

School of Science and Humanities

Department of Psychology

1.1.3 Courses having focus on Employability / Entrepreneurship / Skill Development

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SPYB1102	LIFE SPAN DEVELOPMENT I	L	T	P	EL	Credits	Total Marks
		3	2	0	0	4	100

COURSE OBJECTIVES

- To teach the meaning of developmental Psychology Stages of Life span.
- To explain the theories of developmental and prenatal development.
- To analyze the aspects of physical growth, motor development, sensory & perceptual development of infancy,
- To review the motor & cognitive development of Early and Middle childhood,
- To evaluate the social & emotional development of Early & Middle childhood.

UNIT 1 INTRODUCTION

12 Hrs.

Developmental Psychology - period of life span – Conception: Fertilization, implantation, heredity and environment, prenatal development, Pregnancy: Stages of Pregnancy –The first trimester -The second trimester - The third trimester - Prenatal Care - Drug use during pregnancy - Birth: Stages, methods and settings of Childbirth - The postpartum stage of childbirth.

UNIT 2 INFANCY AND EARLY CHILDHOOD

12 Hrs.

Physical and cognitive development- Reflexes and motor skills -Sensation and perception- Psychosocial development – Family Relationships -Attachment – Parenting -Sexuality in Infancy and Toddlerhood - Gender Development - Gender identity -Psychological and social influences on gender identity – psychosocial development.

UNIT 3 CHARACTERISTICS OF INFANCY AND EARLY CHILDHOOD

12 Hrs.

physical development, health, motor, sensory, emotional, perceptual development, cognition: Piaget sensory motor stage, Piaget preoperational stage; Piaget stage of concrete operations, moral development, and language.

UNIT 4 MIDDLE CHILDHOOD

12 Hrs.

Physical And Cognitive Development – developmental tasks, physical development, Cognitive, Brain and nervous system development, health, motor skills- Self-Concept - Social Cognition - Family Relationships - Peer Pressure – Sexuality in Middle Childhood.

UNIT 5 LATE CHILDHOOD

12 Hrs.

Physical And Cognitive Development – developmental tasks, physical development, Cognitive, personality, development of self-concept, Freud's latency period, Erickson's industry versus inferiority, social learning theory, Piaget stage of formal operations, moral development in late childhood.

Max.60 Hrs.

COURSE OUTCOME

On the completion of the course, the student will be able to

- CO1** - Analyze and apply developmental principles theories on their own lives and others
- CO2** - Objectively interpret the physical, cognitive, communication, emotional, and social development of the infant
- CO3** - Critically analyze and synthesize child developmental constructs and research
- CO4** - Apply knowledge of child development to facilitate an understanding of child developmental outcomes.

- CO5 -** Relate various Developmental stages of socialization, family relations and personality development
CO6 - Apply theories and scientific terms to real-life situations involving children.

TEXT / REFERENCE BOOKS

1. Hurlock, E. B., Developmental Psychology, 5th Edition, Tata McGraw Hill, New Delhi, 2008.
2. Diane Papalia, Sally Olds, Ruth Feldman (2017). 9th Edition Human development, New York, NY: Tata McGraw Hill.
3. John W. Santrock., Life Span Development (2021), 17th Edition, Tata McGraw Hill Publications, New Delhi.
4. Feldman, R. S., & Babu, N. (2018). *Development Across the Life Span* (8th ed.). Pearson Education.
5. Namdeo, B. B. (2016). *Developmental Psychology and Human Development*. ABD Publishers
6. Berndt, T.J. (1997). Child development, Madison, WI: Brown & Benchmark Publishers.
7. Laura E. Berk (2018). Exploring Child Development, Pearson Education.

END SEMESTER EXAM QUESTION PAPER PATTERN

Max.Marks:100

Exam Duration: 3 Hrs.

PART A: 10 Questions of 2 marks each-No choice	20 Marks
PART B: 2 Questions from each unit with internal choice, each carrying 16 marks	80 Marks

SPYB1102	LIFE SPAN DEVELOPMENT II	L	T	P	EL	Credits	Total Marks
		3	2	0	0	4	100

COURSE OBJECTIVES

- To understand the meaning of developmental changes and their goal from Puberty to old Age
- To know the significant facts about developmental changes,
- To analyze the aspects of physical growth, emotional stability, and social changes of adults.
- To explain the conditions affecting the length of the lifespan and the obstacles in studying the life span,
- To understand how the obstacles may be overcome and happiness and unhappiness experienced during the stages.

UNIT 1 ADOLESCENCE

12 Hrs.

Characteristics of adolescence, developmental tasks of adolescence, physical changes, maturation in adolescence, psychological impact of physical changes, : interests, theoretical perception in adolescence, identity formation, approved sex roles, family relationships, relationship with peers, personality changes, hazards of adolescence, problems of adolescence: teenage pregnancy, Juvenile delinquency, positive view of adolescence.

UNIT 2 EARLY ADULthood

12 Hrs.

Characteristics of adulthood, physical, sensory, and psychomotor functioning, health in adulthood, changes in interest in adulthood, social mobility, sex role adjustment, personal and social hazards of adulthood, intellectual development, vocational adjustment, marital adjustment, adjustment to parenthood.

UNIT 3 MIDDLE ADULthood

12 Hrs.

Characteristics of middle age, developmental tasks, physical changes, sensory, psychomotor functioning, health in middle age, intellectual development, Psychosocial Development - Personal and social hazards, changes to interest, works in the middle age, adjustment to changed family patterns, marital hazards, Crisis of Relationships in Middle Adulthood.

UNIT 4 LATE ADULthood

12 Hrs.

Physical Development in Late Adulthood - Health in Late Adulthood - Dementia and Alzheimer's disease - Intelligence and Memory - Relationships - Late adulthood and sexuality - Relationships with adult children - Elderly abuse - Relationships with grandchildren. adjustment to single-hood, adjustment to loss of a spouse, relationship with maturing children and aging parents.

UNIT 5 OLD AGE

12 Hrs.

Characteristics of old age - developmental tasks, physical development, sensory and psychomotor functioning, intellectual development - health in old age - social adjustment in old age, physical hazards, psychological hazards - religion, and emotional well-being. Social issues related to aging - relationship with siblings, friends, adult children; family management of elder care - adjustment to retirement - adjustment to single-hood, vocational and family hazards of old age, living arrangements for the elderly; Death: facing death; three aspects of death.

Max.60 Hrs.

COURSE OUTCOMES

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

- CO1** - Summarize the developmental process of puberty and adolescence
- CO2** - Relate the various development process of young adulthood
- CO3** - Explain the developmental tasks of middle age
- CO4** - Identify problems related to old age
- CO5** - Relate various Developmental stages of socialization, family relations and personality development
- CO6** - Apply theories and scientific terms to real-life situations involving adults

TEXT / REFERENCE BOOKS

1. Hurlock, E. B., *Developmental Psychology*, 5th Edition, Tata McGraw Hill, New Delhi, 2008.
2. Diane Papalia, Sally Olds, Ruth Feldman (2017). 9th Edition *Human development*, New York, NY: Tata McGraw Hill.
3. John W. Santrock., *Life Span Development* (2021), 17th Edition, Tata McGraw Hill Publications, New Delhi.
4. Feldman, R. S., & Babu, N. (2018). *Development Across the Life Span* (8th ed.). Pearson Education.
5. Namdeo, B. B. (2016). *Developmental Psychology and Human Development*. ABD Publishers
6. Berndt, T.J. (1997). *Child development*, Madison, WI: Brown & Benchmark Publishers.
7. Laura E. Berk (2018). *Exploring Child Development*, Pearson Education.

END SEMESTER EXAM QUESTION PAPER PATTERN

Max.Marks:100

Exam Duration: 3 Hrs.

PART A:	10 Questions of 2 marks each-No choice	20 Marks
PART B:	2 Questions from each unit with internal choice, each carrying 16 marks	80 Marks

SPYB1301	SOCIAL PSYCHOLOGY	L	T	P	EL	Credits	Total Marks
		3	2	0	0	4	100

COURSE OBJECTIVES

- To understand how human behavior is influenced by social factors.
- To explore the psychological aspects of various social phenomena.
- To infer the roles of self and others in a social environment.

UNIT 1 SOCIAL PERCEPTION AND SOCIAL COGNITION

12 Hrs.

Nonverbal Communication- Facial Expressions of Emotion - The Covariation Model - The Fundamental Attribution Error - Self-Serving Attributions -The Bias Blind Spot- Confirmation bias. Social Cognition: Heuristics & Schemas - Errors in Social Cognition.

UNIT 2 SOCIAL INFLUENCE

12 Hrs.

Conformity - Informational Social Influence - Normative Social Influence - Conformity and Social Approval - The Asch Line-Judgment Studies - Milgram's Obedience Studies - Social Facilitation - Social Loafing - Group Polarization

UNIT 3 ATTITUDES

12 Hrs.

Attitude formation: How attitudes develop -Affective and Cognitive Bases of Attitudes - When and why do attitudes influence behavior - attitudes guide behavior - Change in attitudes toward the environment - The fine art of persuasion: Elements of persuasion - Resisting persuasion attempts - Cognitive dissonance - managing cognitive dissonance.

UNIT 3 PROSOCIAL BEHAVIOR

12 Hrs.

Positive Social Relations- Prosocial behavior - Basic Motives Underlying Prosocial Behavior - Personal Qualities and Prosocial Behavior Situational Determinants of Prosocial Behavior: – Helping influences – factors that increase and decrease Pro-social behaviour- Crowdfunding.

UNIT 5 STEREOTYPE, PREJUDICE AND DISCRIMINATION

12 Hrs.

Stereotype: How members of different groups perceive inequality - The nature and origins of stereotyping - Prejudice and discrimination - Frustration and Aggression- Social Identity Theory- The Self-Fulfilling Prophecy - Feelings and actions toward social groups - Why prejudice is not inevitable: Techniques for countering its effects.

Max.60 Hrs.

COURSE OUTCOMES

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

- CO1** - Understand and apply theories and findings in social psychology.
- CO2** - Analyze the different methodologies in social psychology and their importance.
- CO3** - Evaluate and critique research in social psychology.
- CO4** - Create knowledge of social psychology with their own life experience.
- CO5** - Apply the knowledge of the psychological causes and consequences, towards the cure, for prejudice.
- CO6** - Remember the psychological aspects of various social phenomena in action.

TEXT / REFERENCE BOOKS

1. Baron, R. A., & Byrne, D. (2021). Social Psychology, 13th ed. New Delhi: Prentice Hall.
2. Myers, D. G. (2012). Social Psychology, 11th ed. Int. Education: Mc Graw Hill.
3. Branscombe, N.R. & Baron. R.A (2017). Social Psychology: Pearson.

END SEMESTER EXAM QUESTION PAPER PATTERN**Max.Marks:100****Exam Duration: 3 Hrs.****PART A:** 10 Questions of 2 marks each-No choice**20 Marks****PART B:** 2 Questions from each unit with internal choice, each carrying 16 marks**80 Marks**

SPYB1302	BIOLOGICAL PSYCHOLOGY	L	T	P	EL	Credits	Total Marks
		3	2	0	0	4	100

COURSE OBJECTIVES

- To analyze the cellular and neurological basis of behavior.
- To possess knowledge of the basics of genetics.
- To establish the foundations of a neuroscientific approach to psychological and behavioral processes.
- To understand various methods for studying Brain Function

UNIT 1 INTRODUCTION

12 Hrs.

Biopsychology as Neuroscience – Definition – Divisions of Biopsychology - Genetics and Behavior: Mendelian Genetics - Heredity and Environment – The Evolution of Behavior. Methods for Studying Brain Function: Levels of Analysis - Brain Stimulation - Neurochemical Approaches - Genetic Methods.

UNIT 2 NEURONS AND GLIA

12 Hrs.

Anatomy of Neurons and Glia – Methods for Studying Brain Function: Levels of Analysis - Brain Stimulation – Glia – Nerve Impulse – The Resting Potential of the Neuron – The Action Potential – The Concept of Synapse – Chemical Events at the Synapse - Sequence – Types of Neurotransmitters – Transport and Shortage of Transmitters.

UNIT 3 THE NERVOUS SYSTEM

12 Hrs.

Nervous System - Definition - Structure of the Nervous System: CNS – Spinal Cord – Brain: Hind Brain – Mid Brain – Fore Brain - Ventricles – PNS - Somatic Nervous System – Autonomic Nervous System – Cerebral Cortex - Occipital Lobe – Parietal Lobe – Temporal Lobe – Frontal Lobe - Sensory Processing: Vision – Audition - Gustation – Olfaction – Somato sensory - Vestibular system and kinesthetic system.

UNIT 4 PHYSIOLOGY OF PSYCHOLOGICAL PROCESSES

12 Hrs.

Physiology of Motivation – Hunger: Digestion and Food Selection - Brain Mechanisms – eating disorders. Thirst: Mechanisms of Water Regulation. Sleep: Rhythms of waking and sleeping -Setting and Resetting the biological clock - Sleep and Brain mechanisms- sleep disorders –Dreaming - Sex. Brain Areas Associated with Emotion – Attack Behaviours – Fear, Anxiety and Amygdala - Expression and Recognition of Emotion.

UNIT 5 NEURO COGNITION

12 Hrs.

The Control of Movement – Categories of Muscles and Their Movements – Brain Mechanisms of Movement – Cerebral Cortex – The Cerebellum – Basal Ganglia. Assessment of Neurological Functions: Physiological measures- CT scan – PET – MRI - functional MRI and Bio-feedback; Psychological Measures- Neuropsychological Batteries.

Max.60 Hrs.

COURSE OUTCOMES

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

- CO1 -** Create the role of the evidence from animal behaviour in current debates about human nature and its genetic and environmental determinants.
- CO2 -** Understand the main stages in the evolution of the nervous system in animals.
- CO3 -** Analyze the way in which 'comparative' studies (of the abilities of animals) can contribute to questions about the origins of human abilities.

- CO4 -** Evaluate the similarities and differences between communication and social structure in different species.
- CO5 -** Remember with illustrations the functional and anatomical organization of the human brain.
- CO6 -** Apply the contribution of model/simple systems to understanding the nature of synaptic plasticity.

TEXT / REFERENCE BOOKS

1. Pinel, J., Barnes, S. (2017). *Biopsychology*. 10th Edition. Pearson Education Inc.
2. Kalat, J. W. (2016). *Introduction to Psychology*. New Delhi: Cengage Learning India Pvt Ltd.
3. Carlson, N. R. (2009). *Foundation of Physiological Psychology*. 6th Edition. New Delhi: Dorling Kindsley India Pvt. Ltd, Pearson Education.
4. Elias, L., Saucier, D. (2015). *Neuropsychology – Clinical and experimental foundations*. Pearson India Education Services Pvt Ltd.

END SEMESTER EXAM QUESTION PAPER PATTERN

Max.Marks:100

Exam Duration: 3 Hrs.

- | | | |
|----------------|---|-----------------|
| PART A: | 10 Questions of 2 marks each-No choice | 20 Marks |
| PART B: | 2 Questions from each unit with internal choice, each carrying 16 marks | 80 Marks |

SPYB1602	REHABILITATION PSYCHOLOGY	L	T	P	EL	Credits	Total Marks
		3	2	0	0	4	100

COURSE OBJECTIVES

- To help individuals with disabilities and chronic health conditions improve the quality of their lives.
- To teach them emotional, cognitive, and social skills to help them live and work in their communities as independently as possible.

UNIT 1 INTRODUCTION TO REHABILITATION PSYCHOLOGY 12 Hrs.

What is rehabilitation: Definition - Historical perspective – Scope – Methods - Functions of rehabilitation psychology: General functions - Special functions - Goals of rehabilitation - Objectives of rehabilitation. Multidisciplinary approach to rehabilitation: Biological model, psychological models.

UNIT 2 DISABILITIES 12 Hrs.

Concepts: Definitions – Classifications - Models of disability and rehabilitation - Enabling-disabling process - Impact on enabling-disabling process: Physical – Social - Psychological environment - Psychosocial theories of adjustment.

UNIT 3 PSYCHOSOCIAL ISSUES IN DISABILITY 12 Hrs.

Stress due to disability - Threat to life - Physical wellbeing - Body image – Independency – Autonomy – Control - Self-concept- Self-esteem - Life goals - Future - Invisible disabilities - Theories of coping, Types of coping.

UNIT 4 RELATIONSHIP ISSUES 12 Hrs.

Issues with family: Problems of family - Family of disabled adults- Children- Impact of disability on family- Family burden- Needs of family -Models of family. Adaptation: Adaptation model – Intervention -Intervention to strengthen family- Strengthen family support to disabled - Social attitude towards disability.

UNIT 5 COMMUNITY BASED REHABILITATION 12 Hrs.

Definition – Goals – Objectives- Key principles- equality- Social justice – Solidarity- Integration- Dignity - Components of CBR - Creation of positive attitude- Rehabilitation services - Provision of rehabilitation (assessment, act, legal issues, rights) services -Education opportunities- Training opportunities- Income generation.

Max.60 Hrs.**COURSE OUTCOMES**

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

- CO1 -** Apply knowledge of model and concepts of disability and chronic illness to education, employment, rehabilitation, and health care services.
- CO2 -** Identify basic theories in the field of psychology.
- CO3 -** Recognize the importance of theoretical foundations for the study of rehabilitation, disability, and health.
- CO4 -** Develop knowledge of health and rehabilitation services.
- CO5 -** Demonstrate knowledge and skills necessary for entry positions in related to disability and rehabilitation.
- CO6 -** Gain knowledge of legal and social rights among people with disabilities.

TEXT / REFERENCE BOOKS

1. Encyclopaedia of Disability and Rehabilitation, Arthur E. Dell Orto and Robert P. Marinelli (Eds.), MacMillan Reference Books, 1995
2. Perspectives on Disability and Rehabilitation: Contesting Assumptions, Challenging Practice, Karen Whalley Hammell, Churchill Livingstone, 2006
3. Mary Ann Bruce and Barbara Borg (2001). Overview - Psychosocial Frames of Reference, SLACK, Incorporated, 2001
4. Dunn, D. S. (2000). Social psychological issues in disability. In R. G. Frank & T. R. Elliott (Eds.), Handbook of Rehabilitation Psychology. Washington, D.C.: American Psychological Association. · Wright, B. A. (1983). Physical Disability: A Psychosocial Approach, 2nd ed. New York: Harper and Row.

END SEMESTER EXAM QUESTION PAPER PATTERN

Max.Marks:100

Exam Duration: 3 Hrs.

PART A: 10 Questions of 2 marks each-No choice

20 Marks

PART B: 2 Questions from each unit with internal choice, each carrying 16 marks

80 Marks

SPYBLH41	HEALTH AND POSITIVE PSYCHOLOGY	L	T	P	EL	Credits	Total Marks
		3	2	2	0	5	100

COURSE OBJECTIVES

- To explore healthy and health compromising behaviors through an understanding of the interaction of psychological, social, and biological factors.
- To explore the application of psychological factors to understanding health promotion and prevention.
- To implement and assess positive psychology strategies.

UNIT 1 INTRODUCTION

12 Hrs.

Mind-body relationship Health: Meaning - definition - History of health psychology – mind body relationship - **Functions and need of health psychologists**; Biopsychosocial Model – **Health promotion behaviors**.

UNIT 2 STRESS AND COPING

12 Hrs.

Theories of stress (Selye and Lazarus) - Stress and health: Sources of Chronic Stress - Moderators of the stress experience - Coping with Stress- Well-being - negative vs positive functions; **Subjective well –being; Emotional, social, and psychological well-being; Model of complete mental life.**

UNIT 3 PAIN

12 Hrs.

Nature of pain -Issues in pain management- Theories of Pain – Measuring of Pain - Pain Control Techniques. Positive coping strategies. Hope - Optimism- How optimism works; **variation of optimism - pessimism; Resilience.**

UNIT 4 CHRONIC ILLNESS AND MANAGEMENT

12 Hrs.

Cardiovascular diseases - Cancer - AIDS. Living with chronic illness - Quality of life - Emotional response to chronic illness - **Rehabilitation - psychological interventions**. Spirituality: the search for meaning (Frankl); Spirituality and well-being; Forgiveness and gratitude.

UNIT 5 HEALTH AND BEHAVIOR

12 Hrs.

Health beliefs- **Changing health habits- Health compromising behaviors**: Smoking, Alcoholism, and substance abuse. Health enhancing behavior: Weight control – Diet – Exercise – Yoga - Sleep.

Max.60 Hrs.

COURSE OUTCOMES

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

- CO1** - Plan and critically evaluate research in health psychology and behavioural medicine and create relevant interventions to increase health-promoting behaviours.
- CO2** - Understand the major theoretical concepts (biological, behavioural, cognitive, and social determinants of health) and empirical findings in health psychology.
- CO3** - Evaluate how psychological principles can be applied to explaining and changing health-related behaviour.
- CO4** - Critically evaluate the teaching of positive psychology as a means of enhancing health.
- CO5** - Deduce the contrasting roles of traditional and positive psychology on health.
- CO6** - Developing long lasting happiness and health by applying and exercising own strengths.

TEXT / REFERENCE BOOKS

1. Taylor, S.E. (2019) . *Health Psychology*. New Delhi : Tata Mc Graw-Hill
2. Ogden, J (2012). *Health Psychology*. England. Mc Graw Hill.
3. Linda Brannon and Jesse Feist, (2007): *Introduction to Health Psychology*, New Delhi: Akash Press
4. Baumgardner, .R & Crothers, M.K.(2009). *Positive Psychology*: Dorling KindersleyPvt Ltd.

END SEMESTER EXAM QUESTION PAPER PATTERN**Max.Marks:100****Exam Duration: 3 Hrs.****PART A:** 10 Questions of 2 marks each-No choice**20 Marks****PART B:** 2 Questions from each unit with internal choice, each carrying 16 marks**80 Marks**

SPYB1601	SPORTS PSYCHOLOGY	L	T	P	EL	Credits	Total Marks
		3	2	0	0	4	100

COURSE OBJECTIVES

- To have an understanding about the basics of sport psychology.
- To make the student to understand about the role of motivation in sports.
- To make the student understand about the role of arousal, anxiety, and stress in sports performance.

UNIT 1 INTRODUCTION AND DEVELOPMENT OF SPORTS PSYCHOLOGY 12 Hrs.

Introduction to sports psychology: nature- meaning- history and scope of Sports psychology. **Character Development and good sporting behaviour**: Sport and exercise psychology orientations, **present and future of sports psychology** - development of sports psychology in India - role of sport and exercise psychologists. Sport psychology specialties- **Sport psychology around the world.**

UNIT 2 MOTIVATION AND GOAL SETTING 12 Hrs.

Motivation - Views and definitions of motivation - **guidelines for building motivation** - developing realistic view of motivation - motivating sportspersons - and **building team morale** (biorhythms, training). Theories of achievement motivation: **developing achievement motivation and competitiveness** - using achievement motivation in practice. Goal setting: Defining goals - effectiveness of goal setting- principles of goal setting- common problems in goal setting.

UNIT 3 COMPETITION AND CO-OPERATION 12 Hrs.

Psychological Competition and cooperation - defining competition and cooperation - psychological studies of competition and cooperation - the value of competition - **enhancing cooperation. Character development and sportsperson ship**: Moral reasoning and moral behavior, Guiding practice in character development - Effective coaching for young athletes.

UNIT 4 PERSONALITY AND SELF-CONFIDENCE 12 Hrs.

Personality in sport and exercise - Approaches to personality - measuring personality -personality research - anxiety and arousal regulation – measurement - source. Impact of arousal and anxiety on performance: Imagery - factors affecting imagery effectiveness - keys to effective imagery. Self-confidence: How expectations influence performance - Building self-confidence. Leadership: **Multidimensional model of leadership** - Four components of effective leadership - Team Building.

UNIT 5 ANXIETY – REDUCTION TECHNIQUES 12 Hrs.

Exercise and psychological well-being: reduction of anxiety and depression. Exercise: mood changes – personality - cognitive functioning - quality of life and adherence. Models of exercise behaviour: **Determinants of exercise adherence**. Strategies for enhancing adherence to exercise - guidelines for improving exercise adherence. Arousal regulation - self-awareness of arousal - **anxiety-reduction techniques** - coping with adversity.

Max.60 Hrs.

COURSE OUTCOMES

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

- CO1 -** Trace the origins of sport and exercise psychology.
- CO2 -** Describe the difference between intrinsic and extrinsic rewards, and demonstrate how mental training can be used for performance enhancement.
- CO3 -** Analyze the relationship between learning and motivation.
- CO4 -** Develop a comprehensive and personalized approach to psyching for sport, maximizing potential, and enhancing their personal leadership skills.
- CO5 -** Develop a strong base of knowledge in the ever-expanding field of sport psychology, including the ability to locate and interpret research.
- CO6 -** Anxiety-reduction techniques and coping strategies.

TEXTBOOKS/REFERENCES

1. Alan S. Kornspan (2009) *Fundamentals of Sport and Exercise Psychology* published by Human Kinetics,
2. Gershon Tenenbaum, Robert C. Eklund (2007) *Handbook of Sport Psychology* published by John Wiley & Sons,
3. Arnold D. LeUnes, Jack R. Nation (2001) *Sport Psychology: An Introduction* Wadsworth Thomson Learning,
4. Burton, D., &Raedeke, T. (2008). *Introduction to mental skills training. Sport psychology for coaches.* Champaign, IL: Human Kinetics.

END SEMESTER EXAM QUESTION PAPER PATTERN

Max.Marks:100

Exam Duration: 3 Hrs.

- | | | |
|----------------|---|-----------------|
| PART A: | 10 Questions of 2 marks each-No choice | 20 Marks |
| PART B: | 2 Questions from each unit with internal choice, each carrying 16 marks | 80 Marks |

SPYB1502	FORENSIC PSYCHOLOGY	L	T	P	EL	Credits	Total Marks
		3	2	0	0	4	100

COURSE OBJECTIVE

- Application of psychological theory and research to forensic contexts as well as in the process of management and rehabilitation of offenders.

UNIT 1 INTRODUCTION

12 Hrs.

Forensic Science: Definition - Scope of Forensic Science - Need of Forensic Science - Basic Principles of Forensic Science - Tools and Techniques of Forensic Science. Professional training and education in forensic psychology.

UNIT 2 INVESTIGATIVE PSYCHOLOGY 1

12 Hrs.

Investigation -Meaning and Methods - Narco Analysis - Brain Finger printing - Psychology and court room - Human Rights & Criminal Justice System - Types of Court and Role of Psychologists – criminal – juvenile - civil & family court - Understanding court process and punishment - The Psychologists as expert witnesses.

UNIT 3 INVESTIGATIVE PSYCHOLOGY 2

12 Hrs.

Meaning - Crime scene and investigation –Investigative Interviewing: Interviewing vulnerable witnesses, interviewing suspects -Facet – History and Development of Finger Print as Science for Personal Identification - Type of Finger Prints - Classification of Finger Prints - Latent Finger Print - Causes of Formation of Scene of Crime Finger Prints - Comparison of Finger Prints - ridge details - Evidence in the Court.

UNIT 4 PSYCHOLOGY OF CRIMINAL BEHAVIOUR, FORENSIC AND CRIMINAL PSYCHOLOGY

12 Hrs.

Introduction and overview - Historical Perspective - Definition - nature and scope of criminal psychology - Theories of Crime - a) Psychological Theories. b) Social Theories. c) Diathesis – Personality stress behavior - Crime trends in India - Prevention of crime.

UNIT 5 ROLE OF PSYCHOLOGY IN PREVENTION, ASSESSMENT &TREATMENT 12 Hrs.

Psychological precursors to crime - Crime patterns – psychological analysis - Mental Health and the law - emerging issues in crime and justice - Treatment of sexual offenders – Community - based correction - Group homes - Family preservation model - Substance abuse model - Prevention of violence.

Max.60 Hrs.

COURSE OUTCOMES

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

- CO1** - Understand the principles and major concepts of forensic and criminal psychology.
- CO2** - Identify and analyze the various roles that psychologists can play in the legal system.
- CO3** - Understand the legal aspects of Forensic Psychology.
- CO4** - Evaluate, and integrate theories and information from various areas of psychology (Social, Cognitive, Developmental, Abnormal, Personality, and Clinical with the legal system.
- CO5** - Apply appropriate psychometric methods in forensic casework.
- CO6** - Explore the psychological components in prevention and treatment of crimes.

TEXT BOOKS / REFERENCES

1. Nanda, B. B. and Tewari, R. K. (2001): Forensic Science in India: A vision for the twenty first century Select Publisher, New Delhi.
2. James, S. H and Nordby, J. J. (2015): Forensic Science: An introduction to scientific and investigative techniques CRC Press, USA.
3. Sharma, B. R. (2003): Forensic Science in Criminal Investigation and Trials, Allahabad, Central Law Agency.

END SEMESTER EXAM QUESTION PAPER PATTERN**Max.Marks:100****Exam Duration: 3 Hrs.****PART A:** 10 Questions of 2 marks each-No choice**20 Marks****PART B:** 2 Questions from each unit with internal choice, each carrying 16 marks**80 Marks**

SPYB1101	GENERAL PSYCHOLOGY I	L	T	P	EL	Credits	Total Marks
		3	2	0	0	4	100

COURSE OBJECTIVES

- To generate interest in Psychology.
- To introduce the concepts of basic psychological processes, systems and methods underlying human behavior.
- To understand the various theories in Psychology.
- To apply the principles of psychology in day-to-day life for a better understanding of the self and others, particularly pertaining to the Indian context.

UNIT 1 INTRODUCTION

12 Hrs.

Psychology as a science – The History of Psychology – Schools - Modern Perspectives – Psychology in India- Methods: Introspection – Observation – Survey – Experiment – Case Study – Correlation Research - Scope of psychology. Fundamentals of Indian Psychology.

UNIT 2 SENSATION, PERCEPTION

12 Hrs.

Sensation: Meaning – Psychophysics -Thresholds – Weber's Law – Adaptation – Basic sensation: Vision – Hearing – Touch and other Skin senses – Olfaction- Gustation - Proprioception: Kinesthetic sense – Vestibular sense Perceptual processing – Perception: Role of attention in perception - Perceptual organization - Perceptual sets - Perceptual constancies - Depth perception - Illusions - Extra Sensory Perception. - Factors that influence perception – Depth perception.

UNIT 3 LEARNING

12 Hrs.

Definition – Nature- Principles of learning - Classical conditioning - Operant Conditioning - Principles of reinforcement – Punishment- Schedules of Reinforcement – Shaping – Learned Helplessness - Cognitive Learning - Latent Learning – Insight Learning – Observational Learning.

UNIT 4 MEMORY

12 Hrs.

Memory: Definition - Processes of memory: Encoding – Storage – Retrieval – The information processing model - Stages of memory: Sensory memory – Short term memory – Long term memory – Forgetting:Meaning – Forgetting Curve-Theories of forgetting - Causes – Memory and Brain – Improving memory.

UNIT 5 THINKING AND LANGUAGE

12 Hrs.

Thinking and language - Thinking process - Concepts - Problem-solving - Creative thinking - Reasoning– Inductive and Deductive reasoning, Language: Nature - Main Components of Language.

Max.60 Hrs.

COURSE OUTCOMES

On the completion of the course, the student will be able to

- CO1 -** Understand the concepts of basic psychological processes, systems and methods underlying human behaviour.
- CO2 -** Evaluate the various theories in Psychology.
- CO3 -** Apply the principles of psychology in day-to-day life for a better understanding of the self and others, particularly pertaining to the Indian context.
- CO4 -** Remember the dynamics of the important cognitive processes.
- CO5 -** Create and evaluate interventions and strategies and enhance the basic as well as higher-order cognitive functions.

CO6 - Identify the major fields of study and theoretical perspectives within psychology and analyse their similarities and differences.

TEXT / REFERENCE BOOKS

1. Cicarelli, S. K. & White, J. N. (2021). *Psychology 6th edition*. Pearson India Education Services Pvt Ltd.
2. Kalat, J. W. (2021). *Introduction to Psychology 12th edition*. Cengage Learning.
3. Feldman, R. S. (2020). *Understanding Psychology*. 15th Edition. New Delhi: Tata McGraw-Hill Education.
4. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2004). *Introduction to Psychology*. 7th Edition. New Delhi: Tata McGraw-Hill.
5. Baron, R. A. (2010) *Psychology* (5th ed.). New Delhi, India: Pearson India Education Services Pvt Ltd.

END SEMESTER EXAM QUESTION PAPER PATTERN

Max.Marks:100

Exam Duration: 3 Hrs.

PART A: 10 Questions of 2 marks each-No choice

20 Marks

PART B: 2 Questions from each unit with internal choice, each carrying 16 marks

80 Marks

SPYB1201	GENERAL PSYCHOLOGY II	L	T	P	EL	Credits	Total Marks
		3	2	0	0	4	100

COURSE OBJECTIVES

- To generate interest in Psychology.
- To introduce the concepts of basic psychological processes, systems and methods underlying human behavior.
- To understand the various theories in Psychology.
- To apply the principles of psychology in day-to-day life for a better understanding of the self and others, particularly pertaining to the Indian context.

UNIT 1 MOTIVATION

12 Hrs.

Motivation – Meaning - Definition – Needs: Biological Needs – Social Needs - Psychological Needs- Theories of Motivation - Classification of Motives: Physiological motives – Psychological motives, Conflict - Frustration.

UNIT 2 EMOTION

12 Hrs.

Emotion - Meaning – Basic emotions- Components - Physiology of emotion - Expression of emotion – Theories of Emotions: James Lange Theory - Cannon Bard Theory - Cognitive Theory.

UNIT 3 INTELLIGENCE

12 Hrs.

Definition - Concept of IQ – Nature Vs Nurture - Individual differences in Intelligence – Intellectual Disability – Mentally gifted – Theories of Intelligence - Types of Intelligence tests - Determinants of Intelligence. Emotional Intelligence: Meaning – Characteristics.

UNIT 4 PERSONALITY

12 Hrs.

Personality: Definition - Theories – Psychoanalytic - Neo Freudian: Jung –Adler - Karen Horney – Erikson - Behavioristic view – Social Cognitive view - Humanism and Personality: Roger's theory – Maslow's theory - Trait Theories Psychology – Allport – Cattell - The Big Five Factors.

UNIT 5 CONSCIOUSNESS

12 Hrs.

States of Consciousness: Consciousness – Definition – Two Major Types – Natural State of Consciousness: Biological Rhythms – Circadian Rhythms; Waking States of Consciousness – Sleep – Functions – Stages – sleep disorders – Dream – Theories. Altered States of Consciousness: meaning – Hypnosis – Use of Drugs – Meditation – Other Altered States.

Max.60 Hrs.

COURSE OUTCOMES

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

- CO1** - Understand the concepts of basic psychological processes, systems and methods underlying human behavior.
- CO2** - Evaluate the various theories in Psychology.
- CO3** - Apply the principles of psychology in day-to-day life for a better understanding of the self and others, particularly pertaining to the Indian context.
- CO4** - Remember the dynamics of the important cognitive processes.
- CO5** - Create and evaluate interventions and strategies and enhance the basic as well as higher-order cognitive functions.

CO6 - Identify the major fields of study and theoretical perspectives within psychology and analyze their similarities and differences.

TEXT / REFERENCE BOOKS

1. Cicarelli, S. K. & White, J. N. (2021). *Psychology 6th edition*. Pearson India Education Services Pvt Ltd.
2. Kalat, J. W. (2021). *Introduction to Psychology 12th edition*. Cengage Learning.
3. Feldman, R. S. (2020). *Understanding Psychology*. 15th Edition. New Delhi: Tata McGraw-Hill Education.
4. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2004). *Introduction to Psychology*. 7th Edition. New Delhi: Tata McGraw-Hill.
5. Baron, R. A. (2010) *Psychology* (5th ed.). New Delhi, India: Pearson India Education Services Pvt Ltd.

END SEMESTER EXAM QUESTION PAPER PATTERN

Max.Marks:100

Exam Duration: 3 Hrs.

PART A:	10 Questions of 2 marks each-No choice	20 Marks
PART B:	2 Questions from each unit with internal choice, each carrying 16 marks	80 Marks



Skill Development

SPYB2201	EXPERIMENTAL PSYCHOLOGY I	L	T	P	EL	Credits	Total Marks
		0	2	6	0	4	100

COURSE OBJECTIVES

30 Hrs.

- To facilitate psychological testing and measurement, in view of an in-depth understanding of psychological processes.
- Students are expected to administer, score, and interpret ten of the following categories.

The Students shall complete any ten of the following experiments and submit a record for the procedure involved at the end of the II Semester.

1. Style of Learning and Thinking
2. Finger Tapping test
3. Stroop Effect test
4. Muller Layer Illusion
5. Bilateral Transfer of Training (Mirror Drawing)
6. Memory test (Memory Drum)
7. Problem Solving Ability
8. Creativity test of real life situation
9. Decision Making style
10. Adolescence Adjustment Inventory
11. Mobile phone addiction
12. Mental Health Battery
13. Span of attention (Tachistoscope)
14. Bender Visual Motor Perception test
15. Ego Scale
16. Battery of Mechanical Aptitude test
17. Motor Ability (Binit Hand tool Dexterity)
18. Reaction Time (electronic)
19. Meta Cognition Inventory
20. Thematic Apperception Test (TAT)
21. Socio-economic Status
22. Altruism Scale
23. Colour Preference Box
24. Internet and Social Networking Sites Attitude Scale
25. Rosenweig Picture Frustration Test

COURSE OUTCOMES

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

- CO1 -** Understand psychological testing and measurement, in view of an in-depth understanding of psychological processes.
- CO2 -** Evaluate major concepts and empirical findings in tests and measurements.
- CO3 -** Analyze real examples of psychological tests for usefulness, applicability, strengths and weaknesses, and validity.
- CO4 -** Apply methods for evaluating the quality of psychological tests to real examples of psychological tests.
- CO5 -** Remember knowledge of testing methods to measurement in real world situations.
- CO6 -** Create material that compares perspectives on some controversial issue (e.g., intelligence testing) within the field of psychological testing.

TEXT / REFERENCE BOOKS

1. Woodworth, R.S. and Scholesberg (1972) *Experimental psychology*. Holt, Rinehart & Winston.
2. Anastasi. & Susana Urbina (2004) 7th Edition. *Psychological Testing*, Pearson Education Inc., New Delhi.
3. Cronbach, L.J. *Essentials of Psychological Testing*.
4. Parameswaran & Ravichandra (2003) *Experimental Psychology*. Neel Kamal Publications.

SPYB2301	EXPERIMENTAL PSYCHOLOGY II	L	T	P	EL	Credits	Total Marks
		0	2	6	0	4	100

COURSE OBJECTIVES

30 Hrs.

- To facilitate psychological testing and measurement, in view of an in-depth understanding of psychological processes.
- Students are expected to administer, score, and interpret ten of the following categories.

The Students shall complete any Ten of the following experiments and submit a record for the procedure involved at the end of the III Semester.

1. Level of Aspiration
2. Achievement Motivation Scale
3. Emotional Maturity
4. Bell's Adjustment Inventory
5. Self Confidence Inventory
6. Locus of Control
7. Seguin Form Board Test
8. Suggestibility (Suggestion Warmth Test Electrical)
9. Eysenck's Personality Questionnaire – R
10. 16 PF Personality Questionnaire
11. Religious Attitude Scale
12. Size Weight illusion box
13. Horizontal, Vertical Illusion
14. Bhatia's Battery of Performance test (Intelligence)
15. Draw a Person Test
16. Finger Dexterity
17. Muscular Fatigue (Steadiness Test)
18. Battery of Differential Abilities
19. PGI Memory Index
20. Self-Esteem Scale
21. Leadership Preference Scale
22. Cyber resource Scale
23. General test of Creativity
24. Knox Cube Imitation
25. Reasoning Ability Test

COURSE OUTCOMES

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

- CO1 -** Understand psychological testing and measurement, in view of an in-depth understanding of psychological processes.
- CO2 -** Evaluate major concepts and empirical findings in tests and measurements.
- CO3 -** Analyse real examples of psychological tests for usefulness, applicability, strengths and weaknesses, and validity.
- CO4 -** Apply methods for evaluating the quality of psychological tests to real examples of psychological tests.
- CO5 -** Remember knowledge of testing methods to measurement in real world situations.
- CO6 -** Create material that compares perspectives on some controversial issue (e.g., intelligence testing) within the field of psychological testing.

TEXT / REFERENCE BOOKS

1. Woodworth, R.S. and Scholesberg (1972) Experimental psychology. Holt, Rinehart & Winston.
2. Anastasi. & Susana Urbina (2004) 7th Edition. Psychological Testing, Pearson Education Inc., New Delhi.
3. Cronbach, L.J. Essentials of Psychological Testing.
4. Parameswaran & Ravichandra (2003) Experimental Psychology. Neel Kamal Publications.

SPYB2401	EXPERIMENTAL PSYCHOLOGY III	L	T	P	EL	Credits	Total Marks
		0	2	6	0	4	100

COURSE OBJECTIVES

30 Hrs.

- To facilitate psychological testing and measurement, in view of an in-depth understanding of psychological processes.
- Students are expected to administer, score, and interpret ten of the following categories.

The students shall complete any Ten of the following experiments and submit a record for the procedure involved at the end of the IV Semester.

1. Organizational Commitment Scale
2. Organizational Climate Scale
3. Occupational Stress Index
4. Teacher Role Conflict Scale
5. Comprehensive Battery of Scale of Entrepreneurship
6. Occupation Aspiration Scale
7. Depression Scale
8. Emotional Competence Scale
9. Division Of Attention
10. Emotional Intelligence
11. Children Apperception Test
12. Background on Colour Preference
13. Educational Interest Test
14. Anxiety, Depression and Stress Scale
15. Aggression Scale
16. Fear Checklist
17. Concept Formation
18. Judging Emotion Through Photograph
19. Habit Interference
20. Distinctive Aptitude test battery
21. Self-efficacy Scale
22. Suicide Ideation Scale
23. Developmental Screening Test (DST)
24. Minnesota rate of manipulation test
25. Peer Pressure Scale

COURSE OUTCOMES

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

- CO1** - Understand psychological testing and measurement, in view of an in-depth understanding of psychological processes.
- CO2** - Evaluate major concepts and empirical findings in tests and measurements.
- CO3** - Analyze real examples of psychological tests for usefulness, applicability, strengths and weaknesses, and validity.
- CO4** - Apply methods for evaluating the quality of psychological tests to real examples of psychological tests.
- CO5** - Remember knowledge of testing methods to measurement in real world situations.
- CO6** - Create material that compares perspectives on some controversial issue (e.g., intelligence testing) within the field of psychological testing.

TEXT / REFERENCE BOOKS

1. Cohen, J. R., & Swerdlik, M. E. (2010). *Psychological Testing and Assessment: An introduction to Tests and Measurement*. (7th ed.). New York. McGraw-Hill International edition.
2. Hoffman, E. (2002). *Psychological Testing at Work*. New Delhi: Tata McGraw-Hill
3. Aiken, L. R., & Groth - Marnat, G. (2006). *Psychological Testing and Assessment*. (12thed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi
4. Freeman *Theory and Practice of Psychological Testing*.

SPYB2501	EXPERIMENTAL PSYCHOLOGY IV	L	T	P	EL	Credits	Total Marks
		0	2	6	0	4	100

COURSE OBJECTIVES

30 Hrs.

- To facilitate psychological testing and measurement, in view of an in-depth understanding of psychological processes.
- Students are expected to administer, score, and interpret ten of the following categories.

The Students shall complete any Ten of the following experiments and submit a record for the procedure involved at the end of the V Semester.

1. PGI Health Questionnaire
2. PGI General Well-being Measure
3. Psychological Resilience Scale
4. Life Satisfaction Scale
5. Sinha's Comprehensive Anxiety Test
6. State –Trait Anxiety Scale
7. ADHD Evaluation Form
8. PGI Memory Dysfunction
9. Distraction of Attention
10. PGI Battery of Brain Dysfunctions
11. Marital Adjustment Inventory
12. Binet Kamath Test of Intelligence
13. Eye Perimeter (Table model) with Colour pointers
14. Stress Coping Techniques
15. Vocational Interest Record
16. Test of Anxiety
17. Social Phobia
18. Human Maze Learning
19. Teaching Aptitude Scale
20. Aptitude Battery for Career Counselling
21. Emotional Maturity Scale
22. Anorexia Test
23. Cyber Crime Awareness Scale
24. Behaviour Checklist for Screening the Learning Disability
25. Vineland Social Maturity Scale (VSMS)

COURSE OUTCOMES

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

- CO1 -** Apply methods for evaluating the quality of psychological tests to real examples of psychological tests.
- CO2 -** Remember knowledge of testing methods to measurement in real world situations.
- CO3 -** Create material that compares perspectives on some controversial issue within the field of psychological testing.
- CO4 -** Apply methods for evaluating the quality of psychological tests to real examples of psychological tests.
- CO5 -** Understand psychological testing and measurement, in view of an in-depth understanding of psychological processes.
- CO6 -** Evaluate major concepts and empirical findings in tests and measurements.

TEXT / REFERENCE BOOKS

1. Woodworth, R.S. and Scholesberg (1972) *Experimental psychology*. Holt, Rinehart & Winston.
2. Anastasi. & Susana Urbina (2004) 7th Edition. *Psychological Testing*, Pearson Education Inc., New Delhi.
3. Cronbach, L.J. (2009). *Essentials of Psychological Testing*.
4. Parameswaran & Ravichandra (2003) *Experimental Psychology*. Neel Kamal Publications.

SPYB1402	PSYCHOPATHOLOGY I	L	T	P	EL	Credits	Total Marks
		3	2	0	0	4	100

COURSE OBJECTIVES

- To explore abnormality and understand the nature and course of development of various psychological disorders.
- To familiarize with research, theory, and methods of practice in abnormal psychology.

UNIT 1 HISTORY OF ABNORMAL PSYCHOLOGY

12 Hrs.

The Three Criteria for Determining Psychological Disorders - Views of Psychological Disorders Before Science- The Transition to Scientific Accounts of Psychological Disorders. Causal and risk factors for abnormal behavior- Biological view point and causal factor - Psychosocial viewpoint and causal factor - Socio cultural view point and causal factor. Brief note on DSM 5 and ICD 11 classification system.

UNIT 2 ANXIETY AND STRESS-RELATED DISORDER

12 Hrs.

Panic disorders & agoraphobia: Specific phobias - social phobia - Generalized anxiety disorder - Obsessive-Compulsive and Related Disorders - obsessive-compulsive disorder - body dysmorphic disorder - hoarding disorder – trichotillomania. Trauma- and Stressor-Related Disorders - adjustment disorder - acute stress disorder - posttraumatic stress disorder. Biological psychosocial and socio-cultural causal factors for all anxiety and stress related disorders - Treatment and outcome.

UNIT 3 SOMATOFORM & DISSOCIATIVE DISORDERS

12 Hrs.

Somatic symptom and Related disorder - illness anxiety disorders - Pain disorder - conversion disorder - Dissociative disorders: depersonalization- derealization disorder - dissociative amnesia - dissociative fugue - dissociative trance disorder - dissociative identity disorder. Biological, Psychosocial, and socio-cultural causal factors of somatoform and dissociative disorders - Treatment and outcomes.

UNIT 4 PERSONALITY DISORDERS

12 Hrs.

Cluster A, B, C personality disorders - Clinical Features – Types - Causal factors in Personality disorder – Treatment - Anti-Social (psychopathic) Personality - clinical picture - causal factors & treatment.

UNIT 5 INTELLECTUAL DISABILITY & ORGANIC MENTAL DISORDERS

12 Hrs.

Definition of intellectual disability - levels of intellectual disability - Causes - biological, psychosocial deprivations Types of intellectual disability, Treatment Organic mental disorders - delirium, dementias associated with Age - Alzheimer's disorder, causal factors & treatment.

Max.60 Hrs.

COURSE OUTCOMES

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

- CO1 - Distinguish between normal & abnormal behavior and outline the historical background and need for classification
- CO2 - Summarize the various models of abnormality.
- CO3 - create and explain the physiological, behavioural, and psychological correlates of abnormal behaviour.
- CO4 - Explain the clinical features and causal factors of anxiety related disorder.
- CO5 - Outline the clinical features and causal factors of somatic and dissociative disorder.
- CO6 - Identify clinical features and causes of neurodevelopmental disorder & neurocognitive disorder.

TEXT / REFERENCE BOOKS

1. Butcher, J. N., Hooley, J. M., & Mineka, S. (2013). *Abnormal Psychology*. (17 ed.) Pearson.
2. Barlow David H. & Durand, V. Mark (1995) *Abnormal Psychology*, Brooks/Cole Publishing Co.
3. Carson, Robert, Butcher, James V., Coleman, James (1988): *Abnormal Psychology and Modern Life*, VIII edition, Scott, Frismand & Co
4. Comer, R. (2018). *Fundamentals of abnormal psychology*. New York, NY: Worth Publishers.
5. Davison, G.C., Neale, J.M & Kring, A. M. (2004). *Abnormal psychology*. Marblehead, MA: John Wiley & Sons Inc.
6. Alloy, L. B., Riskind, J. H. & Manos, M.J. (2005). *Abnormal psychology*. New Delhi, India: Tata McGraw Hill pub Co
7. Cutting, J. (1997). *Principles of psychopathology*. New York, NY: Oxford University Press

END SEMESTER EXAM QUESTION PAPER PATTERN

Max.Marks:100

Exam Duration: 3 Hrs.

PART A: 10 Questions of 2 marks each-No choice

20 Marks

PART B: 2 Questions from each unit with internal choice, each carrying 16 marks

80 Marks

Skill Development

SPYB1501	PSYCHOPATHOLOGY II	L	T	P	EL	Credits	Total Marks
		3	2	0	0	4	100

COURSE OBJECTIVES

- To familiarize with research, theory, and methods of practice in abnormal psychology.
- Describe and evaluate some of the difficulties involved in diagnosing and treating childhood psychological problems
- Describe and evaluate the psychological, physical health and economic costs of specific substance use disorders.

UNIT 1 SCHIZOPHRENIA AND OTHER PSYCHOTIC DISORDERS 12 Hrs.

Clinical description: schizophrenia subtypes - Causes of schizophrenia - Biological dimensions - psychological And Social contributions – Treatment.

UNIT 2 MOOD DISORDERS AND EATING DISORDERS 12 Hrs.

Overview and Clinical descriptions of mood disorders: mania and depression. Depressive disorders - bipolar disorders and other depressive disorders. Causes of Mood disorders – Treatment - suicide and prevention. Major types of eating disorders: bulimia nervosa - anorexia nervosa - binge eating disorder. Obesity: causes and treatments.

UNIT 3 SUBSTANCE RELATED, ADDICTIVE, AND IMPULSE CONTROL DISORDERS 12 Hrs.

Alcohol abuse and dependence: drug Abuse and dependence. Other drugs of abuse: Depressants – stimulants – opioids - cannabis – hallucinogen. Related disorders: gambling disorders - impulse control disorders. Causes of substance related disorders and Treatment.

UNIT 4 OVERVIEW OF SEXUAL VARIANTS, ABUSE AND DYSFUNCTIONS 12 Hrs.

Sexual and gender variants: paraphilic disorder - Gender dysphoria. Sexual abuse; Incest & rape. Sexual dysfunctions: causes and treatment.

UNIT 5 BEHAVIOUR DISORDERS OF CHILDHOOD AND ADOLESCENCE 12 Hrs.

Hyperactivity - conduct disorders - delinquent behaviour - autistic Disorder - elimination disorder: Causes and treatment.

Max.60 Hrs.

COURSE OUTCOMES

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

- CO1** - Apply the major concepts and theories of Abnormal Psychology.
- CO2** - Explain the causes of unipolar and bipolar disorder and treatment
- CO3** - Outline the clinical feature, causal factor and treatment of schizophrenia and other psychotic disorder
- CO4** - Summarize types, causes and treatment of childhood disorder
- CO5** - Explain the types, causes and treatment of substance related disorder
- CO6** - Identify the different types of prevention and summarize the different models of therapies

TEXT / REFERENCE BOOKS

1. Butcher, J. N., Hooley, J. M., & Mineka, S. (2013). Abnormal Psychology. (17 ed.) Pearson.
2. Barlow David H. & Durand, V. Mark (1995) Abnormal Psychology, Brooks/Cole Publishing Co.
3. Carson, Robert, Butcher, James V., Coleman, James (1988): Abnormal Psychology and Modern Life, VIII edition, Scott, Frismand & Co
4. Comer, R. (2018). Fundamentals of abnormal psychology. New York, NY: Worth Publishers.
5. Davison, G.C., Neale, J.M & Kring, A. M. (2004). Abnormal psychology. Marblehead, MA: John Wiley & Sons Inc.
6. Alloy, L. B., Riskind, J. H. & Manos, M.J. (2005). Abnormal psychology. New Delhi, India: Tata McGraw Hill pub Co
7. Cutting, J. (1997). Principles of psychopathology. New York, NY: Oxford University Press.

END SEMESTER EXAM QUESTION PAPER PATTERN

Max.Marks:100

Exam Duration: 3 Hrs.

PART A:	10 Questions of 2 marks each-No choice	20 Marks
PART B:	2 Questions from each unit with internal choice, each carrying 16 marks	80 Marks

Skill Development

SPYB1601	COUNSELING AND PSYCHOTHERAPY	L	T	P	EL	Credits	Total Marks
		3	2	0	3	5	100

COURSE OBJECTIVES

- To get acquainted with the nature, process, theories, and techniques of counseling,
- To understand the guidance and psychotherapy and its application in therapeutic settings.
- To reflect on rehabilitation aspects.

UNIT 1 INTRODUCTION TO PSYCHOTHERAPY

12 Hrs.

Main features: Objectives of Psychotherapy – Therapeutic process – Therapist qualities- Effectiveness of Psychotherapy – Ethical issues in research and practice. Evidence-based psychotherapies.

UNIT 2 PSYCHODYNAMIC THERAPIES

12 Hrs.

Traditional psychoanalysis: Freud - free association - psychodynamic therapy - theoretical ground. Therapeutic factors: resistance - transference and counter transference - defense mechanisms. Adlerian therapy - Jungian therapy - Contemporary psychoanalytic therapies. Interpretation of dreams.

UNIT 3 COGNITIVE-BEHAVIOR THERAPIES

12 Hrs.

Cognitive therapy: Basic principles - theoretical background - history and development. Cognitive conceptualization. Behavior therapy: Basic principles - theoretical background - history and development. Techniques of classical conditioning - operant conditioning.

UNIT 4 HUMANISTIC EXISTENTIAL THERAPIES

12 Hrs.

Humanistic therapy: client-centered therapy; meaning of existence and purpose in life - self-actualization - self-psychology. Existential therapy: logo therapy - contributions of Frankl – May - Rank and Yalom. Gestalt therapy and Group therapy. Humane approach: Spirituality.

UNIT 5 OTHER FORMS OF PSYCHOTHERAPY

12 Hrs.

Rational Emotive Behavior Therapy: Ellis. Couple therapy - marital and family therapy. Crisis Intervention. Positive Psychological interventions: mindfulness.

Max.60 Hrs.

COURSE OUTCOMES

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

- CO1** - Remember professional standards of therapeutic counselling practice.
- CO2** - Understand the theory and practice of a relational approach to counselling.
- CO3** - Evaluate and integrate a range of theoretical approaches into a coherent model of practice.
- CO4** - Apply the knowledge, skills and understanding of the reflective practitioner.
- CO5** - Create an environment to work competently with diversity and with an anti-oppressive practice.
- CO6** - Analyze participation in and potential contribution to the changing (local and global) social, professional, and organizational context for therapy.

TEXT / REFERENCE BOOKS

1. Hersen, M. & Sledge, W. (2002). Encyclopedia of psychotherapy. Academic Press.
2. Yalom, I. (2009). The Gift of Therapy. Harper Perennial: New York.
3. Gobbard, G. Beck, J. Holmes, J. (2007). Oxford Textbook of Psychotherapy. OUP: London.
4. Gerring, R.J. & Zimbardo, P.G. (2006). Psychology and Life. Pearson.
5. Neitzel, M.T. Bernstein, D.A. & Millich, R. (1998). Introduction to Clinical Psychology. Upper Saddle River, New Jersey: Prentice Hall.
6. Snyder, L.R. & Lopez, S. (2007). Positive Psychology: The scientific and practical exploration of human strengths. Thousand Oaks, CA: Sage.

END SEMESTER EXAM QUESTION PAPER PATTERN

Max.Marks:100

Exam Duration: 3 Hrs.

PART A:	10 Questions of 2 marks each-No choice	20 Marks
PART B:	2 Questions from each unit with internal choice, each carrying 16 marks	80 Marks

