

# SKILL ENHANCEMENT COURSES

SYLLABUS FOR THE

## SUBJECT: PSYCHOLOGY

for the award of the Degree in

**BACHELOR OF ARTS/ BACHELOR OF SCIENCE/HONOURS**

(Offered under 4-year UG Degree Programme)

(Credit Based Grading System)  
under NEP 2020

**Batch: 2025–29**



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**GURU NANAK DEV UNIVERSITY AMRITSAR**

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Skill Enhancement Courses in Psychology  
(CBGS) (under NEP 2020) (Batch 2025-29)

**SCHEME**

**PSYCHOLOGY**

**SKILL ENHANCEMENT COURSES**

**SEC-I**

<b>Sr. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits L - T - P</b>	<b>Total Credits</b>	<b>Total Marks</b>
1.		CAREER COUNSELLING (THEORY & PRACTICAL)	2 - 0 - 1	3	75

**SEC-II**

<b>Sr. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits L - T - P</b>	<b>Total Credits</b>	<b>Total Marks</b>
1.		GRIEF COUNSELLING (THEORY & PRACTICAL)	2 - 0 - 1	3	75

**SEC-III**

<b>Sr. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits L - T - P</b>	<b>Total Credits</b>	<b>Total Marks</b>
1.		TRAFFIC PSYCHOLOGY (THEORY & PRACTICAL)	2 - 0 - 1	3	75

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**PSYCHOLOGY**  
**(SKILL ENHANCEMENT COURSE)**  
**(SEC-I)**  
**CAREER COUNSELLING**  
**(THEORY)**

**Time: 3 Hours**

**L-T-P**  
**Credits : 2-0-1**  
**Max. Marks: 75**  
**(Marks : Theory-50, Practical-25)**

**Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**SECTION –A**

**Career Counselling:** Nature, Trait and Factor theory, Developmental theory, Social Cognitive Career theory.

**SECTION –B**

**Job Stress:** Nature, Causes, Consequences and Management of Job Stress.

**SECTION-C**

**Job satisfaction:** Nature, Correlates and Measurement of Job Satisfaction.

**SECTION –D**

Student Career Assessment, Dual Career Couples, Midlife Career Changes.

● **\* Practical Work:**

Internal assessment can include any of the activities: field reports/ presentations/ case study/ psychological assessments/ project files or project reports.

**Course Outcome:** The objective of career counseling skill enhancement courses is to equip individuals with the knowledge, competencies, and tools necessary to effectively guide others in making informed career decisions. These courses aim to develop both theoretical understanding and practical skills related to career development, guidance, and support. The benefits are career enhancement skills, interpersonal skills, insights of job market, career trends and market information in career planning.

**References:**

1. Savickas, M. (2019). Career counseling (pp. xvi-194). Washington, DC: American Psychological Association.
2. Kotler, J.A. & Brown, RW2000, Introduction to Therapeutic Counseling. Process, 4th Edition Brooks/ Cole Publishing Co. USA
3. M.S. (2001). Introduction to Counselling New Mexico State University: Allyn and Bacon.
4. Gladding Samuel T. (1972) : Counseling A comprehensive Profession 4th Edition Brooks/Cole Publishing Co. USA

**PSYCHOLOGY**  
**(SKILL ENHANCEMENT COURSE)**  
**(SEC-II)**  
**GRIEF COUNSELLING**  
**(THEORY)**

**Time: 3 Hours**

**L-T-P**  
**Credits : 2-0-1**  
**Max. Marks: 75**  
**(Marks : Theory-50, Practical-25)**

**Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**SECTION –A**

**Grief Counselling:** Models of Grief, Stages in Grief Process, Goals of Grief Counselling.

**SECTION –B**

**Grief therapy:** Facilitating Uncomplicated Grief, Resolving Complicated Mourning, Ethical Practices of a Grief Counsellor.

**SECTION-C**

**Grief and Family systems:** Sudden Death, Infant Death, Parents death, Grief and Elderly.

**SECTION –D**

**Crisis Intervention:** Purpose of Crisis Intervention, Steps of Crisis Intervention, Process of Psychological First Aid (PFA), A Community-based Family Support Initiative, Indian approaches to grief management.

● **\* Practical Work:**

Internal assessment can include any of the activities: field reports/ presentations/ case study/ psychological assessments/ project files or project reports.

**Course Outcome:** The objectives of grief counselling focus on equipping participants with the knowledge, skills, and empathy required to support individuals experiencing grief and loss. This course aims to foster both theoretical understanding and practical competencies essential for effective grief counselling.

The benefits and skills that are enhanced are empathy, emotional and support skills, skills to address grieving populations, development of support plans and improvement of assessment and crisis intervention skills.

**References:**

1. Felthman, C. & Horton, I.E. (2006): The Sage Handbook of Counselling and Psychotherapy, 2nd Edition, Sage Publications, London.
2. Gladding, Samuel T. (1972): Counselling. A Comprehensive Profession, 2nd Edition, Mac Millan, New York.
3. Herr, E. L. R. & Crammer, H. S. (1988): Career Guidance & Counselling Through the life span. 3rd Edition, Scott, Foresman & Company, USA.
4. Kotler, J. A. & Brown, R. W.(2000): Introduction to Therapeutic Counselling. Process, 4th Edition Brooks/Cole Publishing Company, USA.
5. Miller, G. (2005) : Learning the Language of Addiction Counselling, 2nd Edition John Wiley & Sons, New Jersey.
6. Woolf, R. & Dryden, W. & Strawbridge, S. (2003): Hand Book of Counselling Psychology, Sage Publication, London.

**PSYCHOLOGY**  
**(SKILL ENHANCEMENT COURSE)**

**(SEC-III)**

**TRAFFIC PSYCHOLOGY**

**(THEORY)**

**Time: 3 Hours**

**L-T-P**

**Credits : 2-0-1**

**Max. Marks: 75**

**(Marks : Theory-50, Practical-25)**

**Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**SECTION –A**

**Concept of Traffic Psychology:** Need and Current Situation of traffic and safety in India.

**Basic Theoretical Approaches:** The theory of planned behaviour, Testing models of driver behavior (Risk-adaptation theory, The situational control framework, Four facet model of driver behaviour, Conceptual model of seatbelt use, Model of Accident Prevention, Psychosocial function of driving in young people) and Task Difficulty Homeostasis theory.

**SECTION –B**

**Social and Personality Factors in Driving Risk:** Driver's cognition, personality, behaviour, motivation, and emotions.

**Main types of risky behaviour** (Safety belt and child restraint use, Driving under the influence of alcohol and drugs, Speeding, Aggressive driving, distraction and inattention, fatigue, stress and anger, Running traffic lights and Work-related road risk).

**SECTION-C**

**Hazard Perception and Road Users:** Drivers (Professional drivers, Private drivers, Novice Drivers, Young drivers, older drivers), Pedestrians, Motorcyclists, Cyclists and Vulnerable Road Users (disable, children and old age people).

**SECTION-D**

**Key factors in traffic and transport psychology:** Safety (objective and subjective), Quality of life, Health and public health, Environment v. Land use, Sustainability (sustainable safety).

**Fitness to drive:** Assessing mental fitness to drive, Traffic-psychology assessment (Process, Exploration, anamnesis, and interview), Ethical issues.

**Enforcement and Safety Campaign:** Enforcement Meaning, Persuasion and Motivational Messaging.

● \* **Practical Work:**

Internal assessment can include any of the activities: field reports/ presentations/ case study/ psychological assessments/ project files or project reports.

**Course Outcome:** The objective of Traffic Psychology is developing the knowledge and skills required to understand, analyze, and influence human behavior in traffic environments. This course aims to promote road safety, improve driver behavior, and support traffic-related mental well-being.

The skills that are advanced are of Behavioural Assessment and Analysis of driver performance and behaviour, improvement of road safety management and risk analysis. Counselling skills learnt are for training of the drivers, rehabilitation of the drivers and road safety interventions.

**References:**

1. Lewis-Evans, B. (2012). Testing models of driver behaviour. University Library Groningen] [Host]. Available at chrome [https://research.rug.nl/files/143934545/Ben\\_Lewis-Evans\\_2012\\_-\\_Testing\\_1.pdf](https://research.rug.nl/files/143934545/Ben_Lewis-Evans_2012_-_Testing_1.pdf)
2. Porter, B. E. (Ed.) (2011). Handbook of Traffic Psychology. San Diego: Elsevier. Available at: [https://libgen.is/search.php?req=Handbook+of+Traffic+Psychology&lg\\_topic=libgen&open=0&view=simple&res=25&phrase=1&column=def](https://libgen.is/search.php?req=Handbook+of+Traffic+Psychology&lg_topic=libgen&open=0&view=simple&res=25&phrase=1&column=def)
3. Barjonet, P. E. (Ed.) (2001). Traffic Psychology Today. Massachusetts: Kluwer Academic Publishers.
4. Dorn, L. (2005). Driver Behaviour and Training. Hampshire: Ashgate Publishing Limited. Available at:
5. <https://library.lol/main/C8F7F88271C9BDAB6E09D216090AF1DC>
6. Hennessy, D. (Ed.) (2011). Traffic Psychology – An international perspective. New York: Nova Science Publishers.
7. Rothengatter, T. & Huguenin, R. D. (2004). Traffic and Transport Psychology. London: Elsevier.
8. Sullman, M. & Dorn, L. (2012). Advances in Traffic Psychology. Hampshire: Ashgate Publishing Limited.
9. Theeuwes, J., van der Horst, R., & Kuiken, M. (2012). Designing Safe Road Systems. Hampshire: Ashgate Publishing Limited.
10. Vanderbild, T. (2008). Traffic. London: Penguin books.
11. Groeger, J. A., Rothengatter, J. A. (1998). Traffic psychology and behavior. Transportation Research Part F, 1 (1), 1-9.
12. Groeger, J. A. (2011). How Many E's in Road Safety? (Eds.) R. Dewar & P. Olson. Human factors in traffic safety (pp. 3-12). Lawyers & Judges Pub.
13. Ajzen, I. (1991). The theory of planned behavior. Organizational Behavior and Human Decision Processes, 50(2), 179-211.

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15. Paris, H. & Van den Broucke, S. V. (2008). Measuring cognitive determinants of speeding: An application of the theory of planned behaviour. *Transportation Research Part F: Traffic Psychology and Behaviour*, 11, 3, 168-180.
16. Hennessy, D. (2011). Social, Personality, and Affective Constructs in Driving. In B. E. Porter (Ed.), *Handbook of Traffic Psychology* (pp. 149-163). Elsevier Inc.
17. Sümer, N. (2003). Personality and Behavioral predictors of traffic accidents: Testing a contextual mediated model. *Accident Analysis and Prevention*, 35 (6), 949-964.
18. Jonah, B.A.(1997) Sensation seeking and risky driving: A review and synthesis of the literature. *Accident Analysis and Prevention*, 29, 651-665.
19. Wickens, C. Mann, R. E., & Wiesenthal, D. L. (2013). Addressing Driver Aggression: Contributions From Psychological Science. *Current Directions in Psychological Science*, 22(5) 386 –391.
20. Wickens, C. M., Wiesenthal, D. L., Flora, D. B., & Flett, G. L. (2011). Understanding driver anger and aggression: Attributional theory in the driving environment. *Journal of Experimental Psychology: Applied*, 17, 354-370.
21. Shinar, D. (1998). Aggressive driving: the contribution of the drivers and the situation. *Transportation Research F*, 1, 137–160.
22. Dula, C.S., E.S. Geller and F.L. Chumney, 2011. A social-cognitive model of driver aggression: Taking situations and individual differences into account. *Curr. Psychol.: A J. Diverse Perspectives Diverse Psychol. Issues*, 30, 324-334.
23. Porter, B. E. (2011). Enforcement. In B. E. Porter (Ed.), *Handbook of Traffic Psychology* (pp. 441-453). Elsevier Inc.
24. Anderson, D. (2011). Persuasion and Motivational Messaging. In B. E. Porter (Ed.), *Handbook of Traffic Psychology* (pp. 423-439). Elsevier Inc.
25. Phillips, Ross Owen; Ulleberg, Pål & Vaa, Truls (2011). Meta-analysis of the effect of road safety campaigns on accidents. *Accident Analysis and Prevention*, 43, 1204-1218.
26. Rolls, G. W. P. (1992). Social psychological aspects of driver behaviour and accident potential in younger drivers (Doctoral dissertation, University of Southampton). Available at: <https://eprints.soton.ac.uk/461303/1/351446.pdf>
27. Martinussen, L. M., Hakamies-Blomqvist, L., Møller, M., Özkan, T., & Lajunen, T. (2013). Age, gender, mileage and the DBQ: The validity of the Driver Behavior Questionnaire in different driver groups. *Accident Analysis & Prevention*, 52, 228-236. Available at: [https://orbit.dtu.dk/files/128735844/DBQ\\_Artikkel\\_SISTE\\_VERSJON\\_TIL\\_AAP\\_US\\_E\\_2.pdf](https://orbit.dtu.dk/files/128735844/DBQ_Artikkel_SISTE_VERSJON_TIL_AAP_US_E_2.pdf)
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