

ANNEXURE C



Parvatibai Chowgule College of Arts and Science
(Autonomous)

Accredited by NAAC with Grade 'A+'
Best Affiliated College-Goa University Silver Jubilee Year Award

DEPARTMENT OF PSYCHOLOGY

SYLLABUS FOR THREE/FOUR YEAR
UNDERGRADUATE DEGREE HONOURS
PROGRAMME IN PSYCHOLOGY

(Implemented from the Academic Year 2023-2024
onwards)

COURSE STRUCTURE

SEM ESTER	MAJOR CORE	MINOR/VOCATIONAL	MULTIDISCIPLINARY COURSE (MDC)	VALUE ADDED COURSES (VAC)	ABILITY ENHANCEMENT COURSE (AEC)	SKILL ENHANCEMENT COURSE (SEC)
I	UG-PSY-101: Basic Course in Psychology I		UG-PSY-MDC1: Interpersonal Relationships	UG-PSY-VAC1: Environmental Psychology UG-PSY-VAC2: Psychology of Health Behaviour		UG-PSY-SEC1: Self Regulation
II	UG-PSY-102: Basic Course in Psychology II			UG-PSY-VAC3: Positive Psychology		UG-PSY-SEC2: Counselling Skills
III	UG-SOC-201: Experimental Psychology		UG-PSY-MDC2: Communication and Conflict Management in Groups and Teams			UG-PSY-SEC3: Statistics in Psychology
	UG-PSY-202: Personality Theories					
IV	UG-PSY-203: Psychological Testing	UG-PSY-VOC1: Empirical Research				
	UG-PSY-204: Child Psychology					
	UG-PSY-205: Social Psychology					
	UG-PSY-206: Cognitive Psychology					
V	UG-PSY-301: Psychopathology I	UG-PSY-VOC2: Techniques of Data Collection				
	UG-PSY-302:					

	Psychology of Adolescence					
	UG-PSY-303: Neuropsychology					
VI	UG-PSY-304: Psychopathology II	UG-PSY-VOC3: Data Analysis and Report Writing				
	UG-PSY-305: Gerontology					
	UG-PSY-306: Organizational Behaviour					
	UG-PSY-307: Criminal Psychology					
VII	UG-PSY-401: Counselling Approaches					
	UG-PSY-402: Counselling Therapies I					
	UG-PSY-403: Research Methodology					
	UG-PSY-404: Rehabilitation Psychology					
VIII	UG-PSY-405: Counselling Therapies II					
	UG-PSY-406: Advanced Statistics					
	UG-PSY-407: Research Writing					
	UG-PSY-408: Clinical skills and assessment					

*** Implementation of fourth year (Semester VII & VIII) is subject to approval from DHE**

SEMESTER I

DISCIPLINE SPECIFIC CORE COURSE

Course Title: Basic Course in Psychology I

Course Code: UG-PSY-101

Credits: 3

Marks: 75

Duration: 45 hours

Prerequisite Courses: Nil

Course Objectives

1. To build the foundation necessary to study Psychology.
2. To understand the psychological grounding of human behaviour.

Course Learning Outcome

Upon completion of the course, the student will be able to:

CLO1: Distinguish between various schools of psychology.

CLO2: Describe the functioning of the nervous system.

CLO3: Analyze the influence of motives on behavior.

CLO4: Analyze the role of learning and culture on emotions

CLO5: Describe the importance of emotional intelligence

Course Content

Module I: Introduction and Biological Foundation (15Hours)

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

ModuleII: Motivation(15Hours)

- A. Approaches to motivation
 - a. Instinct Approach
 - b. Drive-reduction approaches
 - c. Arousal approaches
 - d. Incentive approaches
 - e. Cognitive Approaches
 - f. Humanistic approaches
 - g. Maslow's Hierarchy of needs
 - h. Self-determination theory

- i. Solomon's Opponent-Process theory of acquired motives
- j. Intrinsic and Extrinsic Motives
- B. Biological motives
 - a. Hunger
 - b. Thirst
 - c. Sex
 - d. Other motives: Sleep, Temperature Regulation, Pain avoidance
- C. Psychological motives
 - a. Need for stimulation
 - b. Need for affiliation
 - c. Need for achievement
 - d. Aggression
 - e. Need for Competence, Power: In brief

Module III: Emotions (15Hours)

- A. The three elements of emotion (Ciccarelli & White)
 - a. The physiology of emotion
 - b. The behaviour of emotion: emotional expression
 - c. Subjective experience: labeling emotion
- B. Early Theories of Emotions
 - a. James-Lange Theory
 - b. Cannon-Bard Theory
 - c. The facial Feedback Hypothesis
- C. Cognitive Theories of Emotion
 - a. Cognitive arousal theory
 - b. Cognitive mediational theory
- D. Role of learning and culture in emotions (Lahey; Baron & Misra)
- E. The functions of emotions (Feldman)
- F. Emotional Intelligence
 - a. Major components of emotional intelligence
 - b. EI: Evidence on its existence and effects

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

List of books recommended for reference

Mandatory Reading

1. Baron, R. A. & Misra, G. (2014). *Psychology: Indian Subcontinent Edition* (5th ed). Pearson
2. Baron, R.A. (2001). *Psychology* (1st ed). Pearson Education
3. Ciccarelli, S. K. & White, J. N. (2018). *Psychology* (5th ed.). Pearson India Education Services Pvt Ltd.

4. Feldman, R. S. (2017). *Understanding Psychology* (12th ed.). McGraw Hill Education
5. Lahey, B.B. (2012). *Psychology: An Introduction* (11th ed.). Tata Mc Graw Hill Publishing Company Limited.
6. Santrock, J.W. (2005). *Psychology Essentials* (2nd ed.). Tata Mc Graw Hill Publishing Company Limited.
7. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., & Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14th ed.). Thomson Business Information India Pvt. Ltd.

Online Resources:

1. Psychology, The basis of human behaviour (43-53),
<http://ncert.nic.in/ncerts/l/kepy103.pdf>
2. Paul Anderson, The Neuron,
<https://www.youtube.com/watch?reload=9&v=HZh0AlWSmY>
3. Matthew Barry Jensen, Structure of the nervous system,
<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,
<https://courses.lumenlearning.com/wmopen-psychology/chapter/introduction-motivation/>

Practical: 1 Credit

Maximum Marks: 25

Course Objectives:

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

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

CLO1: Build rapport, Collect subject's information, Give instructions

CLO2: Follow practical reporting format

Course Content:

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 | e. Attribution |
| b. Judgment of emotions | f. Attitude scale |
| c. Emotional Intelligence Test | g. Compliance |
| d. Conformity | |

List of books recommended for reference:

1. Anastasi, A. , Urbina, S.(2008). *Psychological Testing* (7th Ed.). Pearson Education.
2. Ciccarelli, S. K. & White, J. N. (2018). *Psychology* (5th ed.). Pearson India Education Services Pvt Ltd
3. Cohen, J.R. &Swerdlik, M.E.(2010). *Psychological Testing and Assessment: An Introduction to Test and Measurements* (7th Ed.). Mc Graw-Hill Publishing International Edition Company Ltd.
4. Dandeker, W.N. (1999). *Fundamentals in Experimental Psychology*. Anmol Prakashan.
5. Hussain, A. (2014). *Experiments in Psychology* (1st ed.). PHI Learning
6. Mohanty, G. (1996). *Experiments in Psychology*. Kalyani Publishers.
7. Mohsin, S.M. (2013). *Experiments in Psychology*. MLBD
8. Parry, J., &Adisheshiah, W. (1997). *Experimental Psychology*. Allied Publishers Private Limited.
9. Test Manuals

MULTIDISCIPLINARY COURSES (MDC)

Course Title: Interpersonal Relationship

Course Code: UG-PSY-MDC1

Credits: 03

Marks: 75

Duration: 45 hours

Prerequisite Courses: Nil

Course Objectives

1. To understand the basic nature governing human relationships.
2. To study how interpersonal relationships affect our well-being.

Course Learning Outcomes

Upon completion of the course, the student will be able to:

CLO1 Examine the factors that influence formation, maintenance and dissolution of interpersonal relationships.

CLO2 Describe the effect of relationships on health.

CLO3 Analyze the individual, social and cultural variations in relationships.

Course Content

Module I: Formation, maintenance, and dissolution of relationships (15Hours)

- A. Factors determining relationship formation
 - a. Proximity
 - b. Similarity
 - c. Physical attraction
 - d. Reciprocal liking
 - e. Complementarity
 - f. Competence
- B. Maintenance and course of relationships
 - a. Kerckhoff and Davis' Filter theory
 - b. Murstein: Stimulus-value-role model
 - c. Levinger: stage theory model
- C. Conflicts in relationships
- D. Duck's model of relationship dissolution
- E. Rusbult and Zembrodt's model of responses to relationship dissatisfaction

Module II Components and effects of relationships (15Hours)

- A. Components of relationships
 - a. Self-disclosure
 - b. Rules
 - c. Power

B. Health and happiness

- a. Effects on physical health
- b. Effects on mental health
- c. Effects on happiness
- d. Effects of loss of a relationship
- e. Gender differences in benefits of relationships
- f. Reasons why social support affects health and happiness
- g. The negative effects of relationships

Module III Individual, social and cultural Variations in Relations(15Hours)

A. Homosexual relationships

- a. Similarities and differences

B. Cross-cultural differences in heterosexual relationships

- a. Choosing a partner
- b. Assessing marital happiness
- c. Types of relationships studied.

List of books recommended for reference

Mandatory Reading

Dwyer, D. (2012). *Interpersonal Relationships*. London, Routledge.

Supplementary Reading

Baron, R. A. & Branscombe, N. R. (2017). *Social Psychology* (14th ed.). Pearson Education Ltd.

Baron, R. A. and Byrne, D. (2004). *Social Psychology*(10th ed.). Pearson education India

Myers, D.G. and Twenge, J.M. (2020). *Exploring Social Psychology*(8th ed.). McGrawHill

SKILL ENHANCEMENT COURSE (SEC)

Course Title: Self-Regulation

Course Code: UG-PSY-SEC1

Credits: 03

Marks: 75

Duration: 45 hours

Course Objectives:

1. To acquaint students with importance of self-regulation.
2. To help students develop and use effective strategies of self-regulation

Course Learning Outcomes: Upon completion of the course, the student will be able to:

CLO1. Understand emotional processes and effectively handle emotional imbalances

CLO2. Use psycho-physiological mechanisms of stress management

CLO3. Manage anger and conflicting situations effectively

Course Content

Module I: Regulating Emotions (15 hours)

- a. Core features of Emotion - Theory
- b. Modal Model of Emotion - Theory
- c. Emotion Regulation : - Activity (Any 3)
 1. Situation Selection
 2. Situation Modification
 3. Attentional Deployment
 4. Cognitive Change
 5. Response Modulation

Module II: Stress Management (15 hours)

- a. Psychophysiological Mechanisms of Stress - Theory
- b. Muscle Relaxation - Progressive Relaxation (Method) - Activity
- c. Mindfulness Meditation - Activity

- d. Mental ways of coping with stress - Activity

Module III: Anger and Conflict Management

(15 hours)

- a. How does our anger affect us? – Theory
- b. Interpersonal v/s Intrapersonal conflict - Theory
- c. Anger and Conflict Management Strategies (Any 4) – Activity
 - a. I Messages
 - b. Active Listening
 - c. Compromising
 - d. Postponing
 - e. Apologizing / Sincere Regret
 - f. Problem Solving

References

Mandatory:

- Gross, J. (2007). *Handbook of Emotion Regulation*. The Guilford Press
- Lehrer, P., Woolfolk. R. & Sime, W. (2007). *Principles and Practices of Stress Management*. (3rded). The Guilford Press
- McNamara, S. (2003). *A Stress Management Program for Secondary School Students: A Practical Resource for Schools*. Routledge
- Adair, J. (2007). *Decision Making and Problem Solving Strategies* (2nd Ed). Kogan Page Dunne, G., & Albersson, D. (2003). *Anger and Conflict Management: Personal Handbook* Personhood Press. USA

Supplementary reading:

- Vohs, K. & Baumeister, R. (2011) *Handbook of Self-Regulation: Research, Theory and Applications*. (2nded). The Guilford Press
- Davidson, J., & Sternberg, R. (2003). *The Psychology of Problem Solving*. Cambridge
Heckhausen. J. & Dweck, C. (2000). *Motivation and Self-Regulation across Lifespan*. Cambridge University Press

VALUE ADDED COURSES (VAC)

Course Title: Environmental Psychology
Course Code:UG-PSY-VAC1
Credits: 02
Marks: 50
Duration: 30 hours

Prerequisite Courses: Nil

Course Objectives

1. To acquaint students with the basic concepts of Environmental Psychology
2. To help students understand human environment relation
3. To encourage pro-environmental behaviour

Course Learning Outcomes: Upon completion of the course, the student will be able to:

CLO1: Describe the human - environmental relationship

CLO2: Defend the role of an environmental psychologist in bringing about a positive change in the environment

CLO3: Propose pro-environmental behaviours in the Indian setting.

Course Content

Module I. An Introduction to Environmental Psychology (15Hours)

- A. Environmental psychology
 - a. Introduction to Environmental Psychology
 - i. History
 - ii. Definitions
- B. Orientation
- C. Concepts
- D. Classification of Environment: Natural, Built and Types of Built Environment
- E. Human Environment Relationship
- F. Application and Future

ModuleII. Encouraging Pro-Environmental Behaviour (15Hours)

- A. Environment Psychology and Saving the Environment
- B. Environment and Health Behaviours
- C. Informational strategies to promote pro-environmental behaviour
- D. Persuasive technology to promote pro-environmental behaviour
- E. Processes of change

Books for Mandatory reading

1. Tewari, R. & Mathur, A. (2014). *Environmental Psychology*. India Pointer Publishers,
2. Steg, L., Berg, A. & Groot, A. (2012). *Environmental Psychology: An Introduction*. Blackwell, The British Psychological Society.

Course Title: Psychology of Health Behaviours

Course Code: UG-PSY-VAC2

Credits: 02

Marks: 50

Duration: 30 hours

Prerequisite Courses: nil

Course Objectives

1. To understand the relation of our habits and behaviours with our health.
2. To study how certain behaviours compromise our health while some others can promote our health.

Course Learning Outcomes

Upon completion of the course, the student will be able to:

CLO1 Describe the influence of behaviours and habits on our health

CLO2 Suggest ways to change health compromising behaviours

CLO3 Strategize plans to encourage health promoting behaviours.

Course Content

Module I: Health Behaviours

(10Hours)

- A. An introduction to Health Behaviours
- B. Health promotion
- C. Changing health habits
- D. Cognitive-behavioural approaches to health behaviour change
- E. The transtheoretical Model of behaviour change
- F. Changing health behaviours through social engineering
- G. Venues for health habit modification

Module II Health Compromising and Health Promoting Behaviours(20Hours)

- A. Obesity
 - a. Obesity and dieting as risk factors for obesity
 - b. Stress and eating
 - c. Intervention
 - d. Cognitive Behavioural Therapy
 - e. Evaluation of Cognitive Behavioural weight loss techniques
 - f. Taking a public health approach
- B. Alcoholism
 - a. Alcoholism and Problem Drinking
 - b. Treatment of alcohol abuse
 - c. Evaluation of alcohol treatment programs
 - d. Preventive approaches to alcohol abuse
 - e. Drinking and driving
- C. Smoking
 - a. Why do people smoke?

- b. Nicotine addiction and smoking
 - c. Interventions to reduce smoking
 - d. Smoking prevention programs
- D. Health promoting behaviours
- a. Exercise
 - b. Accident prevention
 - c. Vaccination and screening
 - d. Developing a healthy diet
 - e. Sleep

List of books recommended for reference

Mandatory Reading

Taylor, S. E. (2018). *Health Psychology* (10th ed). McGraw Hill Education.

Supplementary Reading

Sarafino, E. P. (2008) *Health Psychology Biopsychosocial Interactions* (6th ed). John Wiley & Sons, Inc.

SEMESTER II

DISCIPLINE SPECIFIC CORE COURSE

Course Title: Basic Course in Psychology II

Course Code: UG-PSY-102

Credits: 3

Marks: 75

Duration: 45 hours

Prerequisite Courses: Nil

Course Objectives

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

Course Learning Outcomes

Upon completion of the course, the student will be able to:

CLO1: Analyze the factors that influence memory

CLO2: Use various techniques to improve memory.

CLO3: Apply learning theories to modify behavior.

CLO4: Compare different views of the nature of intelligence

CLO5: Explain why people differ in intelligence

Course Content

Module I: Memory and Forgetting(15Hours)

- A. Theories of memory
 - a. Three Stages of memory: An Information processing view
 - b. Levels of processing
- B. Theories of Forgetting
 - a. Decay theory
 - b. Interference Theory
 - c. Reconstruction theory
 - d. Motivated forgetting
- C. Application: How to improve memory

ModuleII: Learning(15Hours)

- 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: Behaviour Modification

ModuleIII: Intelligence(15Hours)

A. Contrasting views of the nature of intelligence (Baron & Misra)

- a. Unitary or multifaceted
- b. Gardner's Theory of Multiple Intelligences
- c. Sternberg's Triarchic Theory
- d. Cattell's theory of Fluid and Crystallized intelligence
- e. PASS theory of intelligence
- f. Culture and intelligence
- g. Intelligence in the Indian Tradition

B. Measuring Intelligence

- a. IQ: Its meaning then and now
- b. The Wechsler Scales
- c. Individual Tests of intelligence: Measuring the extremes
- d. Group tests of intelligence
- e. The cognitive basis of intelligence
- f. The neurological basis of intelligence

C. Individual Difference

- a. Evidence for the influence of heredity
- b. Evidence for the influence of environmental factors

D. Group Differences

- a. Evidence for the role of environmental factors
- b. Is there any evidence for the role of genetic factors?
- c. Gender differences in Intelligence

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

List of books recommended for reference

Mandatory Reading

1. Baron, R. A. & Misra, G. (2014). *Psychology: Indian Subcontinent Edition* (5th ed). Pearson
2. Baron, R.A. (2001). *Psychology* (1st Ed). Pearson Education
3. Ciccarelli, S. K. & White, J. N. (2018). *Psychology* (5th ed.). Pearson India Education Services Pvt Ltd.
4. Feldman, R. S. (2017). *Understanding Psychology* (12th ed.). McGraw Hill Education
5. Lahey, B.B. (2012). *Psychology: An Introduction* (11th Ed.). Tata Mc Graw Hill

Publishing Company Limited.

6. Santrock, J.W. (2005). *Psychology Essentials* (2nd ed.). Tata Mc Graw Hill Publishing Company Limited.

7. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., & Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14th Ed.- 4th Reprint). Thomson Business Information India Pvt. Ltd.

Online Resources:

1. Australian Academy of Science, <https://www.science.org.au/curious/peoplemedicine/how-memory-develops>
2. Jeffrey Walsh, Positive and negative reinforcement, <https://www.khanacademy.org/testprep/mcat/behavior/learning-slug/v/operant-conditioning-positive-and-negativereinforcement-and-punishment>

SKILL ENHANCEMENT COURSE (SEC)

Course Title: Basic Counselling Skills

Course Code: UG-PSY-SEC2

Credits: 3

Marks: 75

Duration: 45 hours

Course Objectives:

- a) To impart training in basic counselling skills.
- b) To empower students to engage with peers on topics of distress

Course Learning Outcomes: Upon completion of the course, the student will be able to:

CLO1: Differentiate between different counselling approaches

CLO2: Demonstrate Effective Listening

CLO3: Exhibit essential qualities of a counselor

UNIT 1: An Introduction to Counselling¹ (05 hours)

1. Defining counselling
 - a. Examining why counselling is not advice-giving
 - b. Examining why counselling is not persuasion
 - c. Exploring why counselling is not exercising undue influence
2. Different counselling approaches
 - a. Psycho-dynamic counselling
 - b. Person-centred counselling
 - c. Cognitive-behaviour therapy
 - d. Eclectic and integrative approaches
3. Barriers to seeking counselling

UNIT 2: Listening² (10 hours)

1. Real vs. Pseudo Listening
2. Blocks to Listening
3. Assessing Your Listening Blocks
4. Four Steps to Effective Listening
 - Active Listening: Paraphrasing, Clarifying, Giving Feedback
 - Listening with Empathy
 - Listening with Openness
 - Listening with Awareness
5. Total Listening

UNIT 3: Exploring essential Counsellor qualities¹

(20 hours)

1. Genuineness
2. Unconditional Positive Regard
3. Empathic understanding
4. Staying in the client's frame of reference
5. Building a bridge of empathy
6. Listening with understanding
7. Six ways of responding
 - a. Evaluative responses
 - b. Interpretive responses
 - c. Supportive responses
 - d. Probing responses
 - e. Solution responses
 - f. Empathic, understanding responses

Books recommended for References

Mandatory Reading:

- Sutton, J., & Steward, W. (2008). *Learning to Counsel* (3rd ed.). How To Books Ltd., UK.
- McKay, M., Davis, M., & Fanning, P. (2018). *Messages: The communications skills book*. New Harbinger Publications.

Supplementary reading

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

VALUE ADDED COURSES (VAC)

Course Title: Positive Psychology

Course Code: UG-PSY-VAC3

Marks: 50

Credits: 02

Duration: 30 hours

Prerequisite Courses: nil

Course objectives

1. To understand the nature and need of happiness.
2. To appreciate the importance of various factors related to well-being.

Course Learning Outcomes: Upon completion of the course, the student will be able to:

CLO1: Describe the role of positive emotions in well-being

CLO2: Describe mindfulness as a technique to restore well-being

Course Content

Module I: Positive Psychology, Positive emotions and well-being (15Hours)

- A. Traditional Psychology
- B. Positive Psychology
- C. Positive Psychology: Assumptions, Goals, and Definitions
- D. What are Positive Emotions?
- E. Positive Emotions and Health Resources
 - a. Physical Resources
 - b. Psychological Resources
 - c. Social Resources
 - d. The limits of positive emotions
- F. Positive emotions and Well-being
 - a. Happiness and positive behaviour
 - b. Positive emotions and success
 - c. Positive emotions and flourishing
- G. Cultivating Positive Emotions
 - a. Flow experiences
 - b. Savoring

Module II: Life Above Zero (15Hours)

- A. What is Happiness? Two traditions
 - a. The paradox of affluence
 - b. Money and happiness
- B. What is resilience?
 - a. Developmental perspectives
 - b. Clinical perspectives
 - c. Sources of resilience
 - i. Sources of resilience in children
 - ii. Sources of resilience in adulthood and later life
- C. Mindfulness and Well-being
 - a. What is mindfulness?

- b. Mindfulness meditation
 - c. Mindfulness and positive psychology research
 - d. Mindfulness and psychotherapy
- D. East-West and Positive Psychology

List of books recommended for reference

Mandatory Reading

1. Baumgardner, S. R., & Crothers, M. K. (2009). *Positive Psychology*. New Delhi: Dorling Kindersley India Pvt Ltd.
2. Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). *Positive Psychology- The Scientific and Practical Explorations of Human Strengths*. (2nd Ed.). New Delhi: Sage Publications India Pvt. Ltd.

Suggested Reading

1. Kumar, S., & Yadav, S. B. (2011). *Positive Psychology*. New Delhi: Global Vision Publishing House.

DISCIPLINE SPECIFIC CORE COURSE

Course Title: Psychopathology I
Course Code: UG-PSY-201 (Experimental)
Credits: 3
Marks: 75
Duration: 45 hours

Prerequisite Courses: Nil

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 Learning Outcomes

At the completion of the course students will be able to:

CLO1: Describe various forms of assessment used to classify mental disorders/conditions

CLO2: Differentiate between symptoms of various mood disorders

CLO3: Differentiate between symptoms of various anxiety disorders

CLO4: Differentiate between symptoms of various eating disorders.

CLO5: Analyse abnormal behaviour from different theoretical perspectives

CLO6: Describe different therapeutic approaches to deal with abnormal behaviour

Course Content

Module I: Psychology of Abnormal Behaviour: An overview (15 hours)

- A. What do we mean by Abnormality?
 - a) Indicators of Abnormality
 - b) The DSM 5, 5-TR and ICD 11
- B. Classification of disorders
 - a) What are the advantages and disadvantages of classification?
 - b) How can we reduce prejudicial attitude (stigma) against the mentally ill?
- C. Clinical Assessment and Diagnosis
 - a) Assessment of the Physical organism: General Physical examination, Neurological examination, Neuropsychological examination
 - b) Psychosocial assessment: Assessment interview, Clinical observation, Psychological tests

Module II: Mood and Anxiety disorders

(12 hours)

- 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

Module III: Theories and Treatment of Abnormality

(18 hours)

- A. Biological approaches
 - a. Causes: Brain dysfunction, Biochemical imbalances, The endocrine system, Genetic abnormalities
 - b. Treatment: Drug Therapies, Electroconvulsive Therapy and Brain Stimulation, Psychosurgery
 - c. Assessing Biological approaches
- B. Psychological approaches
 - a. Behavioral approaches and therapies
 - b. Cognitive approaches and therapies
 - c. Psychodynamic approaches and therapies
 - d. Humanistic approaches and therapies
 - e. Family systems approaches and therapy
 - f. Third-wave approaches and therapy
 - g. Assessing psychological approaches
- C. Socio-cultural approaches
 - a. Cross-cultural issues in treatment
 - b. Culturally specific therapies
 - c. Assessing socio-cultural approaches

List of books recommended for reference**Mandatory Reading:**

1. Hooley, J. M., Butcher, J. N., Nock, M. K., & Mineka, S. (2017). *Abnormal Psychology* (17th Edition). Pearson Education Limited.
2. Nolen-Hoeksema, S. (2020). *Abnormal Psychology* (8th Edition). McGraw-Hill Education.

3. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders fifth edition*. Washington, DC: Author.
4. World Health Organization. (2019). *International statistical classification of diseases and related health problems* (11th ed.). <https://icd.who.int/>

Suggested Reading:

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

Online Resources:

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders, fifth edition*. Washington, DC. Retrieved from <https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ascds%3AUS%3A907fa51f-b6cb-494c-95b1-5cacf626fc55>
2. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>
3. Publications and Databases of the American Psychological Association (<https://www.apa.org/pubs/>)
4. Mental health resources of the World Health Organization (https://www.who.int/health-topics/mental-health#tab=tab_1)

Practical: 1 Credit

Maximum marks: 25

Course Objectives:

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

Course Learning Outcomes:

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

CLO1: Carry out a survey on mental health and compile a report

CLO2: Analyse the symptoms of a case to diagnose it and suggest appropriate therapy

CLO3: Administer screening tools and interpret the findings

Course Content

- A. Survey (Mental Health)
- B. Case Study Analysis (Mental Disorder)
- C. Tests (Any five)
 - a. General health questionnaire (depression/anxiety)
 - b. Beck's depression inventory
 - c. Leobowitz Social Anxiety scale
 - d. OCD scale (YBOCS)
 - e. Perceived Stress scale (Sheldon Cohen)
 - f. Eating Attitudes Test

List of books recommended for reference:

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. Salvatore V. Didato. (2003). The Big Book of Personality Tests: 90 Easy-To-Score Quizzes That Reveal the Real You. Black Dog & Leventhal.
3. Sarason, I. G., & Sarason, B.R. (2013). Abnormal Psychology: The Problem of Maladaptive Behavior. (11th Ed.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.
4. 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.
5. Thomas F. Oltmanns, Michele T. Martin, John M. Neale, Gerald C. Davison. (2012). Case Studies in Abnormal Psychology. 7th Edition. Wiley.

DISCIPLINE SPECIFIC CORE COURSE

Course Title: Personality Theories

Course Code: UG-PSY-202

Credits: 4

Marks: 100

Prerequisite Courses: Nil

Course Objectives:

To help students to develop an understanding of personality.

Course Learning Outcomes:

Upon completion of the course, the student will be able to:

CLO1: Describe different methods of assessment of personality

CLO2: Explain personality development through various perspectives.

CLO3: Distinguish between various personality theories.

CLO4: Identify one's own personality traits.

Course Content

Module I: Studying Personality

(15Hours)

- A. Study of Personality
 - a. Definitions of Personality
 - b. Personality, Internet and Social Networking
- B. Ethnic and Gender Issues in Personality
 - a. Assessment of Personality
 - b. Self report personality tests
 - c. Projective techniques
 - d. Clinical interviews
 - e. Behavioural assessment procedures
- C. Personality in perspective
 - a. Genetic factor
 - b. Environmental factor
 - c. Learning factor
 - d. Parental factor
 - e. Developmental factor

Module II: Psychoanalytic and Neo-psychoanalytic approach (15 Hours)

- A. Sigmund Freud
 - a. Instincts
 - b. Levels of personality
 - c. The structure of personality
 - d. Anxiety
 - e. Defense mechanisms
 - f. Psychosexual stages
- B. Alfred Adler
 - a. Inferiority feelings: the course of human striving
 - b. Striving for superiority or perfection
 - c. The style of life
 - d. Social interest
 - e. Birth order
- C. Karen Horney
 - a. The childhood need for safety
 - b. Basic anxiety: the foundation of neurosis
 - c. Neurotic needs and trends
 - d. The idealized self-image
 - e. Feminine Psychology

Module III: Humanistic Approach (15Hours)

- A. Abraham Maslow: Needs Hierarchy Theory
 - a. Personality development: The Hierarchy of Needs
 - b. The study of self-actualizers
- B. Carl Rogers: Self Actualization Theory
 - a. The development of the Self in childhood
 - b. The self and the tendency toward actualization
 - c. Characteristics of fully functioning persons

Module IV: The Genetic Approach (15Hours)

- A. Raymond Cattell: Trait theory
 - a. Cattell's Approach to personality
 - b. Source Traits: the basic factors of personality
 - c. Dynamic Traits: the motivating factors
 - d. The influences of Heredity and Environment
 - e. Stages of personality development
- B. Hans Eysenck's dimensions of personality
- C. The Five Factor Model
 - a. Cross-cultural consistency

- b. Stability of factors
- c. Emotional correlates
- d. Behavioural correlates

List of books recommended for reference

Mandatory Reading

1. Schultz, D., & Schultz, S. (2013). *Theories of Personality*. (10th Ed.). Wadsworth Thomson Learning. ISBN 0-534-55107-6.

Supplementary Reading:

1. Larsen, R.A.(2005).*Personality Psychology* .McGraw-Hill.
2. Ryckman,R.(2000).*TheoriesOfPersonality*.(7thEd.).WadsworthThomsonLearning.ISBN0-534-34898-X.

MULTIDISCIPLINARY COURSES (MDC)

Course Title: Communication and Conflict Management in Groups and Teams

Course Code: UG-PSY-MDC2

Credits: 03

Marks: 75

Duration: 45 contact hours

Prerequisite Courses: Nil

Course objectives

1. To help students understand effective patterns of communication and ways to avoid miscommunication
2. To understand formation and working of groups and teams
3. To help students understand the causes of conflicts at workplace and how to resolve them.

Course Learning Outcomes

Upon completion of the course, the student will be able to:

CLO1: Identify defensive and non-defensive communication patterns

CLO2: Describe factors that affect group effectiveness

CLO3: Identify the nature and sources of conflict.

CLO4: Implement effective conflict management strategies in real world settings.

Course Content

Module I: Communication

(15Hours)

- A. Meaning and functions of communication
- B. The elements of communication
- C. A generalized graphic model of interpersonal communication
- D. Measures of accuracy of communication
- E. Messages intended to mislead: understanding misrepresentation and deceit
- F. Toward effective communication: discerning the meaning that matters
- G. Effective communication, sharing and feedback: the Johari framework

Module II: Understanding Groups and Teams

(15Hours)

- A. What are groups?
- B. Increasing importance of working effectively in Groups
- C. How are groups formed?
- D. How groups develop
- E. Synergies of group-working: process gains and their contributors
- F. Negative aspects of group working and group process losses
- G. Roles in groups: Member Dispositional and Functional roles
- H. Factors affecting group effectiveness
- I. Understanding Teams: Are teams different from groups?
- J. Popular types of teams

K. Making teams effective

Module III: Conflict and Conflict Management

(15Hours)

- A. Understanding conflict
- B. Meaning and causes of conflict
- C. Sources of conflict at various levels
- D. Managing conflict
- E. Styles of handling interpersonal conflict
- F. Recognizing tolerance for conflict across cultures

List of books recommended for reference

Mandatory Reading:

1. Parikh, M., & Gupta, R. (2012). *Organizational Behaviour*. Tata McGraw Hill Education Private Limited

Supplementary Reading:

1. Baron, R.A. (2001). *Psychology* (1st Ed). Pearson Education
2. Baron, R. A. & Branscombe, N. R. (2017). *Social Psychology* (14th ed.). Pearson Education Ltd.
3. Quick, J. C., Nelson, L. D. & Khandelwal, P. (2013). *Organizational Behaviour A South-Asian Perspective*, (7th Edition). Cengage Learning India Pvt. Ltd.
4. Robbins, S. P., Judge, T. A., & Vohra, N. (2013). *Organizational Behavior* (15th edition). Dorling Kindersley (India) Pvt. Ltd, Licensees of Pearson Education.

DISCIPLINE SPECIFIC CORE COURSE

Course Title: Psychopathology II

Course Code: UG-PSY-203 (Experimental)

Credit: 03

Marks: 75

Duration: 45 hours

Prerequisite Courses: Psychopathology I

Course Objectives:

1. To create awareness about mental health problems
2. To provide students with a foundation for both future clinical work and future empirical studies focused on the development of psychopathology across the lifespan.

Course Learning Outcomes:

At the completion of the course students will be able to:

CLO1: Contrast between addictive, substance-related and non-substance related disorders

CLO2: Differentiate between various types of personality disorders

CLO3: Describe the symptoms of schizophrenia

CLO4: Describe the symptoms of dissociative disorders

CLO5: Differentiate between various types of somatic symptom based disorder

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.

Course Content:

Module: Addictive, Substance-related and Non-substance related Disorders

(12 hours)

- 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

Module II: Personality Disorders

(18 hours)

- 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

Module III: Schizophrenia, Dissociative and Somatic Disorders

(15 hours)

- 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

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

List of books recommended for reference

Mandatory Reading:

1. Hooley, J. M., Butcher, J. N., Nock, M. K., & Mineka, S. (2017). *Abnormal Psychology* (17th Edition). Pearson Education Limited.
2. Nolen-Hoeksema, S. (2020). *Abnormal Psychology* (8th Edition). McGraw-Hill Education.
3. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders, fifth edition*. Washington, DC: Author.
4. World Health Organization. (2019). *International statistical classification of diseases and related health problems* (11th ed.). <https://icd.who.int/>

Suggested Reading:

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*. (7th edi). John Wiley & sons, Inc. New York/Chichester/Weinheim/Brisbane/Singapore/Toronto.
3. Koeksema-susan Nolen. (2007). *Abnormal Psychology*. (3rdEdi) the McGraw-Hill

companies, New York.

4. Comer, R.J. (2005). *Fundamentals of Abnormal psychology*. (4th edi). Worth publishers. 41 Madison Avenue.

Online Resources:

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders fifth edition*. Washington, DC. Retrieved from <https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ascds%3AUS%3A907fa51f-b6cb-494c-95b1-5cacf626fc55>
2. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>
3. Publications and Databases of the American Psychological Association (<https://www.apa.org/pubs/>)
4. Mental health resources of the World Health Organization (https://www.who.int/health-topics/mental-health#tab=tab_1)

Practical: 1 Credit

Maximum marks: 25

Course Objectives:

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

Course Learning Outcomes:

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

CLO1: Analyse the symptoms of a case to diagnose it and suggest appropriate therapy

CLO2: Administer screening tools and interpret the findings

Course Content:

- A. Case Study Analysis (Mental Disorder).
- B. Tests and Scales
 - a. Internet Addiction scale (Internet Addiction Test)
 - b. Alcohol Use Disorders Identification Test (AUDIT) by John Saunders et al.
 - c. Drug Assessment Scale (DAS10)
 - d. Severity of Dependence Scale (SDS) By Gossop, M., Darke et al.
 - e. Gambling Scale (Gambling symptoms assessment scale)
 - f. Personality Disorder scale (any one, suggestions follow)
 - i. Dependence personality disorder
 - ii. Antisocial personality disorder
 - iii. Narcissistic Personality disorder scale (Jonathan Cheek)

List of books recommended for reference:

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. DiIorio. (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*. (11thEd.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.

DISCIPLINE SPECIFIC CORE COURSE

Course Title: Child Psychology

Course Code: UG-PSY- 204

Credits: 4

Marks: 100

Duration: 60 hours

Prerequisite Courses: Nil

Course Objectives:

1. To study the basic factors that influence the growth and development of children.
2. To study various aspects of development.

Course Learning Outcomes:

Upon completion of the course, the student will be able to:

CLO1. Describe prenatal development

CLO2. List out the precautions during pregnancy

CLO3. Highlight the important aspects of cognitive development in children

CLO4. Identify effective strategies to boost self-esteem in children

CLO5. Describe effective parenting styles

CLO6. Analyze the effect of different family dynamics on development of children.

Course Content

Module I: Prenatal development and birth(15Hours)

- A. Conception
- B. Period of the zygote
- C. Period of the embryo
- D. Period of the fetus
- E. Prenatal environmental influences
- F. Teratogens
- G. Other maternal factors
- H. Childbirth
 - a. Approaches to Childbirth
 - b. Birth complications

Module II. Cognitive development (birth to late childhood) (15 Hours)

- A. Piaget's stages of Cognitive development
- B. Vygotsky's theory of Cognitive development
- C. Development of Language

Module III. Self and Social Understanding (birth to late childhood) (15 Hours)

- A. Emergence of self and development of self concept
- B. Self esteem
- C. Erikson's theory of Psychosocial development (4 stages)
- D. Attachment Styles

Module IV. The family (birth to late childhood)

(15 hours)

- A. Origins and functions of the family
- B. The family as a social system
- C. Socialization within the family
- D. Family lifestyles and transition
- E. Vulnerable families

List of books recommended for reference

Mandatory Reading

1. Santrock, J. (2011). *Child Development* (13th ed.). Tata McGraw Hill.
2. Papalia, D. Olds, S. Feldman, R. (2004). *Human development* (9th ed.). Tata McGraw Hill,
3. Berk, L. (2013). *Child Development* (9th ed.). PHI Learning Pvt. Ltd.

Supplementary Reading

1. Berger, K and Thompson, R. (1998). *The Developing person: Through the Life Span* (4th ed.). Worth publishers
2. Hurlock, E. (1978). *Child Development* (6th ed.). Tata McGraw Hill.
3. Schickendanz, J., Schickendanz D., Hansen, K. and Forsyth, P. (1993). *Understanding Children* (2nd ed.). Mayfield Publishing Company.

DISCIPLINE SPECIFIC CORE COURSE

Course Title: Social Psychology

Course Code: UG-PSY-205

Credits: 4

Marks: 100

Duration: 60 hours

Prerequisite Courses: Nil

Course Objectives: _

1. To help students to develop an understanding of how we influence the society and how society influences our behaviour.
2. To help students learn various tactics to prevent negative influence of others on self.

Course Learning Outcomes:

Upon completion of the course, the student will be able to:

CLO1: Identify sources of error in attribution

CLO2: Describe tactics for impression management

CLO3: Discuss ways to resist persuasion

CLO4: Explain techniques to counter prejudices

CLO5: Analyze the influence of others on our behaviour

Course Content

Module I: Perceiving and Understanding others

(15 Hours)

- A. Social Psychology: what it is and what not
- B. Social cognition
 - a. Heuristics: how we employ simple rules in social cognition
 - b. Potential sources of error in social cognition
- C. Attribution: understanding the causes of behaviour
 - a. Theories of attribution
 - b. Basic sources of error in attribution
- D. Impression formation and impression management
 - a. Foundational research on first impressions: central and peripheral traits
 - b. How quickly and accurately are first impressions formed?
 - c. Can first impressions be changed?
 - d. Impression management – tactics for ‘looking good’ to others
 - e. How well do impression management tactics work?

Module II: Attitudes and Persuasion

(15 Hours)

- A. Attitudes

- a. Attitude formation
- b. When and why do attitudes influence behaviour?
- c. How do attitudes guide behaviour?
- B. Persuasion
 - a. The science of Persuasion: how attitudes are changed
 - b. Resisting persuasion attempts
- C. Cognitive dissonance

Module III: Stereotyping, Prejudice and Discrimination (15 Hours)

- A. How members of different groups perceive inequality
- B. The nature and origins of stereotyping
- C. Prejudice: feelings toward social groups
- D. Discrimination: prejudice in action
- E. Techniques for countering prejudice

Module IV: Social influence (15 Hours)

- A. Conformity: How Groups and norms influence our behaviour
 - a. Social pressure the irresistible force
 - b. How social norms emerge
 - c. Factors affecting conformity
 - d. Social foundations of conformity
 - e. The downside of conformity
 - f. Why we sometimes choose not to go along
 - g. Minority influence: Does the majority always rule?
- B. Compliance
 - a. The underlying principles
 - b. Tactics based on friendship or liking
 - c. Tactics based on commitment or consistency
 - d. Tactics based on reciprocity
 - e. Tactics based on scarcity
 - f. Do compliance tactics work?
- C. Prosocial Behaviour
 - a. Why people help: Motives for prosocial behaviour
 - b. Responding to emergency: will bystanders help
 - c. Factors that increase or decrease the tendency to help
 - d. Emotions and prosocial behaviour

List of books recommended for reference

Mandatory Reading

1. Baron, R. A. & Branscombe, N. R. (2017). *Social Psychology* (14th ed.). Pearson Education Ltd.

Supplementary Reading:

1. Baron, R. A. & Branscombe, N. R., Byrne, D., and Bharadwaj, G. (2011). *Fundamentals of Social Psychology* (1sted.). Pearson education India
2. Baron, R. A. and Byrne, D. (2004). *Social Psychology*(10th ed.). Pearson education India
3. Myers, D.G. and Twenge, J.M. (2020). *Exploring Social Psychology*(8th ed.). McGraw Hill

DISCIPLINE SPECIFIC CORE COURSE

Course Title: Cognitive Psychology

Course Code: UG-PSY-206

Credits: 4

Marks: 100

Duration: 60 hours

Prerequisite Courses: Nil

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 Learning Outcomes:

Upon completion of the course, the student will be able to:

CLO1: Distinguish between bottom-up and top-down processes in perception.

CLO2: Demonstrate how we acquire, store, transform and use information.

CLO3: Apply the concepts of perception, attention, memory and concept formation in daily activities.

CLO4: To map the link between various cognitive processes.

Course Content

Module I: Perceiving objects and recognizing patterns

(15 Hours)

- 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

Module II: Attention

(15 Hours)

- 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

Module III: Memory

(15 Hours)

- 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

Module IV: Concepts and categorization

(15 Hours)

- 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

List of books recommended for reference

Mandatory Reading

Galotti, K. M. (2004), Cognitive Psychology in and out of the laboratory, Delhi, Thomson Wadsworth (India edition) 3rd edition
Hunt, R. R. and Ellis H. C. (2004), Fundamentals of Cognitive Psychology, 7th edition, New Delhi, Tata McGraw Hill Publishing Company Ltd.
Matlin, M. M. (2005), Cognition, 6th edition USA, John Wiley & Sons, Inc.

Web Resources:

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

Annexure B
PG COURSE STRUCTURE (Semester III and IV)

Semester	Discipline Specific Core	Discipline Specific Elective	Discipline Specific Research Elective	Generic Elective	Discipline Specific Research or Internship
III		<p>PGMP-PSY-DSE-407:Positive Psychology</p> <p>PGMP-PSY-DSE-408:Psychology of Adolescence</p> <p>PGMP-PSY-DSE-409:Theories of Personality</p> <p>PGMP-PSY-DSE-410:NGO Management</p>	<p>PGMP-PSY-DSRE-401: Management of Learning Disabilities</p> <p>PGMP-PSY-DSRE-402: Child Development – Practicum</p> <p>PGMP-PSY-DSRE-403: School Counseling</p> <p>PGMP-PSY-DSRE-404:Counseling Parents</p>	<p>PGMP-PSY-GE-401: Communication & Conflict management</p> <p>PGMP-PSY-GE-402: Community Psychology</p> <p>PGMP-PSY-GE-403: Health Psychology</p> <p>PGMP-PSY-GE-404: Advanced Statistical Analysis</p>	
IV			<p>PGMP-PSY-DSRE-405: Management of Learning Disabilities- Research</p> <p>PGMP-PSY-DSRE-406: Child & Crime- Research</p> <p>PGMP-PSY-DSRE-407: School Counseling - Research</p> <p>PGMP-PSY-DSRE-408:Counseling with Parents- Research</p>		<p>PGMP-PSY-DSR/I-401:Discipline Specific Research or Internship</p>

DISCIPLINE SPECIFIC ELECTIVE

Course Title: Positive Psychology

Course Code: PGMP-PSY-DSE-407

Marks: 100

Credits: 4

Duration: 60 hours

Course Objectives:

1. To familiarize the learners with the understanding of the nature and need of happiness.
2. To appreciate the importance of various factors related to well-being.
3. To familiarize the learners with the importance of virtues and character strength
4. To help the learners to examine the role of resilience factors and skills in day-to-day life

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

CLO1: Understand the importance of the study of positive psychology.

CLO2: Describe the influence of positive emotions on well-being and health.

CLO3: Apply the principles of character strengths and virtues in life

CLO4: Analyse the role of resilience factors and skills in one's life

Course Content

Module 1: Positive Psychology: An Introduction

(15 hours)

- A. Positive Psychology
- B. The role of Positive Emotions in positive psychology: the broaden and build theory
- C. Positive traits
 - a. Genetics and happiness
 - b. Personality and happiness
 - c. Positive beliefs
 - d. Positive relationships and wellbeing
- D. Eastern and Western Positive Psychology

Module 2: Happiness and Wellbeing

(15 hours)

- A. Happiness across the lifespan
- B. Gender and happiness
- C. Money and happiness
- D. Happiness across cultures

Module 3: Virtue and strengths of character

(15 hours)

- A. Developing a classification of human virtues
- B. Wisdom
- C. Transcendence: Religion and spirituality
- D. Religion and virtue

Module 4: Resilience

(15 hours)

- A. Resilience
- B. Research on resilience
- C. Growth through trauma
- D. Focus on research: making sense of the loss

List of books recommended for reference**Mandatory Reading:**

1. Baumgardner, S. R., & Crothers, M. K. (2009). *Positive Psychology*. New Delhi: Dorling Kindersley India Pvt Ltd.
2. Snyder, C.R. & Lopez, S.J. (2014). *Handbook of Positive Psychology*. Oxford University Press
3. Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). *Positive Psychology- The Scientific and Practical Explorations of Human Strengths*. (2nd Ed.). New Delhi: Sage Publications India Pvt. Ltd.
4. Seigel, R. (2014). *Positive Psychology*. Harvard University Press

Supplementary Reading:

1. Mayer. C, Vanderheiden, E. (2020). Contemporary positive psychology perspectives and future directions. *International Review of Psychiatry*, VOL. 32, NOS. 7–8, 537–541 <https://doi.org/10.1080/09540261.2020.1813091>

2. Lomas, T., Waters, L., Williams, P., Oades, L. G., & Kern, M. L. (2020). Third wave of positive psychology: Broadening towards complexity. *The Journal of Positive Psychology*. <https://doi.org/10.1080/17439760.2020.1805501>
3. Compton, W. C., & Hoffman, E. (2019). *Positive psychology. The science of happiness and flourishing* (3rd ed.). Sage
4. Ivtzan, I., Lomas, T., Hefferon, K., & Worth, P. (2016). *Second wave positive psychology*. Routledge. <https://doi.org/10.4324/9781315740010>
5. Lomas, T., & Ivtzan, I. (2016). Second wave positive psychology: Exploring the positive-negative dialectics of well-being. *Journal of Happiness Studies*, 17(4), 1753–1768. <https://doi.org/10.1007/s10902-015-9668-y>
6. Jeste, D. V., & Palmer, B. W. (2015). *Positive psychiatry: A clinical handbook*. Am. Psychiatric.
7. Fredrickson, B. L., Grewen, K. M., Coffey, K. A., Algoe, S. B., Firestone, A. M., Arevalo, J. M. G., Ma, J., & Cole, S. W. (2013). A functional genomic perspective on human well-being. *Proceedings of the National Academy of Sciences of the United States of America*, 110(33), 13684–13689. <https://doi.org/10.1073/pnas.1305419110>
8. Diener, E., & Chan, M. (2011). Happy people live longer: Subjective well-being contributes to health and longevity. *Applied Psychology: Health and Well-Being*, 3(1), 1–43. <https://doi.org/10.1111/j.1758-0854.2010.01045.x>
9. Peterson, C. (2006) *A Primer in Positive Psychology*. New York, Oxford University Press
10. Seligman, M. (2002) *Authentic Happiness*. New York, Free Press
11. Argyle, M. (2001). *The Psychology of Happiness*. East Sussex: Routledge.

DISCIPLINE SPECIFIC ELECTIVE

Course: Psychology of Adolescence

Code: PGMP-PSY-DSE-408

Marks: 100

Credits: 4

Duration: 60 hours

Course Objectives:

1. To understand adolescent psychology from a developmental point of view.
2. To understand the complex interactions between physical, emotional & social aspects of Development, which influences an adolescent.
3. To familiarize the learners with the various aspects of development which take place during adulthood (young, middle & late).
4. To familiarize the learners with the challenges faced during the various phases of adulthood.

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

CLO1. Describe the physical, cognitive & emotional development among adolescents.

CLO2. Describe the challenges faced by adolescents during everyday life.

CLO3. Analyze the various mental health concerns present among adolescents.

CLO4. Analyze the various challenges faced during adolescence.

CLO5. Distinguish between the development of adolescents in western countries versus that of in the Indian society.

Course Content

Module 1. Introduction to Adolescent Development (15 hours)

- a. Historical Perspective
- b. Theories of Adolescent Development
- c. Puberty: Physical & Psychological Impact
- d. Brain Development
- e. Physical Health

Module 2. Personality Development in Adolescence (15 hours)

- a. Self & Identity
- b. Gender
 - i. Influences on gender
 - ii. Gender stereotypes, similarities, and differences
 - iii. Gender-Role Classification
- c. Sexuality**
 - i. Exploring adolescent sexuality
 - ii. Sexual attitudes and behaviours
- d. Culture**
 - i. Culture, adolescence and emerging adulthood
 - ii. Socioeconomic Status and poverty
 - iii. Ethnicity

Module 3. Social Development in Adolescence (15 hours)

- a. Morals, Values & Religion**
 - i. Moral Development & Domains of Moral Development
 - ii. Contexts of Moral Development
 - iii. Values, religion & Spirituality
- b. The Family**
 - i. Family processes
 - ii. Adolescents' relationship with their parents
 - iii. Sibling relationships
- c. Peer & Romantic Relationships**
 - i. Exploring peer relations and friendship

- ii. Dating & romantic relationships
- d. Schools**
 - i. Transitions in schooling
 - ii. The social context of schools
- e. Work & Career**

Module 4. Challenges of Adolescence

(15 hours)

- a. Sexual Problems**
 - i. Adolescent Pregnancy
 - ii. Sexually Transmitted Infections
 - iii. Forcible Sexual Behavior & Sexual Harassment
- b. Changing Family in Changing Society**
- c. Adolescents who are Exceptional**
- d. Problems and Disorders**
 - i. Drug Use
 - ii. Juvenile Delinquency
 - iii. Depression & Suicide
 - iv. Eating Disorders
- e. Media & Technology**

List of books recommended for reference:

Mandatory Reading

1. Santrock, J.W. (2014) *Adolescence*. New Delhi, Tata McGraw Hill 15th Edition

Supplementary Reading

1. Arnett, J.J. (2013). *Adolescence & Emerging Adulthood: A cultural approach* (5th Edition). USA: Pearson.
2. Kail, R.V. & Cavanaugh, J.C. (2014). *Essentials of Human Development: A life span view*. USA: Wadsworth.
3. Papalia et al. (2004). *Human Development* (9th Edition). United States: Tata McGraw Hill.
4. Shaffer, D.R. & Kipp, K. (2014). *Developmental Psychology: Childhood & Adolescence* (9th Edition). Canada: Wadsworth.
5. Verhagen, P. & Hertzog, C. (2014). *The Oxford Handbook of Emotion, Social Cognition, and Problem Solving in Adulthood*. New York: Oxford University Press

DISCIPLINE SPECIFIC ELECTIVE

Course: Theories of Personality

Course Code: PGMP-PSY-DSE-409

Marks: 100

Credits: 04

Duration: 60 hours

Course Objectives:

1. To familiarize students with major theories of personality
2. To enable students to apply major learnings from these theories in the context of counselling.

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

CLO1: Distinguish between different domains of personality Theories

CLO2: Understand human behavior from each school's perspectives

CLO3: Apply the principles of each school in understanding the clientele

CLO4: Understand personality from the Indigenous School of Thought

Course Content

Module 1- Psychodynamic Theories (15hours)

- a. Freud's Psychoanalytic Theory
- b. Jung's Analytic Psychology
- c. Adler's Individual Psychology

Module 2- Neo-freudian Theories (15hours)

- a. Erikson's Psychoanalytic Ego Psychology
- b. Kohut's Self Psychology
- c. Horney's Social and Cultural Psychoanalysis
- d. Indian Perspective (Sudhir Kakkar)

Module 3- Behavioristic and Cognitive Theories (15hours)

- a. Classical and Operant Conditioning
- b. Social Learning theory

- c. Drive and Incentive Theories (Hull, Miller and Dollard, Rotter)
- d. Cognitive imbalance (Heider), Dissonance Theory (Festinger)

Module 4 - Dispositional and Humanistic Theories

(15hours)

- a. Dispositional Domain: Allport's Trait Theory, Cattell's Structure-based System Theory, Eysenck's Biological Typology
- b. Humanistic Domain: Maslow's Need Hierarchy, Roger's Person-Centred Theory

List of books recommended for reference:

Mandatory Reading

1. Ryckman, R. (2008). *Theories of Personality* (9th Ed). Wadsworth. USA
2. Schultz, D., & Schultz, S. E. (2013). *Theories of Personality*. (10th Ed). Wadsworth. USA
3. Buss, D. M. & Larsen, R. J. (2009). *Personality Psychology: Domains of Knowledge About Human Nature*. NJ: McGraw-Hill Humanities.
4. Hall, C.S., Lindzey, G. and Campbell, J.B (1998). *Theories of personality* (4th Ed). New York. John Wiley and Sons.
5. Kakkar, S. & Kakkar, K. (2009). *The Indians: Portrait of a People*. Sage Publications

Supplementary Reading:

1. John, O.P., Robins, R.W., & Pervin, LA. (Eds.) (2010). *Handbook of Personality Theory and Research* (3rded). New York, NY: Guilford.
2. Hjelle, L. & Ziegler, D. J. (1992). *Personality Theories: Basic Assumptions, Research and Applications*. McGraw-Hill. New York
3. Rudman L. A. (2011). *Implicit Measures for Social and Personality Psychology*. LA: Sage Publication.

DISCIPLINE SPECIFIC ELECTIVE

Course: NGO Management

Course Code: PGMP-PSY-DSE-410

Marks: 100

Credits: 04

Duration: 60 hours

Course Objectives:

1. To help students develop an understanding of how NGOs are formed and their functioning
2. To develop volunteering skills in students

Course Learning Outcomes: At the end of this course, students will:

CLO1. Understand and explain the steps involved in registration of an NGO

CLO2. Delineate the processes involved in management of an NGO

CLO3. Describe the various NGOs and Government schemes

CLO4: Understand the various government schemes provided by Government of India

Course Content

Module 1: Formation of an NGO in India (15hours)

- A. Introduction and development of NGOs In India
- B. Formation of a society
- C. Formation and Essential Features of a Trust
- D. Formation and Characteristics of a Non- Profit Company
- E. Comparative analysis of society, Trust and Non- Profit Company

Module 2: Management of an NGO (15hours)

- A. Administration and Guidelines for a society, charitable trust and Non- Profit Company
- B. Registration of an NGO under other Acts

C. Marketing

D. Recommended code of practice for Indian NGOs

E. Foreign Contribution

F. Social Project Development

Module 3: Nature of NGO Activities

(15hours)

A. Child

B. Disabled

C. Emergency Support (Natural Disasters)

D. NGOs and the Management of Relationships

E. Women

F. Substance Abuse

G. Health

Module 4: Indian Laws, NGOs and Government

(15hours)

I. NGOs and Government:

A. Grants in-aid from Government of India

B. Schemes sponsored by the Ministry of Social Justice and Empowerment

C. Schemes sponsored by the Ministry of Human Resource and Development

D. Schemes sponsored by the Ministry of Health and Family Welfare, New Delhi

II. Indian Laws and NGOs

A. The Juvenile justice (care and protection of children) Act, 2000

B. Offences and Penalties under Juvenile Justice (care and protection of children) Act, 2000

List of books recommended for reference:

Abraham, A. (2011). *Formation and the Management of NGOs*. Universal Law Publishing,
Third edition.

Lewid, D. (2001). *Management of Non- Governmental Developmental Institutions*.

Articles on Indian Constitutional Policies and Acts in India.

DISCIPLINE SPECIFIC RESEARCH ELECTIVE

Course: Management of Learning Disabilities

Code: PGMP-PSY-DSRE-401

Marks: 100

Credits: 04

Duration: 60 hours

Course Objectives:

1. To familiarize students with learning disabilities and their management.
2. To acquaint students with the intervention techniques for the various types of learning difficulties.

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

CO1. Conduct screening for learning disabilities and arrive at a diagnosis

CO2. Develop and implement intervention techniques for learning disabilities.

CO3. Apply the strategies to the school curriculum

CO4. Appraise the progress of the child in school and modify strategies if required.

Course Content

Module 1: Introduction and Types of Evaluation (15 hours)

- a. Definition of Learning disability, types
- b. Neurodevelopmental evaluation
- c. Psychological evaluation
- d. Educational & Language evaluation
- e. Arriving at an interdisciplinary diagnosis

Unit II: Planning for treatment of Learning disabilities (15hours)

- a. IEP
- b. IFSP

Unit III: Intervention Strategies for learning disabilities (15hours)

- a. Effective instruction for Learning difficulties

- b. Strategies for overcoming / preventing reading problems
- c. Helping students improve their writing skills
- d. Developing spelling skills
- e. Developing numeracy and math problem – solving skill
- f. Adapting curriculum

Unit IV: Classroom screening tools and board concessions

(15hours)

- a. Teacher sensitization
- b. Teacher screening tools for learning disabilities in classrooms
- c. CWSN government concessions

List of books recommended for reference:

Brown, F.R., Aylward, E.H., Keogh, B.K. (1992). *Diagnosis and management of learning disabilities: An interdisciplinary / lifespan approach (2nd ed.)*. Springer Publishing Group.

Harris, K.R. & Graham, S. (2010). *Working with families of young children with special needs*. The Guilford Press: New York and London

Westwood, P. (2003). *Commonsense methods for children with special needs (4th ed.)*. RoutledgeFalmer: London and New York

Hayes, Anne M, Dombrowski Eileen, Shefcyk Allison & Bulat Jennae (2018). *Learning Disabilities Screening and Evaluation guide for Low and Middle Income Countries*, Research Triangle Park (NC): RTI Press; 2018

Hammeken A. Peggy, 92007), *The Teachers guide to inclusive education: 750 strategies for success (1st edition)*, Corwin Press

Web Reference:

Clinical Practice guidelines on assessment and management of SLD

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6345134/>

IEP

<https://pubmed.ncbi.nlm.nih.gov/11450386/>

CWSN government concessions

<https://education.goa.gov.in/sites/default/files/Scheme-for-Children-with-Special-Needs-2018.pdf>

DISCIPLINE SPECIFIC RESEARCH ELECTIVE

Course: Child Development- Practicum

Code: PGMP-PSY-DSRE-402

Marks: 100

Credits: 4

Duration: 60 hours

Course Objectives:

1. To develop interpersonal skills crucial to the success of all therapeutic interventions.
2. To learn assessment & interventional techniques that can be used on field.
3. To understand the importance of and develop workshop material to address important issues related to mental health care.

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

CLO 1. Communicate effectively and establish rapport building skills needed in counselling settings.

CLO 2. Devise and deliver workshops related to important topics of mental health care specially targeted at children & adolescents.

CLO3. Develop interviewing skills required in clinical settings

CLO 4: Conduct psychometric tests for both children and adolescents.

Course Content

Module I. Rapport Building

(15hours)

A. Interviewing skills with young children

B. Interviewing skills with adolescents

C. Interviewing Informants (Parents / Teachers / Caregivers)

D. Case history & Mental Status Examination of children & adolescents.

Module 2. Workshop Conduction

(15hours)

- A. Conduct: (Any two)
 - I. Life Skill Sessions – Example: Anger Management; Time Management; Stress management; Assertiveness
 - II. Study Skills Sessions
 - III. Dealing with bullying
 - IV. Dealing with Peer Pressure
 - V. Awareness and Prevention from Child Sexual Abuse
 - VI. Goal setting
 - VII. Decision making
 - VIII. Personality development (improving self-confidence & communication)
 - IX. Cyber bullying
 - X. Any other.

Module 3: Writing workshop modules:(Parents/teachers/adolescent's) (any three) (15hours)

- I.** Sex Education
- II.** Handling Emotional Attraction toward another
- III.** Substance Abuse & Prevention.
- IV.** Sensitivity to others
- V.** Effective parenting
- VI.** Enriching the teaching experience

Module 4: Tests & Assessments (any three)

(15hours)

- A. Multi axial diagnostic formulation as per DSM – V.
- B. Direct Behavioural Observation
- C. Behaviour Rating Scales (any one) - Devise own scale for special situations - Vanderbilt Scale for ADHD - Conners Comprehensive Behaviour Rating Scale
- D. Tests of Intelligence (any one) - WISC (latest edition) - Kamat – Binet Test of Intelligence - SFB - SPM / CPM - Draw a Man test – VSMS
- E. Personality Assessment of children (any one) - CAT – Animal & Human Forms by Uma Choudhary - TAT (can be used with adolescents) - Rosenweig Picture Frustration Study (Children)

F. Other tests (Neuro – psychological & Diagnostic) (any one) - Bender Gestalt - WMS - III - M – CHAT (for Autism) - Aston Index (for LD).

List of books recommended for reference:

- 1- (2013). DSM – 5. American Psychiatric Association.
- 2- Dobbins, R. (2006). Teaching your children the truth about sex. Siloam Publishers.
- 3- Galinsky, E. (2010). Mind in the Making: The seven essential life skills every child needs. New York: HarperCollins.
- 4- Hawn, G. & Holden, W. (2012). 10 Mindful minutes. UK: Platius
- 5- Herod, S. (2015). Good Touch & Bad touch, Manuals of Different Tests, Create space Independent Publishing Platform.
- 6- Patterson, L.E., & Welfel, E.R. (2005). The counseling process: A multi theoretical integrative approach. Thomson Learning.
- 7- Payne, G. (2016). Life skills for children: The ultimate anti – bullying & personal development course. Stay Safe publishers.
- 8- Sadock, B.J. & Sadock, V.A. (2015). Kaplan & Sadock’s Synopsis of Psychiatry. USA: Wolter Kluwer.
- 9- Weinstein, S. (1999). Educator’s Guide to substance abuse prevention. New York: Routledge.
- 10- Whitcomb, S. & Merrell, K.W. (2013). Behavioral, Social, and Emotional Assessment of Children and Adolescents (4th Ed.). New York, NY: Routledge.

DISCIPLINE SPECIFIC RESEARCH ELECTIVE

Course: School Counselling

Course Code: PGMP-PSY- DSRE-403

Marks: 100

Credits: 4

Duration: 60 hours

Course Objectives:

1. To enable the students to understand counselling at school.
2. To focus on the issues involved in school counselling.
3. To realize the need behind counselling children at school.
4. To learn about career counselling in schools
5. To facilitate the role of counsellors in promoting student development

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

CLO1. Understand the qualities of a school counsellor and realize the significance of school counselling

CLO2. Identify & appreciate the roles of a school counsellor and realize the importance of ethics in school counselling

CO3 Understand and be able to conduct interventions for special cases within the school context.

CLO4: Learn and be able to conduct career guidance for elementary, secondary and higher secondary students.

Course Content

Module 1: Foundations of School Counselling (15 hours)

- A. Counselling & Psychotherapy in Schools - Overview & history
- B. Conceptual Issues
- C. Objectives of School Counseling
- D. Core Theoretical Concepts for School Counselors
- E. Ethical Issues in School Counseling

Module 2: Career Counselling at School (15 hours)

- A. Career Guidance techniques:
 - a) Career development in elementary school
 - b) Career Development in the Middle School
 - c) Career Development in High School
- B. Assessments & Research in Career Guidance & Development at School

Module 3: Student Development (15 hours)

- A. Facilitating Personal & Social Development
- B. Physical Health & Emotional Development
- C. Adolescent Sexual Health & Development

Module 4: Counselling for Special Cases [within the school context] (15 hours)

- A. LGBTQ Students
- B. Suicidal Students
- C. Victims of Abuse
- D. Children from Broken Families

List of books recommended for reference:

1. Bor, R. et al. (2002) *Counselling in Schools*. Sage publications.
2. Herr, E.L., Cramer, S.H., & Niles, S.G. (2003). *Career Guidance & Counselling Through the Life Span: Systematic Approaches*. Pearson
3. Hardin L. K. Coleman, Christine J. Yeh. (2008). *Handbook of School Counselling (Counselling and Counsellor Education)* Routledge: Taylor & Francis Group.
4. Schulte et al. (1995). *Ethics in School Counselling*. Teachers College Press

DISCIPLINE SPECIFIC RESEARCH ELECTIVE

Course: Counselling Parents

Code: PGMP-PSY-DSRE-404

Marks: 100

Credits: 04

Duration: 60 hours

Course Objectives:

1. To acquaint the students with the concept of parenting, parenting styles and balanced parenting.
2. To help students understand the new age positive parenting skills.
3. To enable students to understand how parenting may contribute to development of childhood disorders.
4. To help the students understand the nuances of positive parenting programs.
5. To appreciate the difficulties faced by parents of children with mental disabilities & assist them.

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

- CO1. Analyse in which way the concepts of parenting and parenting styles influence daily parenting behaviour.
- CO2. Encourage parents of their clients to be holistically involved in their child's development.
- CO3. Use and teach positive parenting skills to their clients.
- CO4. Conduct workshops on the positive parenting skills suitable for the new age child.
- CO5. Assess the role that parenting may play as an etiological factor in childhood disorders.
- CO6. Develop and execute parenting programs for childhood externalizing disorders.
- CO7. Conduct REBT based parenting programs.
- CO8. Assist parents of children with mental disabilities to accept and cope with their child's diagnosis

Course Content

Module 1: Understanding Parenting (15hours)

- a. Concepts of Parenting & Parenting Styles
- b. Different Contexts for Parenting
- c. Role of Fathers in Parenting
- d. Letting Go & Leaving a Legacy

Module 2: Positive Parenting Skills (15hours)

- a. Skills to Create Co-operation [Focus on Positive Vocabulary Usage]
- b. Skills to Minimize Resistance [Listening, Preparation, Distraction, Rituals]
- c. Skills to Improve Communication [Hard-Love / Soft – Love Parenting, Delaying Gratification]
- d. Skills for Increasing Motivation [Focus on Positive Rewards & Punishment]
- e. Skills for Asserting Leadership [Making Commands Positive]

Module 3: Parenting Programs for Children Externalizing Disorders (15hours)

- a. Understanding Externalizing Disorders among children
- b. Cognitive Behavioural Parenting Program
- c. The REBT approach of Parenting Program
- d. Rational Positive Parenting Program

Module 4: Parenting Children with Neurotypical Disabilities (15hours)

- a. Accepting the Verdict
- b. Searching for Expert Guidance for children
- c. Understanding Parental Suffering & their Role as Caregivers
- d. Managing & Coping with Everyday Life Struggles

List of books recommended for reference:

1. David, O.A. & DiGiuseppe, R. (2016). *The Rational Positive Parenting Program*. Springer: New York.
2. Gray, J. (1999). *Children are from Heaven: Positive Parenting Skills for raising competitive, confident and compassionate children*. HarperCollins.
3. LeCroy, C.W. (2011). *Parenting Mentally Ill Children*. Praegar: California.
4. Miller, S. (2010). *Supporting Parents: Improving Outcomes for Children, Families and Communities*. McGraw Hill: New York.

GENERIC ELECTIVE

Course Title: Communication and Conflict Management in Organizations

Course Code: PGMP-PSY-GE- 401

Credits: 04

Marks: 100

Duration: 60 hours

Course objectives:

1. To help students understand effective patterns of communication and ways to avoid miscommunication.
2. To understand formation and working of groups and teams.
3. To help students understand the causes of conflicts at workplace and how to resolve them.

Course Learning Outcomes:

Upon completion of the course, the student will be able to:

CLO1: Identify defensive and non-defensive communication patterns

CLO2: Describe factors that affect group effectiveness

CLO3: Identify the nature and sources of conflict.

CLO4: Implement effective conflict management strategies in real world settings.

Course Content

Module 1: Organizational Behavior

(15 hours)

- A. Introduction to Organizational Behavior: Importance of Organizational Behavior, Shifting paradigms of OB
- B. Organizational Behavior and Management: The management process, managerial skills and competencies, and moral management
- C. Individual differences: Self-awareness and awareness of others, components of self and development of self
- D. Job Satisfaction: Components of job satisfaction, Job satisfaction and behavior, and Job satisfaction and performance

Module 2: Communication

(15 hours)

- A. Meaning and functions of communication
- B. The elements of communication
- C. A generalized graphic model of interpersonal communication
- D. Measures of accuracy of communication
- E. Messages intended to mislead: understanding misrepresentation and deceit
- F. Toward effective communication: discerning the meaning that matters
- G. Effective communication, sharing and feedback: the Johari framework

Module 3: Understanding Groups and Teams

(15 hours)

- A. What are groups?
- B. Increasing importance of working effectively in Groups
- C. How are groups formed?
- D. How groups develop
- E. Synergies of group-working: process gains and their contributors
- F. Negative aspects of group working and group process losses
- G. Roles in groups: Member Dispositional and Functional roles
- H. Factors affecting group effectiveness
- I. Understanding Teams: Are teams different from groups?
- J. Popular types of teams
- K. Making teams effective

Module 4: Conflict and Conflict Management

(15 hours)

- A. Understanding conflict
- B. Meaning and causes of conflict
- C. Sources of conflict at various levels
- D. Managing conflict
- E. Styles of handling interpersonal conflict
- F. Recognizing tolerance for conflict across cultures

List of books recommended for reference:

Mandatory Reading:

1. Parikh, M., & Gupta, R. (2012). *Organizational Behaviour*. Tata McGraw Hill Education Private Limited
2. Schermerhorn, J. R., Hunt, J. G., Osborn, R. N., & Bien, M. *Organizational Behavior*. (11th ed.). John Wiley & Sons, Inc.: USA

Supplementary Reading:

1. Baron, R.A. (2001). *Psychology* (1st Ed). Pearson Education
2. Baron, R. A. & Branscombe, N. R. (2017). *Social Psychology* (14th ed.). Pearson Education Ltd.
3. Quick, J. C., Nelson, L. D. & Khandelwal, P. (2013). *Organizational Behaviour A South-Asian Perspective*, (7th Edition). Cengage Learning India Pvt. Ltd.
4. Robbins, S. P., Judge, T. A., & Vohra, N. (2013). *Organizational Behavior* (15th edition). Dorling Kindersley (India) Pvt. Ltd, Licensees of Pearson Education.

GENERIC ELECTIVE

Course: COMMUNITY PSYCHOLOGY

Course Code: PGMP–PSY-GE- 402

Marks: 100

Credits: 04

Duration: 60 hours

Course Objective:

1. To familiarise students with the concepts and theories of social behavior and social phenomenon.
2. To enable students to learn about social systems and individual well-being in the community contexts.

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

CLO1: Understand the role of community and social behaviours in society

CLO2: Understand communities and importance of communities

CLO3: Analyse key dimensions of human diversity

CLO4: Describe the impact of social change in communities

Course Content

Unit 1: Introduction to Community Psychology (15 hours)

- A. What Is Community Psychology?
- B. Community Psychology: A Shift in Perspective
- C. Persons, Contexts, and Change
- D. Ecological Levels of Analysis in Community Psychology
- E. Seven Core Values in Community Psychology

Unit 2: Understanding Communities (15 hours)

- A. What is a Community
- B. Sense of Community
- C. The Importance of Community
- D. The Complex Realities of Communities
- E. Building Communities

Unit 3: Understanding Human Diversity in Context (15 hours)

- A. Key Dimensions of Human Diversity for Community Psychology
- B. Experience of Culture and Dimensions of Diversity: Socialization in Cultural Communities

- C. Concepts of Liberation and Oppression
- D. Attending to Diversity in the Practices of Community Psychology

Unit 4: Community and Social Change

(15 hours)

- A. Social Change
- B. Community Organizing Techniques
- C. Elements of Effective Community Change Initiatives
- D. Public Policy

List of books recommended for reference:

Mandatory Reading:

1. Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning.
2. Leonard A. Jason; Olya Glantsman; Jack F. O'Brien; and Kaitlyn N. Ramian (2019) Introduction to community psychology: becoming an agent of change.

Supplementary Reading:

1. Misra, G. (Ed). (2010) Psychology in India. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd.
2. Levine, Murray & Perkins, Douglas & Perkins, David. (2005). Principles of Community Psychology: Perspectives and Applications
3. McKenzie, J. F. Pinger, R. R. & Kotecki, J. E. (2005). An introduction to community health. United States: Jones and Bartlett Publishers.
4. Pearson Education. Poland, B. D., Green, L.W. & Rootman, I. (2000) Setting for Health Promotion: Linking Theory and Practice, Sage Publication, New Delhi.
5. Fetterman, D.M., Kaftarian, S.J. & Wandersman, A (Eds) (1996) Empowerment Evaluation, New Delhi: Sage Publication
6. Kakar, S. (1978) The Inner world: A psycho-analytic study of childhood and society in India. Delhi: Oxford University Press
7. Kakar, S. (1996) Indian Identity. New Delhi: Penguin

GENERIC ELECTIVE

Course Title: Health Psychology

Course Code: PGMP-PSY-GE- 403

Marks: 100

Credits: 04

Duration: 60 hours

Course Objectives:

1. To acquaint students with Health Psychology and its concepts.
2. To acquaint students with the scope of Health Psychology.
3. Examine various theoretical models of health behavior.
4. To familiarize students with chronic illnesses and their management.

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

CLO1: Understand Health Psychology and its goals and concepts.

CL02: Understand Health Enhancing and Health Compromising Behaviors.

CL03: Apply theoretical models of health behavior.

CLO4: Understand Chronic illnesses and its management.

Course Content

Module 1: Introduction to Health Psychology (15 hours)

- A. Definition of Health Psychology, Goals of Health Psychology, An Illness/Wellness Continuum, The need for health psychology.
- B. Current Perspectives on Health and Illness: The Biopsychosocial Perspective and Life-Span and Gender Perspectives.
- C. Scope of Health psychology.

Module 2: Health and Behavior (15 hours)

- A. Role of Behavioral Factors in Disease and Disorder; Health Promotion: Health Behaviors and Health Habits, Practicing and Changing Health Behaviors: An

Overview, Barriers to Modifying Poor Health Behaviors, Intervening with Children and Adolescents, Intervening with At-Risk People, Health Promotion and Older Adults.

B. Theories of Health Behaviors and Changing Health Habits:

1. The Health Belief Model, The Theory of Planned Behavior, Self-Determination Theory, Criticisms of Attitude Theories.
2. The Transtheoretical Model of Behavior Change: Stages of Change, Using the Stage Model of Change.

C. Cognitive-Behavioral Approaches to Health Behavior Change: Cognitive-Behavior Therapy (CBT), Self-Monitoring, Stimulus Control, The Self-Control of Behavior.

Module 3: Health Enhancing Behaviors and Health Compromising Behaviors (15 hours)

A. Health Enhancing Behaviors: Exercise, Accident Prevention, Cancer-Related Health Behaviors, Developing a Healthy Diet, Sleep.

B. Health Compromising Behaviors: Characteristics of Health-Compromising Behaviors, Obesity, Alcoholism and Problem Drinking, Smoking.

Module 4: Chronic Illnesses: Management and Coping (15 hours)

A. Heart Disease, Hypertension, Stroke, and Type II Diabetes.

B. Cancer and AIDS.

C. Adjusting to a Chronic Illness and Palliative Care, Psychological Issues in Advancing Illness, Psychosocial Interventions for People with Chronic Conditions, Psychological Management of the Terminally Ill, and Alternatives to Hospital Care for the Terminally Ill.

List of books recommended for reference:

Mandatory Reading:

1. Sarafino, E. P. & Smith, T. W. (2011). Health Psychology: Biopsychosocial Interactions (7th Ed.). John Wiley & Sons, Inc.: USA
2. Taylor, S. E. (2015). Health Psychology (9th Ed.). McGraw-Hill Education: New York

Supplementary Reading:

1. Brannon, L., Feist, J. & Updegraff, J. A. (2014). Health Psychology: An introduction to Behaviour and Health (8th Ed.). Wadsworth, Cengage Learning: USA
2. Ogden, J. (2012). Health Psychology (5th Ed.). McGraw-Hill Education: New York

GENERIC ELECTIVE

Course: Advanced Statistical Analysis

Course Code: PGMP-PSY-GE- 404

Marks: 100

Credits: 04

Duration: 60

Course Objectives:

1. To acquaint the students with different statistical methods along with their uses and interpretations.
2. To enable the students to analyze the data of practical and project work.

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

- CLO1. Understand the advanced statistical procedures used in social sciences.
- CLO2. Differentiate between Parametric and Non-parametric statistical procedures.
- CLO3. Differentiate between Techniques used for causal connections and establishing relations.
- CLO4. Apply learnt statistical techniques in designing research.
- CLO5. Understand and conduct Normality testing.
- CLO6. Process and analyze the data using Statistical Software.

Course Content

Module 1: Inferential Statistics

(15 hours)

- a. Introduction to Inferential Statistics
- b. Two Group Differences – t-test (independent and dependent)
- c. Analysis of Variance (One – way and two – way, both independent & repeated measures)
- d. MANOVA and ANCOVA: concept only

Module 2: Association and Prediction

(15 hours)

- a. Correlation – Normal Pearson, Point-Biserial, Phi, Partial, Semi-Partial and Multiple Correlation (Computation and Significance testing)
- b. Regression: Simple Linear Regression & Multiple Regression
- c. Chi Square Tests (Goodness fit & Independence)

Module 3: Non-Parametric Measures

(15 hours)

- a. Two Group Differences – Wilcoxon Signed-rank test; Wilcoxon Rank-Sum test, Median test; Mann Whitney U test
- b. Multiple Group Differences – Kruskal Wallis H Test
- c. Non – parametric tests for correlated data: Spearman's Rank Order Correlation,

Module 4: Statistical Software (Practical component)

(15 hours)

- a. An introduction to SPSS & R
- b. Using any one statistical package for Data entry and coding
- c. Importing data from MS Excel
- d. Conducting Normality Testing
- e. Calculating Central and Deviation Tendency along with all the methods discussed above
- f. Interpreting the output

List of books recommended for reference:**Mandatory Reading:**

Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology*. (4th Ed.). New Delhi: Dorling Kindersley (India) Pvt. Ltd.

Belhekar, V. (2016). *Statistics for psychology Using R*. Sage Publications

Supplementary Reading:

Howell D.C. (2010). *Statistical Methods for Psychology* (7th Ed). Wadsworth Cengage Learning: USA.

King, B.M., Rosopa, P.J. & Minium, E.W. (2011). *Statistical Reasoning in the Behavioral Sciences* (6th Ed). John Wiley & Sons Inc.: USA.

Maindonald, J. & Braun, W.J (2010). *Data Analysis & Graphics Using R – an Example-Based Approach* (3rd Ed). Cambridge University Press: UK.

Morgan, G.A., Leech, N.L., Gloeckner, G.W. & Barrett, K.C. (2004). *SPSS for Introductory Statistics* (2nd Ed). Lawrence Erlbaum Associates, Inc.: New Jersey.

ANNEXURE I

Board of Studies Meeting – Department of Psychology

Held on 16th October, 2023

(Summary of changes incorporated in the existing syllabus)

Sem	Course Title	Existing (Indicate only the unit where the change is proposed)	Changes Proposed	Specify the reason for the change
I	Basic Course in Psychology I	Practicum	A change in the practicals being conducted	The existing practicals were aligned with the NEP syllabus so that the practicum component addressed all major concepts covered in the theory component of the course
V	Psychopathology I	Practicum	Reducing the number of practicals conducted from 8 to 7	Introducing, conducting, discussing results, assessment, and feedback for each practical is being found to be difficult to be done in the allotted time per semester. Also, the eight practical would've utilised the same methodology that the students follow for five other practicals in each semester; thus there is no drop in the amount of learning that is imparted in case of a reduction.
VI	Psychopathology II	Practicum		

DISCIPLINE SPECIFIC CORE COURSE

Course Title: Basic Course in Psychology I

Course Code: UG-PSY-101

Credits: 3

Marks: 75

Duration: 45 hours

Prerequisite Courses: Nil

Course Objectives

1. To build the foundation necessary to study Psychology.
2. To understand the psychological grounding of human behaviour.

Course Learning Outcome

Upon completion of the course, the student will be able to:

CLO1: Distinguish between various schools of psychology.

CLO2: Describe the functioning of the nervous system.

CLO3: Analyze the influence of motives on behavior.

CLO4: Analyze the role of learning and culture on emotions

CLO5: Describe the importance of emotional intelligence

Course Content

Module I: Introduction and Biological Foundation

(15Hours)

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

Module II: Motivation

(15Hours)

- A. Approaches to motivation
 - a. Instinct Approach
 - b. Drive-reduction approaches
 - c. Arousal approaches
 - d. Incentive approaches
 - e. Cognitive Approaches
 - f. Humanistic approaches
 - g. Maslow's Hierarchy of needs
 - h. Self-determination theory
 - i. Solomon's Opponent-Process theory of acquired motives

- j. Intrinsic and Extrinsic Motives
- B. Biological motives
 - a. Hunger
 - b. Thirst
 - c. Sex
 - d. Other motives: Sleep, Temperature Regulation, Pain avoidance
- C. Psychological motives
 - a. Need for stimulation
 - b. Need for affiliation
 - c. Need for achievement
 - d. Aggression
 - e. Need for Competence, Power: In brief

Module III: Emotion

(15Hours)

- A. The three elements of emotion (Ciccarelli & White)
 - a. The physiology of emotion
 - b. The behaviour of emotion: emotional expression
 - c. Subjective experience: labeling emotion
- B. Early Theories of Emotions
 - a. James-Lange Theory
 - b. Cannon-Bard Theory
 - c. The facial Feedback Hypothesis
- C. Cognitive Theories of Emotion
 - a. Cognitive arousal theory
 - b. Cognitive mediational theory
- D. Role of learning and culture in emotions (Lahey; Baron & Misra)
- E. The functions of emotions (Feldman)
- F. Emotional Intelligence
 - a. Major components of emotional intelligence
 - b. EI: Evidence on its existence and effects

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

List of books recommended for reference

Mandatory Reading

1. Baron, R. A. & Misra, G. (2014). *Psychology: Indian Subcontinent Edition* (5th ed). Pearson
2. Baron, R.A. (2001). *Psychology* (1st ed). Pearson Education
3. Ciccarelli, S. K. & White, J. N. (2018). *Psychology* (5th ed.). Pearson India Education Services Pvt Ltd.
4. Feldman, R. S. (2017). *Understanding Psychology* (12th ed.). McGraw Hill Education

5. Lahey, B.B. (2012). *Psychology: An Introduction* (11th ed.). Tata Mc Graw Hill Publishing Company Limited.
6. Santrock, J.W. (2005). *Psychology Essentials* (2nd ed.). Tata Mc Graw Hill Publishing Company Limited.
7. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., & Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14th ed.). Thomson Business Information India Pvt. Ltd.

Online Resources:

1. Psychology, The basis of human behaviour (43-53), <http://ncert.nic.in/ncerts/l/kepy103.pdf>
2. Paul Anderson, The Neuron, <https://www.youtube.com/watch?reload=9&v=HZh0AlWSmY>
3. Matthew Barry Jensen, Structure of the nervous system, <https://www.khanacademy.org/science/high-school-biology/hs-human-body-systems/hsthe-nervous-and-endocrine-systems/v/structure-of-the-nervous-system>
4. Introduction to psychology, Emotion and Motivation, <https://courses.lumenlearning.com/wmopen-psychology/chapter/introduction-motivation/>

Practical: 1 Credit

Maximum Marks: 25

Course Objectives:

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

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

CLO1: Build rapport, Collect subject's information, Give instructions

CLO2: Follow practical reporting format

Course Content:

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. Academic Motivation Scale
- c. Brief Psychological Needs Scale
- d. Judgment of emotions
- e. PANAS
- f. Emotional Intelligence Test

List of books recommended for reference:

1. Anastasi, A. , Urbina, S.(2008). *Psychological Testing* (7th Ed.). Pearson Education.
2. Ciccarelli, S. K. & White, J. N. (2018). *Psychology* (5th ed.). Pearson India Education Services Pvt Ltd
3. Cohen, J.R. &Swerdlik, M.E.(2010). *Psychological Testing and Assessment: An Introduction to Test and Measurements* (7th Ed.). Mc Graw-Hill Publishing International Edition Company Ltd.
4. Dandeker, W.N. (1999). *Fundamentals in Experimental Psychology*. Anmol Prakashan.
5. Hussain, A. (2014). *Experiments in Psychology* (1st ed.). PHI Learning
6. Mohanty, G. (1996). *Experiments in Psychology*. Kalyani Publishers.
7. Mohsin, S.M. (2013). *Experiments in Psychology*. MLBD
8. Parry, J., & Adisheshiah, W. (1997). *Experimental Psychology*. Allied Publishers Private Limited.
9. Test Manuals

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 to:

- CO1: Describe various forms of assessment used to classify mental disorders/conditions
- CO2: Analyse abnormal behaviour from different theoretical perspectives
- CO3: Describe different therapeutic approaches to deal with abnormal behaviour
- CO4: Differentiate between symptoms of various mood disorders
- CO5: Differentiate between symptoms of various anxiety disorders
- CO6: Differentiate between symptoms of various eating 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

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: Psychology of Abnormal Behaviour: An overview

Number of Hours: 15

- A. What do we mean by Abnormality?
 - a) Indicators of Abnormality
 - b) The DSM 5, 5-TR and ICD 11
- B. Classification of disorders
 - a) What are the advantages and disadvantages of classification?
 - b) How can we reduce prejudicial attitude (stigma) against the mentally ill?
- C. Clinical Assessment and Diagnosis
 - a) Assessment of the Physical organism: General Physical examination, Neurological examination, Neuropsychological examination
 - b) Psychosocial assessment: Assessment interview, Clinical observation, Psychological tests

UNIT II: Mood and Anxiety disorders

Number of Hours: 12

- 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

UNIT III. Theories and Treatment of Abnormality

Number of Hours: 18

- A. Biological approaches
 - a. Causes: Brain dysfunction, Biochemical imbalances, The endocrine system, Genetic abnormalities
 - b. Treatment: Drug Therapies, Electroconvulsive Therapy and Brain Stimulation, Psychosurgery
 - c. Assessing Biological approaches
- B. Psychological approaches
 - a. Behavioral approaches and therapies
 - b. Cognitive approaches and therapies
 - c. Psychodynamic approaches and therapies
 - d. Humanistic approaches and therapies
 - e. Family systems approaches and therapy
 - f. Third-wave approaches and therapy
 - g. Assessing psychological approaches
- C. Socio-cultural approaches
 - a. Cross-cultural issues in treatment
 - b. Culturally specific therapies
 - c. Assessing socio-cultural approaches

References:

1. Hooley, J. M., Butcher, J. N., Nock, M. K., & Mineka, S. (2017). *Abnormal Psychology* (17th Edition). Pearson Education Limited.
2. Nolen-Hoeksema, S. (2020). *Abnormal Psychology* (8th Edition). McGraw-Hill Education.

3. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders fifth edition*. Washington, DC: Author.
4. World Health Organization. (2019). *International statistical classification of diseases and related health problems* (11th ed.). <https://icd.who.int/>

Suggested Reading:

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

Web Resources:

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders, fifth edition*. Washington, DC. Retrieved from <https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ascds%3AUS%3A907fa51f-b6cb-494c-95b1-5cacf626fc55>
2. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>
3. Publications and Databases of the American Psychological Association (<https://www.apa.org/pubs/>)
4. Mental health resources of the World Health Organization (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
No. of Practicals: 06
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

CO1: Carry out a survey on mental health and compile a report

CO2: Analyse the symptoms of a case to diagnose it and suggest appropriate therapy

CO3: Administer screening tools and interpret the findings

Syllabus:

- A. Survey (Mental Health)
- B. Case Study Analysis (Mental Disorder)
- C. Tests (Any five)
 - a. General health questionnaire (depression/anxiety)
 - b. Beck's depression inventory
 - c. Leobowitz Social Anxiety scale
 - d. OCD scale (YBOCS)
 - e. Perceived Stress scale (Sheldon Cohen)
 - f. Eating Attitudes Test

References:

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. Salvatore V. Didato. (2003). *The Big Book of Personality Tests: 90 Easy-To-Score Quizzes That Reveal the Real You*. Black Dog & Leventhal.
3. Sarason, I. G., & Sarason, B.R. (2013). *Abnormal Psychology: The Problem of Maladaptive Behavior*. (11th Ed.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.
4. 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.
5. 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:

1. To create awareness about mental health problems
2. To provide students with a foundation for both future clinical work and future empirical studies focused on the development of psychopathology across the lifespan.

Course Outcomes: At the completion of the course students will be able to:

CO1: Describe the symptoms of schizophrenia

CO2: Describe the symptoms of dissociative disorders

CO3: Differentiate between various types of somatic symptom based disorders

CO4: Differentiate between various types of personality disorders

CO5: 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: 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

UNIT II: Personality Disorders

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

UNIT III: 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

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

References: Mandatory:

1. Hooley, J. M., Butcher, J. N., Nock, M. K., & Mineka, S. (2017). *Abnormal Psychology* (17th Edition). Pearson Education Limited.
2. Nolen-Hoeksema, S. (2020). *Abnormal Psychology* (8th Edition). McGraw-Hill Education.
3. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders, fifth edition*. Washington, DC: Author.
4. World Health Organization. (2019). *International statistical classification of diseases and related health problems* (11th ed.). <https://icd.who.int/>

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*. (7th edi). John Wiley & sons, Inc. New York/Chichester/Weinheim/Brisbane/Singapore/Toronto.
3. Koeksema-susan Nolen. (2007). *Abnormal Psychology*. (3rdEdi) the McGraw-Hill companies, New York.
4. Comer, R.J. (2005). *Fundamentals of Abnormal psychology*. (4th 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 fifth edition*. Washington, DC. Retrieved from <https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ascds%3AUS%3A907fa51f-b6cb-494c-95b1-5cacf626fc55>
2. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>
3. Publications and Databases of the American Psychological Association (<https://www.apa.org/pubs/>)
4. Mental health resources of the World Health Organization (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
No. of Practical: 08
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. Tests and Scales
 - a. Internet Addiction scale (Internet Addiction Test)
 - b. Alcohol Use Disorders Identification Test (AUDIT) by John Saunders et al.
 - c. Drug Assessment Scale (DAS10)
 - d. Severity of Dependence Scale (SDS) By Gossop, M., Darke et al.
 - e. Gambling Scale (Gambling symptoms assessment scale)
 - f. Personality Disorder scale (any one, suggestions follow)
 - i. Dependence personality disorder
 - ii. Antisocial personality disorder
 - iii. Narcissistic Personality disorder scale (Jonathan Cheek)

References:

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. Didato. (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 & Hilgard'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*. (11thEd.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.