



Fergusson College (Autonomous) Pune

Learning Outcomes-Based Curriculum

For 4th year B.A. (UG4)

Program as per guidelines of

NEP-1.0

for

UG4 B. A. (Psychology)

With effect from the Academic Year

2026-27



Deccan Education Society's

Fergusson College (Autonomous), Pune-4

Department of Psychology

Syllabi NEP 1.0 Implemented from Academic Year 2026-27

UG4 B.A Semester: VII/VIII

Program Specific Outcomes (PSOs)

PSO	Outcomes
PSO1	Academic competence: i) Develop sound knowledge about the fundamental concepts in Psychology pertaining to different sub fields like Positive Psychology, Health Psychology, Social Psychology, Psychometry amongst others ii) Develop critical thinking skills and distinguish between concepts studied in different courses. iii) Formulate psychology related problems and apply appropriate concepts and methods to solve them
PSO2	Personal and Professional Competence: i) Develop positive attributes such as empathy, compassion, social participation, and accountability ii) Develop effective communication skills like listening, speaking, and observational skills. Appreciate and tolerate different perspectives. iii) Carry out tasks independently as well as in teams and show leadership qualities.
PSO3	Research Competence: i) Develop strong theoretical foundations of research methodology used in Psychology ii) Apply the knowledge to conduct research projects in an ethical way iii) Learn the use of Statistical software to analyse the data and present the findings in an appropriate manner
PSO4	Ethical/Social competence: i) Display a commitment towards the health and wellbeing of different stakeholders (Individuals, groups, society). ii) Analyze social problems, social dynamics and create solutions to manage them effectively. iii) Respect intellectual property rights and is aware of the implications of engaging in unethical means.

NEP UG4 B.A. NEP 1.0 Syllabus for 2026-27

NEP UG4 B.A. NEP 1.0				
Semester	Paper Code	Title	Type	Credits
VII	PSY 401	Psychopathology- I	Theory	4
	PSY 402	Counselling Skills	Theory	4
	PSY 404	Advanced Statistics	Theory	4
		OR		
	PSY 405	Criminal Psychology	Theory	4
	PSY 445	Research Methodology	Theory	4
	PSY 411	Basic Skills in Therapeutic Approach	Theory	2
	PSY 412	Disputation in the Therapeutic Process	Practical	2
VIII	PSY 451	Psychopathology- II	Theory	4
	PSY 452	Contemporary Psychological Interventions	Theory	4
	PSY 454	Psychometry: Test Construction	Theory	4
		OR		
	PSY 455	Forensic Psychology	Theory	4
	PSY 495	OJT	Practical/ Theory	4
	PSY 461	Advanced Skills in Therapeutic approach	Theory	2
	PSY 462	Effective Thinking Formation and Termination	Practical	2

SEMESTER VII

	PSY 401 - PSYCHOPATHOLOGY I Theory	
	Number of Credits: 04 No. of Hours:60	
	Course Outcomes (COs) On completion of the course, the students will be able to:	Bloom's cognitive level
CO1	Outline a brief history of the field of psychopathology. Define terms related to psychopathology. Enlist the different disorders under various categories of the DSM.	1
CO2	Describe the clinical picture, etiology and the prognosis of patients based on vulnerability and protective factors for the psychological disorders listed in the DSM	2
CO3	Infer disorders based on the symptoms of a given client. Examine the family history and genetic factors to determine the origin of the disorder	3
CO4	Compare and contrast disorders that have similar symptoms. Explain the impact of biological factors as well as particular child rearing practices and family patterns on pathological behavior	4
CO5	Critically evaluate the legal and ethical aspects in the field of psychopathology Appraise the suitability of different treatment modalities for particular disorders.	5
CO6	Formulate a diagnostic formulation for the various disorders based on symptomatology and etiology	6

PSY 401 - PSYCHOPATHOLOGY I

Theory

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	INTRODUCTION TO PSYCHOPATHOLOGY 1.1 Community mental health movement: historical perspective, functioning of community mental health centres 1.2 History of the DSM and ICD 1.3 Criteria of abnormal behaviour, prevalence, incidence, comorbidity, prognosis, vulnerability and protective factors, Need for diagnosis and assessment, paradigms in psychopathology 1.4 Legal issues: Civil commitment, criminal commitment 1.5 Patient's rights and clinical practice guidelines, Prevention of mental health problems: universal, selective and indicated interventions	15
2	ANXIETY AND MOOD DISORDERS 2.1. Generalized Anxiety disorder, Separation Anxiety disorder, selective mutism, Panic disorder and stress related disorders	15

	2.2. Phobias and OCD 2.3. Mood disorders 2.4. Impulse control disorders	
3	DISORDERS OF CHILDHOOD 3.1. Intellectual disability and other developmental disorders 3.2. Autism, Aspergers' and other pervasive developmental disorders 3.3. Learning disabilities 3.4. Oppositional defiant disorder, conduct disorder	15
4	SOMATOFORM, DISSOCIATIVE, EATING AND SLEEP DISORDERS 4.1. Somatic symptom related disorders 4.2. Dissociative disorders, Fugue and amnesia Dissociative Identity Disorder 4.3. Eating disorders 4.4. Sleep disorders	15

Learning Resources- References

Sr. No.	References
1.	American Psychiatric Association: "Diagnostic and Statistical Manual of Mental Disorders", DSM-5 (5 th Edn)
2.	Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). Abnormal Psychology, 13th Edn. Pearson Education, India.
3.	Barlow, D.H. & Durand, V.M. (2005). Abnormal psychology (4 th ed.). Pacific Grove: Books/Cole.
4.	Nolen- Hoeksema, S. (2004). Abnormal Psychology 3rd Edn. McGraw Hill: New York, USA.
5.	Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). Abnormal Psychology: current perspectives. 9th Edn. Tata McGraw-Hill: New Delhi, India.
6.	World Health Organization (1992). The ICD-10 Classification of mental and behavioral disorders: Clinical description and diagnostic guidelines: Delhi: Oxford University Press.

	PSY 402 - COUNSELLING SKILLS Core Theory	
	Number of Credits: 04 No. of Hours: 60	
	Course Outcomes (COs) On completion of the course, the students will be able to:	Bloom's cognitive level
CO1	Describe the field of counselling psychology, the training required for a counsellor, and define the terms used in counselling.	1
CO2	Explain the ethical principles and micro skills required for effective counselling	2
CO3	Apply the skills of counselling in individual and peer counselling settings	3
CO4	Evaluate the need and appropriateness of particular techniques to counselling based on the client's presenting problem	4
CO5	Critically appraise issues in the counselling process such as transference, countertransference, counselor burnout and the need for supervision	5
CO6	Formulate client's problems in the light of theoretical concepts in counselling psychology based on client's case history	6

PSY 402 - COUNSELLING SKILLS

Theory

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	THE NATURE AND SCOPE OF COUNSELING 1.1. Defining features of Counseling Psychology 1.2. Training of the counselor 1.3. The scope of the counseling process: preventive, remedial and growth oriented settings in which counselors work 1.4. Confidentiality agreement 1.5. The therapeutic relationship: Working alliance, transference and the real relationship	15
2	THE RELATING STAGE 2.1. Active listening 2.2. Nonverbals of the counselor 2.3. Understanding the client's internal frame of reference 2.4. Showing attention and interest, empathy and validation 2.5. Paraphrasing and reflecting feelings	15
3	THE UNDERSTANDING STAGE 3.1. Offering interpretations, confrontation, appropriate self-disclosures, insights 3.2. Understanding feelings and physical reactions 3.3. Understanding client's perceptions 3.4. Socratic questioning, understanding and improving clients' rules	15

	3.5. Assessing and improving thinking	
4	THE CHANGING STAGE AND TERMINATING COUNSELING 4.1. Coaching skills: speaking, demonstrating and rehearsing 4.2. Dealing with transference 4.3. Writing a counseling session report and documentation 4.4. Terminating counseling and follow ups 4.5. Counselor's self-work, supervision, dealing with counselor's burnout	15

Learning Resources- References

Sr. No.	References
1.	Capuzzi, D., & Gross, D.R. (2008). Counseling and Psychotherapy: theories and interventions 4thEdn. Pearson Education: India.
2.	Gelso, C. J. & Fretz, B.R. (1995). Counselling psychology Bangalore: Prism books.
3.	Nelson R., Jones (2009) Theory and Practice of Counselling and Therapy (4th Ed) Sage Publication.
4.	Prochaska, J.O., & Norcross, J.C. (2007). Systems of psychotherapy: a transtheoretical analysis. 6th Edn. Thomson Brooks/Cole: Belmont, CA : USA.

	PSY 404 - ADVANCED STATISTICS Elective Theory	
	Number of Credits: 04 No. of Hours: 60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Define statistical concepts used in social science research.	1
CO2	Describe concepts used in descriptive and inferential statistics. Explain the rationale behind the use of parametric and non-parametric statistics in research.	2
CO3	Determine the appropriate statistic to be used for a given research question.	3
CO4	Compare and contrast various statistical methods in terms of their applicability for various types of data.	4
CO5	Perform statistical analyses such as T-tests, ANOVA, ANCOVA, non-parametric tests, correlation, regression and factor analysis manually or using SPSS for suitable research problems.	5
CO6	Interpret statistical outcomes and determine the generalizability of the outcomes. Report the statistical findings following research publication protocols.	6

PSY 404 - ADVANCED STATISTICS
Elective Theory
Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	PRELIMINARY STATISTICS FOR SOCIAL SCIENCE RESEARCH 1.1 Probability, Normal Distribution Curve, Normality Testing 1.2 Descriptive statistics: Measures of central tendency and dispersion 1.3 Concepts in Inferential Statistics: Estimation and prediction, Standard error of mean, Hypothesis testing, 1.4 Type I and Type II errors; one-tailed and two-tailed test, Confidence interval	15
2	MEAN DIFFERENCES 2.1 t-test, Types and Mann Whitney - U, Chi square 2.2 ANOVA, Types and Kruskal Wallis 2.3 ANCOVA and Post hoc 2.4 MANOVA	15
3	CORRELATIONAL STATISTICS 3.1 Correlation: Nature and Types 3.2 Spearman's Rho and Pearson Correlation 3.3 Regression- Linear and Multiple 3.4 Investigating the effect of mediating and moderating variables	15

4	MULTIVARIATE STATISTICS 4.1 Factor Analysis: Exploratory 4.2 Factor Analysis: Confirmatory 4.3 Canonical correlation, Discriminant Analysis, Structural Equation Modelling 4.4 Drawing conclusions: Generalizing from the results, generalizing across subjects, handling a non-significant outcome	15
---	--	----

Learning Resources- References

Sr. No.	References
1.	Guilford J. P. and Fruchter B. (1985). <i>Fundamental Statistics in Psychology and Education</i> (6th ed) McGraw - Hill
2.	Howell D.C. (1997). <i>Statistical Methods for Psychology</i> (4th Ed)
3.	Kurtz, A.K. & Mayo, S.T. (1979). <i>Statistical methods in education and psychology</i> . Narosa.
4.	Myers A. (1986). <i>Experimental Psychology</i> (2 nd ed) California: Brooks/Cole Publishing company
5.	Minium E.W., King B. M., Bear G. (1995). <i>Statistical Reasoning in Psychology and Education</i>

	PSY 405: Criminal Psychology Elective Theory	
	Number of Credits: 04 No. of Hours:60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Recall key concepts, definitions and theories related to criminal psychology and criminology.	1
CO2	Explain psychological theories of crime, criminal behaviour patterns and victimization.	2
CO3	Apply psychological principles to understand aggression, cyber-crime, juvenile delinquency and crime prevention.	3
CO4	Analyze criminal behaviour, mental disorders and offender profiles using psychological frameworks.	4
CO5	Evaluate criminal tendencies, victim experiences and assessment tools used in forensic and correctional settings.	5
CO6	Develop psychological interpretations and preventive strategies related to crime, offenders and victims.	6

PSY 405: Criminal Psychology
Course Content

Unit No.	Title of Unit and Contents	No. of hours
1	PSYCHOLOGY OF CRIMINAL BEHAVIOUR 1.1 Definition and nature of criminal psychology 1.2 Role of Psychology and Psychologist in Criminology 1.3 Psychological Theories of crime (Rational choice theory, trait theory, Developmental theories) 1.4 Schools of Criminology – The Pre-Classical School; The Classical School; Neo-Classical School 1.5 Psychological profiling	15
2	TYPES OF CRIMINAL BEHAVIOR 2.1 Psychology of aggression and violence 2.2 Terrorism, Drugs and Crime 2.3 Cyber-crimes 2.4 Bullying, Harassment and Stalking 2.5 Application: Crime prevention	15
3	PSYCHOLOGICAL DISORDERS AND CRIMINAL BEHAVIOUR 3.1 Psychopathology – Juvenile delinquency 3.2 Mentally ill offenders 3.2.1 Paedophilia 3.2.2 Sexual Paraphilia 3.2.3 OCD 3.2.4 Conduct disorder	15

	3.2.5 Anti-Social Personality Disorder 3.3 Serial killers & Rampage killers, Sex offenders 3.4 Tests used in assessment of Criminal tendencies 3.5 Application of Psychology in Prison	
4	VICTIM AND VICTIMIZATION 4.1 The Causes of Violence 4.2 Problems of Crime Victims 4.2.1 Economic Loss 4.2.2 Suffering Stress and PTSD 4.2.3 Fear 4.3 The Nature of Victimization 4.4 Victim Characteristics 4.5 Theories of Victimization	15

Learning Resources- References

Sr. No.	References
1.	Bartol, A. M., & Bartol, C. R. (2018). <i>Criminal Behavior: A Psychological Approach</i> (11th ed.). Pearson.
2.	Hollin, C. R. (2012). <i>Psychology and Crime: An Introduction to Criminological Psychology</i> (3rd ed.). Routledge.
3.	Siegel, L. J. (2018). <i>Criminology: The core</i> (6th ed.). Cengage Learning.
4.	Makepeace, G. L. (2016). <i>Criminal Behaviour and the Criminal Justice System</i> . Oxford University Press.
5.	Wrightsmann, L. S., Kurtz, D., & Vander Ven, T. (2018). <i>Criminal Justice and Criminology Research Methods</i> . Cengage Learning.

	PSY 445: RESEARCH METHODOLOGY Theory	
	Number of Credits: 04 No. of Hours:60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Define fundamental research concepts, including variables, hypotheses, and sampling techniques across paradigms.	1
CO2	Explain the distinct characteristics of experimental, quasi-experimental, and qualitative research approaches.	2
CO3	Apply various data collection methods—such as surveys, interviews, and observations—to investigate behavioral phenomena.	3
CO4	Analyse the suitability of quantitative and qualitative research designs for addressing specific scientific problems.	4
CO5	Evaluate the alignment between research questions, chosen methodology, and ethical standards to critique the overall soundness of the study.	5
CO6	Construct research reports that adhere to the APA reporting conventions.	6

PSY 445: RESEARCH METHODOLOGY

Theory

Course Content

Unit No.	Title of Unit and Contents	No. of hours
1	Introduction to Behaviour Science Research 1.1 Selecting a research topic 1.2 Identifying problem, variables, hypothesis- types, sampling- types 1.3 Survey & Non-experimental approaches to study behaviour 1.4 Contemporary issues and ethics in social science research	15
2	Quantitative Research Designs 2.1 Experimental designs 2.2 Factorial designs 2.3 Quasi-experimental designs 2.4 Reporting quantitative research findings	15
3	Introduction to Qualitative Research 3.1. Nature and scope of qualitative research 3.2. History of qualitative research 3.3. Paradigms of qualitative research 3.4. Use of quantitative, qualitative and mixed designs in social science research	15

4	Methods of Qualitative Research 4.1. Approaches to qualitative research: Narrative, Phenomenology, Ethnography, Grounded theory 4.2. Methods of collecting qualitative data: Interviews, Focus Group Discussions, Observation, Analyzing discourse 4.3. Analyzing qualitative data: transcription, coding, thematic analysis 4.4. Reporting qualitative research findings	15
---	--	----

Learning Resources- References

Sr. No.	References
1.	Denzin, N.K., & Lincoln, Y.S. (2011). The SAGE Handbook of Qualitative Research. London: Sage.
2.	Flick, U. (2017). An Introduction to Qualitative Research. New Delhi: Sage Publications India Pvt. Ltd.
3.	Kerlinger F.N. (1994). Foundations of behavioral research (3rd ed)
4.	Kothari, C. R. (1985). Research methodology: Methods and techniques. New Delhi: Wiley Eastern Ltd.
5.	Zechmeister J.S., Zechmeister E.B. & Shaughnessy J.J. (2001). Essentials of research methods in psychology

	PSY 411 - Basic Skills in Therapeutic Approach Theory	
	Number of Credits: 02 No. of Hours: 30	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Explain the philosophical principles of REBT	1
CO2	Differentiate between functional and dysfunctional emotions	2
CO3	Describe the irrational Beliefs of REBT	3

PSY 411 - Basic Skills in Therapeutic Approach
Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	Rational Emotive Behaviour Therapy: An Introduction 1.1 Origin of REBT 1.2 Philosophical Emphasis of REBT 1.3 Role of Emotions in REBT 1.4 A-B-C of REBT	15
2	Irrational Beliefs of REBT 2.1 Demandingness 2.2 Low Frustration Tolerance 2.3 Self-Depreciation 2.4 Awfulization	15

Learning Resources- References

Sr. No.	References
1.	Ellis, A., & Dryden, W. (2007). <i>The practice of rational emotive behavior therapy</i> . Springer publishing company.
2.	DiGiuseppe, R. A., DiGiuseppe, R., Doyle, K. A., Dryden, W., & Backx, W. (2013). <i>A practitioner's guide to rational-emotive behavior therapy</i> . Oxford University Press, USA.
3.	Ellis, A. (2010). <i>Overcoming destructive beliefs, feelings, and behaviors: New directions for rational emotive behavior therapy</i> . Prometheus Books.
4.	Di Giuseppe, R., & David, O. A. (2015). Rational emotive behavior therapy. <i>Counseling and Psychotherapy with Children and Adolescents: Theory and Practice for School and Clinical Settings, Fifth Edition</i> , 155-215.
5.	Ellis, A. (2002). <i>Overcoming resistance: A rational emotive behavior therapy integrated approach</i> . Springer Publishing Company

	PSY 412: Disputation in the Therapeutic Process Practical	
	Number of Credits: 02 No. of Hours:60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Recognize the Irrational Beliefs	1
CO2	Psychoeducate about the Irrational Belief	2
CO3	Dispute the Irrational Beliefs	3

PSY 412: Disputation in the Therapeutic Process
Course Content

Unit No.	Title of Unit and Contents	No. of hours
1	Techniques of finding the Irrational Beliefs in the session 1.1 Ways of finding the belief of Demanding 1.2 Ways of finding the belief of Low Frustration Tolerance 1.3 Ways of finding the belief of Self-Depreciation 1.4 Ways of finding the belief of Awfulisation	30
2	Techniques for Disputation of Irrational Beliefs in the session 2.1 Learning to dispute Demandingness 2.2 Learning to dispute Low Frustration Tolerance 2.3 Learning to dispute Self-Depreciation 2.4 Learning to dispute Awfulisation	30

Learning Resources- References

Sr. No.	References
1.	Ellis, A., & Dryden, W. (2007). The practice of rational emotive behavior therapy. Springer publishing company.
2.	Ellis, A. (2002). Overcoming resistance: A rational emotive behavior therapy integrated approach. Springer Publishing Company.
3.	DiGiuseppe, R. A., DiGiuseppe, R., Doyle, K. A., Dryden, W., & Backx, W. (2013). A practitioner's guide to rational-emotive behavior therapy. Oxford University Press, USA.

SEMESTER VIII

	PSY 451 - Psychopathology II Theory	
	Number of Credits: 04 No. of Hours: 60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Name the different disorders listed in DSM 5 and describe the clinical picture and symptoms of each disorder	1
CO2	Explain the etiological factors involved in these disorders from various paradigms in pathology	2
CO3	Infer about the causes of particular disorders on the basis of symptomatology and the patient's case history	3
CO4	Compare and contrast between overlapping diagnostic categories.	4
CO5	Determine the predisposing, precipitating and maintaining factors for the disorder along with factors affecting prognosis	5
CO6	Develop case formulations and treatment goals for patients.	6

PSY 451 - Psychopathology II Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	SCHIZOPHRENIA SPECTRUM AND OTHER PSYCHOTIC DISORDERS 1.1 Brief history of schizophrenia 1.2 Schizophrenia spectrum: brief psychotic disorder, schizophreniform disorder, schizophrenia, schizoaffective disorder, catatonia 1.3 Delusional disorder 1.4 Etiological factors 1.5 Treatment	15
2	SEXUAL, GENDER RELATED AND PERSONALITY DISORDERS 2.1. Sexual Dysfunctions 2.2. Paraphilic disorders 2.3. Gender Dysphoria 2.4. Personality Disorders	15
3	SUBSTANCE-RELATED, ADDICTIVE DISORDERS AND NEUROCOGNITIVE DISORDERS 3.1. Alcohol use, caffeine use, Cannabis use, Hallucinogen use, Opioid use, 3.2. Stimulant use, sedative, hypnotic or anxiolytic intoxication, tobacco use disorders 3.3. Neurocognitive disorder: delirium 3.4. Major and mild neurocognitive disorders: Alzheimer's, Parkinson's,	15

	Huntington's chorea, Lewy Body disease, Vascular dementia 3.5. Major and mild neurocognitive disorders due to Traumatic Brain injury, HIV and Prion disease	
4	OTHER CONDITIONS THAT MAY BE A FOCUS OF CLINICAL ATTENTION AND PROPOSED DISORDERS IN THE DSM 4.1. Medication-induced movement disorders and other adverse effects of medication 4.2. Relational problems, neglect and abuse 4.3. Educational, occupational and social problems 4.4. Newly proposed disorders in the DSM	15

Learning Resources- References

Sr. No.	References
1.	American Psychiatric Association: "Diagnostic and Statistical Manual of Mental Disorders", DSM-5 (5 th Edn)
2.	Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). <i>Kaplan & Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry</i> (Eleventh edition.). Philadelphia: Wolters Kluwer.
3.	World Health Organization (1992). The ICD-10 Classification of mental and behavioral disorders: Clinical description and diagnostic guidelines: Delhi: Oxford University Press.

	PSY 452 - Contemporary Psychological Interventions Theory	
	Number of Credits: 04 No. of Hours: 60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Describe the terms used in contemporary interventions	1
CO2	Explain the philosophical and theoretical underpinnings of contemporary interventions	2
CO3	Determine the appropriate intervention for a client based on the case history	3
CO4	Compare and contrast various interventions on the basis of their philosophy, method and suitability for particular client populations	4
CO5	Appraise the effectiveness of particular interventions according to the needs of the client	5
CO6	Formulate a treatment plan for a client based on the case history	6

**PSY 452 - Contemporary Psychological Interventions
Theory
Course Content**

Unit No.	Title of Unit and Contents	No. of hours
1	Psychoanalytically Oriented Approaches 1.1 Transactional analysis 1.2 Internal family systems 1.3 Imago Therapy	15
2	Cognitive Behavioural Approaches 2.1 Dialectical Behavioural Therapy 2.2 Narrative Therapy 2.3 Relaxation procedures and meditation	15
3	Experiential and Somatically Oriented Approaches 3.1 Dance movement Therapy 3.2 Drama Therapy 3.3 Expressive Arts Therapy	15
4	Techniques To Deal with Specific Populations 4.1 Trauma Focused Therapy 4.2 Helping Suicidal Clients 4.3 Grief Counselling	15

Learning Resources- References

Sr. No.	References
1.	Prochaska, J. O., & Norcross, J. C. (1994). <i>Systems of psychotherapy: A transtheoretical analysis</i> (3rd ed.). Thomson Brooks/Cole Publishing Co.
2.	Corey, G. (2012). <i>Theory and practice of counseling and psychotherapy</i> (9th ed.). Belmont, CA: Brooks-Cole.
3.	Nelson-Jones, Richard. (2015). <i>Theory and Practice of Counselling and Psychotherapy</i> . Sixth edition. London: SAGE Publications Ltd.
4.	Meekums, B. (2002). <i>Dance Movement Therapy: A creative therapeutic approach</i> . London: Sage Publications Ltd.
5.	Anderson, F.G., Sweezy, M., and Schwartz. R.C. (2017). <i>Internal Family Systems Skills Training Manual: Trauma-Informed Treatment for Anxiety, Depression, Ptsd & Substance Abuse</i> . New Delhi: Pesi Pub and Media.
6.	Reeves, A. (2010). <i>Counselling Suicidal Clients</i> . London: SAGE Publications Ltd.
7.	L. Lopez Levers. (2012). <i>Trauma Counseling: Theories and Interventions</i> . Montgomery, IL, USA: Springer Publishing Company
8.	Corey, G. (2019). <i>The theory and practice of counselling and psychotherapy</i> . 10th edition. Noida, New Delhi: Cengage India Pvt. Ltd.

	PSY 454 - Psychometry: Test Construction Elective Theory	
	Number of Credits: 04 No. of Hours: 60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Recall key concepts, terminology, and ethical principles related to psychological test construction.	1
CO2	Explain the process of construct selection, purpose identification, and literature review in test development.	2
CO3	Apply principles of item writing to develop objective, subjective, Likert-type test items.	3
CO4	Analyze pilot test data using item analysis indices and factor analysis techniques.	4
CO5	Evaluate the reliability, validity of a psychological test using psychometric criteria.	5
CO6	Design a standardized psychological test with a comprehensive test manual following ethical guidelines.	6

PSY 454 - Psychometry: Test Construction
Elective Theory
Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	Foundations of Psychological Test Construction 1.1 Selecting the psychological construct 1.2 Identifying the purpose and population of the test 1.3 Review of literature: Identifying existing tests and justification for construct a new test 1.4 Ethical issues in test construction	15
2	Construct Definition, Literature Review, and Item Writing 2.1 Conceptual and Operational definition of constructs 2.2 Factors and Dimensions 2.3 Writing test items: Principles of item writing, Types of items: objective, subjective, Likert-type, and Avoiding item-writing errors and biases 2.4 Content validation through expert review	15

3	Item Analysis and Factor Analysis 3.1 Pilot testing: sampling and administration, Scoring procedures and response formats 3.2 Item analysis: Item difficulty index, Item discrimination index, Item-total correlation 3.3 Factor Analysis: Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA): concept and application 3.4 Decision rules for item retention, revision, and deletion	15
4	Establishing Psychometric Properties and Test Finalization 4.1 Reliability: Split-half reliability, Test–retest reliability, Internal consistency (Cronbach’s alpha), Calculating reliability for test under construction 4.2 Types of validity, Choosing and establishing appropriate validity for the test under construction 4.3 Norm development and standardization of the test 4.4 Preparation of test manual: Guidelines for creating a well-structured manual	15

Learning Resources- References

Sr. No.	References
1.	Leslie A. Miller (2013). <i>Psychological Testing</i> . New Delhi: Sage Publication
2.	Aiken, L.R. (1996) <i>Rating Scales and Checklists: Evaluating Behavior, Personality and Attitudes</i>
3.	Anastasi, A. & Urbina, S. (1997). <i>Psychological testing</i> . N.D.: Pearson Education.
4.	Chadha, N. K. (1996). <i>Theory and practice of psychometry</i> . N. D.: New Age International Ltd.
5.	Cronbach, L. J. 5th ed. (1990). <i>Essentials of psychological testing</i> . New York: Harper Collins Publishers
6.	Kaplan, R.M. & Saccuzzo, D.P. (2007). <i>Psychological Testing: Principles, Applications, and Issues</i> . Australia: Thomson Wadsworth.

	PSY 455: Forensic Psychology Elective Theory	
	Number of Credits: 04 No. of Hours: 60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Recall the basic concepts, nature, scope and history of forensic psychology.	1
CO2	Explain ethical, legal and investigative issues in forensic psychological practice.	2
CO3	Apply forensic psychological techniques such as cognitive interview and assessment methods in relevant contexts.	3
CO4	Analyze criminal behaviour, eyewitness testimony and confession using psychological principles.	4
CO5	Evaluate the usefulness and limitations of tools like polygraph, narco-analysis and face recognition.	5
CO6	Develop case-based interpretations and psychological insights using forensic psychology knowledge.	6

PSY 455: Forensic Psychology
Elective Theory
Course Content

Unit No.	Title of Unit and Contents	No. of hours
1	INTRODUCTION AND OVERVIEW OF FORENSIC PSYCHOLOGY 1.1 Nature, definition and scope of Forensic Psychology 1.2 History of Forensic Psychology 1.3 Forensic Professional training and education in forensic psychology 1.4 Forensic Psychology in India	15
2	ETHICAL, LEGAL AND INVESTIGATIVE ASPECTS OF FORENSIC PSYCHOLOGY 2.1 Ethical and legal issues in forensic practice 2.2 Assessment of Mental Competency 2.3 Psychology of Investigation 2.4 Psychology of Confession	15
3	APPLICATIONS OF FORENSIC PSYCHOLOGY 3.1 Application in Forensic Psychology: (i) Cognitive interview 3.2 Application in Forensic Psychology: (ii) Lie Detector, Polygraph and Narco-Analysis 3.2 Application in Forensic Psychology: (iii) Eyewitness testimony 3.2 Application in Forensic Psychology: (iv) Face Recognition	15
4	APPLIED FORENSIC PSYCHOLOGY: CASE STUDIES AND MEDIA	15

	ANALYSIS 4.1 Application in Forensic Psychology: Case - I 4.2 Application in Forensic Psychology: Case-II 4.2 Application in Forensic Psychology: Case-III 4.2 Application in Forensic Psychology: Movie/ Series Analysis	
--	--	--

Learning Resources- References

Sr. No.	References
1.	Bartol, C. R., & Bartol, A. M. (2019). <i>Introduction to forensic psychology: Research and application</i> (5th ed.). SAGE Publications.
2.	Gudjonsson, G. H. (2003). <i>The psychology of interrogations and confessions: A handbook</i> . John Wiley & Sons.
3.	Howitt, D. (2015). <i>Introduction to forensic and criminal psychology</i> (5th ed.). Pearson Education.
4.	Goldstein, A. M. (2003). <i>Forensic psychology</i> . John Wiley & Sons.
5.	Vrij, A. (2008). Detection of deception among liars and truth tellers. <i>Psychology, Crime & Law</i> , 14(4), 341–360. https://doi.org/10.1080/10683160701645139

	PSY 461 - Advanced Skills in Therapeutic Approach Theory	
	Number of Credits: 02 No. of Hours: 30	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Recognize the irrational beliefs while practicing therapeutic mock sessions.	1
CO2	Psychoeducation about irrational beliefs in the mock session.	2
CO3	Dispute the irrational beliefs in the mock session.	3

**PSY 461 - Advanced Skills in Therapeutic Approach
Theory
Course Contents**

Unit No.	Title of Unit and Contents	No. of hours
1	Techniques of finding the Irrational Beliefs 1.1 Ways of finding the belief of Demanding 1.2 Ways of finding the belief of Low Frustration Tolerance 1.3 Ways of finding the belief of Self-Depreciation 1.4 Ways of finding the belief of Awfulization	15
2	Techniques for Disputation of Irrational Beliefs 2.1 Learning to dispute Demandingness 2.2 Learning to dispute Low Frustration Tolerance 2.3 Learning to dispute Self-Depreciation 2.4 Learning to dispute Awfulization	15

Learning Resources- References

Sr. No.	References
1.	Ellis, A., & Dryden, W. (2007). <i>The practice of rational emotive behavior therapy</i> . Springer publishing company.
2.	DiGiuseppe, R. A., DiGiuseppe, R., Doyle, K. A., Dryden, W., & Backx, W. (2013). <i>A practitioner's guide to rational-emotive behavior therapy</i> . Oxford University Press, USA.
3.	Ellis, A. (2002). <i>Overcoming resistance: A rational emotive behavior therapy integrated approach</i> . Springer Publishing Company.

PSY 462 - Effective Thinking Formation and Termination Practical		
Number of Credits: 02 No. of Hours: 60		
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Explain the Termination Process of REBT	1
CO2	Describe the Self Growth Process	2
CO3	Demonstrate the techniques of overcoming irrationality in the thinking process	3

**PSY 462 - Effective Thinking Formation and Termination
Practical**

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	Effective Thinking Formation in the session 1.1 Techniques to overcome rigidity in the thinking process 1.2 Techniques to reduce illogic in the thinking process 1.3 Ways to reduce extremity in the thinking process 1.4 Bringing pragmatism in the thinking process	30
2	Terminating the therapeutic process in the session 2.1 Preparing the client for the termination process 2.2 Awareness about the relapses in the therapeutic process 2.3 Importance of the follow ups 2.4 Importance of Ongoing self-Growth process	30

Learning Resources- References

Sr. No.	References
4.	Ellis, A., & Dryden, W. (2007). <i>The practice of rational emotive behavior therapy</i> . Springer publishing company.
5.	DiGiuseppe, R. A., DiGiuseppe, R., Doyle, K. A., Dryden, W., & Backx, W. (2013). <i>A practitioner's guide to rational-emotive behavior therapy</i> . Oxford University Press, USA.
6.	Ellis, A. (2002). <i>Overcoming resistance: A rational emotive behavior therapy integrated approach</i> . Springer Publishing Company.