

**Parvatibai Chowgule College of Arts & Science  
(Autonomous)  
Margao – Goa**

**MINUTES OF MEETING OF THE BOARD OF STUDIES IN PSYCHOLOGY**

**HELD ON 06<sup>TH</sup> March 2020 AT 10.00am**

Vide Chowgule College notice (F.133(C)/1944 dated 19<sup>th</sup> February, 2020) a meeting of this BoS was convened on 06<sup>th</sup> March, 2020 in the conference room, Parvatibai Chowgule College of Arts & Science, Margao – Goa. Since the number of members present represented the Quorum, the BoS began its proceedings.

Minutes are presented in the format.

Members present:

1. Mrs. Sobita Kirtani - Chairperson
2. Mr. Aresh Naik – Member Secretary
3. Dr. Ubaldina Noronha – Vice-Chancellor’s Nominee
4. Dr. Shanmukh Vasant Kamble – Academic Council Nominee
5. Dr. Aldina Braganza – Academic Council Nominee
6. Dr. Ravindra Agrawal – Industry Representative
7. Ms. Aditi Tendulkar - Alumni
8. Ms. Aiswarya M. Babu – Member
9. Dr. Golda Vas - Member
10. Ms. Shobika Jaju – Member
11. Ms. Rochelle Pereira – Member
12. Ms. Pranita Kalangutkar – Member
13. Ms. Tanya Keni – Member
14. Ms. Asawari Nayak - Member

## Proceedings

The Chairperson welcomed the members of the Board of Studies (BoS). The Chairperson introduced and explained the agenda for the meeting and Board transacted the following business:

### Agenda Items:

1. To approve changes in UG Syllabus.
2. To approve changes in PG Syllabus.
3. Any Other Business

### PART A: Resolution:

#### **For the UG Section**

- i. The BoS passed the resolution to approve changes in the syllabus to the following courses at the undergraduate program.

<b>Course Titles</b>	<b>Code</b>	<b>Nature of course</b>
Basic Course in Psychology	PSY-I.C-1	Core
Emotional Development	PSY-I.C-2	Core
Basics of Counselling	PSY-II.C-4	Core
Experimental Psychology	PSY-V.C-7	Core
Psychological Testing	PSY-VI.C-8	Core
Psychopathology I	PSY-III.C-5	Core
Psychopathology II	PSY-IV.C-6	Core
Cognitive Psychology	PSY-V.E-9	Elective

### For the PG Section

- ii. The BoS passed the resolution to approve changes in the syllabi of the following courses in the postgraduate program:

<b>Course Titles</b>	<b>Code</b>	<b>Nature of course</b>
Child and Crime	PG-PSY-III.E-8.1	Elective
Counselling Therapies for Children II	PG-PSY-III.S-5	Core
Management of Learning Disabilities	PG-PSY-III.S-7	Core
Pediatric Psychology	PG-PSY-III.E-7.1	Elective
Rehabilitation Psychology	PG-PSY-IV.E-9.1	Elective
Counselling with Parents	PG-PSY-IV.E-10.1	Elective

**PART B:** Important Points/ recommendations of BoS that require consideration / approval of Academic Council:

### For the UG Section

- i. Approval for changes in the syllabi to the following courses at the undergraduate program.

<b>Course Titles</b>	<b>Code</b>	<b>Nature of course</b>
Basic Course in Psychology	PSY-I.C-1	Core
Emotional Development	PSY-I.C-2	Core
Basics of Counselling	PSY-II.C-4	Core
Experimental Psychology	PSY-V.C-7	Core
Psychological Testing	PSY-VI.C-8	Core
Psychopathology I	PSY-III.C-5	Core
Psychopathology II	PSY-IV.C-6	Core
Cognitive Psychology	PSY-V.E-9	Elective

### For the PG Section

- i. Approval for changes in the syllabi of the following courses in the postgraduate program.

Course Titles	Code	Nature of course
Child and Crime	PG-PSY-III.E-8.1	Elective
Counselling Therapies for Children II	PG-PSY-III.S-5	Core
Management of Learning Disabilities	PG-PSY-III.S-7	Core
Pediatric Psychology	PG-PSY-III.E-7.1	Elective
Rehabilitation Psychology	PG-PSY-IV.E-9.1	Elective
Counselling with Parents	PG-PSY-IV.E-10.1	Elective

The foregoing minutes of the meeting were read out by the Member Secretary at the meeting itself and they were unanimously approved by all the members present.

1. Mrs. Sobita Kirtani - Chairperson
2. Mr. Aresh Naik – Member Secretary
3. Dr. Ubaldina Noronha – Vice-Chancellor’s Nominee
4. Dr. Shanmukh Vasant Kamble – Academic Council Nominee
5. Dr. Aldina Braganza – Academic Council Nominee
6. Dr. Ravindra Agrawal – Industry Representative
7. Ms. Aditi Tendulkar - Alumni
8. Ms. Aiswarya M. Babu – Member
9. Dr. Golda Vas - Member
10. Ms. Shobika Jaju – Member
11. Ms. Rochelle Pereira – Member
12. Ms. Pranita Kalangutkar – Member

13. Ms. Tanya Keni – Member

14. Ms. Asawari Nayak - Member

Date: 06<sup>th</sup> March, 2020

Signature of the Chairperson  
(Sobita Kirtani)

PART C: The remarks of the Dean of the Faculty:-

- a. The minutes are in order
- b. The minutes may be placed before the Academic Council with remark, if any.
- c. Important points of the minutes which need clear policy decision of the Academic council to be recorded.

Date:

Signature of the Dean: \_\_\_\_\_

**B.A. in Psychology**  
**PROGRAMME OUTCOMES**

<b>Programme Outcomes (PO)</b>	<b>Short Title of the POs</b>	<b>Description of the Programme Outcomes</b>
		<b>Graduates will be able to :</b>
PO-1	Problem Analysis and Solutions	Think critically, identify, analyze problems/ situations and further attempt to design/ develop solutions that meet the specified goals.
PO-2	Use of Technology	Apply appropriate IT tools efficiently in their daily life-professional and personal.
PO-3	Environment and Sustainability	Be aware of environmental issues and commit towards sustainable development at local/ national and global context.
PO-4	Ethics	Recognize and understand professional ethics /human values and be responsible.
PO-5	Individual and Team work	Function effectively at various levels, capacities and situations.
PO-6	Communication	Communicate proficiently (oral and written) as a responsible member of society.
PO-7	Research Aptitude	Understand general research methods and be able to analyse, interpret and derive rational conclusions.
PO-8	Life Skills	Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of domain specific change.
<b><u>PROGRAMME SPECIFIC OUTCOMES (PSO) of Department of Psychology</u></b>		
After successful completion of a Bachelor's degree in Psychology, the students will:		
PSO-1	Testing	Assist in reliability and validity processes of test construction.
PSO-2	Experimentation	Conceptualize and design an experiment in psychology.
PSO-3	Application of knowledge	Generate culturally appropriate solutions to psychosocial problems encountered in real world settings
PSO-4	Cognitive Skills	Demonstrate reasonable scepticism and intellectual curiosity by asking questions about causes of behaviour
PSO - 5	Self-improvement	Demonstrate the application of psychological principles to promote self-improvement

## Course Outcomes

Sr. No	Course Code	Course Title	Course Outcomes
1.	PSY-I.C-1 (Non-experimental)	<b>BASIC COURSE IN PSYCHOLOGY</b>	CO1. Distinguish between various schools of psychology.  CO2. Describe the functioning of the nervous system.  CO3. Use various techniques to improve memory.  CO4. Analyse the influence of motives on behaviour.  CO5. Apply learning theories to modify behaviour.
2.	PSY-I.C-2 (Experimental – Theory)	<b>EMOTIONAL DEVELOPMENT</b>	CO 1. Differentiate between moods and emotions.  CO 2. Describe the process involved in the experience of emotions  CO 3. Categorize people according to their temperamental  CO 4. Extrapolate how attachment between a parent and child can influence future relationships of the child  CO 5. Describe the importance of emotional intelligence.
	PSY-I.C-2 (Experimental – Practical)		CO1. Build rapport, Collect subject's information, Give instructions  CO2. Report practicals in the correct format
3.	PSY-II.C-3 (Non-experimental)	<b>PERSONALITY THEORIES</b>	CO1. To explain personality development through various theoretical perspectives.  CO2. To highlight the importance of personality development.  CO3. To Distinguish between various personality theories.  CO4. To identify one's own personality traits.  CO5. To critically evaluate different personality theories.

4.	PSY-II.C-4 (Experimental: Theory)	<b>BASICS OF COUNSELLING</b>	CO1. List out personal Characteristics of Effective Counsellors
	PSY-II.C-4 (Experimental: Practical)		CO2. Describe the stages involved in Counselling process
5.	PSY-V.C-7 (Experimental- Theory)	<b>EXPERIMENTAL PSYCHOLOGY</b>	CO3. Highlight important elements of establishing an alliance between Counsellor and Counseele
	PSY-V.C-7 (Experimental- Practical)		CO4. Identify transference and countertransference in a therapeutic alliance
6.	PSY-III.E-2 (Non- experimental)	<b>CHILD PSYCHOLOGY</b>	CO5. Compare person centered and cognitive behaviour approaches of Counselling
			CO6. Identify various areas of counselling
			CO1. Include citations in introduction
			CO2. Write references according to the APA guidelines
			CO3. Administer a personality test and write a report
			CO4. Exhibit basic skills of counselling
			CO1. Design an experiment having one or two variables
			CO2. Weigh methods of subject selection from subject populations
			CO3. Examine the criteria for selecting stimuli from stimulus population.
			CO4 Select the statistical test to be used for the given experimental research
			CO5. Minimize pitfalls in experiments
			CO1. Write the methodology i.e. operationally define the variables, write hypothesis and state the design of the experiment
			CO1. Describe prenatal development
			CO2. List out the precautions during pregnancy
			CO3. Highlight the important aspects of cognitive development in children

			<p>CO4. Identify effective strategies to boost self-esteem in children</p> <p>CO5. Describe effective parenting styles</p> <p>CO6. Analyze the effect of different family dynamics on development of children.</p>
7.	PSY-III.E-4(Non-experimental)	<b>SPORTS PSYCHOLOGY</b>	<p>CO1. Apply the principles of psychology in sports.</p> <p>CO2. Defend the use of healthy aggression in sporting scenarios.</p> <p>CO3. Differentiate between intrinsic and extrinsic motivation in sports.</p> <p>CO4. Identify the source of motivation for a sportsperson.</p> <p>CO5. Explain the importance of goal-setting in sports.</p> <p>CO6. Manage conflicts among teams.</p>
8.	PSY-III.E-3 (Non-experimental)	<b>INTERPERSONAL RELATIONSHIPS</b>	<p>CO1. Apply different theoretical perspectives to understand interpersonal relationships</p> <p>CO2. Identify factors determining relationship formation.</p> <p>CO3. Examine the effects of relationship on various aspects of life.</p> <p>CO4. Identify ways to prevent dissolutions of relationships.</p> <p>CO5. Suggest ways to dissolve relationships in a healthy manner.</p> <p>CO6. Examine variations in relationships.</p>
9.	PSY-III.E-17 (Non-experimental)	<b>BIOLOGICAL BASIS OF BEHAVIOUR</b>	<p>CO1. Describe how genes influence behaviour and cause individual differences.</p> <p>CO2. Explain the impact of endocrine system on behaviour.</p> <p>CO3. Explain functioning of the nervous system.</p>

			<p>CO4. Relate the link between perception and sensation across different sensory systems.</p> <p>CO5. Examine different states/levels of consciousness.</p>
10.	<p>PSY-VI.C-8 (Experimental - Theory)</p>	<p><b>PSYCHOLOGICAL TESTING</b></p>	<p>CO1. Describe the characteristics, and user guidelines of a psychological test.</p> <p>CO2. Explain the importance and types of norms in testing.</p> <p>CO3. Describe the essential components (reliability and validity) of a psychological test.</p> <p>CO4. Critically evaluate the scientific soundness of a psychological test.</p> <p>CO5. Draft items for a psychological test</p>
	<p>PSY-VI.C-8 (Experimental - Practical)</p>		<p>CO1. Administer, score and interpret different types of tests</p> <p>CO2. Differentiate between different types of tests</p> <p>CO3. Construct a consent form and socio demographic form</p>
11.	<p>PSY-IV.E-7 (Non-experimental)</p>	<p><b>PSYCHOLOGY OF ADOLESCENCE</b></p>	<p>CO1. Compare various theoretical perspectives of adolescence</p> <p>CO2. Describe the psychological dimensions of puberty</p> <p>CO3. Critically evaluate the role of society/culture in identity development in adolescents</p> <p>CO4. Prepare a plan for health awareness among adolescence</p> <p>CO5. Conceptualize ways to deal with various socio-emotional and other issues faced by adolescents.</p>
12.	<p>PSY-IV.E-6 (Non-experimental)</p>	<p><b>CRIMINAL PSYCHOLOGY</b></p>	<p>CO1. Explain the different approaches to criminal behaviour.</p> <p>CO2. Describe the type of violence in schools, community, and in families.</p> <p>CO3. Enumerate the characteristics of sexual offenders.</p>

			<p>CO4. Propose techniques to prevent crime in various settings.</p> <p>CO5. Evaluate the use of punishment as a deterrent to criminal activity.</p> <p>CO6. Propose techniques to rehabilitate criminals.</p>
13.	PSY-IV.E-5 (Non-Experimental)	<b>PSYCHOLOGY OF ADJUSTMENT</b>	<p>CO1. Identify the elements of a fully functioning person.</p> <p>CO2. Describe how individuals in a family adjust to changes &amp; respond to challenges.</p> <p>CO3. Analyze the sources of marital conflict and use appropriate resolving techniques.</p> <p>CO4. Examine the relationship between work and psychological adjustment.</p> <p>CO5. Analyze how different areas of adjustment are interrelated</p>
14.	PSY-V.E-9 (Non-experimental)	<b>COGNITIVE PSYCHOLOGY</b>	<p>CO1. Distinguish between bottom-up and top-down processes in perception.</p> <p>CO2. Demonstrate how we acquire, store, transform and use information.</p> <p>CO3. Apply the concepts of perception, attention, memory, and concept formation in daily activities.</p> <p>CO4. To map the link between various cognitive processes.</p>
15.	PSY-III.C-5 (Experimental - theory)	<b>PSYCHOPATHOLOGY I</b>	<p>CO1. To describe various forms of assessment used to classify mental disorders/conditions.</p> <p>CO2. Analyse maladaptive behaviour from different theoretical perspectives</p> <p>CO3. Describe different therapeutic approaches to deal with maladaptive behaviour</p> <p>CO4. Differentiate between symptoms of various mood, disorders</p>

			<p>CO5. Differentiate between symptoms of various anxiety disorders</p> <p>CO6. Differentiate between symptoms of various eating disorders.</p>
	PSY-III.C-5 (Experimental - practical)		<p>CO1. Administer, score and interpret different types of tests</p> <p>CO2. Differentiate between different types of tests</p> <p>CO3. Construct a consent form and socio demographic form</p>
16.	PSY-V.E-12	<b>PSYCHOLOGY OF ADULTHOOD</b>	<p>CO1. Analyse the progression of physical development from young to middle adulthood.</p> <p>CO2. Describe the process of moral development in young adulthood.</p> <p>CO3 Relate various theories of personality development to young adulthood.</p> <p>CO4 Describe the various types of psychosocial issues that arise in marital and non-marital relationships.</p> <p>CO5. Relate the decline in cognitive abilities to changes in daily functioning during middle adulthood.</p> <p>CO6. Analyze the impact of evolving relationships on psychosocial adjustment in middle adulthood.</p>
17.	PSY-IV.E-8 (Non-experimental)	<b>POSITIVE PSYCHOLOGY</b>	<p>CO1. Describe the methods used to study well-being</p> <p>CO2. Compare Hedonic and Eudaimonic Views of Happiness</p> <p>CO3. Identify sources of resilience for children, adolescence and adults available in the society</p> <p>CO4. Identify determinants of happiness in the Indian culture</p> <p>CO5. Evaluate the role of money in the context of positive psychology</p>
18.	PSY-V.E-11	<b>ENVIRONMENTAL PSYCHOLOGY</b>	<p>CO1. Describe the human - environmental relationship</p>

			<p>CO2. Compare and contrast the theories of environment behaviour relationship.</p> <p>CO3. Analyse the environmental influences on human behaviour.</p> <p>CO4. Defend the role of an environmental psychologist in bringing about a positive change in the environment</p> <p>CO5. Propose pro-environmental behaviours in the Indian setting.</p>
19.	PSY-VI.E-15	<b>NEUROPSYCHOLOGY I</b>	<p>CO1. To explain the process of neural conduction and synaptic transmission</p> <p>CO2. To Describe the development of the nervous system.</p> <p>CO3. To describe the organization, structure, and function of the human central nervous system.</p> <p>CO4. To explain the effects of sleep deprivation and sleep disorders</p> <p>CO5. To explain the role of biopsychology in psychiatric disorders.</p>
20.	PSY-IV.C-6 (Experimental-Theory)	<b>PSYCHOPATHOLOGY II</b>	<p>CO1 Describe the symptoms of schizophrenia.</p> <p>CO2. Describe the symptoms of Dissociative disorders.</p> <p>CO3. Differentiate between various types of somatic symptoms based disorders.</p> <p>CO4. Differentiate between various types of personality disorders.</p> <p>CO5. Explain the symptoms of gender dysphoria.</p> <p>CO6. Contrast addictive, substance related and non-substance related disorders.</p>
	PSY-IV.C-6 (Experimental-Practical)		CO1. Analyse the symptoms of a case to diagnose it and suggest appropriate therapy

			CO2. Administer screening tools and interpret the findings
21.	PSY-VI.E-13 (Non-experimental)	<b>GERONTOLOGY</b>	CO1. Explain the concept of ageing from different cultural perspectives  CO2. Describe the concept of ageing from different theoretical perspectives  CO3. Analyze the need for old age homes  CO4. Describe challenges faced by elderly today  CO5. Prepare a proposal for empowering the aged people
22.	PSY-VI.E-14	<b>ORGANIZATIONAL BEHAVIOR</b>	CO1. Underline the relevance of studying organisational behaviour  CO2. Evaluate the various theories of motivation at workplace.  CO3. Analyse team situations and adopt appropriate leadership behaviour for them.  CO4. Identify the nature and sources of conflict.  CO5. Implement effective conflict management strategies in real world settings
23.	PSY-V. E-16	<b>CROSS-CULTURAL PSYCHOLOGY</b>	CO1. Explain the relevance of cross-cultural psychology.  CO2. Evaluate ethnocentrism in applicability of research findings to Indian populations.  CO3. Analyse the impact of globalization on cultural transmission.  CO4. Defend personal opinions on individualistic/collectivistic ways of living.  CO5. Draw parallels in personality development, emotional expression and language development across cultures.  CO6. Explain how cultures can define psychopathologies.  CO7. Underline the importance of

			culture in fostering healthy behaviours.
24.	PSY-VI.E-18	<b>NEUROPSYCHOLOGY II</b>	<p>CO1.To describe Neuroplastic property of the brain in the face of brain damage.</p> <p>CO2. To apply the phenomena of split brain to the study of personality.</p> <p>CO3. To examine the role of the nervous system in the development of learning disorders.</p> <p>CO4. To describe the functioning of the nervous system in drug addicts</p> <p>CO5. To explain the brain reward circuit and its role in addiction</p> <p>CO6. To explain various research methods used to study structure and functions of the brain.</p>
25.	PSY-INT-1 (Non-experimental)	<b>BUSINESS PSYCHOLOGY</b>	<p>CO1. Apply theories of motivation to the workplace.</p> <p>CO2. Explain how communication at work can be improved.</p> <p>CO3. Describe the processes of negotiation and decision making.</p> <p>CO4. Explain how job satisfaction can be enhanced.</p> <p>CO5. Differentiate between leadership and management.</p> <p>CO6. Enumerate human resources practices that can increase work productivity.</p> <p>CO7. Identify stressors and propose stress management techniques at work.</p>
26.	PSY-INT-2(Non-experimental)	<b>SPORTS PSYCHOLOGY</b>	<p>CO1. Apply the principles of psychology in sports.</p> <p>CO2. Defend the use of healthy aggression in sporting scenarios.</p> <p>CO3. Differentiate between intrinsic and extrinsic motivation in sports.</p> <p>CO4. Identify the source of motivation for a sportsperson.</p>

			CO5. Explain the importance of goal-setting in sports. CO6. Manage conflicts among teams.
27.	PSY-V.E-11	<b>ENVIRONMENTAL PSYCHOLOGY</b>	CO1. Describe the human - environmental relationship  CO2. Compare and contrast the theories of environment behaviour relationship. CO3. Analyse the environmental influences on human behaviour.  CO4. Defend the role of an environmental psychologist in bringing about a positive change in the environment  CO5. Propose pro-environmental behaviours in the Indian setting.

**Course Structure of Department of Psychology**

Sr. No.	Code	CORE PAPERS	Code	ELECTIVE PAPERS
1.1a	PSY-I.C-1	Basic Course in Psychology		
1.1b	PSY-I.C-2	Emotional Development		
1.2a	PSY-II.C-3	Personality Theories		
1.2b	PSY-II.C-4	Basics of Counselling		
2.1	PSY-V.C-7	Experimental Psychology	PSY-III.E-1	Child Psychology
			PSY-III.E-2	Sports Psychology
			PSY-III.E-3	Interpersonal Relationships
			PSY-III.E-4	Biological Basis of Behaviour
2.2	PSY-VI.C-8	Psychological Testing	PSY-IV.E-5	Psychology of Adolescence
			PSY-IV.E-6	Criminal Psychology
			PSY-IV.E-7	Psychology of Adjustment
			PSY-IV.E-8	Cognitive Psychology
3.1	PSY-III.C-5	Psychopathology I	PSY-V.E-9	Psychology of Adulthood
		Project Paper	PSY-V.E-10	Positive Psychology
			PSY-V.E-11	Environmental Psychology
			PSY-V.E-12	Neuropsychology I
3.2	PSY-IV.C-6	Psychopathology II	PSY-VI.E-13	Gerontology

		Project Paper	PSY-VI.E-14	Organizational Behaviour
			PSY-VI.E-15	Cross Cultural Psychology
			PSY-VI.E-16	Neuropsychology II

## Courses Revised in BoS meeting held on 6<sup>th</sup> March 2020

**Course Title: BASIC COURSE IN PSYCHOLOGY**

**Course Code:** PSY-I.C-1 (Non-experimental)

**Marks:** 100

**Credits:** 4

### **Course Objectives:**

1. To build the foundation necessary to study Psychology.
2. To equip with basic knowledge of behavioural aspects.

**Course Outcome:** After completion of the course students will be able to:

- a) Distinguish between various schools of psychology.
- b) Describe the functioning of the nervous system.
- c) Analyse the influence of motives on behaviour.
- d) Use various techniques to improve memory.
- e) Apply learning theories to modify behaviour.

**Course Duration:** Each paper in Nonexperimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

### **Syllabus**

#### **Unit I: Introduction and Biological Foundation**

Number of Hours:15

- A. Psychology – past and present
- B. Contemporary perspectives and specialty areas in psychology
- C. What we know about human behavior: Some starting places
- D. Characteristics of the nervous system
- E. Divisions of the nervous system
  - a. Central Nervous System
  - b. Peripheral Nervous System
- F. Structures and functions of the brain
- G. Forebrain: Cognition, motivation, emotion and action
- H. Endocrine system and its impact on behaviour

#### **Unit II: Motivation**

Number of Hours:15

- A. Approaches to motivation
- B. Biological motives
  - a. Hunger
  - b. Thirst
  - c. Sex
  - d. Other motives: Sleep, Temperature Regulation, Pain avoidance
- C. Psychological motives

- a. Need for achievement
- b. Aggression
- c. Need for affiliation
- d. Need for stimulation
- e. Need for Competence, Power, and Novelty : In brief

### **Unit III: Memory and Forgetting**

Number of Hours:15

- A. Theories of memory
  - a. Information processing
  - b. Stage theory of memory
  - c. Levels of processing
- B. Forgetting
  - a. Theories of Forgetting
- C. Application: How to improve memory

### **Unit IV: Learning**

Number of Hours:15

- a. Classical Conditioning
  - a. Factors in Classical Conditioning
  - b. Applications of Classical Conditioning
- b. Operant Conditioning
  - a. Edward Thorndike
  - b. B.F. Skinner and Reinforcement
  - c. Types of Reinforcers
  - d. Factors in Operant Conditioning
  - e. Applications of Operant Conditioning
- c. Cognitive Theories of Learning (Ref: Lahey)
  - a. Place Learning
  - b. Latent Learning
  - c. Insight Learning
  - d. Modeling
- d. Application: Factors influencing learning

\*All applications should be made mandatory as the topic of CA rather than a part of the syllabus.

\*\*Implications of motives to be included for Unit II as CA/Class activity

### **Books for Study:**

1. Lahey, B.B. (2012). *Psychology: An Introduction* (11<sup>th</sup> Ed.). USA: Tata Mc Graw Hill Publishing Company Limited.

2. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14<sup>th</sup> Ed.- 4<sup>th</sup> Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.
3. Santrock, J.W. (2005). *Psychology Essentials* (Second edition) New Delhi, Tata Mc Graw Hill Publishing Company Limited.
4. Baron, R.A. (2001). *Psychology* (first Edition) new Delhi, Pearson Education

Web Resources:

1. Psychology, The basis of human behaviour (43-53), Retrieved from <http://ncert.nic.in/ncerts/l/kepy103.pdf>
2. Paul Anderson, The Neuron, Retrieved from <https://www.youtube.com/watch?reload=9&v=HZh0A-IWSmY>
3. Matthew Barry Jensen, Structure of the nervous system, Retrieved from <https://www.khanacademy.org/science/high-school-biology/hs-human-body-systems/hs-the-nervous-and-endocrine-systems/v/structure-of-the-nervous-system>
4. Introduction to psychology, Emotion and Motivation, Retrieved from <https://courses.lumenlearning.com/wmopen-psychology/chapter/introduction-motivation/>
5. Australian Academy of Science, Retrieved from <https://www.science.org.au/curious/people-medicine/how-memory-develops>
6. Jeffrey Walsh, Positive and negative reinforcement, Retrieved from <https://www.khanacademy.org/test-prep/mcat/behavior/learning-slug/v/operant-conditioning-positive-and-negative-reinforcement-and-punishment>

**Course Title: EMOTIONAL DEVELOPMENT**

**Course Code: PSY-I.C-2 (Experimental – Theory)**

**Marks: 75**

**Credits: 03**

**Course Objectives:**

1. To introduce students to the development of emotions in human beings.
2. To help understand emotions of self and others.

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

1. Describe the process involved in the experience of emotions
2. Analyse the impact of maturation, gender, and culture on expression of emotions
3. Describe the importance of emotional intelligence
4. Categorize people according to their temperament
5. Extrapolate how attachment between a parent and child can influence future relationships of the child

**Course Duration:** Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester. Each Experimental paper shall have fifteen practicals of two hours duration i.e. one practical per week per Experimental paper over a period of fifteen weeks of a semester.

**Syllabus**

**UNIT I. Introduction to emotions**

Number of Hours: 15

- A. Introduction
  - a. Expression and perception of emotions
  - b. The physiology of emotions
    - i. The autonomic nervous system
    - ii. Patterns of bodily response in emotion
    - iii. The brain and emotion
    - iv. Arousal
- B. Theories of Emotions
  - a. Emotions and bodily states
    - i. James-Lange Theory
    - ii. Cannon-Bard Theory
    - iii. Schachter Singer Theory
  - b. A Cognitive Appraisal Theory of Emotions
  - c. A theory of relationships among emotions
  - d. Opponent process theory

**UNIT II. Development of Emotions**

Number of Hours: 15

- A. Development of emotional expression
  - a. Basic emotions
  - b. Self-conscious emotions

- c. Emotional self-regulation
- d. Acquiring emotional display rule
- e. Emotions, Gender and Culture
- B. Understanding and responding to the emotions of others
  - a. Social Referencing
  - b. Emotional Understanding in childhood
  - c. Empathy and sympathy
- C. Emotional Intelligence
  - a. Major components of emotional intelligence
  - b. EI: Evidence on its existence and effects

### UNIT III. Temperament and Attachment

Number of Hours:15

- A. Temperament
  - a. Structure of Temperament
  - b. Measuring temperament
  - c. Stability of temperament
  - d. Genetic and environmental influences
  - e. Temperament as a predictor of children's behaviour
  - f. Temperament and child rearing: goodness of fit model
- B. Attachment
  - a. Bowlby's Ethological Theory
  - b. Measuring the security of attachment
  - c. Stability of attachment
  - d. Cultural variations
  - e. Factors that affect attachment security
  - f. Multiple attachment
  - g. Attachment and later development

#### Books for study:

- Baron, R. A. (2012) Psychology (5<sup>th</sup> Edition) New Delhi, Dorling Kindersley.
- Berk, L. E. (2013). *Exploring Lifespan Development* (3rd ed.). Pearson Education
- Berk, L. E. (2014). *Development Through the Lifespan* (4th ed.). Pearson Education
- Lahey, B.B. (2012). Psychology An Introduction (11<sup>th</sup> Edition). New York, McGraw Hill
- Morgan, C.T., King, R. A., Weisz, J. R., & Schopler, J. (1993) Introduction to Psychology (7<sup>th</sup> edition) Chennai, McGraw Hill Education Pvt Ltd.
- Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14<sup>th</sup> Ed.- 4<sup>th</sup> Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.

**Web Resources:**

1. Martin Luenendonk, Overview of the 6 major theories of emotion, Retrieved from <https://www.cleverism.com/6-major-theories-of-emotion/>
2. Emotional Intelligence, Mind Tools, Retrieved from [https://www.mindtools.com/pages/article/newCDV\\_59.htm](https://www.mindtools.com/pages/article/newCDV_59.htm)
3. Catherine Moore, Emotional Intelligence Skills and How to develop them, Retrieved from <https://positivepsychology.com/emotional-intelligence-skills/>
4. Albert, Isabelle & Trommsdorff, Gisela & Mishra, Ramesh. (2007). Parenting and adolescent attachment in India and Germany, Retrieved from [https://www.researchgate.net/publication/30014433\\_Parenting\\_and\\_adolescent\\_attachment\\_in\\_India\\_and\\_Germany](https://www.researchgate.net/publication/30014433_Parenting_and_adolescent_attachment_in_India_and_Germany)

**Course Title: EMOTIONAL DEVELOPMENT**

**Course Code: PSY-I.C-2 (Experimental component)**

**Marks: 25**

**Credits: 1**

**Course Objectives:**

To train students to build rapport, collect subject's information, and give instructions

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

1. Build rapport, Collect subject's information, Give instructions
2. Report practicals in the correct format

**Syllabus:**

- A. Introduction to Experimentation and Testing in Psychology  
\*Orient students toward elements of practical reports
- B. Experiments (to be conducted in the order specified below)
  - a. Strength of motives
  - b. Judgment of emotions
  - c. Measures of Retention
  - d. Retroactive inhibition, (Parmeshwaran and Rao, Pg. 132)
  - e. Emotional Intelligence Test
  - f. Attachment styles

**Books for Study:**

1. Dandeker, W.N. (1999). *Fundamentals in Experimental Psychology*. Pune : Anmol Prakashan.

2. Kuppaswamy, B. (1954). *Elementary Experiments in Psychology*. Madras : Geoffrey Cumberlege Oxford University Press.
3. Mohanty, G. (1996). *Experiments in Psychology*. New Delhi : Kalyani Publishers.
4. Parry, J., & Adisheshiah, W. (1997). *Experimental Psychology*. Bombay : Allied Publishers Private Limited.
5. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14<sup>th</sup> Ed.- 4<sup>th</sup> Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.

**Course Title: BASICS OF COUNSELLING**

**Course Code:** PSY-II.C-4 (Experimental: Theory)

**Marks:** 75

**Credits:** 3

**Course Objectives:** 1. To help students understand the nature of Counselling  
2. To help students understand basic approaches of Counselling.  
3. To help students understand basic skills of counselling.

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

- a) Differentiate between mental health professionals
- b) Describe characteristics of an effective helper
- c) Contrast Individual Approaches to Counseling
- d) Describe skills needed for effective counselling
- e) Discuss ethical issues in counselling

**Course Duration:** Each course in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester. Each Experimental course shall have fifteen practicals of two hours duration i.e. one practical per week per Experimental paper over a period of fifteen weeks of a semester.

**Syllabus**

**Unit I. The Counsellor's Identity: What, Who and How?** Number of Hours:15

- a. Guidance, Counselling and Psychotherapy: Variations on the same theme?
- b. Comparison of mental health professionals
- c. Characteristics of the Effective Helper

**Unit II. Individual Approaches to Counseling** Number of Hours:15

- a. Four Conceptual Orientations to Counseling and Associated Theories
  - a. Psychodynamic Approaches
  - b. Existential–Humanistic Approaches
  - c. Cognitive–Behavioral Approaches
  - d. Post-Modern Approaches
- b. Extensions, Adaptations, and Spinoffs of the Major Theories
- c. Integrative Counseling and Psychotherapy (Eclecticism)
- d. Multicultural/Social Justice Focus: Bias in Counseling Approaches
- e. Ethical, Professional, and Legal Issues
- f. The Counselor in Process: Embracing a Theory but Open to Change

**Unit III. Counselling Process** Number of Hours:15

- a. The Counseling Environment
- b. Counseling Skills

- c. Conceptualizing Client Problems: Case Conceptualization
- d. Stages of the Counseling Relationship
- e. Theory, Skills, Stages, and Case Conceptualization: A Reciprocal Relationship
- f. Case Notes
- g. Multicultural/Social Justice Focus: Applying Skills Cross- Culturally
- h. Ethical, Professional, and Legal Issues
- i. The Counselor in Process: The Developmental Nature of Counseling Skills

### **Books for study:**

Ed Neukrug (2012) *The World of the Counselor: An Introduction to the Counseling Profession* Fourth Edition, Canada, Brooks Cole

Rao, S.N. (1991) *Counselling and Guidance*, New Delhi, Tata McGraw Hill Publishing Company Limited.

Welfel, E.R. and Patterson, L.E. (2005) *The Counselling Process*, New Delhi, Cengage Learning

Sharry, J. (2004) *Counselling Children, Adolescents and Families*, New Delhi, Sage Publications.

Gerald, C. (1996) *Theory and Practice of Counselling and Psychotherapy*, USA, Brooks/Cole Publishing Company.

Leukefeld, C.G. ; Gullotta, T.P and Tindall M.S. (2009) *Adolescent Substance Abuse: Evidence Based Approaches to Prevention and Treatment*, Springer Science, New York, NY 10013, USA, Springer Publications.

### **Web resources**

1. A guide to careers in counselling. Retrieved from <https://www.learnpsychology.org/counseling/>
2. Drab K. J. The top ten basic counselling skills. Retrieved from <https://www.people.vcu.edu/~krhall/resources/cnslskills.pdf>
3. Brunt B. V. (2010). The Preparation and Role of College Counsellors. Retrieved from <https://www.counseling.org/resources/library/ACA%20Digests/ACAPCD-36.pdf>
4. Counselling vs Clinical Psychology. Retrieved from. <https://www.div17.org/about-cp/counseling-vs-clinical-psychology/>

**Course Title: BASICS OF COUNSELLING**

**Course Code:**PSY-II.C-4 (Experimental component)

**Marks:** 25

**Credits:** 1

**Course Objectives:**

1. To train students to be able to write citations in introduction and references according to the APA guidelines
2. To Introduce students to personality tests
3. To practice basic counselling techniques

**Course Outcomes:** At the end of this course, students will be able to

1. Include citations in introduction
2. Write references according to the APA guidelines
3. Administer a personality test and write a report
4. Exhibit basic skills of counselling

**Syllabus**

- A. Basics of Counselling
  - a. History taking
  - b. Counselling Techniques – to be conducted in groups of 3 wherein group members rotate roles of being client, counsellor and observer
- B. Psychological Tests:
  - a. Neyman Kohlstedt Test for Intraversion Extraversion
  - b. Free association technique
  - c. Locus of Control
  - d. Big Five Inventory

**Books for study:**

6. Anastasi , A. , Urbina, S.(2008). *Psychological Testing*. (7<sup>th</sup> Ed.). New Delhi: Pearson Education.
7. Cohen, J.R. , & Swerdlik, M.E.(2010). *Psychological Testing and Assessment: An Introduction to Test and Measurements*. (7<sup>th</sup> Ed.). New York: Mc Graw-Hill Publishing International Edition Company Ltd.
8. Dandeker, W.N. (1999). *Fundamentals in Experimental Psychology*. Pune : Anmol Prakashan.
9. Kuppaswamy, B. (1954).*Elementary Experiments in Psychology*. Madras : Geoffrey Cumberlege Oxford University Press.
10. Mohanty, G. (1996). *Experiments in Psychology*. New Delhi : Kalyani Publishers.
11. Parry, J., & Adisheshiah, W. (1997). *Experimental Psychology*. Bombay : Allied Publishers Private Limited.
12. Test Manuals

**Course Title: EXPERIMENTAL PSYCHOLOGY**

**Course Code: PSY-V.C-7 (Experimental- Theory)**

**Marks: 75**

**Credits: 3**

**Course Objectives:**

1. To introduce students to basics of experimentation
2. To help students to design an experiment
3. To analyse experiments along various dimensions

**Course Outcomes:** At the end of this course, students will be able to

1. Design an experiment having one or two variables
2. Weigh methods of subject selection from subject populations
3. Examine the criteria for selecting stimuli from stimulus population.
4. Select the statistical test to be used for the given experimental research
5. Minimize pitfalls in experiments

**Course Duration:** Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester. Each Experimental paper shall have fifteen practicals of two hours duration i.e. one practical per week per Experimental paper over a period of fifteen weeks of a semester.

**Syllabus:**

**UNIT I: Designing the Experiment**

Number of Hours: 15

- A. The experimental approach
- B. Independent, Control and Dependent Variables
- C. Types of experimental research
- D. A single independent variable
- E. Two independent variables
- F. Role of randomization and control in experiments

**UNIT II Selecting Experimental Components**

Number of Hours: 15

- A. Selecting subjects from subject populations
- B. Selecting stimuli from stimulus populations
- C. Selecting conditions from trials or trial blocks
- D. Selecting a Statistical Test: (Sani and Todman)
  - a. The Nature of the Research Question
  - b. Type of Experimental Design
  - c. Type of Measurement Used
  - d. Deciding Whether Your Data Are Parametric or Non-Parametric
  - e. The Nature of the Specific Hypothesis to be Tested
  - f. Deciding What Test to Use

### **UNIT III: Pitfalls in Experimentation**

Number of Hours: 15

- A. Pitfalls in designing the experiment
- B. Pitfalls in running the experiment
- C. Pitfalls in data analysis
- D. Pitfalls in interpreting the results

#### **Books for study:**

1. American Psychological Association, (2009), Publication Manual of the American Psychological Association, (6th Ed.). USA: American Psychological Association.
2. Goodwin, J., & Goodwin, K. (2012). Research In Psychology: Methods and Design, (7thEd.). US: Wiley-Blackwell.
3. Sani, F., & Todman, J. (2005). Experimental Design and Statistics for Psychology: A First Course. US: Wiley-Blackwell.
4. Snodgrass, J. G., Levy-Berger, G., Haydon, M. (1985). Human Experimental Psychology. USA: Oxford University Press.

#### **Web Resources:**

Paul C. P, Jhangiani, R & I-Chant (2015). Experimental research, Research Methods in Psychology, Retrieved from <https://opentextbc.ca/researchmethods/chapter/experimental-design/>

Mendonça, Gulnar Azevedo Silva. (1995). Selection of subjects in case-controls studies. Sao Paulo Medical Journal, 113(2, Suppl. ), 41-42. <https://doi.org/10.1590/S1516-31801995000700024>

Suresh K. (2011). An overview of randomization techniques: An unbiased assessment of outcome in clinical research. Journal of human reproductive sciences, 4(1), 8–11. <https://doi.org/10.4103/0974-1208.82352>

**Course Title: EXPERIMENTAL PSYCHOLOGY**

**Course Code: PSY-V.C-7 (Experimental component)**

**Marks: 25**

**Credits: 1**

#### **Course Objectives:**

1. To bridge the gap between theory and experimentation
2. To introduce students to various experimental designs

**Course Outcomes:** At the end of this course, students will be able to

1. Write the methodology i.e. operationally define the variables, write hypothesis and state the design of the experiment

## **Syllabus:**

- A. APA guidelines – ethical guidelines (APA Publication 7<sup>th</sup> edition)
- B. Experiments (*Any one from set a to e; f is compulsory*)
  - a. Psychophysics:
    - a. Signal detection (Cog lab) (Introduction should include the Signal detection theory)
    - b. Method of constant stimuli (Introduction should include classical theory)
  - b. Memory:
    - a. Encoding specificity (Cog lab)
    - b. Word superiority (Cog lab)
  - c. Perception:
    - a. Visual depth perception
    - b. Muller Lyer Illusion
  - d. Concepts:
    - a. Concept formation
    - b. Prototypes (Cog lab)
  - e. Attention:
    - a. Stroop effect (Cog lab)
    - b. Spatial cueing (Cog lab)
  - f. Mental Chronometry
    - a. Reaction time (simple/choice)(Cog lab)(Introduction should include methodological issues of dealing with outliers)

## **Books for study:**

1. Dandeker, W.N. (1999). Fundamentals in Experimental Psychology. Pune, AnmolPrakashan.
2. Kuppaswamy, B. (1954). Elementary Experiments in Psychology. Madras, GeoffreyCumberlege Oxford University Press.
3. Mohanty, G. (1996). Experiments in Psychology. New Delhi : Kalyani Publisher

**Course Title: PSYCHOLOGICAL TESTING**

**Course Code: PSY-VI.C-8 (Experimental)**

**Marks: 75**

**Credits: 03**

**Course Objective:**

1. The course will provide students an understanding of the principles of assessment
2. The course will provide students beginning competency in the application of assessment principles to selecting and using assessment instruments.

**Course outcomes:** At the end of the course students will be able to:

1. Describe the characteristics, and user guidelines of a psychological test.
2. Explain the importance and types of norms in testing.
3. Describe the essential components (reliability and validity) of a psychological test.
4. Critically evaluate the scientific soundness of a psychological test.
5. Draft items for a psychological test.

**Course Duration:** Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester. Each Experimental paper shall have fifteen practicals of two hours duration i.e. one practical per week per Experimental paper over a period of fifteen weeks of a semester.

**Syllabus:**

**UNIT I: Nature and Use of Psychological Tests**

Number of Hours- 15

- A. What is a psychological test and characteristics of a good test?
- B. Uses and varieties and control of use of psychological tests
- C. Test administration Examiner and situational variables and test-takers perspective.
- D. Effects of training on test performance
- E. Sources of information about tests
- F. Some assumptions about psychological Testing and Assessment

**UNIT II: Norms, Reliability and Validity in Testing**

Number of Hours- 15

- A. What are norms
- B. Sampling to develop norms
- C. Types of norms
- D. The concept of Reliability
- E. Estimates of Reliability
- F. Definition
- G. Content validity
- H. Criterion- related validity
- I. Construct validity

## UNIT III: Test Development

Number of Hours- 15

- A. Test Conceptualization
  - a. Some preliminary questions
  - b. Pilot work
- B. Test Construction
  - a. Scaling
  - b. Writing items
  - c. Scoring items
- C. Test Tryout
- D. Item Analysis
  - a. Item-reliability index
  - b. Item-validity index
  - c. Item-discrimination index
  - d. Qualitative item analysis
- E. Test Revision
  - a. As a Stage in New Test Development
  - b. In the Life Cycle of an Existing Test

### References:

#### *Mandatory*

1. Anastasi, A. Psychological testing, 7th ed. By Pearson Education, Inc., Publishing as Prentice Hall.
2. Cohen, R. J. & Swerdlik, M. E, Psychological Testing and Assessment: An Introduction to Tests and Measurement (seventh Edition). New York: McGraw-Hill
3. Gregory, R. J. (2011). Psychological Testing: History, Principles, and Applications (6th Ed.). Boston: Allyn & Bacon.

#### *Supplementary Reading*

1. N.J. Salkind, (2013), Test Measurement for People Who (Think They) Hate Test & Measurements, 2nd edition, Delhi. American
2. Psychological Association, (2009), Publication Manual of the American Psychological Association, (6th Ed.). USA: American Psychological Association.

### Web Resources:

1. Overview of Psychological Testing. (2015). Retrieved from [https://www.ncbi.nlm.nih.gov/books/NBK305233/#sec\\_000071](https://www.ncbi.nlm.nih.gov/books/NBK305233/#sec_000071)
2. Understanding psychological testing and assessment. (2013). Retrieved from <https://www.apa.org/topics/psychological-testing-assessment>
3. Naglieri, J. A.; et. al. (2004). Psychological Testing on the Internet: New Problems, Old Issue. American Psychologist. 59 (3). 150-162.  
Retrieved from <https://www.psychosphere.com/Psych%20Testing%20on%20the%20Internet%20by%20Naglieri%20et%20al..pdf>
4. Framingham, J. (2018). What is Psychological Assessment. Retrieved from <https://psychcentral.com/lib/what-is-psychological-assessment/>

**Course Title: PSYCHOLOGICAL TESTING** (Practical component)

**Course Code:** PSY-VI. C-8

**Marks:** 25

**Credits:** 01

No. of Practical: 8

Duration: 15 sessions of 2hours each Practical session: one session per week

**Course Objectives:**

To train students to administer, score and interpret different types of tests

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

3. Administer, score and interpret different types of tests
4. Differentiate between different types of tests
5. Construct a consent form and socio demographic form

**Syllabus:**

A) Constructing a consent form and socio demographic form

B) Psychological tests (any five):

- a) Individual test (projective technique or intelligence test)
- b) Group tests (personality/aptitude/interest/attitude/well-being etc)
- c) Speed test (clerical aptitude)
- d) Power test (ability test)
- e) Verbal (intelligence/personality)
- f) Performance tests (any two components of WAIS)

\*Special emphasis to be given to the test construction procedures mentioned in test manuals.

References:

1) Anastasi. A. Psychological testing, 7th ed. By Pearson Education, Inc., Publishing as Prentice Hall.

2) Gregory, R. J. (2011). Psychological Testing: History, Principles, and Applications (6th Ed.). Boston: Allyn & Bacon.

3) Cohen, R. J. & Swerdlik, M. E, Psychological Testing and Assessment: An Introduction to Tests and Measurement (seventh Edition). New York: McGraw-Hill.

**Course Title: PSYCHOPATHOLOGY I**

**Course Code: PSY-III.C-5 (Experimental)**

**Marks: 75**

**Credits: 03**

### **Course Objectives**

- 1) To impart knowledge and understanding of the basic concepts in Abnormal Psychology and the theories about Abnormality
- 2) To know the historical development of the study of abnormal behaviour, criteria and perspectives in abnormal behaviour and common classification systems,
- 3) To create awareness about Mental Health problems in society
- 4) To create a foundation for higher education and for a career in Clinical Psychology.

### **Course Outcomes**

At the completion of the course students will be able:

1. Describe various forms of assessment used to classify mental disorders/conditions
2. Analyse maladaptive behaviour from different theoretical perspectives
3. Describe different therapeutic approaches to deal with maladaptive behaviour
4. Differentiate between symptoms of various mood disorders
5. Differentiate between symptoms of various anxiety disorders
6. Differentiate between symptoms of various eating disorders.

### **Syllabus**

Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester.

#### **Unit I: Abnormal Psychology: An overview**

Number of Hours: 14

- A. What is abnormal psychology
  - a) Triggers of mental health problems
  - b) The stigma of abnormal behaviour
  - c) Adaptive and maladaptive behaviour
- B. Classification of mental disorders
  - a) Why do we need to classify mental disorders
  - b) What are the advantages and disadvantages of classification
  - c) The DSM V and ICD 11
- C. Assessment: the basic classification
  - a) The interview
  - b) Intelligence tests
  - c) Neuropsychological tests
  - d) Personality, behavioural, cognitive, relational and bodily assessment.

#### **Unit II. Theoretical perspectives and therapies of maladaptive behaviour**

Number of Hours: 14

- A. Theoretical perspectives

- a. The biological perspective
  - b. The psychodynamic perspective
  - c. The behavioural perspective
  - d. The cognitive perspective
  - e. The community-cultural perspective
- B. The Therapeutic enterprise: Choices, Techniques and Evaluation
- a. Psychotherapy
  - b. Humanistic and existential therapies
  - c. Brief psychotherapies
  - d. Cognitive-behavioural approaches
  - e. Group approaches
  - f. Biological therapies
  - g. Hospitalization

### Unit III: Mood and Anxiety disorders

Number of Hours: 17

- A. Depression
  - a. Major Depressive Disorder
- B. Bipolar Disorder
  - a. Bipolar I and Bipolar II Disorders
- C. Anxiety Disorders
  - a. Social Anxiety Disorder
  - b. Panic Disorder
  - c. Generalized Anxiety Disorder
  - d. Obsessive Compulsive Disorder
  - e. PTSD
- D. Eating Disorders
  - a. Anorexia Nervosa
  - b. Bulimia Nervosa
  - c. Binge-eating disorder

\*For disorders in UNIT III discuss only diagnostic criteria from DSM V

#### Books for Study:

- Sarason, I. G., & Sarason, B.R. (2013). *Abnormal Psychology: The Problem Of Maladaptive Behavior*. (11<sup>th</sup>Ed.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.
- Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). *Abnormal Psychology*, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13<sup>th</sup> Edition.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

### **Suggested Reading:**

- Comer, R.J. (2005). *Fundamentals of Abnormal psychology*. (4<sup>th</sup> edi). Worth publishers. 41 Madison Avenue.
- Davison, G.C. & Neale, J.M. (1998). *Abnormal Psychology*. (7<sup>th</sup> edi). John Wiley & sons, Inc. New York/Chichester/Weinheim/Brisbane/Singapore/Toronto.
- Koeksema-susan Nolen. (2007). *Abnormal Psychology*. (3<sup>rd</sup> Edi) the McGraw-Hill companies, New York.

### **Web Resources:**

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC. Retrieved from <https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Aascds%3AUS%3A907fa51f-b6cb-494c-95b1-5cacf626fc55>
2. Publications and Databases of the American Psychological Association (<https://www.apa.org/pubs/>)
3. Mental health resources of the World Health Organization ([https://www.who.int/health-topics/mental-health#tab=tab\\_1](https://www.who.int/health-topics/mental-health#tab=tab_1))

**Course Title:** PSYCHOPATHOLOGY I

**Course Code:** PSY-III.C-5 (Practical Component)

**Marks:** 25

**Credits:** 1

**Duration:** 15 Session of 2 hrs

**Practical Session:** one session per week

#### **Course Objective:**

1. To introduce students to different psychological screening tools
2. To enhance students ability to identify a disorder based on the symptoms

**Course Outcomes:** At the end of this course, students will be able to

1. Carry out a survey on mental health and compile a report
2. Analyse the symptoms of a case to diagnose it and suggest appropriate therapy
3. Administer screening tools and interpret the findings

#### **Syllabus:**

A. Survey (Mental Health)

B. Case Study Analysis (Mental Disorder)

C. Experiments (Any four, 4 hrs each)

- General health questionnaire (depression/anxiety)
- Beck's depression inventory
- Leobowitz Social Anxiety scale
- OCD scale (YBOCS)
- Perceived Stress scale (Sheldon Cohen)
- Yale Food Addiction Scale by Gearhardt, Corbin, Brownell, 2009

### **Books for study:**

- Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). Abnormal Psychology, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13th Edition.
- Salvatore V. Didato. (2003). The Big Book of Personality Tests: 90 Easy-To-Score Quizzes That Reveal the Real You. Black Dog & Leventhal.
- Sarason, I. G., & Sarason, B.R. (2013). Abnormal Psychology: The Problem of Maladaptive Behavior. (11<sup>th</sup> Ed.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.
- Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). Atkinson & Hilgard's Introduction to Psychology (14th Ed.- 4th Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.
- Thomas F. Oltmanns, Michele T. Martin, John M. Neale, Gerald C. Davison. (2012). Case Studies in Abnormal Psychology. 7th Edition. Wiley.

**Course Title: PSYCHOPATHOLOGY II**

**Course Code: PSY-IV.C-6 (Experimental)**

**Marks: 75**

**Credit: 03**

**Course Objective:**

- a) To create awareness about mental health problems
- b) The course will provide students with a foundation for both future clinical work and future empirical studies focused on the development of psychopathology across the lifespan.

**Course Outcome:** At the completion of the course students will be able:

- a) 1. Describe the symptoms of schizophrenia
2. Describe the symptoms of dissociative disorders
3. Differentiate between various types of somatic symptom based disorders
4. Differentiate between various types of personality disorders
5. Explain the symptoms of gender dysphoria
6. Contrast between addictive, substance-related and non-substance related disorders

**Course Duration:** Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester.

**Syllabus:**

**Unit I: Schizophrenia, Dissociative and Somatic Disorders**

Number of Hours: 15

- A. Schizophrenia
  - a. Positive and Negative symptoms
  - b. The Development of Schizophrenia
  - c. The Schizophrenia spectrum in DSM V
- B. Dissociative Disorders
  - a) Dissociative Identity Disorder
  - b) Other Specified Dissociative Disorder
    - a. Dissociative Trance
- C. Somatic Symptom and Related Disorders
  - a) Somatic Symptom Disorder
  - b) Illness Anxiety Disorder
  - c) Conversion Disorder

**Unit II: Personality Disorders and Gender Dysphoria**

Number of Hours: 18

- A. Classification of Personality Disorders
- B. Cluster A Personality Disorders
  - a. Paranoid Personality Disorder
  - b. Schizoid Personality Disorder
  - c. Schizotypal Personality Disorder
- C. Cluster B Personality Disorders
  - a. Antisocial Personality Disorder

- b. Borderline Personality Disorder
  - c. Histrionic Personality Disorder
  - d. Narcissistic Personality Disorder
- D. Cluster C Personality Disorders
- a. Avoidant Personality Disorder
  - b. Dependent Personality Disorder
  - c. Obsessive-Compulsive Personality Disorder
- E. Gender Dysphoria
- a. Gender Dysphoria
    - i. In Children
    - ii. In Adolescents and Adults

### **Unit III: Addictive, Substance-related and Non-substance related Disorders**

Number of Hours: 12

- A. Substance –Use Disorder
- a. Features, Severity and Specifiers
  - b. Substance intoxication and withdrawal
  - c. Substance/Medication-Induced Mental Disorders
- B. Alcohol-Related Disorders
- a. Alcohol Use Disorder
  - b. Alcohol Intoxication
  - c. Alcohol Withdrawal
- C. Other Drugs and related effects
- D. Non-substance related Disorders
- a. Internet Gaming disorder
  - b. Gambling disorder

**\*Probable CA idea:** Research facts about serious mental illness from 2010

#### **Books for study:**

1. Sarason, I. G., & Sarason, B.R. (2013). *Abnormal Psychology: The Problem Of Maladaptive Behavior*. (11<sup>th</sup>Ed.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.
2. Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). *Abnormal Psychology*, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13th Edition.
3. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

#### **Supplementary:**

1. Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). *Abnormal Psychology*, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13th Edition.
2. Davison, G.C. & Neale, J.M. (1998). *Abnormal Psychology*. (7<sup>th</sup>edi). John Wiley & sons, Inc. New York/Chichester/Weinheim/Brisbane/Singapore/Toronto.

3. Koeksema-susan Nolen. (2007). *Abnormal Psychology*. (3<sup>rd</sup>Edi) the McGraw-Hill companies, New York.
4. Comer, R.J. (2005). *Fundamentals of Abnormal psychology*. (4<sup>th</sup>edi). Worth publishers.  
41 Madison Avenue.

**Note:** Additional articles and web resources will be provided to students as required.

**Web Resources:**

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC. Retrieved from <https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ascds%3AUS%3A907fa51f-b6cb-494c-95b1-5cacf626fc55>
2. Publications and Databases of the American Psychological Association (<https://www.apa.org/pubs/>)
3. Mental health resources of the World Health Organization ([https://www.who.int/health-topics/mental-health#tab=tab\\_1](https://www.who.int/health-topics/mental-health#tab=tab_1))

**Paper Title: PSYCHOPATHOLOGY II**

**Paper Code:** PSY-IV.C-6 (Practical Component)

**Marks:** 25

**Credits:** 1

**Duration:** 15 Session of 2 hrs

**Practical Session:** one session per week

**Course Objective:**

1. To introduce students to different psychological screening tools
2. To enhance students ability to identify a disorder based on the symptoms

**Course Outcomes:** At the end of this course, students will be able to

1. Analyse the symptoms of a case to diagnose it and suggest appropriate therapy
2. Administer screening tools and interpret the findings

**Syllabus:**

A. Case Study Analysis (Mental Disorder).

B. Experiments (Any five, 4 hrs each)

- Internet Addiction scale (Internet Addiction Test)
- Alcohol Use Disorders Identification Test (AUDIT) by John Saunders et al.
- Drug Assessment Scale (DAS10)
- Severity of Dependence Scale (SDS) By Gossop, M., Darke et al.
- Gambling Scale (Gambling symptoms assessment scale)
- Personality Disorder scale (suggestions follow)
  - Dependence personality disorder
  - Antisocial personality disorder
  - Narcissistic Personality disorder scale (Jonathan Cheek)

**Books for study:**

1. Thomas F. Oltmanns, Michele T. Martin, John M. Neale, Gerald C. Davison. (2012). *Case Studies in Abnormal Psychology*. 7th Edition. Wiley.
2. Salvatore V. DiMatteo. (2003). *The Big Book of Personality Tests: 90 Easy-To-Score Quizzes That Reveal the Real You*. Black Dog & Leventhal.
3. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14th Ed.- 4th Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.
4. Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). *Abnormal Psychology*, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13th Edition.
5. Sarason, I. G., & Sarason, B.R. (2013). *Abnormal Psychology: The Problem Of Maladaptive Behavior*. (11<sup>th</sup>Ed.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.

**Course Title: COGNITIVE PSYCHOLOGY**

**Course Code: PSY-V.E-9 (Non-experimental)**

**Marks: 100**

**Credits: 4**

**Course Objectives:**

1. To introduce students to a field of psychology that describes how we acquire, store, transform and use knowledge.
2. To help students understand mental processes.

**Course Outcome:** After completion of the course students will be able to:

1. Distinguish between bottom-up and top-down processes in perception.
2. Demonstrate how we acquire, store, transform and use information.
3. Apply the concepts of perception, attention, memory and concept formation in daily activities.
4. To map the link between various cognitive processes.

**Course Duration:** Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**Syllabus**

**UNIT I: Perceiving objects and recognizing patterns**

Number of Hours: 15

- A. Gestalt approaches to perception
- B. Bottom up processes
  - a. Template matching
  - b. Feature analysis
  - c. Prototype matching
- C. Top down processes
  - a. Perceptual learning
  - b. The word superiority effect
  - c. A connectionist model of word perception
  - d. A neuropsychological perspective on word perception
- D. Direct perception
- E. Disruptions of perception: visual agnosias

**UNIT II: Attention**

Number of Hours: 15

- A. Selective attention
  - a. Filter theory
  - b. Attenuation theory
  - c. Late selection theory
  - d. Multimode theory

- e. Attention, capacity and mental effort
- f. Schema theory
- B. Neuropsychological studies of attention
  - a. Networks of visual attention
  - b. Event-related potentials and selective attention
- C. Automaticity and the effects of practice
  - a. The stroop task
  - b. Automatic versus attentional processing
  - c. Feature integration theory
  - d. Attentional capture
- D. Divided attention
  - a. Dual task performance
  - b. The attention hypothesis of automatization
  - c. The psychological refractory period
  - d. Divided attention outside the laboratory

### **UNIT III: Memory**

Number of Hours: 15

- A. The semantic/episodic distinction
- B. Semantic memory models
  - a. The hierarchical semantic network model
  - b. The feature comparison model
  - c. Other network models
  - d. Connectionist models
- C. Schemata
  - a. Script
- D. Implicit versus explicit memory
  - a. The process dissociation framework

### **UNIT IV: Concepts and categorization**

Number of Hours: 15

- A. Theoretical descriptions of the nature of concepts
  - a. The classic view
  - b. The prototype view
  - c. The exemplar view
  - d. The schemata view
  - e. The knowledge based view
- B. Forming new concepts and classifying new instances
  - a. Concept attainment strategies
  - b. Acquiring prototypes
  - c. Implicit concept learning
  - d. Using and forming scripts
  - e. Psychological essentialism

### **Books for Study:**

1. Galotti, K. M. (2004), Cognitive Psychology in and out of the laboratory, Delhi, Thomson Wadsworth (India edition) 3rd edition
2. Hunt, R. R. and Ellis H. C. (2004), Fundamentals of Cognitive Psychology, 7th edition, New Delhi, Tata McGraw Hill Publishing Company Ltd.

3. Matlin, M. M. (2005), Cognition, 6th edition USA, John Wiley & Sons, Inc.

**Web Resources:**

1. Gestalt Principles of Perception Retrieved from  
<https://courses.lumenlearning.com/wsu-sandbox/chapter/gestalt-principles-of-perception/>
2. How bottom up processing works Retrieved from  
<https://www.verywellmind.com/bottom-up-processing-and-perception-4584296>
3. Top down processing and perception Retrieved from  
<https://www.verywellmind.com/what-is-top-down-processing-2795975>
4. Theories of attention (2018) Retrieved from  
<https://www.simplypsychology.org/attention-models.html>
5. Divided attention - cognitive skills Retrieved from  
<https://www.cognifit.com/science/cognitive-skills/divided-attention>
6. Semantic memory Retrieved from  
[https://en.m.wikipedia.org/wiki/Semantic\\_memory#ACT-R:\\_a\\_production\\_system\\_model](https://en.m.wikipedia.org/wiki/Semantic_memory#ACT-R:_a_production_system_model)
7. Schema Retrieved from  
[https://en.m.wikipedia.org/wiki/Schema\\_\(psychology\)](https://en.m.wikipedia.org/wiki/Schema_(psychology))
8. Concepts Retrieved from  
<https://en.m.wikipedia.org/wiki/Concept>
9. Concept formation Retrieved from  
<https://www.britannica.com/topic/concept-formation>

## ANNEXURE A

### Board of Studies– Department of Psychology

06<sup>th</sup> March, 2020

#### (Summary of changes incorporated in the syllabus)

#### Changes for the UG program

Sem	Course Title	Changes Proposed	Specify the reason for the change
I	Basic Course in Psychology	<ul style="list-style-type: none"><li>- Retain only 4 biological motives; include subtopics on sleep, temperature regulation and pain avoidance under ‘Other motives’</li><li>- In ‘Psychological motives’, add ‘need for stimulation’; focus on implications instead of analysis of motives; briefly mention need for competence, power and novelty</li><li>- Include Mind maps in application for unit on Memory</li><li>- Include reference book of Tony Buzan for mental maps</li></ul>	<ul style="list-style-type: none"><li>- Unit II (Motivation) deliberated upon to streamline sub-topics and to source for references</li></ul>
I	Emotional Development	<ul style="list-style-type: none"><li>- subtopics from unit IV (Exploring Emotions) included in unit II (Development of Emotions)</li><li>- one sub-topic from unit IV omitted</li><li>- Practicals have been reorganized according to the syllabus</li></ul>	<ul style="list-style-type: none"><li>- To reduce the number of units to three so that it matches with the number of credits for the course</li></ul>
II	Basics of Counselling	<ul style="list-style-type: none"><li>- Entire syllabus restructured to reflect new reference books</li><li>- Books on the Indian perspective to be included as additional references</li><li>- Practicals have been reorganized.</li></ul>	<ul style="list-style-type: none"><li>- To reduce the number of units to three so that it matches with the number of credits for the course</li><li>- Changes in practicals are done to match both the courses taught in the syllabus</li></ul>
III	Experimental Psychology	<ul style="list-style-type: none"><li>- Unit IV (Classic experiments in Psychology) omitted from the theory. Practicals on the same sub-topics to be discussed during practical sessions.</li><li>- APA manual (7<sup>th</sup> ed.) to be included as a reference</li></ul>	<ul style="list-style-type: none"><li>- To reduce the number of units to three so that it matches with the number of credits for the course.</li><li>- To ensure that all important subtopics are covered.</li></ul>
IV	Psychological Testing	<ul style="list-style-type: none"><li>- Units II (Norms), III (Reliability) and IV (Validity) merged into one unit with omission of some sub-topics</li><li>- New Unit on Test Development introduced</li><li>- Practical component on Test Construction omitted</li></ul>	<ul style="list-style-type: none"><li>- To reduce the number of units to three so that it matches with the number of credits for the course.</li><li>- To provide a better understanding to</li></ul>

		- Practicals listed on the basis of types of tests rather than the title of the test. Under each type of test options have been specified	students about types of tests
V	Psychopathology I	- Syllabus for both courses (I and II) restructured to provide continuity in learning from one semester to the next - Introductions to DSM V and ICD 11 incorporated - Entire syllabus revised to reflect changes due to revision of DSM IV-TR to DSM V - Specific tests identified for practical components of both courses - Textbook by Sudhir Kakkar suggested as reference	To reduce the number of units to three so that it matches with the number of credits for the course. To include tests that match the theory
VI	Psychopathology II		
IV	Cognitive Psychology	- Discard Unit I (Introduction to Cognitive Psychology). The same can be addressed directly in the classroom	To reduce the number of units to three so that it matches with the number of credits for the course

-x-x-x-