

ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION

REVISED UG SINGLE MAJOR SYLLABUS UNDER CBCS

(Implemented from academic year 2023-2024)

PROGRAMME-B.A (HONOURS) IN PSYCHOLOGY

FOUNDATIONS OF PSYCHOLOGY

Learning Outcomes:

At the end of the course the student would be able to

- Demonstrate their competency in remembering terminologies used in origin, scope and fields of Psychology
- Understand the scientific basis of behaviour and the scientific methods to study behaviour
- Explain the importance of emotions in human life and the physiology behind emotions
- Analyze motives which direct behaviour and how to apply this knowledge to motivate people
- Classify and assess various types of personalities and try to observe personalities of people around
- Develop practical skills to evaluate the psychological aspects by using psychological tests


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Sem - II

SEMESTER II
SYLLABUS

FOUNDATIONS OF PSYCHOLOGY

1. Unit -I

Introduction- Origin and development of Psychology, definitions, nature and goals of Psychology, Fields of Psychology, Various Schools of thoughts-Structuralism, Functionalism, Psychoanalytic, Behavioral, humanistic- existential, Gestalt

2. Unit-II

Methods of studying behavior - Introspection, observation, case study, and experimental method

Biological basis of behavior – Nervous system – Structure of neuron, Central nervous system- Brain and spinal cord, Autonomic nervous system,

Hormonal basis of behavior - Major endocrine glands and their functions, Mechanisms of heredity – Chromosomes and genes

3. Unit-III


Emotions - Definition and Nature of emotions, Functions of emotions, Theories of emotions- James-Lange, Cannon-Bard and Schachter -Singer theories.

4. Unit-IV

Motivation-Definition and functions of motives, Types of motives-physiological and psychosocial motives, Maslow's theory of motivation, unconscious motivation

5. Unit-V

Personality -Concept and definitions of personality. Theoretical Approaches to personality- psychoanalytic approaches, cognitive- behavioural and humanistic


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Practicum:


Any 2 practicum pertaining to the syllabus

References

1. Atkinson & Hilgard(2003)-Introduction to Psychology, ThomsonWoodworth, 14th Edition.
2. Baron. R.A. psychology (2001)-Pearson Educational Inc. New Delhi.
3. Benjamin & Hopkins (1990)-Psychology. Macmillan Publishing Co., Newyork.
4. Parameswaran & Beena-Invitation to Psychology. Neel Kamal Publications, Hyderabad.
5. Morgan & King-Introduction to Psychology (2017). Mc.Graw Hill, India.
6. S.K.Mangal-General Psychology (2009). Sterling Publishers Pvt. Ltd., India.

Co-Curricular Activities:**Suggested Co-Curricular Activities**

1. Assignments
2. Seminars, Group discussions, Quiz, Debates on related topics
3. Prepare charts and models of related topics
4. Invited lectures and presentation on related topics by field experts


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COGNITIVE PSYCHOLOGY

Learning Outcomes:

At the end of the course the student would be able to

- Remember the various cognitive functions of the brain and how attention and perception influence the way individuals react
- Understand the process of storage and retrieval of information know about the types of memory
- Develop a critical understanding about various forms of learning and the principles underlying them
- Appraise various aspects of learning and apply these concepts for better learning
- Identify various intelligence tests, measure IQ and classify intelligence
- Practically assess all the cognitive processes and write an evaluative report



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SEMESTER - II

SYLLABUS

Sem II

COGNITIVE PSYCHOLOGY

1. Unit -I

Introduction- Definition, nature and scope of cognitive psychology

Attention and Perception-Attention-Span of Attention, division, distraction, factors influencing attention.

Perception-definition, constancies, illusions, factors influencing perception.

2. Unit-II

Memory and Forgetting -Types of Memory, Models of memory- Information processing model of memory

Forgetting- Definition, Theories of forgetting, Causes of forgetting, Methods of improving memory

3. Unit-III

Learning-Nature and definitions, Theories of learning-Conditioned Learning-Classical and Operant, Cognitive Learning -trial & error, insight, Observational learning

Learning curve, transfer of learning, efficient methods of learning

4. Unit-IV

Thinking-Definition and Nature of thinking, Tools of thinking - Images, Concepts and Language

Reasoning - Types of reasoning, Problem Solving- Strategies for problem solving, Stages of problem solving, Creative Thinking- Definition, Characteristics of creative people, Stages in creative thinking



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5. Unit-V

Intelligence- Definitions and Nature, Measurement of intelligence - Concept of IQ & Classification of Intelligence, Types of intelligence tests, Theories of Intelligence- Spearman's two factor theory, Thurstone's theory

Practicum:

Any 2 practicum pertaining to the syllabus

References :

1. Eysenck & Kean-Cognitive Psychology (2014). Psychology Press, New York
2. Solso-Cognitive Psychology (2017). Pearson Education India
3. Atkinson & Hilgard(2003)-Introduction to Psychology, ThomsonWoodworth, 14th Edition.
4. Baron. R.A. psychology (2001). Pearson Educational Inc. New Delhi.

Co-Curricular Activities:

Suggested Co-Curricular Activities

1. Assignments
2. Seminars, Group discussions, Quiz, Debates on related topics
3. Prepare charts and models of related topics
4. Invited lectures and presentation on related topics by field experts



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APPLIED PSYCHOLOGY

Learning Outcomes:

At the end of the course the student would be able to

- learn about applications psychology in educational, industrial, health, counselling and forensics
- Learn about the role of beliefs and attitudes in the health problems of our times
- understand the meaning and process of counselling including personal and professional aspects
- Developing knowledge and skills related to employee selection, performance appraisal and job satisfaction



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SEMESTER III
SYLLABUS

Sem - III

APPLIED PSYCHOLOGY

Unit-I

Introduction: Meaning, Basic and applied research, Fields of applied psychology.

Educational Applications: Role of psychologists in school system: school psychologist, community psychologist, Educational psychologist; Measurement and evaluation: Assessing educational readiness, assessing educational achievement.

Unit-II

Industrial Applications: Recruitment, Selection and Training, Motivation and job satisfaction, Communication and conflict in work settings, choosing a career, Work-related attitudes, job interviews

Unit-III

Health Applications: Dealing with health related information, stress and illness, taking active steps to cope with stress, coping with medical care.

Lifestyles and its consequences: Smoking, drinking, overeating, sedentary behavior and AIDS.

Unit-IV

Clinical Applications: Cognitive-Behavior therapy, Psychoanalytic, Behavior, person-centered therapy, rational emotive therapy, group therapy, Measures to promote mental health


Unit-V

Forensic Applications: Media and Perception about crime, eyewitness testimony, and the Detection of Deception, role of attorneys and judges, defendant characteristics. The Psychologist as Expert Witness: Practical and Ethical Issues

The Psychology of Lying, Detection of Deception; Deception Techniques: Polygraph Examination, fMRI, Narco-analysis, Forensic Hypnosis, Voice stress Analysis. Eyewitness testimony, The Psychologist as Expert Witness: Practical and Ethical Issues, The roles of forensic psychologist

Practicum:

Any 2 practicum pertaining to the syllabus


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References:

- Anatasi, A. (1979) Fields of Applied Psychology (2nd) U.S.A.: McGraw Hill.
- Baron, R.A., Byrne, D. & Bransconube, N.R. (2007). Social Psychology (11th ed.) New Delhi: Prentice Hall.
- Baron, R.A., Byrne, D. & Johnson, B.T. (1998). Exploring social psychology (4th ed.) Boston: Allyn & Bacon.
- Goldstem, A.P. & Krasner, L.(1989). Modern Applied Psychology. New York: Pergamum Press.
- Weiten, W. and Lloyd, M.A. (2007). Psychology Applied to modern life (8th ed.) New Delhi: Thomson.

Co-Curricular Activities:

Suggested Co-Curricular Activities

1. Assignments
2. Seminars, Group discussions, Quiz, Debates on related topics
3. Prepare charts and models of related topics
4. Invited lectures and presentation on related topics by field experts
5. Visit an industry or organization and prepare a report on job satisfaction and Work-related attitudes


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CHILD PSYCHOLOGY

Learning Outcomes:

Sem - III

At the end of the course the student would be able to

- Comprehend child psychology and its perspectives, theories
- Acquire knowledge about prenatal period stages and hazards
- Understand Physical and Cognitive development along with theoretical contributions
- Understand Process of emotional development with the help of empirical theories
- Acquire knowledge about different types of childhood disorders

SYLLABUS

CHILD PSYCHOLOGY


1. Unit -I

Introduction-Nature and scope of Child Psychology, Methods of Child Psychology, Stages of human life span, Theoretical perspectives-Psycho analytic theory, Erickson's psychosocial theory, Piaget's Social cognitive theory

2. Unit-II

Prenatal period - conception, Stages in prenatal development,

Hazards in prenatal development - prescription and non-prescription drugs, psychoactive drugs, incompatible blood types, maternal factors, paternal factors, environmental hazards, and prenatal care


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Stages of child birth, Apgar Scale, Chromosome and Gene related abnormalities - Chromosomal abnormality-Down syndrome, Gene related abnormalities-PKU and Sickle cell anemia

3. Unit-III

Physical and cognitive development

Sensory and motor development- sensory development-Vision, hearing, touch-pain, smell and taste, motor development-sequence, reflexes, gross and fine motor skills

Cognitive development- Piaget's theory, Vygotsky's theory

4. Unit-IV

Emotional and moral development

Emotional development-Basic emotions, Development of emotional expression, emotional self-regulation, attaining emotional display rules, social referencing, empathy and sympathy, Bowlby's attachment theory

Moral development- Kohlberg's theory of moral development

5. Unit-V


Childhood disorders-Elimination disorders, Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Specific Learning disabilities, intermittent explosive disorder, oppositional defiant disorder and conduct disorder

Sexual Abuse - Childhood Sexual Abuse, Pedophilic Disorder

Practicum:

Any 2 practicum pertaining to the syllabus

References:


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1. Hurlock E.B - Child Psychology, Mc Graw Hill Inc., New Delhi.
2. Mangal S.K - Child Psychology, Sterling Publishers, New Delhi.
3. Venkata Rao Ch -Child Care, Nihil Publications
4. Sharma & Sharma - ChildPsychology (2002), Atlantic Publishers.
5. Feldman -Child Development, Pearson Publications.

Co-Curricular Activities:

Suggested Co-Curricular Activities

1. Assignments
2. Seminars, Group discussions, Quiz, Debates on related topics
3. Prepare charts and models of related topics
4. Invited lectures and presentation on related topics by field experts
5. Observe and write a report on an infant's or a child's physical development



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Sem-III

SEMESTER III
SOCIAL PSYCHOLOGY

Learning Outcomes:

At the end of the course the student would be able to

- Appreciate social behaviour from psychological perspective and research methods
- Learn about making evaluations about outside world and psychological underpinnings and non-verbal behaviour
- Learn about psychological underpinnings of impression formation and management
- Learn about how attitudes are formed, art of persuasion from psychological perspective
- Learn about psychological basis of leadership behaviour

SYLLABUS

SOCIAL PSYCHOLOGY

UNIT I: Nature and Scope of Social Psychology


Definition, Nature and Scope of Social Psychology, Social Psychology and other Sciences
Research methods in Social Psychology- Observation, Survey, Correlational Method, Field Study and Experimental Method

UNIT II: Social Perception

Social Perception - Meaning and Factors Influencing Social Perception, Attribution - Meaning, and basic sources of errors in Attribution

Non-verbal communication - Basic channels of Nonverbal Communication, Nonverbal Cues in Social life, recognizing deception

Impression Formation and Impression management


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UNIT III: Social Influence

Forms of social influence: Conformity, Asch's experiments on conformity; factors affecting conformity; the bases of conformity.

Obedience: Milgram's Studies on destructive obedience,
Group and Individual Performance- Social Facilitation, Social Loafing,

UNIT IV: Social Attitudes

Attitude – Definition, Distinguishing Features of Attitudes, Attitude Formation and Change
Prejudice, Discrimination, Stereotype, Social distance

UNIT V: Leadership

Definition, Traits of a Leader, Types of Leaders - Autocratic, Democratic and Laissez - faire
Classic Studies on Leadership, Leader Behavior- Initiating Structure and Consideration

Practicum:

Any 2 practicum pertaining to the syllabus

References:

1. Baron & Branscombe-Social Psychology (2017), Pearson, India.
2. Myers-Social Psychology (2008), Mc.Graw Publication.
3. Lippa R.A- Social Psychology, Wodworth publishers, California.
4. Kuppuswamy -Social Psychology
5. Mangal S.K-Social Psychology, Sterling Publishers, New Delhi

Co-Curricular Activities:

Suggested Co-Curricular Activities

1. Assignments



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2. Seminars, Group discussions, Quiz, Debates on related topics
3. Prepare charts and models of related topics
4. Invited lectures and presentation on related topics by field experts



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BASICS OF NEUROPSYCHOLOGY**Learning Outcomes:**

At the end of the course the student would be able to

- Understand the intricate connection between the brain and behaviour.
- Understand the change that occur in brain over life span
- Learn how the changes in brain cause behavioural changes
- Learn how the brain functions can be assessed
- Learn about the cases of brain damage and problems caused due to it.
- Understand the ways in which brain recovers from damage on its own.
- Learn about various kinds of interventions that help people recover from damage

SYLLABUS**BASICS OF NEUROPSYCHOLOGY****Unit-I**

Definition, Nature and scope of clinical neuropsychology, Functions of Neuropsychologists, History, Branches of Neuropsychology, Methods of study of research in neuropsychology- Neurohistology, Radiologic Procedures, Electrophysiological Procedures, Imaging of Brain metabolism, Magnetic Imaging. Ethical issues in research

Unit-II

Introduction to developmental psychology; Brain development; Neuropsychology of mental development; Neuropsychology of developmental abnormalities; Neuropsychology of remediation of children

Behavioural Dysfunctions and Symptoms: Agnosia; Aphasias; Apraxia; Amnesia

Unit III

Cerebrovascular Disorder: Types- Transient Ischemic Attack; Infarction; Hemorrhage. Causes, Symptoms and Management

Traumatic Head Injuries: Concussion, Closed Head Injury and Penetrating Head Injury; Causes, Symptoms & Management

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Unit IV

Intra Cranial Tumors- Infiltrating and non-infiltrating tumors, Causes, symptoms & management

Degenerative disorders: Parkinson's Disease and Alzheimer's Disease, Causes, Symptoms and management

Unit-V

Practice of neuropsychological assessment; Basic concepts, Neuropsychological examination procedures; Neuropsychological assessment interpretation; important neuropsychological tests

Neuropsychological Rehabilitation: Recovery of function, Plasticity, Adaptation & overview of Rehabilitation process.

Practicum:

Any 2 practicum pertaining to the syllabus

References:

Filsknow, S.B. and Boll, J.J. (1981). Handbook of clinical Neuropsychology. New York :Johnwiley.

Gazzaniga, M.S., Lvey, R.B. and Magun, G.R. (2002) Cognitive Neuroscience: The Biology of the Mind. New York: Norton & Company.

Walsh, K. (1994). Neuropsychology: A clinical approach. New Delhi : Churchill Livingstone.

Zillmer, E.A. & Spiers Mary V. (2001). Principles of Neuropsychology. Stanford: WadsworthThomson.

Kandel, E.R. Schwartz, J.H. & Jessel, T.M. (2000). Principles of neural science (4th .ed.), New York: McGraw-Hill.

Zillmer, E.A., Spiers, M.V. & Culbertson (2008). Principles of Neuropsychology (2nd ed.), Wadsworth: Cengage Learning.

Blackmore, S. (2003). Consciousness: An introduction. London: Hodder & Stoughton.

Essential Reading / Recommended Reading

Walsh K. (2008). Neuropsychology. New Delhi: B.I. Churchill Livingstone Pvt. Ltd

Suggested Co-Curricular Activities

1. Assignments



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2. Seminars, Group discussions, Quiz, Debates on related topics
3. Prepare charts and models of related topics
4. Invited lectures and presentation on related topics by field experts



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SEMESTER IV
ABNORMAL PSYCHOLOGY

Sem - IV

Learning Outcomes:

At the end of the course the student would be able to

- Differentiate normality and abnormality
- Acquire knowledge about anxiety and related disorders
- Acquire knowledge about sexual disorders
- Acquire knowledge about personality and dissociative disorders.
- Acquire knowledge about substance and eating disorders

SYLLABUS

ABNORMAL PSYCHOLOGY

1. Unit -I

Introduction – Meaning of abnormality, criteria of abnormality. Historical Views on Abnormal Behavior-The supernatural practice, biological practice, psychological practice.

Classification of Disorders-latest edition of DSM & ICD, Causes or etiology of abnormal behavior, Diathesis Stress Model

2. Unit-II

Panic, Anxiety, Obsessions, and Their Disorders

Specific Phobias, Social phobias- Agoraphobia, Panic disorder, Generalized Anxiety Disorder, Obsessive-Compulsive and Related Disorders –Clinical picture and dynamics

3. Unit-III

Sexual variants, Abuse, and Dysfunctions

Sexual variants- Paraphilia and Gender Dysphoria- Paraphilia- Sexual Sadism Disorder, Sexual Masochism Disorder, Pedophilic Disorder, Frotteuristic Disorder, **Gender Dysphoria** – Gender Dysphoria in children, adolescent and adults, Transsexualism


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Sexual abuse- Childhood Sexual Abuse, Pedophilic Disorder incest, rape, **Sexual dysfunctions-** Sexual Dysfunctions in Men, Female Sexual Interest/Arousal Disorder

4. Unit-IV

Personality disorders – Cluster A, B, C, Clinical features of personality disorders, Paranoid Personality disorder, antisocial personality disorder, Dependent personality disorder

Dissociative disorders – Depersonalization/Derealization Disorder, Dissociative Amnesia and Fugue

5. Unit-V

Substance – related disorders – Clinical picture and causes, alcoholism, nicotine dependency, psychoactive drugs.

Eating disorders- Anorexia Nervosa and Bulimia Nervosa, Binge Eating Disorder

Practicum:

Any 2 practicum pertaining to the syllabus

References :

Butcher, James Neal. Abnormal psychology. — 16th ed. / James N. Butcher, University of Minnesota, Jill M.

Hooley, Harvard University, Susan Mineka, Northwestern University.


Buss , A.H -Psychopathology , John Wiley, New York.

Carson -Abnormal Psychology., Pearson Education, India.

Sarson & Sarson - Abnormal Psychology, Prentice Hall, India.

Mangal S.K -Abnormal Psychology, Sterling Publishers, New Delhi.

Paul, B -Abnormal & Clinical Psychology , Tata Mc Grae Hill, New Delhi.


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Co-Curricular Activities:

Suggested Co-Curricular Activities

1. Assignments
2. Seminars, Group discussions, Quiz, Debates on related topics
3. Prepare charts and models of related topics
4. Invited lectures and presentation on related topics by field experts
5. Any two case submissions



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PROFESSIONAL DEVELOPMENT AND ETHICAL ISSUES IN PSYCHOLOGY

Learning Outcomes

At the end of the course, student would be able to display

- The professional behaviors expected from Psychologists
- Good awareness about their professional health and practices
- Better understanding of Ethical foundations of the subject
- Adherence to the Ethical principles, guidelines, and code of conduct

SYLLABUS

PROFESSIONAL DEVELOPMENT AND ETHICAL ISSUES IN PSYCHOLOGY

Unit-I

Introduction of Professional Development & Ethical Issues in Psychology

Professional Development introduction, Philosophical issues in professional psychology, Role of professional organizations; Licensing of psychologists; Prescriptions privileges of psychologists; mental health law in India

Unit-II

Professional Health

Professional Health and Well-being for Psychologists, Occupational Hazards of Psychologists, Vulnerability for stress, Potential Consequences of Ignoring Occupational Hazards, Warning Signs of Psychologist's Occupational Stress, Protecting from the Consequences of Occupational Stress

Unit-III

Ethical Foundations of Psychology

Importance of ethical principles, ethical theory, principle-based common morality approach to biomedical ethics, moral framework, unified conceptual framework for professional psychology



Unit-IV

APA Ethical Principles and Code of Conduct

APA ethical standards and principles, Introduction and Applicability, Preamble, General Principles, Standard 1: Resolving Ethical Issues, Standard 2: Competence, Standard 3: Human Relations, Standard 4: Privacy and Confidentiality, Standard 5: Advertising and Other Public Statements, Standard 6: Record Keeping and Fees, Standard 7: Education and Training, Standard 8: Research and Publication, Standard 9: Assessment, Standard 10: Therapy

Unit-V

Bio psychosocial Perspective - Treatment Planning to Outcome Assessment

Conceptualizing Psychological treatment from a bio psychosocial perspective, prevention of public health perspective in behavioral science, APA Assessment Standards, Therapy and counseling ethics, outcome assessment

Practicum:

Any 2 practicum pertaining to the syllabus

References:

APA Practice Organization (2017) Professional Health and Well-being for Psychologists.

Mental Health Care Act (2017). The Gazette of India.

Melchert, T.P. (2011) Foundations of Professional Psychology: The End of Theoretical Orientations and the Emergence of the Biopsychosocial Approach; Elsevier.

Kurpad, S. S., Machado, T., Galgali, R. B., & Daniel, S. (2012). All about elephants in rooms and dogs that do not bark in the night: Boundary violations and the health professional in India. Indian journal of psychiatry, 54(1), 81- 87.

Pope, K. S., & Vasquez, M. J. (2016). Ethics in psychotherapy and counseling: A practical guide. John Wiley & Sons.

Zur, O. (2007). Boundaries in Psychotherapy: Ethical and Clinical Explorations. American Psychological Association.



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Co-Curricular Activities:

Suggested Co-Curricular Activities

1. Assignments
2. Seminars, Group discussions, Quiz, Debates on related topics
3. Prepare charts and models of related topics
4. Invited lectures and presentation on related topics by field experts



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SEMESTER IV
PSYCHOLOGICAL TESTING

Sem-IV

Learning Outcomes:

At the end of the course the student would be able to

- Acquire knowledge about the concept of psychological testing
- Comprehend test construction process
- Understand concepts of testing like -reliability and validity
- Realize issues in testing
- Learn about different types of tests' usage

SYLLABUS
PSYCHOLOGICAL TESTING

UNIT-I

Psychological Testing – Definition, Uses of Psychological Tests, Characteristics of a Good Test, Differences between psychological testing and psychological assessment

Test Administration, scoring and interpretation of tests, Effects of Examiner and Situational Variables, Effects of training on Test performance

UNIT-II

Test Construction – Steps in the process of test construction: Item Construction and Scaling.

Item Analysis – Nature, Item difficulty, Item discrimination

UNIT-III

Reliability – Meaning, Methods of reliability: Test – Retest, Internal Consistency.

Validity – Meaning, Methods of Estimation: Content – Description procedures and Criterion – prediction procedures



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UNIT-IV

Norms – Meaning and Purpose, Raw score Transformation, Standard Scores

Special Issues in Testing – Computer – aided psychological assessment, Ethical issues - Protection of privacy, Confidentiality, Communicating test results

Unit V

Different types of psychological tests- Ability and aptitude tests, personality tests-Projective tests, Applications of psychological tests in various contexts (educational, counseling and guidance, clinical, organizational etc.)

Practicum:

Any 2 practicum pertaining to the syllabus

References:

Anastasi, A., and Urbina, S. (2003) Psychological Testing, New Delhi: Pearson Education. (Indian Reprint)

Gregory, R.J. (2004) Psychological Testing: History, Principles and Applications (4thEd.) New Delhi: Pearson Education.

-Singh, A.K. (2008) Tests, Measurements and Research Methods in Behavioural Sciences. New Delhi: Bharati Bhawan.

Aiken, L. R., & Groth-Marnet, G. (2009). Psychological testing and assessment (12th Ed.) New Delhi: Pearson Education.

Gregory, R. J. (2005). Psychological testing: History, principles, and applications (5th edition). New Delhi: Pearson Education.

Kaplan, R. M., & Saccuzzo, D. P. (2005). Psychological testing: Principles, applications and issues. New Delhi: Cengage.



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Co-Curricular Activities:

Suggested Co-Curricular Activities

1. Assignments
2. Seminars, Group discussions, Quiz, Debates on related topics
3. Prepare charts and models of related topics
4. Invited lectures and presentation on related topics by field experts



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SEMESTER V
COUNSELLING PSYCHOLOGY

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Learning Outcomes:

At the end of the course the student would be able to

- Understand the meaning and process of counselling including personal and professional aspects of a counsellor
- Understand the evolution of counselling
- Understanding of conventional and contemporary approaches to counselling
- Apply counselling skills in diverse settings

SYLLABUS

COUNSELLING PSYCHOLOGY

Unit I

Introduction to Counselling – Definition, Nature, goals of counseling, Areas of counseling, Differences and similarities between counselling and psychotherapy, Counseling as a profession-training, activities and professional ethics

Unit II

Counselling process – Counselling setup, establishing relationship, stages of counselling, Assessment for counseling


Counselling skills – Attending behavior, listening, questioning, observation, empathy

The effective counselor – Characteristics, skills, self of counselor

Unit III

Counselling Theory and Practices - Individual counselling theory, Practices-Psychoanalytic, Humanistic, Behavioral, Cognitive, Group practices

Crisis intervention: suicide, grief and sexual abuse


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Unit IV

Counselling children and adolescents- Counselling children with behavioural problems, counseling children with special needs, counseling adolescents with emotional and behavioral problems

Unit V

Applications of Counselling - Family and couples counselling, School and Career counseling, Workplace counselling

Contemporary Trends - Indian approaches: yoga and meditation, Counselling and technology, Expressive techniques: art, music, dance.

Ethical issues in counselling – Ethical concepts, ethical practices and ethical principles in counselling

Practicum:

Any 2 practicum pertaining to the syllabus

References:

Feltham, C and Horton, I. (2000). Handbook of Counseling and Psychotherapy. London:Sage.

Gibson, R.L. and Mitchell, M.H. (2003). Introduction to Counseling and Guidance (6th Ed.). New Delhi: Pearson India.

Gliadding, S.T. (2009). Counseling: A Comprehensive Profession (6th Ed.) New Delhi: Pearson India.

Misra, G. (Ed.) (2010). Psychology in India, (Volume 3). Clinical and Health Psychology. New Delhi: Pearson India.

Rao, S. (2002). Counseling and Guidance (2nd Ed.) New Delhi: Mc Graw Hill.



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Co-Curricular Activities:

Suggested Co-Curricular Activities

1. Assignments
2. Seminars, Group discussions, Quiz, Debates on related topics
3. Prepare charts and models of related topics
4. Invited lectures and presentation on related topics by field experts
5. Role plays



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UNDERSTANDING AND TREATMENT OF PSYCHOLOGICAL DISORDERS

Learning Outcomes:

At the end of the course the student would be able to

- Understand the concept of abnormal behaviour
- Understand the clinical picture and etiology of various subcategories of disorders listed in the DSM-5.
- Explore clinical disorders in an evidence based framework
- Criticize the contemporary issues
- Appreciate and use the treatment methods

SYLLABUS

UNDERSTANDING AND TREATMENT OF PSYCHOLOGICAL DISORDERS

UNIT I

Schizophrenia and other psychotic disorders- Schizophrenia - Clinical Picture, causal factors and subtypes

Schizoaffective Disorder, Schizophreniform Disorder, Delusional Disorder, Brief Psychotic Disorder- Clinical Picture, causal factors

UNIT II

Mood Disorders and Suicide

Major Depressive Disorder, Unipolar Depressive Disorders, Bipolar and Related Disorders - Cyclothymic Disorder, Bipolar Disorders - I & II, Clinical Picture, causal factors



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Suicide - The Clinical Picture and the Causal factors- Biological, cultural, and Psychosocial Factors, Suicide Prevention and Intervention

UNIT III

Neurocognitive Disorders

Brain Impairment in Adults - Clinical Signs of Brain Damage Delirium

Major Neurocognitive Disorder (Dementia) - Criteria for Major Neurocognitive Disorder (Dementia), Parkinson's Disease, Huntington's Disease, Alzheimer's Disease

UNIT IV

Treatment of disorders

Biological Approaches to treatment - Pharmacotherapy and Electroconvulsive therapy

Psychosocial Approaches to Treatment - Psychodynamic Therapies, Behavior Therapy, Cognitive and Cognitive-Behavioral Therapy, Humanistic-Experiential Therapies, Couple and Family Therapy, Eclecticism and Integration

UNIT V

Contemporary issues in treatment of mental health

Perspectives on Prevention - Universal Interventions, Selective Interventions, Indicated Interventions

Inpatient Mental Health Treatment in Contemporary Society - The Mental Hospital as a Therapeutic Community, Aftercare Programs, Deinstitutionalization

Practicum:

Any 2 practicum pertaining to the syllabus


References:

Butcher, James Neal. Abnormal psychology. — 16th ed. / James N. Butcher, University of Minnesota, Jill M.

Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4th Ed.). Wadsworth: New York.

Bennett, P. (2006). Abnormal and Clinical Psychology: An introductory textbook. New York: Open University Press.

Brewer, K. (2001). Clinical Psychology. Oxford : Heinemann Educational Publishers


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SEMESTER V
EDUCATIONAL PSYCHOLOGY

Sem V

Learning Outcomes:

At the end of the course the student would be able to

- Understand the concept of Educational Psychology and its methods of research
- Appreciate the theories that explain development of a learner in different areas
- Acquire knowledge about learning theories and motivation aspects for educational applications
- Analyze issues of testing, controversies in educational settings
- Evaluate concepts of IQ, Personality from educational perspective

SYLLABUS

EDUCATIONAL PSYCHOLOGY

UNIT I: Introduction

Educational Psychology: Definition, Nature, Scope and importance.
Contributions of Psychology to Education; 'Child-centered' and 'progressive' education
Methods of educational psychology- Observation method, Classroom Observation, Experimental method, Survey method, Case study

Unit II


Developmental theories and their educational significance

Piaget's cognitive development theory, Erikson's psycho-social development theory, Kohlberg's moral development theory, Vygotsky's social development theory and Bandura's Social Learning Theory

UNIT III

Theories and Laws of Learning

Theories and laws of learning and their educational implications: trial and error learning - learning by conditioning – learning by insight, primary laws of learning


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Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). Abnormal Psychology. New Delhi: Pearson.

Kearney, C. A. & Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi : Cengage learning.

Kring, A.M., Johnson, S.L., Davison G.C. & Neale J.M. (2010). Abnormal Psychology (11th Ed.). NY: John Wiley.

Plante, T.G. () Contemporary Clinical Psychology John Wiley & Sons.

Riskind, J.H., Manos, M.J. and Alloy, L.B. (2004) Abnormal Psychology : Current Perspectives. McGraw Hill

Co-Curricular Activities:

Suggested Co-Curricular Activities

1. Assignments
2. Seminars, Group discussions, Quiz, Debates on related topics
3. Prepare charts and models of related topics
4. Invited lectures and presentation on related topics by field experts



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Motivation, attention and interest in learning – Types of motivation: extrinsic and Intrinsic,
Achievement motivation – Methods to motivate learners to learn

Unit IV

Issues in Educational Psychology

De-constructing childhood; Role of Play in Education; Uses and misuses of psychological testing in education, The IQ controversy; Issues related to Classroom

Assessment & Evaluation: grades and grading, alternatives to traditional assessment

Unit V

Intelligence and Personality- Educational implications

Concept of IQ and educational implications, gifted students, Types of intelligence tests, uses of intelligence tests in educational settings

Concept of personality and Educational Implications, Understanding personality, Personality assessment types, Uses of personality assessment in educational settings

Role of School and Education in development of personality

Practicum:

Any 2 practicum pertaining to the syllabus

References

Morris, B. (1966). The contribution of psychology to the study of education. In J. Tibble, The study of education (pp. 133-178). London: Routledge & Kegan Paul.

Richmond, W. (1975). Education and schooling. London: Methuen & Co. Ltd.

Slavin, R. (2006). Educational psychology: Theory and practice. New York: Pearson.

S.K. Mangal (1982). Educational psychology. Prakash Brothers Educational publications, Ludhiana.

H.R. Bhatia (1977) A text book of educational psychology Macmillan India Ltd.

S.N. Rao. (1990) Educational psychology. Wiley eastern Limited.



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Co-Curricular Activities:

Suggested Co-Curricular Activities

1. Assignments
2. Seminars, Group discussions, Quiz, Debates on related topics
3. Prepare charts and models of related topics
4. Invited lectures and presentation on related topics by field experts



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EDUCATIONAL PSYCHOLOGY- APPLICATIONS AND SKILLS

Learning Outcomes:

At the end of the course the student would be able to

- Acquire knowledge about specific learning disabilities and interventions
- Learn about adjustment issues and stressors of a learner
- Use study skill and understand Emotional Quotient concepts
- Use behaviour modification techniques
- Learns how counselling can be utilized in Educational scenario

SYLLABUS

EDUCATIONAL PSYCHOLOGY- APPLICATIONS AND SKILLS

Unit-I

Specific Learning Disabilities

Concept, Definition, Characteristics and Types of learning disabilities, Comorbid conditions
Identifying Children with learning disabilities, Approaches and Techniques, Role of teachers in
facilitating education to learning disabled

Unit-II

Adjustment and Wellbeing

Adjustment and Psychological well-being, Factors influence and promote adjustment and quality
of life, Goal setting, self- concept, creativity, optimistic life style

Stressors- Examination anxiety, bullying, parental expectations, peer pressure and competition,
Techniques to manage stressors

Unit III

Assessment of skills for learning

Study skills and habits- Meaning, nature, development and impact on academic success Concept
of Emotional Quotient and Social Quotient, Role of Emotional Quotient and Social Quotient in
education



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Unit-IV

Behaviour Modification in Education

Behavioural problems and their identification- Absenteeism, dropouts, under achievement
Behaviour modification – Meaning and its application, Positive reinforcement, Negative Reinforcement, Punishment, Systematic desensitization, Token Economies, Role of rewards in modifying behaviours

Unit V

Counselling in Education

Meaning and Scope educational counseling, Types of counselling- Individual and group counseling, Counselling for children with special needs, behavioural problems and adjustment issues

Practicum:

Any 2 practicum pertaining to the syllabus


References

1. Chauhan, S.S. (2004). Advanced Educational Psychology, Vikas Publishing Pvt. Ltd., Shimla.
2. Mangal, S.K. (1999). Advanced Educational Psychology and Research. Prakash Brothers Educational publications, Ludhiana.
3. Nagaraju et al (2019) Learning Assessment. Neelkamal Publications, Hyderabad.
4. Dubois, Alverson and Staley. (1998) Educational Psychology and Instructional Decisions. The Dorsey Press, Illinois USA.

Co-Curricular Activities:

Suggested Co-Curricular Activities

1. Assignments
2. Seminars, Group discussions, Quiz, Debates on related topics
3. Prepare charts and models of related topics
4. Invited lectures and presentation on related topics by field experts
5. Relevant case application


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