewellyn Publications. 2. Carr, A. (2004). <i>Positive Psychology: The science of happiness and human strength</i>.UK: Routledge. 3. Duffy K.G., Atwater E., Kirsh S.J. (2015) Psychology for Living: Adjustment, growth and behaviour today. (11th Ed.) India. Pearson Education. 4. Sarafino, . E. P. & Smith, T.W.(2014).Health Psychology., Biopsychosocial. New Delhi. Wiley India Pvt.Ltd. 5. Weiten, W. & Lloyd, M.A (2007). <i>Psychology applied to modern life</i>. New Delhi: Thomson Delmar Learning. 6. Davis, M., Eshelman, E., & McCay, M. (2019). The relaxation and stress reduction workbook (7th ed.). Oakland, CA: New Harbinger. <p>SUGGESTED READINGS:</p> <ol style="list-style-type: none"> 1. P.K.Dutta (2011) Stress Relief Through Holistic and Alternative Therapies. Mumbai. Himalaya Publishing House Pvt. LTD. 2. Hariharan, M., & Rath, R. (2021).Coping with Life Stress: The Indian Experience. New Delhi: Sage publications India Pvt Ltd. 3. Lehrer, P. M. and Woolfolk, R. L. (2021). Principles and Practice of Stress Management. 4th Ed. London Gilford publications. 4. Olpin, M.,Hesson, M. (2020).Stress Management for Life: A Research-Based Experiential Approach 5th Ed. Boston. Cengage publications. 	
Course Outcomes:	<p>At the end of this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Identify and understand the meaning of stress. 2. Distinguish methods to control and reduce stress in their daily life. 3. Apply stress management techniques. 4. Explore the relationship between stress, and health 5. Develop a personal stress management plan. 	