



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Social Sciences, Humanities and Arts
Choice Based Credit System (CBCS) in Light of NEP-2020
BA Psychology
Semester VII (Batch 2022-2026)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNPSY701	Major	Basics of Rehabilitation Psychology	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; Q/A–Quiz/Assignment/Attendance, MSTMidSem Test.

Course Educational Objectives (CEOs):

- CEO1:** To understand the meaning of rehabilitation and its various contexts.
- CEO2:** To know about various disabilities and their diagnosis.
- CEO3:** To understand about implementation of various intervention strategies.
- CEO4:** To provide the knowledge of different types of injuries and their rehabilitation.
- CEO5:** To develop understanding of the laws and legal issues in rehabilitation.

Course Outcomes (COs):

- CO1:** Recognize the network of psychological, social, biological, and environmental factors that influence rehabilitation.
- CO2:** Diagnose mental health issues and problems in person with disability.
- CO3:** Recommend and carry out appropriate psychological and behavioral interventions and counseling in persons with disability.
- CO4:** Work with community to promote health and enhance quality-of-life and psychological well-being.
- CO5:** Apply knowledge and problem-solving skills in a wide variety of settings and facilitate legal and ethical guidelines in practice.

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BAHNPSY701	Major	Basics of Rehabilitation Psychology	60	20	20	0	0	3	0	0	3

BAHNPSY701
Basics of Rehabilitation Psychology

Contents

Unit I

Introduction to Rehabilitation Psychology: Meaning and Nature of Rehabilitation, Goals and Purpose of Rehabilitation, Ethical Issues in Rehabilitation Psychology.

Unit II

Concept and Definition of Disability, Types, Causes and Prevention of various disabilities; Intellectual Disability, Specific Learning disabilities and their Treatment

Unit III

Psychiatric Rehabilitation: Meaning, Definitions, Steps, Approaches, and Methods of Psychiatric Rehabilitation, Interventions in Psychiatric Rehabilitation.

Unit IV

Brain Structures – Frontal, Temporal, Parietal and Occipital lobes and related Pathology, Rehabilitation in Traumatic Brain Injury and Stroke.

Unit V

Psychosocial and Cognitive Rehabilitation in Elderly. Government Schemes and Policies
 Legislations: Mental Health Act, Rehabilitation Council of India Act (RCI) Act.

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BAHNPSY701	Major	Basics of Rehabilitation Psychology	60	20	20	0	0	3	0	0	3

Recommended Readings:

- Goldstein, L.H., & McNeil, J.E. (2004). *Clinical Neuropsychology*. John Wiley & Sons Ltd.: Chichester, West Sussex, England.
- Noggle, C.A., Dean, R. S., & Barisa, M.T. (Eds.) (2013). *Neuropsychological Rehabilitation*. New York: Springer Publishing Co.
- Pratt, C. W., Gill, K.J., Barrett, N.M., & Roberts, M.M. (2007). *Psychiatric Rehabilitation*. (2nd ed.). New York Academic Press.
- Stuss, D.T., Winocur, G., & Robertson, I.H. (2010). *Cognitive Neurorehabilitation: Evidence and Application* (2nd Ed.). Cambridge: Cambridge University Press.
- Wilson, B.A., Gracey, F., Evas, J.J., & Bateman, A. (2009). *Neuropsychological rehabilitation. Theory, Models, Therapy, and Outcome*. Cambridge: Cambridge University Press.
- Wilson, B.A., Herbert, C.M., & Shiel, A. (2003). *Behavioural approaches in neuropsychological Rehabilitation*. New York: Psychology Press
- Rehabilitation Council of India. (n.d.). Information Booklet Rehabilitation Council of India. In *Information Booklet*.

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BAHNPSY702	Major/Minor	Introduction to Positive Psychology	60	20	20	30	20	2	0	2	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs)

At the end of this course the students will be able to:

CEO 1: Understand the fundamental principles, theories, and research in Positive Psychology.

CEO 2: Explore the role of well-being, happiness, and strengths in human flourishing.

CEO3: Apply positive psychological interventions to enhance personal and professional well-being.

CEO 4: Analyze the impact of positive emotions, resilience, and gratitude on mental health.

CEO 5: Evaluate the effectiveness of positive psychology strategies in various life domains, including education, workplaces, and relationships.

Course Outcomes (COs) The student will be able to:

CO1: Remember key concepts, theories, and pioneers of Positive Psychology.

CO2: Explain the scientific basis of happiness, well-being, and resilience.

CO 3: Apply positive psychology techniques such as gratitude exercises and mindfulness in daily life.

CO 4: Analyze how strengths-based approaches influence personal and professional growth.

CO 5: Critically evaluate research studies and interventions related to well-being and human flourishing.

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BAHNPSY702	Major/Minor	Introduction to Positive Psychology	60	20	20	30	20	2	0	2	3

BAHNPSY702
Introduction to Positive Psychology

Contents

Unit I

Introduction to Positive Psychology: Definition, history, and emergence of Positive Psychology; Key contributors: Martin Seligman, Mihaly Csikszentmihalyi, Sonja Lyubomirsky; Comparison with traditional psychology (deficit vs. strengths-based approach); Research methods in Positive Psychology

Unit II

Well-being and Happiness: Models of well-being: PERMA Model (Seligman), Self-Determination Theory; Theories of happiness: Hedonic vs. Eudaimonic well-being; Role of positive emotions, flow, and meaning in life; Factors influencing happiness (genetics, circumstances, intentional activities)

Unit III

Strengths and Virtues: Character strengths and the VIA Classification; The role of optimism, hope, and resilience; Gratitude and its psychological benefits; Strength-based approaches in education and workplace settings

Unit IV

Positive Relationships and Social Well-being: The impact of social connections on happiness; The role of compassion, altruism, and kindness; Love and relationships in Positive Psychology (e.g., John Gottman's research); Building supportive communities and workplaces

Unit V

Practical Applications and Interventions: Positive Psychology interventions (gratitude journaling, mindfulness, goal-setting); Role of Positive Psychology in mental health and therapy (Positive CBT, strengths-based therapy); Enhancing resilience and stress management; Future directions and applications in education, organizations, and healthcare

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BAHNPSY702	Major/Minor	Introduction to Positive Psychology	60	20	20	30	20	2	0	2	3

List of Practical:

1. Altruism scale
2. Emotional Intelligence scale
3. Happiness scale
4. Life Satisfaction scale
5. Well-being scale

Recommended Readings:

- Paul-Choudhury, S. (2025). *The bright side: Harnessing the power of positive thinking*. Penguin Books.
- Doyle, G., Wambach, A., & Doyle, A. (2025). *We can do hard things: Answers to life's 20 questions*. Random House.
- Snyder, C. R. (2021). *Positive provocation: 25 questions to elevate your coaching practice*. Wiley.
- Biswas-Diener, R. (2021). *The courage quotient: How science can make you braver*. Wiley.
- Peterson, C., & Seligman, M. E. P. (2021). *Character strengths and virtues: A handbook and classification* (2nd ed.). Oxford University Press.

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BAHNPSY703	DSE	Educational Psychology	60	20	20	0	0	4	0	0	4

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***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs)

At the end of this course the students will be able to:

CEO 1: Understand the fundamental concepts, theories, and principles of Educational Psychology and their relevance to teaching and learning.

CEO 2: Analyze the cognitive, emotional, and social development of learners and their impact on educational practices.

CEO3: Apply psychological theories to create effective instructional strategies and classroom management techniques.

CEO 4: Evaluate the role of motivation, intelligence, and individual differences in learning outcomes.

CEO 5: Develop an understanding of assessment methods and their role in measuring student learning and progress.

Course Outcomes (COs) The student will be able to:

CO1: Remember and explain key theories and concepts in Educational Psychology.

CO2: Understand the psychological factors influencing learning, motivation, and development.

CO 3: Apply psychological principles to design effective teaching methods and learning environments.

CO 4: Analyze various learning styles and individual differences to enhance teaching effectiveness.

CO 5: Evaluate the effectiveness of different instructional strategies and psychological interventions in education.

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BAHNPSY703	DSE	Educational Psychology	60	20	20	0	0	4	0	0	4

BAHNPSY703
Educational Psychology

Contents

Unit I

Introduction to Educational Psychology: Definition, nature, and scope of Educational Psychology; Importance and applications in teaching and learning; Relationship between psychology and education; Methods of Educational Psychology (experimental, observational, case study)

Unit II

Human Growth and Development: Theories of cognitive development (Jean Piaget, Lev Vygotsky); Stages of physical, emotional, and social development; Role of heredity and environment in learning; Implications of developmental psychology in education

Unit III

Learning and Motivation: Theories of learning: Classical Conditioning, Operant Conditioning, Social Learning Theory; Factors affecting learning (intelligence, interest, aptitude, learning styles); Theories of motivation: Maslow's Hierarchy of Needs, Self-Determination Theory; Role of reinforcement and punishment in education

Unit IV

Intelligence and Individual Differences: Theories of intelligence (Spearman's g-factor, Gardner's Multiple Intelligences, Sternberg's Triarchic Theory); Emotional intelligence and its role in education; Giftedness, learning disabilities, and special education needs; Addressing individual differences in the classroom

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BAHNPSY703	DSE	Educational Psychology	60	20	20	0	0	4	0	0	4

Unit V

Assessment and Evaluation in Education: Meaning, types, and functions of assessment; Norm-referenced vs. criterion-referenced tests; Standardized tests and teacher-made tests; Formative and summative assessment strategies; Role of feedback in learning

Recommended Readings:

- Schutz, P. A., & Muis, K. R. (Eds.). (2023). *Handbook of educational psychology* (4th ed.). Routledge.
- Yeager, D. (2024). *10 to 25: How to speak young adult*. HarperCollins.
- Schleider, J. (2024). *Resilience interventions in education: Coping strategies for students*. Oxford University Press.
- Haidt, J. (2024). *The anxious generation: How the great rewiring of childhood is causing an epidemic of mental illness*. Penguin Random House.
- Dweck, C. S. (2021). *Mindset: The new psychology of success* (Updated ed.). Ballantine Books

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BAHNPSY704	DSE	Cyber Psychology	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; Q/A– Quiz/Assignment/Attendance, MSTMidSem Test.

Course Educational Objectives (CEOs):

- CEO1:** To understand the fundamental concepts, scope, and historical development of cyberpsychology.
- CEO2:** To examine the impact of cyberspace on personality, identity, and social interactions.
- CEO3:** To analyze internet-based disorders, online addictions, and their psychological consequences.
- CEO4:** To explore the influence of social media on behavior, relationships, and mental health.
- CEO5:** To apply cyberpsychological principles in therapeutic settings and mental health interventions.

Course Outcomes (COs):

- CO1:** Explain the core concepts of cyberpsychology and its role in human behavior and cognition.
- CO2:** Identify the psychological effects of cyberspace on personality, identity, and self-presentation.
- CO3:** Evaluate the causes, symptoms, and treatments of internet-based disorders and addictions.
- CO4:** Assess the impact of social media on mental health, emotional well-being, and social relationships.
- CO5:** Apply cyberpsychological theories and principles to mental health interventions and ethical online practices.

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BAHNPSY704	DSE	Cyber Psychology	60	20	20	0	0	4	0	0	4

BAHNPSY704
Cyber Psychology

Contents

Unit I

The Concept and Meaning of Cyberpsychology; Historical Developments of Cyberspace; Sensory-Motor Interfaces, Learning and Memory, Transfer and Interference; Psychosocial Aspects of Cyber Culture: Neuropsychology of Internet, Biological and Technological Bases of Cyber Culture, Models and Metaphors in Cyber Culture.

Unit II

Online community- Definition, Early history; Methods of Online Communication-Information Model; Psychology of Text Relationship, Transient and Long Term Relationship, Cyberspace Romance; The Social Consequences of Online Interactions; Social Media and Cyberactivism; Positive Aspect of Social Media; Personality Types in Cyberspace-Narcissistic, Schizoid, Paranoid, Depressive, Manic/somatoform, Obsessive/Compulsive, Psychopathic, Histrionic, Schizotypal

Unit III

Concept of Online identity and Multiple selves; Theories of self – Goffman's theory of self-presentation, Arkin's self-presentation strategies, Self Discrepancy Theory, Impression management and Self-Presentation-Definition, Motivation for Managing Self-Impression and its Impact; Cyberspace and Personality - Unique Components Of Internet Environment- Anonymity, Control Over Physical Appearance, The Black Hole Of Cyberspace, Online Gender-Switching.

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BAHNPSY704	DSE	Cyber Psychology	60	20	20	0	0	4	0	0	4

BAHNPSY704
Cyber Psychology

Unit IV

Types of Addicts: Individual-Workers (at workplace) and Children; Causes of Addiction- Gaming, Loneliness, Marital Discontent, Work Related Stress, Boredom, Depression, Financial Problems, Insecurity about Physical Appearance, Anxiety; Psychomotor Agitation, Anxiety-obsessive thinking about what is happening on internet-fantasies or Dreams about Internet.

Unit V

Importance of Mental Health in cyber space; internet-based disorders – Gaming, Cyber Bullying, Cybersickness, Cyberchondriasis, Phantom Effect, Online Depression, Internet Addictions, Nomophobia, Depression, Social Isolation and Ostracism, Fear of Missing Out (FOMO), Sleep Deprivation, Addictive Behavior, Positive Correlates of Social Media Use, Social Media and Memes; Psychotherapy in Cyberspace – A Five-Dimensional Model of Online and Computer-mediated Psychotherapy. Online Mental Health Therapies-Individual Telepsychotherapy, Self-Help Therapy, Online Self-Help Groups, AI Therapy.

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BAHNPSY704	DSE	Cyber Psychology	60	20	20	0	0	4	0	0	4

Suggested Readings

1. **Joinson, A.** (2007). *Oxford Handbook of Internet Psychology*. Oxford University Press.
 2. **Attrill, A.** (2015). *Cyberpsychology*. Oxford University Press.
 3. **Suler, J.** (2016). *Psychology of the Digital Age: Humans Become Electric*. Cambridge University Press.
 4. **Kuss, D. J., & Griffiths, M. D.** (2017). *Internet Addiction: Advances in Psychotherapy*. Hogrefe.
- Turkle, S.** (2011). *Alone Together: Why We Expect More from Technology and Less from Each Other*. Basic Books.

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BAHNPSY705	DSE	Palliative Care	60	20	20	0	0	4	0	0	4

Legends: L – Lecture; T – Tutorial/Teacher Guided Student Activity; P – Practical; C – Credit; Q/A–Quiz/Assignment/Attendance, MSTMidSem Test

Course Educational Objectives (CEOs):

CEO1: To understand the principles, scope, and significance of palliative care.

CEO2: To explore the psychological and emotional aspects of chronic and terminal illnesses.

CEO3: To examine pain and symptom management techniques, including psychosocial approaches.

CEO4: To understand ethical, legal, and cultural considerations in palliative care.

CEO5: To develop skills for working with families, caregivers, and multidisciplinary teams in palliative care settings.

Course Outcomes (COs):

CO1: Define the fundamental principles and models of palliative care.

CO2: Assess the psychological and emotional challenges faced by patients and families in palliative care.

CO3: Implement effective pain and symptom management strategies using psychological techniques.

CO4: Evaluate ethical, legal, and cultural aspects of end-of-life care and decision-making.

CO5: Collaborate with caregivers and multidisciplinary teams to enhance patient well-being and provide bereavement support.

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BA Psychology
Semester VII (Batch 2022-2026)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNPSY705	DSE	Palliative Care	60	20	20	0	0	4	0	0	4

BAHNPSY705
Palliative Care

Contents

Unit I

Definition and scope of palliative care; Principles of palliative care; Difference between palliative care and curative treatment; Evolution and history of palliative care; Palliative care models: Home-based, hospital-based, and hospice care.

Unit II

Emotional and psychological responses to chronic and terminal illnesses; Coping mechanisms in patients and families; Anxiety, depression, and grief in palliative care patients; Psychological assessment in palliative care; Role of psychologists in end-of-life care.

Unit III

Understanding pain: Types, assessment, and management; Psychosocial and behavioral approaches to pain management; Managing symptoms in fatigue, breathlessness, nausea, and insomnia; Role of relaxation techniques, mindfulness, and therapy; Communication skills in managing patient distress.

Unit IV

Ethical considerations: Autonomy, dignity, and informed consent; Legal frameworks for end-of-life care in India and globally; Cultural perspectives on death and dying; Decision-making and role of psychologists in ethical dilemmas.

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BAHNPSY705	DSE	Palliative Care	60	20	20	0	0	4	0	0	4

BAHNPSY705
Palliative Care

Unit V

Family dynamics in palliative care; Caregiver stress and support interventions; Role of a multidisciplinary team: Physicians, nurses, psychologists, and social workers; Bereavement counseling and post-loss support; Community-based palliative care initiatives.

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BAHNPSY705	DSE	Palliative Care	60	20	20	0	0	4	0	0	4

Recommended Readings:

1. **Saunders, C.** (2006). *The Evolution of Palliative Care*. Oxford University Press.
2. **Ferrell, B., & Coyle, N.** (2015). *Oxford Textbook of Palliative Nursing*. Oxford University Press.
3. **Matzo, M., & Sherman, D. W.** (2018). *Palliative Care Nursing: Quality Care to the End of Life*. Springer.
4. **Parkes, C. M., & Prigerson, H. G.** (2010). *Bereavement: Studies of Grief in Adult Life*. Routledge.
5. **Chochinov, H. M., & Breitbart, W.** (2009). *Handbook of Psychiatry in Palliative Medicine*. Oxford University Press.

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BAHN706	Minor	Research Methods in Behavioral Sciences with SPSS	60	20	20	30	20	2	1	2	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C – Credit.

*Teacher Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks

Course Educational Objectives:

CEO1: To choose a research problem in behavioral science

CEO2: To enable students to frame hypothesis.

CEO3: To operate various types of data with SPSS.

CEO4: To analysis parametric test with SPSS.

CEO5: To comprehend the non-parametric tests with SPSS

Course Outcomes:

Students will be able to:

CO1: Formulate a research problem in behavioral science.

CO2: Evaluate quality research work.

CO3: Estimate variables with SPSS.

CO4: Experiment with parametric test using SPSS.

CO5: Experiment with non parametric test using SPSS

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BAHN706	Minor	Research Methods in Behavioral Sciences with SPSS	60	20	20	30	20	2	1	2	4

Contents

UNIT I : Defining the Research Problem

Formulating a Research Problem, Selecting the Problem, Necessity of Defining the Problem, Steps in formulating a research problem.

UNIT II : Hypothesis and Research Design

Hypothesis- Concept, Function, Types and Testing, Research Design, Functions of a Research Design, Quantitative and Qualitative Research, Features of a Good Design.

UNIT III: Data Entry and Tabular Analysis

Coding and Decoding of Data, Types of Data and Data entry, Variable Entry, Understanding the Scales of Variable: Ratio, Interval, Ordinal and Nominal. Converting Data into Cross Tabulation of 2X2, 2X3, 3X3, 3X2 etc

UNIT IV: Parametric Test

Two-Sample t-Test, Paired t-Test, Analysis of Variance (ANOVA), Pearson Coefficient of Correlation, Regression Analysis with SPSS.

UNIT V: Non-Parametric Test

Chi Square Test, Median, Goodness of Fit, Significance Level, Kruskal Wallis test, Mann Whitney U test, Wilcoxon Signed – Rank test.

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BAHN706	Minor	Research Methods in Behavioral Sciences with SPSS	60	20	20	30	20	2	1	2	4

Suggested Readings:

1. Chawla, Deepak; Sondhi, Neena(2015). *Research Methodology–Concept and Cases*. Noida : Vikas Publishing House Pvt. Limited.
2. John, W.C.(2018). *Research Design*. New Delhi : SAGE Publication
3. Kothari, C.R.(2018). *Research Methodology using SPSS*. New Delhi: SAGE Publication
4. Kumar, Ranjit(2016). *Research Methodology*. New Delhi: SAGE Publication
5. Kumar, Ranjit(2014). *Research Methodology- A step by step Guide for Beginners*. New Delhi : SAGE Publication

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BAHNPSY707	P/I/C	Major Research Project	0	0	0	60	40	0	0	12	6

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based on the following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

BAHNPSY707
Major Research Project

Course Educational Objectives (CEOs):

CEO1: To train special degree the students in psychology writing of their final year research proposals, with emphasis on research problems, hypotheses, literature review and research designs.

CEO2: To enable the students to learn practical aspects of research.

CEO3: To train the students in the art of behavioral science analysis and writing.

Course Outcomes (COs):

CO1: Review and analyze critical research in a specific area of psychology.

CO2: Acquire knowledge and competency in the design and completion of research studies in psychology.

CO 3: Explain and apply skills in critical analysis.

CO 4: Learned in the classroom as well as through practical exposure methods and techniques of field research.

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