

**GOVERNMENT COLLEGE FOR WOMEN (A),  
GUNTUR**

**DEPARTMENT OF PSYCHOLOGY  
COURSE INFORMATION BOOKLET**



**2023-24**

**DEPARTMENT OF PSYCHOLOGY**

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## VISION & MISION OF THE DEPARTMENT

### 1. Vision for the Department of Psychology:

The Vision of psychology is to understand the human mind and behaviour through scientific inquiry, promote well-being, and contribute to the improvement of individual lives and society as a whole.

### 2. Mission for the Department of Psychology:

- ◆ Provide students with a comprehensive understanding of the theories, methods and concepts in psychology.
- ◆ Contribute to the well-being, mental health, and overall quality of life for individuals and society through awareness programs, workshops and through Value added courses.
- ◆ Explore and understand the intricacies of human behaviour and mental processes through case studies, personalized experiences and through different methods used in psychology and by applying psychological knowledge and interventions.
- ◆ Develop Employability skills through national level conferences, workshops etc.

### 3. Psychology Programme Aim:

A psychology program aims to provide students with a deep understanding of human behavior, thought processes, and emotions, while developing critical thinking, research, and practical skills. It prepares graduates for advanced study or careers in various fields like mental health, education, and human resources.

### 4. Objectives for a B.A. Psychology Programme:

By the end of the Programme the student will be able to learn

1. Provide students with a solid understanding of the fundamental theories and concepts in psychology.
2. Develop students' ability to design, conduct, and analyze psychological research using appropriate methodologies.
3. Cultivate critical and analytical thinking skills to evaluate psychological literature and apply knowledge to real-world issues.
4. Promote an understanding of ethical issues in psychology and enhance awareness of cultural diversity and its impact on behaviour.

5. Equip students with practical skills for applying psychological principles in various settings, including clinical, educational, and organizational environments.
6. Prepare students for graduate studies in psychology or related fields by providing a strong academic foundation.
7. Enhance students' self-awareness, interpersonal skills, and understanding of social dynamics to better navigate personal and professional relationships.

**5. Program Specific outcomes of B.A. Psychology:**

PSO-1	Utilize his/ her potentialities in full extent and be familiar with psychological concepts of behaviour.
PSO-2	Analyze the milestones in the development of Human being
PSO-3	Able to understand the social aberrations and adopt themselves to the social scenario and utilise this knowledge to face various competitive examinations.
PSO - 4	Develops life skills

**List of Programme offered by the Department:**

S. No	Title of the Programme
1	B.A. (PEP) PSYCHOLOGY, ECONOMICS, POLITICAL SCIENCE

**B.A. Psychology course structure:**

Semester	Paper	Title of the Course	Course code
III	3	Social Psychology-I	Psy110-3
IV	4	Social Psychology- II	Psy110-4
IV	5	Counselling Psychology	Psy110-5
VI	6A	Abnormal Psychology	Psy110-6
VI	7A	Developmental Psychology	Psy110-7
V	5	Internship	

### Psychology course structure:

Semester	Paper	Title of the Course	Course code
III	3	Social Psychology-I	Psy110-3
IV	4	Social Psychology- II	Psy110-4
IV	5	Counselling Psychology	Psy110-5
VI	6A	Abnormal Psychology	Psy110-6
VI	7A	Developmental Psychology	Psy110-7
V	5	Internship	

### Course wise Syllabus with Outcomes

#### SEMESTER – III PAPER-3

**Course Title:** Social Psychology-I PSY110-3

#### Course Outcomes:

CO-No.	Upon the successful completion of the course, student will able to:	Bloom's Taxonomy, Cognitive Domain
CO-1	Acquire knowledge that goes beyond mere memorization of facts and moves students to an understanding human behavior.	L1, L2
CO-2	Interpret the behaviours of the individuals and known the spreading of rumours	L2,L3,L4,L5
CO - 3	Develops the capacity to understand the forces that create group differences	L2,L3,L4

#### SYLLABUS:

**Unit – I Introduction** – Definition, nature and scope of social psychology. Mile stones in Social Psychology. Method of social psychology – Observation method, survey, correlational methods, field study and experimental method.

**Unit – II Social Perception understanding others** – Factors influencing social perception  
 B) Attribution – theories of attribution – theory of correspondent inference -fundamental attribution error, actor – observer effect, Self-serving bias. C) Impression formation, meaning and Techniques of impression formation

**Unit – III Socialization:** A) Definition and goals of socialization, Socialization process  
 B) Impact of Media & Technology on Socialization process & Social behaviour

Impact of Social networks- Chat gpt, Cell phones, Face book, Snap chat on Social behaviour

**Unit – IV**

**Communication** – definition, nature of communication, types of communication, barriers to effective communication. Rumors and propaganda.

**Unit – V**

**Attitude** – definition, distinctive features of attitudes, Formation of Attitudes, measurement of attitudes – Thurston’s equal appearing intervals method, Likert methods of summated rating, Bogardus method of social distance, cognitive dissonance, reducing cognitive dissonance.

**Reference Books:** Telugu Academy

## SEMESTER-IV

**PAPER-4, Course Title: Social Psychology-II**

**Course Code: (PSY110--4)**

**Course Out Comes:**

<b>CO- No.</b>	<b>Upon the successful completion of the course, students will be able to</b>	<b>Bloom’s taxonomy cognitive domain</b>
<b>CO-1</b>	Acquire knowledge about Students’ competence in writing and in oral and maintain good interpersonal communication skills	L1, L2
<b>CO-2</b>	Develops the awareness regarding dynamics of intergroup relationships, conflict, and cooperation. Analyze the relationship between Prejudice and Aggression	L2,L3,L4,L5
<b>CO-3</b>	Interpret the functioning of different leadership styles and Discuss about Formation of groups and how the rumors spread	L2,L3,L4

**Unit-I**

**A) Forms of social influence** – Conformity, Asch’s experiments on conformity; factors affecting conformity; the bases of conformity.

**B) Interpersonal relationships in Psychology:** Definition, Types of Interpersonal relationship- Stages of interpersonal relationships, Elements of interpersonal relationships  
**Unit – II**

**Prejudice** – prejudice and discrimination, Nature and definition of prejudice, origin, and formation of prejudice, Consequences of Prejudice, techniques of reducing prejudice.

**Unit – III**

**Aggression** - Definition, Determinants of human Aggression- social personal and situational factors –Types of Aggression and violence, Measurement of Aggression, general effective Aggression model, prevention and control Aggression

**Unit – IV**

**Groups and individuals**-Groups-definition, types and characteristics

B) Group Functions- Roles, status, norms, cohesiveness and conformity, Groups and individuals performance–social facilitation, social loafing, social inhibition and decision making by group, [Group Morale](#).

**Unit – V**

Leadership-definitions of leader, traits of a leader, functions of a leader, types of leaders- autocratic, democratic and charismatic leaders. Leader behavior – Initiating structure and consideration.

## SEMESTER-IV

**PAPER-5, Course Title: Counselling Psychology**

**Course Code: PSY110-5**

**Course Out Comes:**

CO-No.	Upon the successful completion of the course, students will be able to	Bloom's taxonomy cognitive domain
CO-1	Get knowledge and awareness about the importance of counseling and Helps to navigate difficult situations	L1, L2
CO-2	Improves self-acceptance and self-esteem and increases confidence	L2,L3,L4,L5
CO-3	Discuss about various therapies used in counselling and Take part in different counselling sessions	L2,L3,L4

**SYLLABUS:**

**Unit – I**

**Introduction to Counselling:** Meaning and definition of counselling, Characteristics of Counsellor, goals and Needs, Types of Counselling

## Unit- II

**Emergence and Development of Counselling:** Important periods in development of counselling, Counselling in educational setting - Role of teacher in counselling, Vocational guidance and career counselling

## Unit – III

**Counselling Process:** Stages of Counselling, Counselling Relationship-Core conditions of counselling relationship, factors that affect counseling relationship, Counselling skills

## Unit -- IV

**Counselling Interview:** Essential Aspects, Techniques, Non-verbal communication in interview, Counselee - Counsellor Relationship

## Unit -- V

**Special Areas In Counselling:** Counselling families, Marriage counselling, Pre-marital counselling, Counselling women

### REFERENCE:

1. Narayana Rao, S. (1991). Counselling and Guidance.

Locke, D.C.,Myers, J.E and Herr. E.L. (2001) The Hand Book Counselling

## SEMESTER-VI

### PAPER-6A, COURSE TITLE:

**COURSE CODE:** Abnormal Psychology

**Course Out Comes:** PSY110 -6A

CO-No	Upon the successful completion of the course, students will be able to	Bloom's taxonomy cognitive domain
CO-1	Get knowledge and awareness about the mind's subconscious, the mind's consciousness and the reasons for human behaviour.	L1, L2
CO-2	Identify the symptoms of mental and Psycho somatic disorders and Extend knowledge about some kinds of mental disorders and therapies	L2,L3,L4,L5
CO-3	Examine and evaluate the causes for mental disorders, and other biological diseases. Apply the therapies based on the client's behaviour.	L2,L3,L4

### SYLLABUS:

#### Unit-I

#### Concept of Abnormal Behaviour and Criteria for determining abnormality

**psychology-** Definition of abnormality, abnormal Psychology-past and present views and treatment. Approaches to psychology – psychodynamic, behavioural, cognitive behavioural, existential and biological.



## Unit-II: Causes and Diagnosis of Abnormal Behaviour-

A) Biological, Psychological and Socio-Cultural; Critical Evaluation of these causes.  
Current diagnostic systems: Introduction to the international classification of diseases (ICD-10) and Diagnostic and statistical manual of mental disorders (DSM-5) Etiological factors in abnormality stress, coping and the ego-defence mechanisms.

## Unit-III: Neuro Developmental Disorders-

- A) Intellectual disabilities, Communication disorders, Autism Spectrum disorder, ADHD
- B) Specific learning disorder, Motor disorder, Tic disorder

**Unit-IV: Schizophrenia Spectrum and other Psychotic disorders-** Psychosis (Psychotic disorder), Schizophrenia and its subtypes-paranoid type, catatonic type, hebephrenic type.  
Mood disorders-Unipolar and Bipolar disorders.

**Unit-V: Anxiety Disorder:** Nature and symptoms of generalized anxiety disorder, Phobias, Panic disorder, Obsessive compulsive disorder, Post traumatic stress disorder.

**Eating Disorders:** Anorexia Nervosa/Bulimia Nervosa, Binge Eating Disorders

**References:** 1. Lamm, A. (1997). Introduction to psychology, N.Y.Sage publication.  
2. Buss, A.H. (1999). Psychology. N.Y. John Wiley.  
3. Irvin G. Sarason, Barbara R. Sarason (2006). Abnormal Psychology 11<sup>th</sup> edition. Prentice hall india  
4. Carson. Abnormal Psychology 13<sup>th</sup> edition. Pearson education India.

## SEMESTER-VI

**PAPER-7A, COURSE TITLE: Developmental Psychology**  
**COURSE CODE: PSY 110-7A**

### COURSE Out Comes:

CO-No.	Upon the successful completion of the course, students will be able to	Bloom's taxonomy cognitive domain
CO-1	Interpret how humans learn, mature and adapt. Helps to be aware of different dimensions in cognitive, social, emotional and physical development	L1, L2
CO-2	Evaluate the milestones in the lifespan of the individuals.	L2,L3,L4,L5
CO-3	Explore the stages of Development.	L2,L3,L4,L5
CO-4	Make use of this knowledge whenever necessary in the life	L3,L4,L5

**SYLLABUS:**

**UNIT –I:**

Development: Principles of Development-Significant Facts of Development-VariouS Stages of Development

**Unit-II:**

Infancy: Characteristics of Infancy-Major Adjustments of Infancy- Hazards of Infancy

Baby Hood: Characteristics of Baby Hood-Developmental Tasks

**Unit-III:**

Early Child Hood: Characteristics – Developmental Tasks –Hazards of Early Child Hood

Later Child Hood: Characteristics – Developmental Tasks –Hazards Of later Child Hood

**Unit-IV**

Puberty: Body Changes - Characteristics–Hazards of Puberty

Adolescence: Characteristics – Developmental Tasks –Hazards of Adolescence

**Unit –V:**

Early Adult Hood: Characteristics – Developmental Tasks –Personal and Social Hazards of

Early Adult Hood – Vocational and Family Adjustments –Hazards of Adjustment

Old age: Biological changes of old age and Adjustments of old age

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## VISION & MISION OF THE DEPARTMENT

### **Vision for the Department of Psychology:**

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### **Mission for the Department of Psychology:**

- ◆ Provide students with a comprehensive understanding of the theories, methods and concepts in psychology.
- ◆ Contribute to the well-being, mental health, and overall quality of life for individuals and society through awareness programs, workshops and through Value added courses.
- ◆ Explore and understand the intricacies of human behaviour and mental processes through case studies, personalized experiences and through different methods used in psychology and by applying psychological knowledge and interventions.
- ◆ Develop Employability skills through national level conferences, workshops etc.

### **Psychology Programme Aim:**

A psychology program aims to provide students with a deep understanding of human behavior, thought processes, and emotions, while developing critical thinking, research, and practical skills. It prepares graduates for advanced study or careers in various fields like mental health, education, and human resources.

### **Objectives for B.A. Psychology Programme:**

By the end of the Programme the student will be able to learn

- ◆ Provide students with a solid understanding of the fundamental theories and concepts in psychology.
- ◆ Develop students' ability to design, conduct, and analyze psychological research using appropriate methodologies.
- ◆ Cultivate critical and analytical thinking skills to evaluate psychological literature and apply knowledge to real-world issues.
- ◆ Promote an understanding of ethical issues in psychology and enhance awareness of cultural diversity and its impact on behaviour.

- ◆ Equip students with practical skills for applying psychological principles in various settings, including clinical, educational, and organizational environments.
- ◆ Prepare students for graduate studies in psychology or related fields by providing a strong academic foundation.
- ◆ Enhance students' self-awareness, interpersonal skills, and understanding of social dynamics to better navigate personal and professional relationships.

**Program Specific outcomes of B.A. Psychology:**

PSO-1	Utilize his/ her potentialities in full extent and be familiar with psychological concepts of behaviour.
PSO-2	Analyze the milestones in the development of Human being
PSO-3	Able to understand the social aberrations and adopt themselves to the social scenario and utilise this knowledge to face various competitive examinations.
PSO - 4	Develops life skills

**List of Programmes offered by the Department:**

S. No	Title of the Programme
1	B.A. (PEP) PSYCHOLOGY, ECONOMICS, POLITICAL SCIENCE

**B.A. Psychology course structure:**

Semester	Paper	Title of the Course	Course code
I	1	General Psychology-I	Psy110-1
II	2	General Psychology-II	Psy110-2
III	3	Social Psychology-I	Psy110-3
IV	4	Social Psychology- II	Psy110-4
IV	5	Counselling Psychology	Psy110-5
VI	6A	Abnormal Psychology	Psy110-6
VI	7A	Developmental Psychology	Psy110-7
V	5	Internship	

### Psychology course structure:

Semester	Paper	Title of the Course	Course code
I	1	General Psychology-I	Psy110-1
II	2	General Psychology-II	Psy110-2
III	3	Social Psychology-I	Psy110-3
IV	4	Social Psychology- II	Psy110-4
IV	5	Counselling Psychology	Psy110-5
VI	6A	Abnormal Psychology	Psy110-6
VI	7A	Developmental Psychology	Psy110-7
V	5	Internship	

### Course wise Syllabus with Outcomes

#### SEMESTER – I PAPER-I

**Course Title:** General Psychology-I PSY110-I

#### Course Outcomes:

CO-No.	Upon the successful completion of the course, student will able to:	Bloom's Taxonomy, Cognitive Domain
CO-1	Acquire knowledge about the historical context of psychological study and Provide information about the fields of psychology and apply psychological methods whenever necessary	L1, L2
CO-2	Develop the basic concepts of attention and perception and Differentiate different learning methods and analyse which method they have to adopt.	L2,L3,L4,L5
CO - 3	Able to describe the major concepts, language, and major theories of the disciplines.	L2,L3,L4

## SYLLABUS:

### UNIT - I: Introduction

A) Historical foundations of Psychology: Definition, Nature and Scope of Psychology; Goals of psychology, Schools and fields of psychology.

B) Methods of Psychology-Introspection, Observation, Case Study, Interview, Survey and Experimental Method

### UNIT - II: Biological Basis of Behaviour

A) Neuro Anatomy -Structure of the neuron; The Autonomic Nervous System-Structure & Function; The Central Nervous System: Spinal cord -structure and function; The Brain - hindbrain, midbrain & forebrain.

B) Hormones and Behaviour-Main endocrine glands, their hormone products and principal effects of the hormones -Mechanisms of Heredity and Environment

### UNIT - III: Sensory Process:

A) Sensory organ; Sensory system, Types and General characteristics of senses, theories of vision and Hearing.

B) Subliminal perception and signal detection theory.

### UNIT - IV: Attention and Perception

A) Types and determinants of Attention, Distraction, Division, Fluctuation and Span of attention

B) Perception-Perceptual constancies, Principles of perceptual organisation, External/Internal factors influencing perceptual experience.

### UNIT - V:

#### Motivation and Emotion

A) Motivation –Definition and types of motives-Bio and Psycho-Social Motives, Theories of motivation-Maslow’s Theory of Motivation and Freud’s Unconscious Motivation.

B) Emotions –Definition and Nature of Emotions, Types of emotions, Theories of emotions- James-Lange, Cannon-Bard and Schachter and Singer’s Two-factor theory

### REFERENCE BOOKS:

1.Morgan, Clifford.T., King, Richard.A., Weisz,John.R., Schopler, John (1993).

Introduction to Psychology, TataMcGraw Hill.

2.Marx, Melvin H. (1976). Introduction to Psychology -Problems, Procedures &

Principles, MacMillan Publishing Co.3.Hilgard, E.R., Atkinson, R.L., Atkinson, R.C., (1979): Introduction to Psychology, Harcourt Brace Jovanovich. Inc.

## SEMESTER – II PAPER-II

**Course Title:** General Psychology-II PSY110-2

### Course Outcomes:

CO-No.	Upon the successful completion of the course, student will able to:	Bloom’s Taxonomy, Cognitive Domain
CO-1	Understand the scientific reasoning and problem-solving skills and Demonstrate	L1, L2



	fundamental knowledge and comprehension of the major concepts, theoretical perspectives.	
<b>CO-2</b>	Evaluate historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.	L2,L3,L4,L5
<b>CO - 3</b>	Aware of various concepts like Intelligence, Aptitudes, learning theories and Memory and apply the knowledge to analyze the traits of personalities.	L2,L3,L4

## **SYLLABUS:**

### **Unit-I: Learning.**

- A) Definition of learning- classical conditioning, operant conditioning, learning by insight and observation, latent learning.
- B) Role of motivation and maturation in learning. Reward and punishment, learning curves, efficient method of learning, transfer of learning.

### **Unit-II: Memory and forgetting.**

- A) Meaning and types of memory, Methods of measuring memory, Information processing model of memory.
- B) Forgetting- Meaning, Nature and causes. Methods to improve memory.

### **Unit-III: Thinking.**

- A) Definition, Types of Thinking, Reasoning- Deductive and Inductive reasoning.
- B) Problem solving. Stages of Problem solving, Impediments to problem solving.
- C) Creative thinking – Meaning and stages of creative thinking. Characteristics of creative people.

### **Unit-IV: Intelligence.**

- A) Intelligence definition-Theories: Spearman two factors theory, Thurston's multi factor theory and Sternberg's, Triarchic theories of intelligence, Gardner's multiple intelligence.
- B) Measurement of Intelligence-Concept of IQ, types of intelligence tests, intellectually gifted and Retardation. Role of heredity and environment in intelligence.

### **Unit-V: Personality**

Concept and nature of personality- type approach, trait approach and psychoanalytical approach-factors influencing development of personality heredity and environment- methods of assessing personality-projective, non projective

### **Reference Books:**

1. Morgan, Clifford T., King, Richard A., Weisz, John R., Schopler, John (1993) Introduction to Psychology, TataMcGraw Hill.

### SEMESTER – III PAPER-3

**Course Title:** Social Psychology-I PSY110-3

**Course Outcomes:**

CO-No.	Upon the successful completion of the course, student will able to:	Bloom's Taxonomy, Cognitive Domain
CO-1	Acquire knowledge that goes beyond mere memorization of facts and moves students to an understanding human behavior.	L1, L2
CO-2	Interpret the behaviours of the individuals and known the spreading of rumours	L2,L3,L4,L5
CO - 3	Develops the capacity to understand the forces that create group differences	L2,L3,L4

#### SYLLABUS:

##### Unit – I

**Introduction** – Definition, nature and scope of social psychology. Mile stones in Social Psychology. Method of social psychology – observation method, survey, correlational methods, field study and experimental method.

##### Unit – II

**Social Perception understanding others** – Factors influencing social perception

B) Attribution – theories of attribution – theory of correspondent inference -fundamental attribution error, actor – observer effect, Self serving bias.

C) Impression formation, meaning and Techniques of impression formation

##### Unit – III

##### **Socialization:**

A) Definition and goals of socialization, Socialization process

B) Social motives and incentives, Agencies of socialisation

The development of Self Concept, Self-Evaluation

##### Unit – IV

**Communication** – definition, nature of communication, types of communication, barriers to effective communication. Rumors and propaganda.

##### Unit – V

**Attitude** – definition, distinctive features of attitudes, Formation of Attitudes, measurement of attitudes – Thurstone's equal appearing intervals method, Likert methods of summated rating, Bogardus method of social distance, cognitive dissonance, reducing cognitive dissonance.

**Reference Books:** Telugu Academy

## SEMESTER-IV

**PAPER-4, Course Title: Social Psychology-II**  
**Course Code: (PSY110--4)**

### Course Out Comes:

CO- No.	Upon the successful completion of the course, students will be able to	Bloom's taxonomy cognitive domain
CO-1	Acquire knowledge about Students' competence in writing and in oral and maintain good interpersonal communication skills	L1, L2
CO-2	Develops the awareness regarding dynamics of intergroup relationships, conflict, and cooperation. Analyze the relationship between Prejudice and Aggression	L2,L3,L4,L5
CO-3	Interpret the functioning of different leadership styles and Discuss about Formation of groups and how the rumors spread	L2,L3,L4

### SYLLABUS:

#### Unit – I

**A) Forms of social influence** – Conformity, Asch's experiments on conformity; factors affecting conformity; the bases of conformity.

**B) Obedience** – Milgram's studies on destructive obedience, resisting the effects of destructive obedience, modelling as a basis for unintentional social influence.

#### Unit – II

**Prejudice** – prejudice and discrimination, Nature and definition of prejudice, origin, and formation of prejudice, Consequences of Prejudice, techniques of reducing prejudice.

#### Unit – III

**Aggression** - Definition, Determinants of human Aggression- social personal and situational factors –Types of Aggression and violence, Measurement of Aggression, general effective Aggression model, prevention and control Aggression

#### Unit – IV

##### Groups & Individuals

**Groups and individuals**-Groups-definition, types and characteristics

B) Group Functions- Roles, status, norms, cohesiveness and conformity, Groups and individuals performance–social facilitation, social loafing, social inhibition and decision making by group, [Group Morale](#).

#### Unit – V

Leadership-definitions of leader, traits of a leader, functions of a leader, types of leaders- autocratic, democratic and charismatic leaders. Leader behavior – Initiating structure and consideration.

## SEMESTER-IV

### PAPER-5, Course Title: Counselling Psychology

**Course Code: PSY110-5**

#### Course Out Comes:

CO-No.	Upon the successful completion of the course, students will be able to	Bloom's taxonomy cognitive domain
CO-1	Get knowledge and awareness about the importance of counseling and Helps to navigate difficult situations	L1, L2
CO-2	Improves self-acceptance and self-esteem and increases confidence	L2,L3,L4,L5
CO-3	Discuss about various therapies used in counselling and Take part in different counselling sessions	L2,L3,L4

#### SYLLABUS:

##### Unit – I

**Introduction to Counselling:** Meaning and definition of counselling, Characteristics of Counsellor, goals and Needs, Types of Counselling

##### Unit- II

**Emergence and Development of Counselling:** Important periods in development of counselling, Counselling in educational setting - Role of teacher in counselling, Vocational guidance and career counselling

##### Unit – III

**Counselling Process:** Stages of Counselling, Counselling Relationship-Core conditions of counselling relationship, factors that affect counselling relationship, Counselling skills

##### Unit -- IV

**Counselling Interview:** Essential Aspects, Techniques, Non-verbal communication in interview, Counseee - Counsellor Relationship

##### Unit -- V

**Special Areas In Counselling:** Counselling families, Marriage counselling, Pre-marital counselling, Counselling women

#### REFERENCE:

2. Narayana Rao, S. (1991). Counselling and Guidance.

Locke, D.C.,Myers, J.E and Herr. E.L. (2001) The Hand Book Counselling

## SEMESTER-VI

**PAPER-6A, COURSE TITLE:**

**COURSE CODE:** Abnormal Psychology

**Course Out Comes:** PSY110 -6A

CO-No	Upon the successful completion of the course, students will be able to	Bloom's taxonomy cognitive domain
CO-1	Get knowledge and awareness about the mind's subconscious, the mind's consciousness and the reasons for human behaviour.	L1, L2
CO-2	Identify the symptoms of mental and Psychosomatic disorders and Extend knowledge about some kinds of mental disorders and therapies	L2,L3,L4,L5
CO-3	Examine and evaluate the causes for mental disorders, and other biological diseases. Apply the therapies based on the client's behaviour.	L2,L3,L4

**SYLLABUS:**

**Unit-I**

**Concept of Abnormal Behaviour and Criteria for determining abnormality**

**psychology-** Definition of abnormality, abnormal Psychology-past and present views and treatment. Approaches to psychology – psychodynamic, behavioural, cognitive behavioural, existential and biological.

**Unit-II: Causes and Diagnosis of Abnormal Behaviour-**

A) Biological, Psychological and Socio-Cultural; Critical Evaluation of these causes.  
Current diagnostic systems: Introduction to the international classification of diseases (ICD-10)and Diagnostic and statistical manual of mental disorders(DSM-5) Etiological factors in abnormality stress, coping and the ego-defence mechanisms.

**Unit-III: Neuro Developmental Disorders-**

- C) Intellectual disabilities, Communication disorders, Autism Spectrum disorder, ADHD
- D) Specific learning disorder, Motor disorder, Tic disorder

**Unit-IV: Schizophrenia Spectrum and other Psychotic disorders-** Psychosis (Psychotic disorder), Schizophrenia and its subtypes-paranoid type, catatonic type, hebephrenic type.  
Mood disorders-Unipolar and Bipolar disorders.

**Unit-V: Anxiety Disorder:** Nature and symptoms of generalized anxiety disorder, Phobias, Panic disorder, Obsessive compulsive disorder, Post traumatic stress disorder.

**Eating Disorders:** Anorexia Nervosa/Bulimia Nervosa, Binge Eating Disorders

- References:** 1. Lamm, A. (1997). Introduction to psychology, N.Y.Sage publication.  
2. Buss, A.H. (1999). Psychology. N.Y.John Wiley.  
3. Irvin G. Sarason, Barbara R. Sarason (2006). Abnormal Psychology 11<sup>th</sup> edition. Prentice hall india  
4. Carson. Abnormal Psychology 13<sup>th</sup> edition. Pearson education India.

## SEMESTER-VI

**PAPER-7A, COURSE TITLE: Developmental Psychology**  
**COURSE CODE: PSY 110-7A**

### COURSE Out Comes:

CO-No.	Upon the successful completion of the course, students will be able to	Bloom's taxonomy cognitive domain
CO-1	Interpret how humans learn, mature and adapt. Helps to be aware of different dimensions in cognitive, social, emotional and physical development	L1, L2
CO-2	Evaluate the milestones in the lifespan of the individuals.	L2,L3,L4,L5
CO-3	Explore the stages of Development.	L2,L3,L4,L5
CO-4	Make use of this knowledge whenever necessary in the life	L3,L4,L5

### SYLLABUS:

#### UNIT –I:

Development: Principles of Development-Significant Facts of Development-Various Stages of Development

#### Unit-II:

Infancy: Characteristics of Infancy-Major Adjustments of Infancy- Hazards of Infancy  
Baby Hood: Characteristics of Baby Hood-Developmental Tasks

#### Unit-III:

Early Child Hood: Characteristics – Developmental Tasks –Hazards of Early Child Hood  
Later Child Hood: Characteristics – Developmental Tasks –Hazards Of later Child Hood

#### Unit-IV

Puberty: Body Changes - Characteristics–Hazards of Puberty  
Adolescence: Characteristics – Developmental Tasks –Hazards of Adolescence

#### Unit –V:

Early Adult Hood: Characteristics – Developmental Tasks –Personal and Social Hazards of Early Adult Hood – Vocational and Family Adjustments –Hazards of Adjustment

**GOVERNMENT COLLEGE FOR WOMEN (A),  
GUNTUR**  
**DEPARTMENT OF PSYCHOLOGY**  
**COURSE INFORMATION BOOKLET**



**2021-22**

# DEPARTMENT OF PSYCHOLOGY

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## VISION & MISION OF THE DEPARTMENT

### **Vision for the Department of Psychology:**

The Vision of psychology is to understand the human mind and behaviour through scientific inquiry, promote well-being, and contribute to the improvement of individual lives and society as a whole.

### **Mission for the Department of Psychology:**

- ◆ Provide students with a comprehensive understanding of the theories, methods and concepts in psychology.
- ◆ Contribute to the well-being, mental health, and overall quality of life for individuals and society through awareness programs, workshops and through Value added courses.
- ◆ Explore and understand the intricacies of human behaviour and mental processes through case studies, personalized experiences and through different methods used in psychology and by applying psychological knowledge and interventions.
- ◆ Develop Employability skills through national level conferences, workshops etc.

### **Psychology Programme Aim:**

A psychology program aims to provide students with a deep understanding of human behavior, thought processes, and emotions, while developing critical thinking, research, and practical skills. It prepares graduates for advanced study or careers in various fields like mental health, education, and human resources.

### **Objectives for B.A. Psychology Programme:**

By the end of the Programme the student will be able to learn

- ◆ Provide students with a solid understanding of the fundamental theories and concepts in psychology.
- ◆ Develop students' ability to design, conduct, and analyze psychological research using appropriate methodologies.

- ◆ Cultivate critical and analytical thinking skills to evaluate psychological literature and apply knowledge to real-world issues.
- ◆ Promote an understanding of ethical issues in psychology and enhance awareness of cultural diversity and its impact on behaviour.
- ◆ Equip students with practical skills for applying psychological principles in various settings, including clinical, educational, and organizational environments.
- ◆ Prepare students for graduate studies in psychology or related fields by providing a strong academic foundation.
- ◆ Enhance students' self-awareness, interpersonal skills, and understanding of social dynamics to better navigate personal and professional relationships.

**Program Specific outcomes of B.A. Psychology:**

PSO-1	Utilize his/ her potentialities in full extent and be familiar with psychological concepts of behaviour.
PSO-2	Analyze the milestones in the development of Human being
PSO-3	Able to understand the social aberrations and adopt themselves to the social scenario and utilise this knowledge to face various competitive examinations.
PSO - 4	Develops life skills

**List of Programmes offered by the Department:**

S. No	Title of the Programme
1	B.A. (PEP) PSYCHOLOGY, ECONOMICS, POLITICAL SCIENCE

**B.A. Psychology course structure:**

Semester	Paper	Title of the Course	Course code
I	1	General Psychology-I	Psy110-1
II	2	General Psychology-II	Psy110-2
III	3	Social Psychology-I	Psy110-3
IV	4	Social Psychology- II	Psy110-4
IV	5	Counselling Psychology	Psy110-5

VI	6A	Abnormal Psychology	Psy110-6
VI	7A	Developmental Psychology	Psy110-7
V	5	Internship	

### Psychology course structure:

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### Course wise Syllabus with Outcomes

#### SEMESTER – I PAPER-I

**Course Title:** General Psychology-I PSY110-I

#### Course Outcomes:

CO-No.	Upon the successful completion of the course, student will able to:	Bloom's Taxonomy, Cognitive Domain
CO-1	Acquire knowledge about the historical context of psychological study and Provide information about the fields of psychology and apply psychological methods whenever necessary	L1, L2

<b>CO-2</b>	Develop the basic concepts of attention and perception and Differentiate different learning methods and analyse which method they have to adopt.	L2,L3,L4,L5
CO - 3	Able to describe the major concepts, language, and major theories of the disciplines.	L2,L3,L4

## **SYLLABUS:**

### **UNIT - I: Introduction**

A) Historical foundations of Psychology: Definition, Nature and Scope of Psychology; Goals of psychology, Schools and fields of psychology.

B) Methods of Psychology-Introspection, Observation, Case Study, Interview, Survey and Experimental Method

### **UNIT - II: Biological Basis of Behaviour**

C) Neuro Anatomy -Structure of the neuron; The Autonomic Nervous System-Structure & Function; The Central Nervous System: Spinal cord -structure and function; The Brain - hindbrain, midbrain & forebrain.  
 D) Hormones and Behaviour-Main endocrine glands, their hormone products and principal effects of the hormones -Mechanisms of Heredity and Environment

### **UNIT - III: Sensory Process:**

A) Sensory organ; General characteristics of senses, theories of vision and Hearing.  
 B) Subliminal perception and signal detection theory.

### **UNIT - IV: Attention and Perception**

A) Types and determinants of Attention, Distraction, Division, Fluctuation and Span of attention  
 B) Perception-Perceptual constancies, Principles of perceptual organisation, External/Internal factors influencing perceptual experience.

### **UNIT - V:**

#### **Motivation and Emotion**

C) Motivation –Definition and types of motives-Bio and Psycho-Social Motives, Theories of motivation-Maslow’s Theory of Motivation and Freud’s Unconscious Motivation.  
 D) Emotions –Definition and Nature of Emotions, Types of emotions, Theories of emotions- James-Lange, Cannon-Bard and Schachter and Singer’s Two-factor theory

## **REFERENCE BOOKS:**

- 1.Morgan, Clifford.T., King, Richard.A., Weisz,John.R., Schopler, John (1993). Introduction to Psychology, TataMcGraw Hill.
- 2.Marx, Melvin H. (1976). Introduction to Psychology -Problems, Procedures & Principles, MacMillan Publishing Co.3.Hilgard, E.R., Atkinson, R.L., Atkinson, R.C., (1979): Introduction to Psychology, Harcourt Brace Jovanovich. Inc.

**SEMESTER – II      PAPER-II**

**Course Title: General Psychology-II    PSY110-2**

**Course Outcomes:**

<b>CO-No.</b>	<b>Upon the successful completion of the course, student will able to:</b>	<b>Bloom's Taxonomy, Cognitive Domain</b>
<b>CO-1</b>	Understand the scientific reasoning and problem-solving skills and Demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives.	L1, L2
<b>CO-2</b>	Evaluate historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.	L2,L3,L4,L5
<b>CO - 3</b>	Aware of various concepts like Intelligence, Aptitudes, learning theories and Memory and apply the knowledge to analyze the traits of personalities.	L2,L3,L4

**SYLLABUS:**

**Unit-I: Learning.**

- C) Definition of learning- classical conditioning, operant conditioning, learning by insight and observation, latent learning.
- D) Role of motivation and maturation in learning. Reward and punishment, learning curves, efficient method of learning, transfer of learning.

**Unit-II: Memory and forgetting.**

- C) Meaning and types of memory, Methods of measuring memory, Information processing model of memory.
- D) Forgetting- Meaning, Nature and causes. Methods to improve memory.

**Unit-III: Thinking.**

- D) Definition, Types of Thinking, Reasoning- Deductive and Inductive reasoning.
- E) Problem solving. Stages of Problem solving, Impediments to problem solving.
- F) Creative thinking – Meaning and stages of creative thinking. Characteristics of creative people.

**Unit-IV: Intelligence.**

- C) Intelligence definition-Theories: Spearman two factors theory, Thurston's multi factor theory and Sternberg's, Triarchic theories of intelligence, Gardner's multiple intelligence.
- D) Measurement of Intelligence-Concept of IQ, types of intelligence tests, intellectually gifted and Retardation. Role of heredity and environment in intelligence.

**Unit-V: Status of Consciousness.**

- A) Sleep and dreams, Hypnosis, Meditation.  
Drug- Induced States of Consciousness

**Reference Books:**

Morgan, Clifford T., King, Richard A., Weisz, John R., Schopler, John (1993)  
Introduction to Psychology, TataMcGraw Hill.

**SEMESTER – III PAPER-3**

**Course Title: Social Psychology-I PSY110-3**

**Course Outcomes:**

<b>CO-No.</b>	<b>Upon the successful completion of the course, student will able to:</b>	<b>Bloom's Taxonomy, Cognitive Domain</b>
<b>CO-1</b>	Acquire knowledge that goes beyond mere memorization of facts and moves students to an understanding human behavior.	L1, L2
<b>CO-2</b>	Interpret the behaviours of the individuals and know the spreading of rumours	L2,L3,L4,L5
<b>CO - 3</b>	Develops the capacity to understand the forces that create group differences	L2,L3,L4

**SYLLABUS:**

**Unit – I**

Introduction – definition, nature and scope of social psychology. Method of social psychology – observation method, survey, correlational methods, field study and experimental method.

**Unit – II**

Social Perception understanding others – Attribution – theories of attribution – theory of correspondent inference fundamental attribution error, actor – observer effect, self serving bias.

**Unit – III**

Impression formation, Impression management, Techniques of impression management.  
Social conflict- War-Peace

**Unit – IV**

Communication – definition, nature of communication, types of communication, barriers to effective communication. Rumors and propaganda.

### Unit – V

Attitude – definition, distinctive features of attitudes, Formation of Attitudes, measurement of attitudes – Thurstone’s equal appearing intervals method, Likert methods of summated rating, Bogardus method of social distance, cognitive dissonance, reducing cognitive dissonance.

**Reference Books:** Telugu Academy

## SEMESTER-IV

**PAPER-4, Course Title: Social Psychology-II**  
**Course Code: (PSY110--4)**

### Course Out Comes:

CO- No.	Upon the successful completion of the course, students will be able to	Bloom’s taxonomy cognitive domain
CO-1	Acquire knowledge about Students’ competence in writing and in oral and maintain good interpersonal communication skills	L1, L2
CO-2	Develops the awareness regarding dynamics of intergroup relationships, conflict, and cooperation. Analyze the relationship between Prejudice and Aggression	L2,L3,L4,L5
CO-3	Interpret the functioning of different leadership styles and Discuss about Formation of groups and how the rumors spread	L2,L3,L4

### SYLLABUS:

#### Unit – I

**Prejudice** – prejudice and discrimination, Nature and definition of prejudice, origin and formation of prejudice, Consequences of Prejudice, techniques of reducing prejudice.

#### Unit – II

**Aggression.** Definition, Determinants of human Aggression- social personal and situational factors –Types of Aggression and violence, Measurement of Aggression, general effective Aggression model, prevention and control Aggression

### Unit – III

#### Groups & individuals

Groups- definition, nature & characteristics and functions of groups, types of groups. Role, status, norms, cohesiveness and conformity

#### Unit-IV:

Groups and individual performance-social facilitation, social loafing, social inhibition and decision making by group, Group Morale.

### Unit – V

Leadership-definitions of leader, traits of a leader, functions of a leader, types of leaders- autocratic, democratic and charismatic leaders. Leader behavior – Initiating structure and consideration

## SEMESTER-IV

### PAPER-5, Course Title: Counselling Psychology

**Course Code: PSY110-4A**

#### Course Out Comes:

CO-No.	Upon the successful completion of the course, students will be able to	Bloom's taxonomy cognitive domain
CO-1	Get knowledge and awareness about the importance of counseling and Helps to navigate difficult situations	L1, L2
CO-2	Improves self-acceptance and self-esteem and increases confidence	L2,L3,L4,L5
CO-3	Discuss about various therapies used in counselling and Take part in different counselling sessions	L2,L3,L4

### SYLLABUS:

#### Unit – I

**Introduction to Counselling:** Meaning and definition of counselling, Characteristics of Counsellor, Objects and Needs, Types of Counselling

#### Unit- II

**Emergence and Development of Counselling:** Important periods in development of counselling, Counselling in educational setting - Role of teacher in counselling, Vocational guidance and career counselling

#### Unit – III

**Counselling Process :** Stages of Counselling, Major goals of counselling

#### Unit -- IV

**Counselling Interview:** Essential Aspects, Techniques, Non-verbal communication in interview, Counseelee -- Counsellor relationship



## Unit -- V

**Special Areas In Counselling** :Counselling families, Marriage counselling, Pre-marital counselling, Counselling women

### REFERENCE:

3. Narayana Rao, S. (1991). Counselling and Guidance.

Locke, D.C.,Myers, J.E and Herr. E.L. (2001) The Hand Book Counselling

## SEMESTER-V

**PAPER-6A, COURSE TITLE: Educational Psychology**

**COURSE CODE: PSY110 -5**

**Course Out Comes:**

CO-No	Upon the successful completion of the course, students will be able to	Bloom's taxonomy cognitive domain
CO-1	To help the student of education and the teacher in understanding human nature so that he may be able to motivate and direct the learning and growth and conduct	L1, L2
CO-2	Gives knowledge in providing a better background for understanding the teaching in all its intricacies and a sympathetic attitude towards children	L2,L3,L4,L5
CO-3	Students aware of decision-making skills, problem solving skills	L2,L3,L4

## Syllabus

### Unit – I: Educational Psychology:

Definition, Nature, Scope and importance, important methods of educational psychology

### Unit- II Growth and Development during childhood and adolescence:

General principles of growth and development - Physical growth, Motor development, Mental development, Emotional development, Social development, Development of attitudes, Interests values and personality

### Unit – III The Nature of Learning process , Memory and Forgetting

Learning and maturation, The Process of Learning, Nature of Learning, Learning curves, Plateaus in learning, Role of Motivation, Kinds of Motivation -- Extrinsic and Intrinsic, Achievement Motivation -- Methods of Motivating Students to Learn

**Memory and forgetting-** Types and methods of memorisation- factors influencing retention Curves of forgetting , kinds of forgetting.

### Unit – IV Adjustment and maladjustment

Adjustment and maladjustment: Concept of adjustment, characteristics of adjustable people, various adjustment problems. Maladjustment: Symptoms of maladjustment, causes of maladjustment, Defense or adjustment mechanisms

### Unit – V Personality

**Personality:** Concept and nature of personality- type approach, trait approach and psychoanalytical approach-factors influencing development of personality heredity and environment- methods of assessing personality-projective, non projective.

**Reference Books :**

1. S.K.Mangal (1982).Educational Psychology. Prakash brothers' educational publications, Ludhiana.
2. H.r.Bhatia (1977) A text book of educational psychology Macmillian India Ltd.
3. S.N.Rao.(1990) Educational psychology.Wileyeastrern Limited.

**PAPER-6A, COURSE TITLE: Abnormal Psychology**

**COURSE CODE: PSY110 -6**

**Course Out Comes:**

CO-No	Upon the successful completion of the course, students will be able to	Bloom's taxonomy cognitive domain
CO-1	Get knowledge and awareness about the mind's subconscious, the mind's consciousness and the reasons for human behaviour.	L1, L2
CO-2	Identify the symptoms of mental and Psycho somatic disorders and Extend knowledge about some kinds of mental disorders and therapies	L2,L3,L4,L5
CO-3	Examine and evaluate the causes for mental disorders, and other biological diseases. Apply the therapies based on the client's behaviour.	L2,L3,L4

**Unit-I: Introduction to abnormal Psychology:**

Definition of abnormality, abnormal Psychology-past and present views and treatment. Approaches to psychology –psychodynamic, behavioural, cognitive behavioural, existential and biological.

**Unit-II: Classification and Dissociative Disorders-** Classification of disorders, ego-defence mechanisms. Nature and symptoms – Amnesia and fugue dissociative identity disorder

**Unit-III: Anxiety Disorder:**

Nature and symptoms of generalized anxiety disorder, Phobias, Panic disorder, Obsessive-compulsive disorder, Post – traumatic stress disorder.

**Unit-IV: Somatoform Disorders-** Nature and symptoms. Conversion disorders- with Motor/sensory symptoms or deficits, with seizures. Pain disorders- headache, migration, low back pain, etc. Acute versus chronic pain, cognitive perception of pain, individual differences in reaction to pain. Hypochondriasis.

## Unit-V: Psychotic disorders.

Nature and symptoms.

Schizophrenia and its sub types- paranoid type, catatonic type, hebephrenic type.

Mood disorders- Unipolar and Bipolar disorders.

**References:**1. Lamm, A. (1997). Introduction to psychology, N.Y.Sage publication.

2. Buss, A.H. (1999). Psychology. N.Y.John Wiley.

3. Irvin G. Sarason, Barbara R. Sarason (2006). Abnormal Psychology 11<sup>th</sup> edition. Prentice hall india.

4. Carson. Abnormal Psychology 13<sup>th</sup> edition. Pearson education India.

## SEMESTER-VI

### PAPER-7, Course Title: Counselling Psychology

**Course Code: PSY110-7**

#### Course Out Comes:

CO-No.	Upon the successful completion of the course, students will be able to	Bloom's taxonomy cognitive domain
CO-1	Get knowledge and awareness about the importance of counselling and Helps to navigate difficult situations	L1, L2
CO-2	Improves self-acceptance and self-esteem and increases confidence	L2,L3,L4,L5
CO-3	Discuss about various therapies used in counselling and Take part in different counselling sessions	L2,L3,L4

#### SYLLABUS:

##### Unit – I

**Introduction to Counselling:** Meaning and definition of counselling, Characteristics of Counsellor, Objects and Needs, Types of Counselling

##### Unit- II

**Emergence and Development of Counselling:** Important periods in development of counselling, Counselling in educational setting - Role of teacher in counselling, Vocational guidance and career counselling

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**Counselling Process:** Stages of Counselling, Major goals of counselling

##### Unit -- IV

**Counselling Interview:** Essential Aspects, Techniques, Non-verbal communication in interview, Counselee -- Counsellor relationship

##### Unit -- V

**Special Areas In Counselling :**Counselling families, Marriage counselling, Pre-marital counselling, Counselling women

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1. Narayana Rao, S. (1991). Counselling and Guidance.

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**PAPER-8A, COURSE TITLE: Rehabilitation Psychology**

**COURSE CODE: PSY110 -8**

**Course Out Comes:**

<b>CO-No</b>	<b>Upon the successful completion of the course, students will be able to</b>	<b>Bloom's taxonomy cognitive domain</b>
CO-1	To identify rehabilitation program and professional staff needs to develop corresponding research, in service training programs and team leadership skills	L1, L2
CO-2	To address psychological adjustments to various types of disability	L2,L3,L4,L5
CO-3	To evaluate new information and research finding and to incorporate rehabilitation psychology into practice	L2,L3,L4

**SYLLABUS:**

**Unit-I: Nature and scope of Rehabilitation Psychology**

Definition, Historical perspective, scope and functions-general and special functions of rehabilitation psychology-goals and objectives of rehabilitation

Methods of Rehabilitation Psychology

**Unit-II: Disabilities**

Disabilities – Concept and definitions-classification of various disabilities, incidence and prevalence. Types of disabilities: Visual impairment, hearing and speech impairment, Locomotor disability, mental retardation, cerebral palsy, Autism

Mental illness, learning disabilities, Multiple handicaps-Etiological factors-pre-natal,natal and post-natal, chromosomal aberrations and genetic errors- prevention of disabilities

**Unit-III. Intervention**

Screening and early identification of people with developmental disabilities-social and Psychological perspective in Rehabilitation psychology

Services and Programs for disabled individuals and their families in India

#### **Unit-IV Special Education**

Special education: Aims, objectives and functions-emerging trends in special education

Educational assessment and evaluation for persons with disabilities-Educational technology for disabled

#### **Unit-V:**

Therapeutic services and Restorative techniques-Organisation and Management: Evaluation of Non-government organisations -Background characteristics of organization- Capacity building of Non-Government Organisations

### **PAPER-9, COURSE TITLE: Developmental Psychology**

**COURSE CODE: PSY 110-9**

#### **COURSE Out Comes:**

<b>CO-No.</b>	<b>Upon the successful completion of the course, students will be able to</b>	<b>Bloom's taxonomy cognitive domain</b>
CO-1	Interpret how humans learn, mature and adapt. Helps to be aware of different dimensions in cognitive, social, emotional and physical development	L1, L2
CO-2	Evaluate the milestones in the lifespan of the individuals.	L2,L3,L4,L5
CO-3	Explore the stages of Development.	L2,L3,L4,L5
CO-4	Make use of this knowledge whenever necessary in the life	L3,L4,L5

#### **SYLLABUS:**

##### **UNIT –I:**

Development: Principles of Development-Significant Facts of Development-Variou Stages of Development

##### **Unit-II:**

Infancy: Characteristics of Infancy-Major Adjustments of Infancy- Hazards of Infancy

Baby Hood: Characteristics of Baby Hood-Developmental Tasks

##### **Unit-III:**

Early Child Hood: Characteristics – Developmental Tasks –Hazards of Early Child Hood

Later Child Hood: Characteristics – Developmental Tasks –Hazards Of later Child Hood

##### **Unit-IV**

Puberty: Body Changes - Characteristics–Hazards of Puberty

Adolescence: Characteristics – Developmental Tasks –Hazards of Adolescence

**Unit –V:**

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**DEPARTMENT OF PSYCHOLOGY**

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## VISION & MISION OF THE DEPARTMENT

### **Vision for the Department of Psychology:**

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- ◆ Provide students with a solid understanding of the fundamental theories and concepts in psychology.
- ◆ Develop students' ability to design, conduct, and analyze psychological research using appropriate methodologies.



- ◆ Cultivate critical and analytical thinking skills to evaluate psychological literature and apply knowledge to real-world issues.
- ◆ Promote an understanding of ethical issues in psychology and enhance awareness of cultural diversity and its impact on behaviour.
- ◆ Equip students with practical skills for applying psychological principles in various settings, including clinical, educational, and organizational environments.
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- ◆ Enhance students' self-awareness, interpersonal skills, and understanding of social dynamics to better navigate personal and professional relationships.

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PSO-1	Utilize his/ her potentialities in full extent and be familiar with psychological concepts of behaviour.
PSO-2	Analyze the milestones in the development of Human being
PSO-3	Able to understand the social aberrations and adopt themselves to the social scenario and utilise this knowledge to face various competitive examinations.
PSO - 4	Develops life skills

### **List of Programmes offered by the Department:**

<b>S. No</b>	<b>Title of the Programme</b>
1	B.A. (PEP) PSYCHOLOGY, ECONOMICS, POLITICAL SCIENCE

### **B.A. Psychology course structure:**

<b>Semester</b>	<b>Paper</b>	<b>Title of the Course</b>	<b>Course code</b>
I	1	General Psychology-I	Psy110-1
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### Psychology course structure:

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IV	5	Counselling Psychology	Psy110-5
VI	6A	Abnormal Psychology	Psy110-6
VI	7A	Developmental Psychology	Psy110-7
V	5	Internship	

### Course wise Syllabus with Outcomes

#### SEMESTER – I PAPER-I

**Course Title:** General Psychology-I PSY110-I

#### Course Outcomes:

CO-No.	Upon the successful completion of the course, student will able to:	Bloom's Taxonomy, Cognitive Domain
CO-1	Acquire knowledge about the historical context of psychological study and Provide information about the fields of psychology and apply psychological methods whenever necessary	L1, L2

<b>CO-2</b>	Develop the basic concepts of attention and perception and Differentiate different learning methods and analyse which method they have to adopt.	L2,L3,L4,L5
CO - 3	Able to describe the major concepts, language, and major theories of the disciplines.	L2,L3,L4

**SYLLABUS:**

**UNIT - I: Introduction**

A-Historical foundations of Psychology: Definition, Nature and Scope of Psychology; Goals of psychology, Schools and fields of psychology.

B) Methods of Psychology-Introspection, Observation, Case Study, Interview, Survey and Experimental Method

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A) Neuro Anatomy -Structure of the neuron; The Autonomic Nervous System-Structure &

Function; The Central Nervous System: Spinal cord -structure and function; The Brain - hindbrain, midbrain & forebrain.

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A) Sensory organ; General characteristics of senses, theories of vision and Hearing.

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A) Types and determinants of Attention, Distraction, Division, Fluctuation and Span of attention

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**Motivation and Emotion**

A) Motivation –Definition and types of motives-Bio and Psycho-Social Motives, Theories

of motivation-Maslow’s Theory of Motivation and Freud’s Unconscious Motivation.

B) Emotions –Definition and Nature of Emotions, Types of emotions, Theories of emotions- James-Lange, Cannon-Bard and Schachter and Singer’s Two-factor theory

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2.Marx, Melvin H. (1976). Introduction to Psychology -Problems, Procedures &

Principles, MacMillan Publishing Co.3.Hilgard, E.R., Atkinson, R.L., Atkinson, R.C., (1979):

Introduction to Psychology, Harcourt Brace Jovanovich. Inc.

**SEMESTER – II      PAPER-II**

**Course Title: General Psychology-II    PSY110-2**

**Course Outcomes:**

<b>CO-No.</b>	<b>Upon the successful completion of the course, student will able to:</b>	<b>Bloom's Taxonomy, Cognitive Domain</b>
<b>CO-1</b>	Understand the scientific reasoning and problem-solving skills and Demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives.	L1, L2
<b>CO-2</b>	Evaluate historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.	L2,L3,L4,L5
<b>CO - 3</b>	Aware of various concepts like Intelligence, Aptitudes, learning theories and Memory and apply the knowledge to analyze the traits of personalities.	L2,L3,L4

**SYLLABUS:**

**Unit-I: Learning.**

- E) Definition of learning- classical conditioning, operant conditioning, learning by insight and observation, latent learning.
- F) Role of motivation and maturation in learning. Reward and punishment, learning curves, efficient method of learning, transfer of learning.

**Unit-II: Memory and forgetting.**

- E) Meaning and types of memory, Methods of measuring memory, Information processing model of memory.
- F) Forgetting- Meaning, Nature and causes. Methods to improve memory.

**Unit-III: Thinking.**

- G) Definition, Types of Thinking, Reasoning- Deductive and Inductive reasoning.
- H) Problem solving. Stages of Problem solving, Impediments to problem solving.
- I) Creative thinking – Meaning and stages of creative thinking. Characteristics of creative people.

**Unit-IV: Intelligence.**

- E) Intelligence Definition-Theories: Spearman two factors theory, Thurston's multi factor theory and Sternberg's, Triarchic theories of intelligence, Gardner's multiple intelligence.
- F) Measurement of Intelligence-Concept of IQ, types of intelligence tests, intellectually gifted and Retardation. Role of heredity and environment in intelligence.

### Unit-V: Status of Consciousness.

- C) Sleep and dreams, Hypnosis, Meditation.  
Drug- Induced States of Consciousness

#### Reference Books:

Morgan, Clifford T., King, Riechard A., Weisz.John R.,Schopler, John (1993)  
Introduction to Psychology , TataMcGraw Hill.

### SEMESTER – III PAPER-3

**Course Title:** Social Psychology-I PSY110-3

#### Course Outcomes:

CO-No.	Upon the successful completion of the course, student will able to:	Bloom's Taxonomy, Cognitive Domain
CO-1	Acquire knowledge that goes beyond mere memorization of facts and moves students to an understanding human behavior.	L1, L2
CO-2	Interpret the behaviours of the individuals and known the spreading of rumours	L2,L3,L4,L5
CO - 3	Develops the capacity to understand the forces that create group differences	L2,L3,L4

#### SYLLABUS:

##### Unit – I

Introduction – definition, nature and scope of scope of social psychology. Method of social psychology – observation method, survey, correlational methods, field study and experimental method.

##### Unit – II

Social Perception understanding others – Attribution – theories of attribution – theory of correspondent inference fundamental attribution error, actor – observer effect, self-serving bias.

##### Unit – III

Impression formation, Impression management, Techniques of impression management.  
Social conflict- War-Peace

##### Unit – IV

Communication – definition, nature of communication, types of communication, barriers to effective communication. Rumors and propaganda.

##### Unit – V

Attitude – definition, distinctive features of attitudes, Formation of Attitudes, measurement of attitudes – Thurstone's equal appearing intervals method, Likert methods of summated rating, Bogardus method of social distance, cognitive dissonance, reducing cognitive dissonance.

Reference Books: Telugu Academy

## SEMESTER-IV

**PAPER-4, Course Title: Social Psychology-II**  
**Course Code: (PSY110--4)**

Course Out Comes:

CO- No.	Upon the successful completion of the course, students will be able to	Bloom's taxonomy cognitive domain
CO-1	Acquire knowledge about Students' competence in writing and in oral and maintain good interpersonal communication skills	L1, L2
CO-2	Develops the awareness regarding dynamics of intergroup relationships, conflict, and cooperation. Analyze the relationship between Prejudice and Aggression	L2,L3,L4,L5
CO-3	Interpret the functioning of different leadership styles and Discuss about Formation of groups and how the rumors spread	L2,L3,L4

**SYLLABUS:**

### Unit – I

**Prejudice** – prejudice and discrimination, Nature and definition of prejudice, origin and formation of prejudice, Consequences of Prejudice, techniques of reducing prejudice.

### Unit – II

**Aggression.** Definition, Determinants of human Aggression- social personal and situational factors –Types of Aggression and violence, Measurement of Aggression, general effective Aggression model, prevention and control Aggression

### Unit – III

#### Groups & individuals

Groups- definition, nature & characteristics and functions of groups, types of groups. Role, status, norms, cohesiveness and conformity

### Unit-IV:

Groups and individual performance-social facilitation, social loafing, social inhibition and decision making by group, Group Morale.

## Unit – V

Leadership-definitions of leader, traits of a leader, functions of a leader, types of leaders- autocratic, democratic and charismatic leaders. Leader behavior – Initiating structure and consideration

## SEMESTER-V

**PAPER-6A, COURSE TITLE: Educational Psychology**

**COURSE CODE: PSY110 -5**

**Course Out Comes:**

CO-No	Upon the successful completion of the course, students will be able to	Bloom's taxonomy cognitive domain
CO-1	To help the student of education and the teacher in understanding human nature so that he may be able to motivate and direct the learning and growth and conduct	L1, L2
CO-2	Gives knowledge in providing a better background for understanding the teaching in all its intricacies and a sympathetic attitude towards children	L2,L3,L4,L5

## Syllabus

### Unit – I: Educational Psychology:

Definition, Nature, Scope and importance, important methods of educational psychology

### Unit- II Growth and Development during childhood and adolescence :

General principles of growth and development - Physical growth, Motor development, Mental development, Emotional development, Social development, Development of attitudes, Interests values and personality

### Unit – III The Nature of Learning process , Memory and Forgetting

Learning and maturation, The Process of Learning, Nature of Learning, Learning curves, Plateaus in learning, Role of Motivation, Kinds of Motivation -- Extrinsic and Intrinsic, Achievement Motivation -- Methods of Motivating Students to Learn

**Memory and forgetting-** Types of memory and methods of memorisation- factors influencing retention. Curves of forgetting, kinds of forgetting.

### Unit – IV Adjustment and maladjustment

Adjustment and maladjustment: Concept of adjustment, characteristics of adjustable people, various adjustment problems. Maladjustment: Symptoms of maladjustment, causes of maladjustment, Defense or adjustment mechanisms

### Unit – V Personality

**Personality: concept** and nature of personality- type approach, trait approach and psychoanalytical approach-factors influencing development of personality heredity and environment- methods of assessing personality-projective, non-projective techniques.

**Reference Books :**

1. S.K.Mangal (1982).Educational Psychology. Prakash brothers' educational publications, Ludhiana.
2. H.r.Bhatia (1977) A text book of educational psychology Macmillian India Ltd.
3. S.N.Rao.(1990) Educational psychology.Wileyeastrern Limited.

**PAPER-6A, COURSE TITLE: Abnormal Psychology**

**COURSE CODE: PSY110 -6**

**Course Out Comes:**

CO-No	Upon the successful completion of the course, students will be able to	Bloom's taxonomy cognitive domain
CO-1	Get knowledge and awareness about the mind's subconscious, the mind's consciousness and the reasons for human behaviour.	L1, L2
CO-2	Identify the symptoms of mental and Psycho somatic disorders and Extend knowledge about some kinds of mental disorders and therapies	L2,L3,L4,L5
CO-3	Examine and evaluate the causes for mental disorders, and other biological diseases. Apply the therapies based on the client's behaviour.	L2,L3,L4

**Unit-I: Introduction to abnormal Psychology:**

Definition of abnormality, abnormal Psychology-past and present views and treatment. Approaches to psychology –psychodynamic, behavioural, cognitive behavioural, existential and biological.

**Unit-II: Classification and Dissociative Disorders-** Classification of disorders, ego-defence mechanisms. Nature and symptoms – Amnesia and fugue dissociative identity disorder

**Unit-III: Anxiety Disorder:**

Nature and symptoms of generalized anxiety disorder, Phobias, Panic disorder, Obsessive-compulsive disorder, Post – traumatic stress disorder.

**Unit-IV: Somatoform Disorders-** Nature and symptoms. Conversion disorders- with Motor/sensory symptoms or deficits, with seizures. Pain disorders- headache, migration, low back pain, etc. Acute versus chronic pain, cognitive perception of pain,



individual differences in reaction to pain. Hypochondriasis.

### Unit-V: Psychotic disorders.

Nature and symptoms.

Schizophrenia and its sub types- paranoid type, catatonic type, hebephrenic type.

Mood disorders- Unipolar and Bipolar disorders..

- References:**
1. Lamm, A. (1997). Introduction to psychology, N.Y.Sage publication.
  2. Buss, A.H. (1999). Psychology. N.Y.John Wiley.
  3. Irvin G. Sarason, Barbara R. Sarason (2006). Abnormal Psychology 11<sup>th</sup> edition. Prentice hall india.
  4. Carson. Abnormal Psychology 13<sup>th</sup> edition. Pearson education India.

## SEMESTER-VI

### PAPER-7, Course Title: Counselling Psychology

**Course Code:** PSY110-7

#### Course Out Comes:

CO-No.	Upon the successful completion of the course, students will be able to	Bloom's taxonomy cognitive domain
CO-1	Get knowledge and awareness about the importance of counseling and Helps to navigate difficult situations	L1, L2
CO-2	Improves self-acceptance and self-esteem and increases confidence	L2,L3,L4,L5
CO-3	Discuss about various therapies used in counselling and Take part in different counselling sessions	L2,L3,L4

#### SYLLABUS:

##### Unit – I

**Introduction to Counselling:** Meaning and definition of counselling, Characteristics of Counsellor, Objects and Needs, Types of Counselling

##### Unit- II

**Emergence and Development of Counselling:** Important periods in development of counselling, Counselling in educational setting - Role of teacher in counselling, Vocational guidance and career counselling

**Unit – III**

**Counselling Process :**Stages of Counselling, Major goals of counselling

**Unit -- IV**

**Counselling Interview:** Essential Aspects, Techniques, Non-verbal communication in interview, Counselee -- Counsellor relationship

**Unit -- V**

**Special Areas In Counselling :** Counselling families, Marriage counselling, Pre-marital counselling, Counselling women

REFERENCE:

1.Narayana Rao, S. (1991). Counselling and Guidance.

Locke, D.C.,Myers, J.E and Herr. E.L. (2001) The Hand Book Counselling

**PAPER-8A, COURSE TITLE: Rehabilitation Psychology**

**COURSE CODE: PSY110 -8**

**Course Out Comes:**

CO-No	Upon the successful completion of the course, students will be able to	Bloom's taxonomy cognitive domain
CO-1	To identify rehabilitation program and professional staff needs to develop corresponding research, in service training programs and team leadership skills	L1, L2
CO-2	To address psychological adjustments to various types of disability	L2,L3,L4,L5
CO-3	To evaluate new information and research finding and to incorporate rehabilitation psychology into practice	L2,L3,L4

**SYLLABUS:**

**Unit-I: Nature and scope of Rehabilitation Psychology**

Definition, Historical perspective, scope and functions-general and special functions of rehabilitation psychology-goals and objectives of rehabilitation

Methods of Rehabilitation Psychology

**Unit-II: Disabilities**

Disabilities – Concept and definitions-classification of various disabilities, incidence and prevalence.Types of disabilities: Visual impairment, hearing and speech impairment, Locomotor disability, mental retardation, cerebral palsy, Autism

Mental illness,learning disabilities,Multiple handicaps-Etiological factors-pre-natal,natal and post-natal, chromosomal aberrations and genetic errors- prevention of disabilities

### **Unit-III. Intervention**

Screening and early identification of people with developmental disabilities-social and Psychological perspective in Rehabilitation psychology  
Services and Programs for disabled individuals and their families in India

### **Unit-IV Special Education**

Special education: Aims,objectives and functions-emerging trends in special education  
Educational assessment and evaluation for persons with disabilities-Educational technology for disabled

### **Unit-V:**

Therapeutic services and Restorative techniques-Organisation and Management: Evaluation of Non-government organisations -Background characteristics of organization- Capacity building of Non-Government Organisations

**PAPER-9, COURSE TITLE: Developmental Psychology**  
**COURSE CODE: PSY 110-9**

### **COURSE Out Comes:**

<b>CO-No.</b>	<b>Upon the successful completion of the course, students will be able to</b>	<b>Bloom's taxonomy cognitive domain</b>
CO-1	Interpret how humans learn, mature and adapt. Helps to be aware of different dimensions in cognitive, social, emotional and physical development	L1, L2
CO-2	Evaluate the milestones in the lifespan of the individuals.	L2,L3,L4,L5
CO-3	Explore the stages of Development.	L2,L3,L4,L5
CO-4	Make use of this knowledge whenever necessary in the life	L3,L4,L5

### **SYLLABUS:**

#### **UNIT –I:**

Development: Principles of Development-Significant Facts of Development-Various Stages of Development

#### **Unit-II:**

Infancy: Characteristics of Infancy-Major Adjustments of Infancy- Hazards of Infancy  
Baby Hood: Characteristics of Baby Hood-Developmental Tasks

#### **Unit-III:**

Early Child Hood: Characteristics – Developmental Tasks –Hazards of Early Child Hood  
Later Child Hood: Characteristics – Developmental Tasks –Hazards Of later Child Hood

**Unit-IV**

Puberty: Body Changes - Characteristics–Hazards of Puberty

Adolescence: Characteristics – Developmental Tasks –Hazards of Adolescence

**Unit –V:**

Early Adult Hood: Characteristics – Developmental Tasks –Personal and Social Hazards of

Early Adult Hood – Vocational and Family Adjustments –Hazards of Adjustment

# GOVERNMENT COLLEGE FOR WOMEN (A), GUNTUR

## DEPARTMENT OF PSYCHOLOGY COURSE INFORMATION BOOKLET



2019-20

DEPARTMENT OF PSYCHOLOGY

# CONTENTS

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## VISION & MISION OF THE DEPARTMENT

### **Vision for the Department of Psychology:**

The Vision of psychology is to understand the human mind and behaviour through scientific inquiry, promote well-being, and contribute to the improvement of individual lives and society as a whole.

### **Mission for the Department of Psychology:**

- ◆ Provide students with a comprehensive understanding of the theories, methods and concepts in psychology.
- ◆ Contribute to the well-being, mental health, and overall quality of life for individuals and society through awareness programs, workshops and through Value added courses.
- ◆ Explore and understand the intricacies of human behaviour and mental processes through case studies, personalized experiences and through different methods used in psychology and by applying psychological knowledge and interventions.
- ◆ Develop Employability skills through national level conferences, workshops etc.

### **Psychology Programme Aim:**

A psychology program aims to provide students with a deep understanding of human behavior, thought processes, and emotions, while developing critical thinking, research, and practical skills. It prepares graduates for advanced study or careers in various fields like mental health, education, and human resources.

### **Objectives for B.A. Psychology Programme:**

By the end of the Programme the student will be able to learn

- ◆ Provide students with a solid understanding of the fundamental theories and concepts in psychology.
- ◆ Develop students' ability to design, conduct, and analyze psychological research using appropriate methodologies.
- ◆ Cultivate critical and analytical thinking skills to evaluate psychological literature and apply knowledge to real-world issues.
- ◆ Promote an understanding of ethical issues in psychology and enhance awareness of cultural diversity and its impact on behaviour.

- ◆ Equip students with practical skills for applying psychological principles in various settings, including clinical, educational, and organizational environments.
- ◆ Prepare students for graduate studies in psychology or related fields by providing a strong academic foundation.
- ◆ Enhance students' self-awareness, interpersonal skills, and understanding of social dynamics to better navigate personal and professional relationships.

**Program Specific outcomes of B.A. Psychology:**

PSO-1	Utilize his/ her potentialities in full extent and be familiar with psychological concepts of behaviour.
PSO-2	Analyze the milestones in the development of Human being
PSO-3	Able to understand the social aberrations and adopt themselves to the social scenario and utilise this knowledge to face various competitive examinations.
PSO - 4	Develops life skills

**List of Programmes offered by the Department:**

S. No	Title of the Programme
1	B.A. (PEP) PSYCHOLOGY, ECONOMICS, POLITICAL SCIENCE

**B.A. Psychology course structure:**

Semester	Paper	Title of the Course	Course code
I	1	General Psychology-I	Psy110-1
II	2	General Psychology-II	Psy110-2
III	3	Social Psychology-I	Psy110-3
IV	4	Social Psychology- II	Psy110-4
IV	5	Counselling Psychology	Psy110-5
VI	6A	Abnormal Psychology	Psy110-6
VI	7A	Developmental Psychology	Psy110-7
V	5	Internship	

### Psychology course structure:

Semester	Paper	Title of the Course	Course code
I	1	General Psychology-I	Psy110-1
II	2	General Psychology-II	Psy110-2
III	3	Social Psychology-I	Psy110-3
IV	4	Social Psychology- II	Psy110-4
IV	5	Counselling Psychology	Psy110-5
VI	6A	Abnormal Psychology	Psy110-6
VI	7A	Developmental Psychology	Psy110-7
V	5	Internship	

### Course wise Syllabus with Outcomes

#### SEMESTER – I PAPER-I

**Course Title:** General Psychology-I PSY110-I

#### Course Outcomes:

CO-No.	Upon the successful completion of the course, student will able to:	Bloom's Taxonomy, Cognitive Domain
CO-1	Provides knowledge about historical context of psychological study	L1, L2
CO-2	Provide a survey of the fields of psychology and apply psychological methods whenever necessary	L2,L3,L4,L5
CO - 3	Understands the basic concepts of attention, perception, learning and personality	L2,L3,L4



## **SYLLABUS:**

### **UNIT - I: Introduction**

A-Historical foundations of Psychology: Definition, Nature and Scope of Psychology; Goals of psychology, Schools and fields of psychology.

B)Methods of Psychology-Introspection, Observation, Case Study, Interview, Survey and Experimental Method

### **UNIT - II: Biological Basis of Behaviour**

Neuro Anatomy -Structure of the neuron; The Autonomic Nervous System-Structure &

Function; The Central Nervous System: Spinal cord -structure and function; The Brain - hindbrain, midbrain & forebrain.

Hormones and Behaviour-Main endocrine glands, their hormone products and principal effects of the hormones -Mechanisms of Heredity and Environment

### **UNIT - III: Sensory Process:**

A) Sensory organ; General characteristics of senses, theories of vision and Hearing.

B) Subliminal perception and signal detection theory.

### **UNIT - IV: Attention and Perception**

A) Types and determinants of Attention, Distraction, Division, Fluctuation and Span of attention

B) Perception-Perceptual constancies, Principles of perceptual organisation, External/Internal factors influencing perceptual experience.

### **UNIT - V:**

#### **Motivation and Emotion**

Motivation –Definition and types of motives-Bio and Psycho-Social Motives, Theories of motivation-Maslow’s Theory of Motivation and Freud’s Unconscious Motivation.

Emotions –Definition and Nature of Emotions, Types of emotions, Theories of emotions- James-Lange, Cannon-Bard and Schachter and Singer’s Two-factor theory

## **REFERENCE BOOKS:**

1.Morgan, Clifford.T., King, Richard.A., Weisz,John.R., Schopler, John (1993).

Introduction to Psychology, TataMcGraw Hill.

2.Marx, Melvin H. (1976). Introduction to Psychology -Problems, Procedures &

Principles, MacMillan Publishing Co.3.Hilgard, E.R., Atkinson, R.L., Atkinson, R.C., (1979):

Introduction to Psychology, Harcourt Brace Jovanovich. Inc.

## SEMESTER – II PAPER-II

**Course Title: General Psychology-II PSY110-2**

### Course Outcomes:

CO-No.	Upon the successful completion of the course, student will able to:	Bloom's Taxonomy, Cognitive Domain
CO-1	Students understand the scientific reasoning and problem solving skills	L1, L2
CO-2	Students will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems	L2,L3,L4,L5
CO - 3	Students aware of various concepts like Intelligence, Aptitudes, learning theories and Memory	L2,L3,L4

### SYLLABUS:

#### Unit-I: Learning.

Definition of learning- classical conditioning, operant conditioning, learning by insight and observation, latent learning.

Role of motivation and maturation in learning. Reward and punishment, learning curves, efficient method of learning, transfer of learning.

#### Unit-II: Memory and forgetting.

Meaning and types of memory, Methods of measuring memory, Information processing model of memory.

Forgetting- Meaning, Nature and causes. Methods to improve memory.

#### Unit-III: Thinking.

Definition, Types of Thinking, Reasoning- Deductive and Inductive reasoning.

Problem solving. Stages of Problem solving, Impediments to problem solving.

Creative thinking – Meaning and stages of creative thinking. Characteristics of creative people.

#### Unit-IV: Intelligence.

Intelligence Definition-Theories: Spearman two factors theory, Thurston's multi factor theory and Sternberg's, Triarchic theories of intelligence, Gardner's multiple intelligence.

Measurement of Intelligence-Concept of IQ, types of intelligence tests, intellectually gifted and Retardation. Role of heredity and environment in intelligence.

### Unit-V: Status of Consciousness.

Sleep and dreams, Hypnosis, Meditation.

Drug- Induced States of Consciousness

#### Reference Books:

Morgan, Clifford T., King, Riechard A., Weisz. John R., Schopler, John (1993)

Introduction to Psychology , TataMcGraw Hill.

### SEMESTER – III PAPER-3

**Course Title:** Social Psychology-I PSY110-3

#### Course Outcomes:

CO-No.	Upon the successful completion of the course, student will able to:	Bloom's Taxonomy, Cognitive Domain
CO-1	acquisition of knowledge that goes beyond mere memorization of facts and moves students to an understanding human behavior	L1, L2
CO-2	An awareness of the major problems and issues in the society and the capacity to understand the forces that create group differences	L2,L3,L4,L5

### SYLLABUS:

#### Unit – I

Introduction – definition, nature and scope of scope of social psychology. Method of social psychology – observation method, survey, correlational methods, field study and experimental method.

#### Unit – II

Social Perception understanding others – Attribution – theories of attribution – theory of correspondent inference fundamental attribution error, actor – observer effect, self-serving bias.

#### Unit – III

Impression formation, Impression management, Techniques of impression management.

Social conflict- War-Peace

#### Unit – IV

Communication – definition, nature of communication, types of communication, barriers to effective communication. Rumors and propaganda.

## Unit – V

Attitude – definition, distinctive features of attitudes, Formation of Attitudes, measurement of attitudes – Thurstone’s equal appearing intervals method, Likert methods of summated rating, Bogardus method of social distance, cognitive dissonance, reducing cognitive dissonance.

**Reference Books:** Telugu Academy

## SEMESTER-IV

**PAPER-4, Course Title: Social Psychology-II**

**Course Code: (PSY110--4)**

### Course Out Comes:

CO- No.	Upon the successful completion of the course, students will be able to	Bloom’s taxonomy cognitive domain
CO-1	Students competence in writing and in oral and maintain good interpersonal communication skills	L1, L2
CO-2	Understand the dynamics of intergroup relationships, conflict, and cooperation	L2,L3,L4,L5
CO-3	Students aware of various leadership styles, Formation of groups and how the rumors spread	L2,L3,L4

### SYLLABUS:

#### Unit – I

**Prejudice** – prejudice and discrimination, Nature and definition of prejudice, origin and formation of prejudice, Consequences of Prejudice, techniques of reducing prejudice.

#### Unit – II

**Aggression.** Definition, Determinants of human Aggression- social personal and situational factors –Types of Aggression and violence, Measurement of Aggression, general effective Aggression model, prevention and control Aggression

#### Unit – III

#### Groups & individuals

Groups- definition, nature & characteristics and functions of groups, types of groups. Role, status, norms, cohesiveness and conformity

#### Unit-IV:

Groups and individual performance-social facilitation, social loafing, social inhibition and decision making by group, Group Morale.

## Unit – V

Leadership-definitions of leader, traits of a leader, functions of a leader, types of leaders-autocratic, democratic and charismatic leaders. Leader behavior – Initiating structure and consideration

## SEMESTER-V

**PAPER-6A, COURSE TITLE: Educational Psychology**

**COURSE CODE: PSY110 -5**

**Course Out Comes:**

CO-No	Upon the successful completion of the course, students will be able to	Bloom's taxonomy cognitive domain
CO-1	To help the student of education and the teacher in understanding human nature so that he may be able to motivate and direct the learning and growth and conduct	L1, L2
CO-2	Gives knowledge in providing a better background for understanding the teaching in all its intricacies and a sympathetic attitude towards children	L2,L3,L4,L5
CO-3	Students aware of decision-making skills, problem solving skills	L2,L3,L4

## Syllabus

### Unit – I: Educational Psychology:

Definition, Nature, Scope and importance, important methods of educational psychology

### Unit- II Growth and Development during childhood and adolescence:

General principles of growth and development - Physical growth, Motor development, Mental development, Emotional development, Social development, Development of attitudes, Interests values and personality

### Unit – III The Nature of Learning process, Memory and Forgetting

Learning and maturation, The Process of Learning, Nature of Learning, Learning curves, Plateaus in learning, Role of Motivation, Kinds of Motivation -- Extrinsic and Intrinsic, Achievement Motivation -- Methods of Motivating Students to Learn

**Memory and forgetting-** Types of memory and methods of memorisation- factors influencing retention. Curves of forgetting, kinds of forgetting.

### Unit – IV Adjustment and maladjustment

Adjustment and maladjustment: Concept of adjustment, characteristics of adjustable people, various adjustment problems. Maladjustment: Symptoms of maladjustment, causes of maladjustment, Defense or adjustment mechanisms

## Unit – V Personality

**Personality: concept** and nature of personality- type approach, trait approach and psychoanalytical approach-factors influencing development of personality heredity and environment- methods of assessing personality-projective, non-projective techniques.

### Reference Books :

4. S.K.Mangal (1982).Educational Psychology. Prakash brothers' educational publications, Ludhiana.
5. H.r.Bhatia (1977) A text book of educational psychology Macmillian India Ltd.
6. S.N.Rao.(1990) Educational psychology.Wileyeastrern Limited.

## **PAPER-6A, COURSE TITLE: Abnormal Psychology**

### **COURSE CODE: PSY110 -6**

#### **Course Out Comes:**

CO-No	Upon the successful completion of the course, students will be able to	Bloom's taxonomy cognitive domain
CO-1	Students get knowledge and awareness about the mind's subconscious, the mind's consciousness and the reasons for human behavior	L1, L2
CO-2	Abnormal Psychology is essential to study some kinds of mental disorders and for identifying and treating mental disorders, other biological diseases.	L2,L3,L4,L5

### **Unit-I: Introduction to abnormal Psychology:**

Definition of abnormality, abnormal Psychology-past and present views and treatment. Approaches to psychology –psychodynamic, behavioural, cognitive behavioural, existential and biological.

**Unit-II: Classification and Dissociative Disorders-** Classification of disorders, ego-defence mechanisms. Nature and symptoms – Amnesia and fugue dissociative identity disorder

### **Unit-III: Anxiety Disorder:**

Nature and symptoms of generalized anxiety disorder, Phobias, Panic disorder, Obsessive-compulsive disorder, Post – traumatic stress disorder.

**Unit-IV: Somatoform Disorders-** Nature and symptoms. Conversion disorders- with Motor/sensory symptoms or deficits, with seizures. Pain disorders- headache, migration, low back pain, etc. Acute versus chronic pain, cognitive perception of pain,

individual differences in reaction to pain. Hypochondriasis.

### **Unit-V:Psychotic disorders.**

Nature and symptoms.

Schizophrenia and its sub types- paranoid type, catatonic type, hebephrenic type.

Mood disorders- Unipolar and Bipolar disorders..

- References:**1. Lamm, A. (1997). Introduction to psychology, N.Y.Sage publication.  
2. Buss, A.H. (1999). Psychology. N.Y.John Wiley.  
3. Irvin G. Sarason, Barbara R. Sarason (2006). Abnormal Psychology 11<sup>th</sup> edition. Prentice hall india.  
4. Carson. Abnormal Psychology 13<sup>th</sup> edition. Pearson education India.

## **SEMESTER-VI**

### **PAPER-7, Course Title: Counselling Psychology**

**Course Code: PSY110-7**

#### **Course Out Comes:**

<b>CO-No.</b>	<b>Upon the successful completion of the course, students will be able to</b>	<b>Bloom's taxonomy cognitive domain</b>
CO-1	Get knowledge and awareness about the importance of counseling and Helps to navigate difficult situations	L1, L2
CO-2	Improves self-acceptance and self-esteem and increases confidence	L2,L3,L4,L5
CO-3	Discuss about various therapies used in counselling and Take part in different counselling sessions	L2,L3,L4

#### **SYLLABUS:**

##### **Unit – I**

**Introduction to Counselling:** Meaning and definition of counselling, Characteristics of Counsellor, Objects and Needs, Types of Counselling

##### **Unit- II**

**Emergence and Development of Counselling:** Important periods in development of counselling, Counselling in educational setting - Role of teacher in counselling, Vocational guidance and career counselling

##### **Unit – III**

**Counselling Process :** Stages of Counselling, Major goals of counselling

**Unit -- IV**

**Counselling Interview:** Essential Aspects, Techniques, Non-verbal communication in interview, Counselee -- Counsellor relationship

**Unit -- V**

**Special Areas In Counselling :** Counselling families, Marriage counselling, Pre-marital counselling, Counselling women

REFERENCE:

1.Narayana Rao, S. (1991). Counselling and Guidance.

Locke, D.C.,Myers, J.E and Herr. E.L. (2001) The Hand Book Counselling

**PAPER-8A, COURSE TITLE: Abnormal Psychology**

**COURSE CODE: PSY110 -8**

**Course Out Comes:**

<b>CO-No</b>	<b>Upon the successful completion of the course, students will be able to</b>	<b>Bloom's taxonomy cognitive domain</b>
<b>CO-1</b>	Abnormal psychology ultimately aims to benefit society.	L1, L2
<b>CO-2</b>	Gives knowledge to psychologists in some kinds of therapeutic role, practicing in clinical, counselling, or school settings	L2,L3,L4,L5
<b>CO-3</b>	Students aware of various therapeutic measures and implement in the society where ever necessary	L2,L3,L4

**SYLLABUS:**

**Unit-I: Nature and scope of Rehabilitation Psychology**

Definition, Historical perspective, scope and functions-general and special functions of rehabilitation psychology-goals and objectives of rehabilitation

Methods of Rehabilitation Psychology

**Unit-II: Disabilities**

Disabilities – Concept and definitions-classification of various disabilities, incidence and prevalence. Types of disabilities: Visual impairment, hearing and speech impairment,

Locomotor disability, mental retardation, cerebral palsy, Autism

Mental illness, learning disabilities, Multiple handicaps-Etiological factors-pre-natal, natal and post-natal, chromosomal aberrations and genetic errors- prevention of disabilities

**Unit-III. Intervention**



Screening and early identification of people with developmental disabilities-social and Psychological perspective in Rehabilitation psychology

Services and Programs for disabled individuals and their families in India

**Unit-IV Special Education**

Special education: Aims, objectives and functions-emerging trends in special education

Educational assessment and evaluation for persons with disabilities-Educational technology for disabled

**Unit-V:**

Therapeutic services and Restorative techniques-Organisation and Management: Evaluation of Non-government organisations -Background characteristics of organization- Capacity building of Non-Government Organisations

**PAPER-9, COURSE TITLE: Developmental Psychology**

**COURSE CODE: PSY 110-9**

**COURSE Out Comes:**

CO-No.	Upon the successful completion of the course, students will be able to	Bloom's taxonomy cognitive domain
CO-1	Interpret how humans learn, mature and adapt. Helps to be aware of different dimensions in cognitive, social, emotional and physical development	L1, L2
CO-2	Evaluate the milestones in the lifespan of the individuals.	L2,L3,L4,L5
CO-3	Helps to aware of different dimensions in cognitive, social, emotional and physical development	L2,L3,L4,L5
CO-4	Make use of this knowledge whenever necessary in the life	L3,L4,L5

**SYLLABUS:**

**UNIT –I:**

Development: Principles of Development-Significant Facts of Development-Variou Stages of Development

**Unit-II:**

Infancy: Characteristics of Infancy-Major Adjustments of Infancy- Hazards of Infancy

Baby Hood: Characteristics of Baby Hood-Developmental Tasks

**Unit-III:**

Early Child Hood: Characteristics – Developmental Tasks –Hazards of Early Child Hood

Later Child Hood: Characteristics – Developmental Tasks –Hazards Of later Child Hood

**Unit-IV**

Puberty: Body Changes - Characteristics–Hazards of Puberty

Adolescence: Characteristics – Developmental Tasks –Hazards of Adolescence

**Unit –V:**

Early Adult Hood: Characteristics – Developmental Tasks –Personal and Social Hazards of

Early Adult Hood – Vocational and Family Adjustments –Hazards of Adjustment

**GOVERNMENT COLLEGE FOR WOMEN (A),  
GUNTUR**

**DEPARTMENT OF PSYCHOLOGY  
COURSE INFORMATION BOOKLET**



**2018-2019**

**DEPARTMENT OF PSYCHOLOGY**

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## VISION & MISSION OF THE DEPARTMENT

### **Vision for the Department of Psychology:**

The Vision of psychology is to understand the human mind and behaviour through scientific inquiry, promote well-being, and contribute to the improvement of individual lives and society as a whole.

### **Mission for the Department of Psychology:**

- ◆ Provide students with a comprehensive understanding of the theories, methods and concepts in psychology.
- ◆ Contribute to the well-being, mental health, and overall quality of life for individuals and society through awareness programs, workshops and through Value added courses.
- ◆ Explore and understand the intricacies of human behaviour and mental processes through case studies, personalized experiences and through different methods used in psychology and by applying psychological knowledge and interventions.
- ◆ Develop Employability skills through national level conferences, workshops etc.

### **Psychology Programme Aim:**

A psychology program aims to provide students with a deep understanding of human behavior, thought processes, and emotions, while developing critical thinking, research, and practical skills. It prepares graduates for advanced study or careers in various fields like mental health, education, and human resources.

### **Objectives for B.A. Psychology Programme:**

By the end of the Programme the student will be able to learn

- ◆ Provide students with a solid understanding of the fundamental theories and concepts in psychology.
- ◆ Develop students' ability to design, conduct, and analyze psychological research using appropriate methodologies.
- ◆ Cultivate critical and analytical thinking skills to evaluate psychological literature and apply knowledge to real-world issues.
- ◆ Promote an understanding of ethical issues in psychology and enhance awareness of cultural diversity and its impact on behaviour.

- ◆ Equip students with practical skills for applying psychological principles in various settings, including clinical, educational, and organizational environments.
- ◆ Prepare students for graduate studies in psychology or related fields by providing a strong academic foundation.
- ◆ Enhance students' self-awareness, interpersonal skills, and understanding of social dynamics to better navigate personal and professional relationships.

**Program Specific outcomes of B.A. Psychology:**

PSO-1	Utilize his/ her potentialities in full extent and be familiar with psychological concepts of behaviour.
PSO-2	Analyze the milestones in the development of Human being
PSO-3	Able to understand the social aberrations and adopt themselves to the social scenario and utilise this knowledge to face various competitive examinations.
PSO - 4	Develops life skills

**List of Programmes offered by the Department:**

S. No	Title of the Programme
1	B.A. (PEP) PSYCHOLOGY, ECONOMICS, POLITICAL SCIENCE

**B.A. Psychology course structure:**

Semester	Paper	Title of the Course	Course code
I	1	General Psychology-I	Psy110-1
II	2	General Psychology-II	Psy110-2
III	3	Social Psychology-I	Psy110-3
IV	4	Social Psychology- II	Psy110-4
IV	5	Counselling Psychology	Psy110-5
VI	6A	Abnormal Psychology	Psy110-6
VI	7A	Developmental Psychology	Psy110-7
V	5	Internship	

**Psychology course structure:**

Semester	Paper	Title of the Course	Course code
I	1	General Psychology-I	Psy110-1
II	2	General Psychology-II	Psy110-2
III	3	Social Psychology-I	Psy110-3
IV	4	Social Psychology- II	Psy110-4
IV	5	Counselling Psychology	Psy110-5
VI	6A	Abnormal Psychology	Psy110-6
VI	7A	Developmental Psychology	Psy110-7
V	5	Internship	

**Course wise Syllabus with Outcomes**

**SEMESTER – I PAPER-I**

**Course Title:** General Psychology-I PSY110-I

**Course Outcomes:**

CO-No.	Upon the successful completion of the course, student will able to:	Bloom's Taxonomy, Cognitive Domain
CO-1	Provides knowledge about historical context of psychological study	L1, L2
CO-2	Provide a survey of the fields of psychology and apply psychological methods whenever necessary	L2,L3,L4,L5
CO - 3	Understands the basic concepts of attention, perception, learning and personality	L2,L3,L4

**SYLLABUS:**

**UNIT - I: Introduction**

A-Historical foundations of Psychology: Definition, Nature and Scope of Psychology; Goals of psychology, Schools and fields of psychology.

B) Methods of Psychology-Introspection, Observation, Case Study, Interview, Survey and Experimental Method

**UNIT - II: Biological Basis of Behaviour**

Neuro Anatomy -Structure of the neuron; The Autonomic Nervous System-Structure &Function; The Central Nervous System: Spinal cord -structure and function; The Brain - hindbrain, midbrain & forebrain.

Hormones and Behaviour-Main endocrine glands, their hormone products and principal effects of the hormones -Mechanisms of Heredity and Environment

**UNIT - III: Sensory Process:**

A) Sensory organ; General characteristics of senses, theories of vision and Hearing.

B) Subliminal perception and signal detection theory.

**UNIT - IV: Attention and Perception**

A) Types and determinants of Attention, Distraction, Division, Fluctuation and Span of attention

B) Perception-Perceptual constancies, Principles of perceptual organisation, External/Internal factors influencing perceptual experience.

**UNIT - V:**

**Motivation and Emotion**

Motivation –Definition and types of motives-Bio and Psycho-Social Motives, Theories of motivation-Maslow’s Theory of Motivation and Freud’s Unconscious Motivation.

Emotions –Definition and Nature of Emotions, Types of emotions, Theories of emotions- James-Lange, Cannon-Bard and Schachter and Singer’s Two-factor theory

**REFERENCE BOOKS:**

1.Morgan, Clifford.T., King, Richard.A., Weisz,John.R., Schopler, John (1993). Introduction to Psychology, TataMcGraw Hill.

2.Marx, Melvin H. (1976). Introduction to Psychology -Problems, Procedures & Principles, MacMillan Publishing Co.3.Hilgard, E.R., Atkinson, R.L., Atkinson, R.C., (1979):

Introduction to Psychology, Harcourt Brace Jovanovich. Inc.

**SEMESTER – II PAPER-II**

**Course Title: General Psychology-II PSY110-2**

**Course Outcomes:**

<b>CO-No.</b>	<b>Upon the successful completion of the course, student will able to:</b>	<b>Bloom’s Taxonomy, Cognitive Domain</b>
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<b>CO-1</b>	Students understand the scientific reasoning and problem solving skills	L1, L2
<b>CO-2</b>	Students will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems	L2,L3,L4,L5
<b>CO - 3</b>	Students aware of various concepts like Intelligence, Aptitudes, learning theories and Memory	L2,L3,L4

## **SYLLABUS:**

### **Unit-I: Learning.**

Definition of learning- classical conditioning, operant conditioning, learning by insight and observation, latent learning.

Role of motivation and maturation in learning. Reward and punishment, learning curves, efficient method of learning, transfer of learning.

### **Unit-II: Memory and forgetting.**

Meaning and types of memory, Methods of measuring memory, Information processing model of memory.

Forgetting- Meaning, Nature and causes. Methods to improve memory.

### **Unit-III: Thinking.**

Definition, Types of Thinking, Reasoning- Deductive and Inductive reasoning.

Problem solving. Stages of Problem solving, Impediments to problem solving.

Creative thinking – Meaning and stages of creative thinking. Characteristics of creative people.

### **Unit-IV: Intelligence.**

Intelligence Definition-Theories: Spearman two factors theory, Thurston's multi factor theory and Sternberg's, Triarchic theories of intelligence, Gardner's multiple intelligence.

Measurement of Intelligence-Concept of IQ, types of intelligence tests, intellectually gifted and Retardation. Role of heredity and environment in intelligence.

### **Unit-V: Status of Consciousness.**

Sleep and dreams, Hypnosis, Meditation.

Drug- Induced States of Consciousness

#### **Reference Books:**

Morgan, Clifford T., King, Richard A., Weisz, John R., Schopler, John (1993)  
Introduction to Psychology, TataMcGraw Hill.

### SEMESTER – III PAPER-3

**Course Title:** Social Psychology-I PSY110-3

**Course Outcomes:**

<b>CO-No.</b>	<b>Upon the successful completion of the course, student will able to:</b>	<b>Bloom's Taxonomy, Cognitive Domain</b>
<b>CO-1</b>	acquisition of knowledge that goes beyond mere memorization of facts and moves students to an understanding human behavior	L1, L2
<b>CO-2</b>	An awareness of the major problems and issues in the society and the capacity to understand the forces that create group differences	L2,L3,L4,L5

#### **SYLLABUS:**

##### **Unit – I**

Introduction – definition, nature and scope of scope of social psychology. Method of social psychology – observation method, survey, correlational methods, field study and experimental method.

##### **Unit – II**

Social Perception understanding others – Attribution – theories of attribution – theory of correspondent inference fundamental attribution error, actor – observer effect, self-serving bias.

##### **Unit – III**

Impression formation, Impression management, Techniques of impression management.  
Social conflict- War-Peace

##### **Unit – IV**

Communication – definition, nature of communication, types of communication, barriers to effective communication. Rumors and propaganda.

##### **Unit – V**

Attitude – definition, distinctive features of attitudes, Formation of Attitudes, measurement of attitudes – Thurstone's equal appearing intervals method, Likert methods of summated rating, Bogardus method of social distance, cognitive dissonance, reducing cognitive dissonance.

**Reference Books:** Telugu Academy

## SEMESTER-IV

**PAPER-4, Course Title: Social Psychology-II**  
**Course Code: (PSY110--4)**

### Course Out Comes:

CO- No.	Upon the successful completion of the course, students will be able to	Bloom's taxonomy cognitive domain
CO-1	Students competence in writing and in oral and maintain good interpersonal communication skills	L1, L2
CO-2	Understand the dynamics of intergroup relationships, conflict, and cooperation	L2,L3,L4,L5
CO-3	Students aware of various leadership styles, Formation of groups and how the rumors spread	L2,L3,L4

### SYLLABUS:

#### Unit – I

**Prejudice** – prejudice and discrimination, Nature and definition of prejudice, origin and formation of prejudice, Consequences of Prejudice, techniques of reducing prejudice.

#### Unit – II

**Aggression.** Definition, Determinants of human Aggression- social personal and situational factors –Types of Aggression and violence, Measurement of Aggression, general effective Aggression model, prevention and control Aggression

#### Unit – III

#### Groups & individuals

Groups- definition, nature & characteristics and functions of groups, types of groups. Role, status, norms, cohesiveness and conformity

#### Unit-IV:

Groups and individual performance-social facilitation, social loafing, social inhibition and decision making by group, Group Morale.

#### Unit – V

Leadership-definitions of leader, traits of a leader, functions of a leader, types of leaders- autocratic, democratic and charismatic leaders. Leader behavior – Initiating structure and consideration

## SEMESTER-V

**PAPER-6A, COURSE TITLE: Educational Psychology**  
**COURSE CODE: PSY110 -5**

### Course Out Comes:

CO-No	Upon the successful completion of the course, students will be able to	Bloom's taxonomy cognitive domain
CO-1	To help the student of education and the teacher in understanding human nature so that he may be able to motivate and direct the learning and growth and conduct	L1, L2
CO-2	Gives knowledge in providing a better background for understanding the teaching in all its intricacies and a sympathetic attitude towards children	L2,L3,L4,L5
CO-3	Students aware of decision-making skills, problem solving skills	L2,L3,L4

### Syllabus

#### Unit – I: Educational Psychology:

Definition, Nature, Scope and importance, important methods of educational psychology

#### Unit- II Growth and Development during childhood and adolescence:

General principles of growth and development - Physical growth, Motor development, Mental development, Emotional development, Social development, Development of attitudes, Interests values and personality

#### Unit – III The Nature of Learning process, Memory and Forgetting

Learning and maturation, The Process of Learning, Nature of Learning, Learning curves, Plateaus in learning, Role of Motivation, Kinds of Motivation -- Extrinsic and Intrinsic, Achievement Motivation -- Methods of Motivating Students to Learn

**Memory and forgetting-** Types of memory and methods of memorisation- factors influencing retention. Curves of forgetting, kinds of forgetting.

#### Unit – IV Adjustment and maladjustment

Adjustment and maladjustment: Concept of adjustment, characteristics of adjustable people, various adjustment problems. Maladjustment: Symptoms of maladjustment, causes of maladjustment, Defense or adjustment mechanisms

#### Unit – V Personality

**Personality: concept** and nature of personality- type approach, trait approach and psychoanalytical approach-factors influencing development of personality heredity and environment- methods of assessing personality-projective, non-projective techniques.

#### Reference Books :

7. S.K.Mangal (1982).Educational Psychology. Prakash brothers' educational publications, Ludhiana.
8. H.r.Bhatia (1977) A text book of educational psychology Macmillian India Ltd.
9. S.N.Rao.(1990) Educational psychology.Wileyeastrern Limited.

### PAPER-6A, COURSE TITLE: Abnormal Psychology

**COURSE CODE: PSY110 -6**

**Course Out Comes:**

<b>CO-No</b>	<b>Upon the successful completion of the course, students will be able to</b>	<b>Bloom's taxonomy cognitive domain</b>
<b>CO-1</b>	Students get knowledge and awareness about the mind's subconscious, the mind's consciousness and the reasons for human behavior	L1, L2
<b>CO-2</b>	Abnormal Psychology is essential to study some kinds of mental disorders and for identifying and treating mental disorders, other biological diseases.	L2,L3,L4,L5

**Unit-I: Introduction to abnormal Psychology:**

Definition of abnormality, abnormal Psychology-past and present views and treatment. Approaches to psychology –psychodynamic, behavioural, cognitive behavioural, existential and biological.

**Unit-II: Classification and Dissociative Disorders-** Classification of disorders, ego-defence mechanisms. Nature and symptoms – Amnesia and fugue dissociative identity disorder

**Unit-III: Anxiety Disorder:**

Nature and symptoms of generalized anxiety disorder, Phobias, Panic disorder, Obsessive-compulsive disorder, Post – traumatic stress disorder.

**Unit-IV: Somatoform Disorders-** Nature and symptoms. Conversion disorders- with

Motor/sensory symptoms or deficits, with seizures. Pain disorders- headache, migration, low back pain, etc. Acute versus chronic pain, cognitive perception of pain, individual differences in reaction to pain. Hypochondriasis.

**Unit-V:Psychotic disorders.**

Nature and symptoms.  
Schizophrenia and its sub types- paranoid type, catatonic type, hebephrenic type.  
Mood disorders- Unipolar and Bipolar disorders..

**References:**1. Lamm, A. (1997). Introduction to psychology, N.Y.Sage publication.

2. Buss, A.H. (1999). Psychology. N.Y.John Wiley.

3. Irvin G. Sarason, Barbara R. Sarason (2006). Abnormal Psychology 11<sup>th</sup>

edition. Prentice hall india.

4. Carson. Abnormal Psychology 13<sup>th</sup> edition. Pearson education India.

### SEMESTER-VI

**PAPER-7, Course Title: Counselling Psychology**

**Course Code: PSY110-7**

#### Course Out Comes:

CO-No.	Upon the successful completion of the course, students will be able to	Bloom's taxonomy cognitive domain
CO-1	Get knowledge and awareness about the importance of counseling and Helps to navigate difficult situations	L1, L2
CO-2	Improves self-acceptance and self-esteem and increases confidence	L2,L3,L4,L5
CO-3	Discuss about various therapies used in counselling and Take part in different counselling sessions	L2,L3,L4

#### SYLLABUS:

##### Unit – I

**Introduction to Counselling:** Meaning and definition of counselling, Characteristics of Counsellor, Objects and Needs, Types of Counselling

##### Unit- II

**Emergence and Development of Counselling:** Important periods in development of counselling, Counselling in educational setting - Role of teacher in counselling, Vocational guidance and career counselling

##### Unit – III

**Counselling Process :** Stages of Counselling, Major goals of counselling

##### Unit -- IV

**Counselling Interview:** Essential Aspects, Techniques, Non-verbal communication in interview, Counselee -- Counsellor relationship

##### Unit -- V

**Special Areas In Counselling :** Counselling families, Marriage counselling, Pre-marital counselling, Counselling women

#### REFERENCE:

1.Narayana Rao, S. (1991). Counselling and Guidance.

Locke, D.C., Myers, J.E and Herr. E.L. (2001) The Hand Book Counselling

**PAPER-8A, COURSE TITLE: Abnormal Psychology**

**COURSE CODE: PSY110 -8**

**Course Out Comes:**

<b>CO-No</b>	<b>Upon the successful completion of the course, students will be able to</b>	<b>Bloom's taxonomy cognitive domain</b>
CO-1	Abnormal psychology ultimately aims to benefit society.	L1, L2
CO-2	Gives knowledge to psychologists in some kinds of therapeutic role, practicing in clinical, counselling, or school settings	L2,L3,L4,L5
CO-3	Students aware of various therapeutic measures and implement in the society where ever necessary	L2,L3,L4

**SYLLABUS:**

**Unit-I: Nature and scope of Rehabilitation Psychology**

Definition, Historical perspective, scope and functions-general and special functions of rehabilitation psychology-goals and objectives of rehabilitation

Methods of Rehabilitation Psychology

**Unit-II: Disabilities**

Disabilities – Concept and definitions-classification of various disabilities, incidence and prevalence. Types of disabilities: Visual impairment, hearing and speech impairment, Locomotor disability, mental retardation, cerebral palsy, Autism

Mental illness, learning disabilities, Multiple handicaps-Etiological factors-pre-natal, natal and post-natal, chromosomal aberrations and genetic errors- prevention of disabilities

**Unit-III. Intervention**

Screening and early identification of people with developmental disabilities-social and

Psychological perspective in Rehabilitation psychology

Services and Programs for disabled individuals and their families in India

**Unit-IV Special Education**

Special education: Aims, objectives and functions-emerging trends in special education

Educational assessment and evaluation for persons with disabilities-Educational technology for disabled

**Unit-V:**

Therapeutic services and Restorative techniques-Organisation and Management: Evaluation of Non-government organisations -Background characteristics of organization- Capacity building of Non-Government Organisations

**PAPER-9, COURSE TITLE: Developmental Psychology**  
**COURSE CODE: PSY 110-9**

**COURSE Out Comes:**

CO-No.	Upon the successful completion of the course, students will be able to	Bloom's taxonomy cognitive domain
CO-1	Interpret how humans learn, mature and adapt. Helps to be aware of different dimensions in cognitive, social, emotional and physical development	L1, L2
CO-2	Evaluate the milestones in the lifespan of the individuals.	L2,L3,L4,L5
CO-3	Helps to aware of different dimensions in cognitive, social, emotional and physical development	L2,L3,L4,L5
CO-4	Make use of this knowledge whenever necessary in the life	L3,L4,L5

**SYLLABUS:**

**UNIT –I:**

Development: Principles of Development-Significant Facts of Development-VariouS Stages of Development

**Unit-II:**

Infancy: Characteristics of Infancy-Major Adjustments of Infancy- Hazards of Infancy  
 Baby Hood: Characteristics of Baby Hood-Developmental Tasks

**Unit-III:**

Early Child Hood: Characteristics – Developmental Tasks –Hazards of Early Child Hood  
 Later Child Hood: Characteristics – Developmental Tasks –Hazards Of later Child Hood

**Unit-IV**

Puberty: Body Changes - Characteristics–Hazards of Puberty  
 Adolescence: Characteristics – Developmental Tasks –Hazards of Adolescence

**Unit –V:**

Early Adult Hood: Characteristics – Developmental Tasks –Personal and Social Hazards of Early Adult Hood – Vocational and Family Adjustments –Hazards of Adjustment



