

PSYCHOLOGY

Programme Structure

Course Code	Course Title	Lectures (L) Hours per week	Tutorial (T) Hours per week	Practical (P) Hours per week	Total Credits
PSY2151	Introductory Psychology	2	1	-	3
PSY2251	Abnormal Psychology	2	1	-	3
PSY2351	Basic Cognitive Psychology	2	1	-	3
PSY2451	Life Span Development	2	1	-	3
PSY2551	Psychometric Testing	2	1	-	3
PSY2651	Counselling Psychology	2	1	-	3
	TOTAL				18

PSYCHOLOGY

Syllabus - Semester First

INTRODUCTORY PSYCHOLOGY

Course Code: PSY2151

Credit Units: 3

Course Objective:

This course is designed to introduce the science of psychology. It identifies and defines the theories, terms, methods, and various fields of psychology. This course can be used as a foundation towards continued education in more specific areas of psychology. General Psychology encourages students to study in depth the notions of modern scientific psychology. Upon completion of this course, student should have the following objectives:

- To know the major personalities important to the field of general psychology and the ideas, theories, and schools with which they are associated.
- To know the major terms associated with general psychology and their meanings.
- To know the major concepts associated with the area of general psychology.

Course Content

Module I:

Meaning, Definition, Nature and Goals of Psychology

Module II:

Scope of Psychology; Branches and Fields of Psychology

Module III:

Background of Psychology: Historical Perspective

Module IV:

Schools of Psychology: Structuralism, Functionalism, Behaviorism, Gestaltism, Psychoanalysis, Humanism, Existentialism, Cognitive

Module V:

Methods of Psychology: Introspection, Observation, Experimental, Interview, Questionnaire, Survey

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	10	10	5	5	70

Text & References:

- Morgan & King: Introduction to Psychology. Tata McGraw Hill Publishing Company Limited, N. Delhi
- Munn, N.L.: Psychology. Oxford & IBH Publishing Co Pvt. Ltd, N. Delhi

- Hilgard & Atkinson: Introduction to Psychology, 6th Ed. New Delhi: Oxford & IBH Publishing Co
- Sdorow : Psychology. 3rd Edition Broalu & Benewmark Publishers
- Guilford, J. P.: General Psychology. New York: D. Van Nostrand
- Mohsin, S.M. : Elementary Psychology. Motilal Banarasi Das.
- Morris, C. G. & Maisto, A. A.: Psychology: An Introduction. (12thed.). Upper Saddle River, NJ: Prentice Hall.
- Atkinson & Hilgard: Psychology: An Introduction. Cengage Learning EMEA
- Kosslyn & Rosenberg : Psychology (3rded.). Allyn & Bacon
- Mishra, B. K.: Psychology. PHI Learning Pvt. Ltd
- Lahey, B. B. & Majors, M.: Psychology: An Introduction. Tata McGraw Hill Humanities/Social Sciences/Lingua

Syllabus - Semester Second

ABNORMAL PSYCHOLOGY

Course Code: PSY2251

Credit Units: 3

Course Objective:

Abnormal psychology is a branch of psychology that deals with psychopathology and abnormal behavior that causes suffering to the individual and others around him or her, and interferes with functioning in a significant way. The term covers a broad range of disorders, from depression to obsession-compulsion to sexual deviation and many more. The study of abnormal psychology also includes learning about the factors, situations, and conditions that cause mental disorders and how they may be best treated. Following are the objectives for the part of Psychology:

- To gain an appreciation of the fundamental issues that underlies the concept of mental abnormality.
- To become familiar with how, in terms of symptoms, the various psychological disorders present themselves.
- To appreciate different explanations of abnormality. That is, to understand the role of environment, genetic factors, psychodynamics, neuropsychology, and biochemistry in the determination of psychopathology.

Course Content:

Module I: Introduction

Concept of abnormality: Criteria and Perspectives

Classification: DSM IV-R, conceptual and operational evaluation.

Casual factors in Psychopathological Behaviour

- (a) Biological determinants
- (b) Psychological determinants
- (c) Socio-cultural determinants

Module II: Neurosis and Psychosis

Concept and Difference between both the two

Module III: Neurotic Disorder

Generalized anxiety disorders

Obsessive-Compulsive disorders

Phobic Disorders

Eating Disorder

Module IV: Mood Disorders

Depression

Bipolar Disorder

Module V: Psychotic Disorder

Bipolar disorders: Manic, Depressive, Mixed

Psychotic depression

Delusional Disorder

Schizophrenia

Module VI: Mental Retardation and Development Disorders

Levels of mental retardation, Organic factors in mental retardation.

Autism: Clinical picture and casual factors.

Childhood Disorder

Module VII: Substance Abuse Disorders

Alcoholism

Drug Addition

Module VIII

Psychosomatic Disorder

Somatoform Disorders

Personality Disorders

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	10	10	5	5	70

Text & References:

- Page, J.D.: Abnormal Psychology. New Delhi: Tata McGraw Hill Publishing Company Limited
- Shanmugam, T.E.: Abnormal Psychology. New Delhi: Tata McGraw Hill Publishing Company Limited
- Coleman, J.C.: Abnormal Psychology and Modern Life. Bombay: D.B. Taraporewala Sons.&OCLtd.
- Davison G.C.: Abnormal Psychology. New York: John Willey & Neale, J. M. Sons.
- Carson, R.C., Butcher, J.N. & Mineka, S.: Abnormal Psychology and Modern Life. Delhi: & Person Education, 2000
- Kaur, R.: Abnormal Psychology: New Trends and Innovations Delhi: Deep & Deep Publications (P) Ltd.
- Sarason, I. G. & Sarason, B. R.: Abnormal Psychology: The Problem of Maladaptive Behaviour, 11th Ed. Prentice-Hall
- Mangal, S. K.: Abnormal Psychology. New Delhi: Sterling Publishers Pvt Ltd
- Comer, R. J.: Abnormal Psychology, 5th Ed. Worth Publishers
- Kumar, V.: Abnormal Psychology: Causes and Treatment. Aadi Publications

Syllabus - Semester Third

BASIC COGNITIVE PSYCHOLOGY

Course Code: PSY2351

Credit Units: 3

Course Objective:

Cognitive Psychology is an objective, empirical discipline that tends to favor an experimental approach. This paper of Psychology is crucial to understand the basis of mental activity and human behaviour. The students of Psychology will need to have this knowledge about the normal mental operation of adults in order to understand more complex processes and their disorder. The subject emphasizes cognitive aspects to show the more up to date developments. In this paper of Psychology, Students will:

- Gain factual knowledge of the terminology, methods, and research findings in the field of cognitive psychology.
- Learn the fundamental theories and principles of cognitive psychology including being able to critique them.
- Learn how professionals in the field of cognitive psychology go about the process of gaining new knowledge.

Course Content

Module I:

Introduction, History and Background of Cognitive Psychology

Module II:

Thinking: Nature, and Types of Thinking:

Tools of thinking- Images, Concept, Symbols and Signs, Language, Muscle Activities and Brain Function

Module III:

Reasoning: Meaning and Types of Reasoning: Deductive and Inductive Reasoning

Module IV:

Problem solving: Meaning and Method of Problem solving

Decision Making: Meaning, types and hindrances

Module V:

Intelligence: Meaning, Nature and Theories of intelligence: Unitary Theory, Multifactor Theory, Two Factor Theory, Group Factor Theory.

Genetic and Environmental Influence on Intelligence

Classification of Intelligence Test

Concept of Mental Age and IQ

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	10	10	5	5	70

Text & References:

- Esgate, A. & Groome, D.: An Introduction to Applied Cognitive Psychology. England: Psychology Press.
- Kellogg, R. T.: Fundamentals of Cognitive Psychology. New Delhi: Sage Publication
- Morgan & King: Introduction to Psychology. Tata McGraw Hill Publishing Company Limited, N. Delhi
- Munn, N.L.: Psychology. Oxford & IBH Publishing Co Pvt. Ltd, New Delhi
- Solso, R. L.: Cognitive Psychology (8th ED.). Delhi: Pearson Education
- Best, B. J.: Cognitive Psychology. (3rded.). West Publishing Company
- Hilgard& Atkinson: Introduction to Psychology, 6th Ed. New Delhi: Oxford & IBH Publishing Co
- Sdorow : Psychology. 3rd Edition Broalu & Benewmark Publishers
- Mishra, B. K.: Psychology. PHI Learning Pvt. Ltd
- Haberlandt, K.: Cognitive Psychology. Allyn& Bacon

Syllabus - Semester Fourth

LIFE SPAN DEVELOPMENT

Course Code: PSY2451

Credit Units: 3

Course Objective:

Developmental psychology, also known as human development, is the scientific study of systematic psychological changes, emotional changes, and perceptual changes that occur in human beings over the course of their life span. Originally concerned with infants and children, the field has expanded to include adolescence, adult development, aging, and the entire life span. Developmental psychology includes issues such as the extent to which development occurs through the gradual accumulation of knowledge versus stage-like development, or the extent to which children are born with innate mental structures versus learning through experience. The objective of this paper is:

1. To provide an understanding of Physical, cognitive, affective, moral, social and neural development during infancy, childhood, and adolescence.
2. To critically evaluate the role of heredity, maturation, and the environment in development.
3. To critically examine the relationship between scientific theories of development and the reality of development in everyday life.

Course Contents:

Module1: Introduction

Meaning and Concept of Development: Life Span Perspective,
Theoretical Perspective on Development,
Factors influencing development

Module 2: The Start to Life

Conception and Prenatal Development: The Interaction of Heredity and Environment;
Birth and newborn: Birth Complications, Competent Newborn.

Module 3: Development in Infancy and Toddlerhood (birth to 2years)

Physical Development
Cognitive Development: Roots of Language
Social and Personality Development

Module 4: Development in Childhood

The Preschool years (3-6 Years)

Physical Development;
Cognitive Development: Language Development
Social and Personality Development

The Middle Childhood (6-12 Years)

Physical Development
Cognitive Development: Intellectual and Language development
Social and Personality Development

Module 5: Development in Adolescence and Young Adulthood

Adolescence (12-19 years)

Physical Development

Cognitive development in Adolescence and School Performance

Social and Personality Development

Young Adulthood (19-35 years)

Physical Development: Physical Limitations and Challenges

Cognitive Development: Intelligence and Higher Education

Social and Personality Development: Forging Relationship and Choosing Career

Module 6: Development in Middle and Late Adulthood

Middle Adulthood (35-55 years)

Physical Development: Sexuality and Health

Cognitive Development: Memory and Remembering

Social and Personality Development: Cultural Dimensions

Late Adulthood (55 years to death)

Physical Development: Health and Wellness

Cognitive Development: Memory and Forgetting

Social and Personality Development: Successful Aging

Death, Dying and Bereavement

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	10	10	5	5	70

Text & References:

- Hurlock, E. B.: Developmental Psychology. McGraw-Hill
- Papalia, D. E.; Olds, S. W. & Feldman, R.D: Human Development(10th ed.).New York: McGraw-Hill.
- Feldman, R. S.: Discovering the Life Span (2nd Ed.). Pearson
- Berk, L.E.: Child Development. New Delhi: Pearson Education.
- Brodzinsky, D.M.; Gormly, A.V. & Anibron, S.R.: Life Span Human Development; New Delhi: CBS Publication
- Heatherington, E.M. & Parke, R.D.: Child Psychology: A Contemporary Viewpoint New York: McGraw-Hill
- Kail R. V.: Children and their development. Prentice Hall Inc.
- Bee, H. & Boyd, D.: Life Span Development, Boston, M.A. : Allyn and Bacon.
- Bukatko, D. & Daehler, M.W.: Child Development: A Thematic Approach. New York: Houghton Mifflin Company.
- Crain, W.: Theories of Development. Englewood Cliffs, New Jersey: Prentice Hall.
- Newman, B.M. & Newman, P.R.: Development Through Life: A Psychosocial Approach. New York: Wadsworth Publishing Company.
- Santrock, J.W.: A Topical Approach to Life Span Development. New Delhi: Tata McGraw Hill.

Syllabus - Semester Fifth

PSYCHOMETRIC TESTING

Course Code: PSY2551

Credit Units: 3

Course Objective:

Psychological assessment is a process of testing that uses a combination of techniques to help arrive at some hypotheses about a person and their behavior, personality and capabilities. Psychological assessment is also referred to as psychological testing, or performing a psychological battery on a person. A psychological assessment is the attempt of a skilled professional, usually a psychologist, to use the techniques and tools of psychology to learn either general or specific facts about another person, either to inform others of how they function now, or to predict their behavior and functioning in the future. Psychologists are the only profession that is expertly trained to perform and interpret psychological tests. Below are the objectives of studying this particular paper of Psychology:

- To train the students in various psychological assessment techniques.
- To impart skills necessary for selecting and applying different tests for different purposes such as evaluation, training and rehabilitation.

Course Content:

Module-I: Introduction

History of Psychological Testing
Meaning, Definition and Types of Psychological Testing
Ethical issues in Psychological Testing

Module-II: Measurement

Nature and significance of Measurement
Distinction between assessment and measurement
Levels of measurement
Techniques of Attitude Measurement

Module-III: Construction of Test

Steps of constructing a Psychological Test
Reliability: Meaning, types and factors affecting reliability
Validity: Meaning, types and factors affecting Validity
Characteristics of a good Psychological Test

Module-IV: Assessment of General and Special Abilities

Intelligence (DAP: IQ and Slosson Intelligence Test (SIT-3/R)
Creativity: Creativity Assessment Packet (CAP)
Achievement: Diagnostic Achievement Test for Adolescents (DATA-2)

Module-V: Application of Testing

Assessment in Educational and Occupational Set-up: Achievement Test
Assessment in Clinical Set-up and in Counselling

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	10	10	5	5	70

Text & References:

- Anastasi, A. & Urbina, S.: Psychological Testing. U.S.A.: Prentice Hall International Inc.
- Hasan, Q.: Personality Assessment: A fresh Psychological Look. New Delhi: Gyan Publishing House
- Graham, J. R. & Lilly, R. S.: Psychological Testing. New Jersey: Prentice Hall Inc.
- Kaplan, R. K. & Saccuzzo, D. P.: Psychological Testing- Principles, Applications and Issues. New Delhi: Cengage Learning India Pvt Ltd
- Kline, T. J. B.: Psychological Testing – A Practical Approach to Design and Evaluation. New Delhi: Vistaar Publication
- Aiken, L.R. & Groth-Marnat, G.: Psychological Testing and Assessemnt (12th Ed.) Pearson Education
- Freeman, F. S.: Psychological Testing. Oxford University Press

Syllabus - Semester Sixth

COUNSELLING PSYCHOLOGY

Course Code: PSY2651

Credit Units: 3

Course Objective:

The paper of Counselling Psychology covers its history, theories, activities, specialties and trends. It concentrates on the importance of the personhood of counselors and of the multicultural, ethical and legal environments in which counsellors operate. This paper focuses on the context and process of counselling to provide a range of high quality and responsive counseling skills and its applications to help oneself and others.

Course Contents:

Module I: Introduction

Meaning, Definitions and Goals of counselling
Role of Counsellor in different Setting
Characteristics of a good counsellor

Module II: Counselling Process

Building Counselling Relationship
Working in a Counselling Relationship
Termination of Counselling Relationship

Module III: Counselling Approaches

Insight-Oriented Counselling: Client-Centred
Action-Oriented Counselling: Behavioural
Testing, Assessment and Diagnosis in Counselling

Module IV: Counselling Applications

Child Counselling and Counselling in School
Adolescent Counselling and Counselling in College
Career Counselling: Theories of Career Development
Group Counselling and Family Counselling
Addiction Counselling

Module V: Theories and Techniques of Counselling

Psychodynamic Approaches
Humanistic Approach
Cognitive Approach
Behavioural Approaches

Module VI: Current Issues in Counselling

Ethical and Legal Issues
Mental Health Counselling
Counselling in a Multicultural Society
Counselling with Diverse Population

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	10	10	5	5	70

Text & References:

- Rao, S. N.: Counselling and Guidance (2nd Ed.). Tata McGraw Hill
- Belkin, G.S.: Introduction to Counselling. W.C.: Brown Publishers
- Nelson, J.: The Theory and Practice of Counselling Psychology. New York: Holt Rinehart & Winston
- Gibson, R. L. & Mitchell, M. H.: Introduction to Counselling. And Guidance (7th).New Delhi Prentice-Hall of India Pvt. Ltd
- Gladding, S. T.: Counselling: A Comprehensive Profession (6th Ed.). Dorling Kindersley India Pvt. Ltd.
- Hansen, J. H. & Rosberg, R.H: Counselling: Theory and Process (5th Ed.). Allyn & Bacon
- Pal, O. B.: Guidance and Counselling. New Delhi: Motilal Banarsidas Publishers Private Ltd.
- Milner, J., Byrne, P. O. & Campling, J.: Assessment in Counselling: Theory, Process and Decision-Making. Palgrave MacMillan
- Patterson, L.E.: The Counselling Process. Wadsworth Publishing
- Welfel, E.R., & Patterson, L.E: The Counselling Process: A Multitheoretical Integrative Approach. Thomson Brooks / Cole