

Sister Nivedita University



Undergraduate detailed course for psychology
As per nep 2020 regulation and according to UGC-CBCS

Detailed course for B.Sc. in psychology and
B.Sc. Honours in psychology / B.Sc. Honours with research in psychology

Program Outcomes of B.Sc. in psychology and B.Sc. Honours in psychology / B.Sc. Honours with research in psychology

PO1: Knowledge of Psychology and its practical implications

The Bachelor's degree equips the students with knowledge in general Psychology, statistical methods for psychological research, bio-psychology, Psychology of Individual Differences, Development of Psychological Thought, Psychological Research, Social Psychology, understanding and dealing with psychological disorders, developmental psychology, organizational behavior, forensic psychology and counselling psychology.

PO2: Empathetic understanding of Behavior of self and others

Students of Psychology to grow in sensitivity, sympathy and empathy towards others, learn to work in a team and develop leadership qualities, accept and respect individual differences.

PO3: Knowledge of Statistical Techniques

Students of Psychology to work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program and thorough understanding of statistical methods in psychological research.

PSO 4: Fundamentals of Psychological Research

Students are encouraged to conduct short empirical and archival researches so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

PSO 5: Community Based Implementation of psychological Principle

Students gather exhaustive knowledge in different areas pertaining to psychology like self love, knowing personality, health enhancements and social networking, understanding disability, different mental health condition, developmental stages and different modes of counselling, psychotherapy.

PO6: Psychological Testing and Interpretation

It helps students of Psychology to get an understanding about the practical applications, implications and generalizations about the different aspects of the subject from books to real life situations, understand different tools and measures through strong foundation in statistical methods in psychological research.

PSO7: Ethics in psychological research and practice

Enable students to contribute their articles pertaining to empirical researches, social issues, character, movie and book reviews. It gives a platform to students to expand themselves beyond books, integrate classroom teaching learning with real life applications and make them understand the importance of ethical consideration.

PO8: Life-long learning

Self-directed learning for different psychological fields, applications of the theoretical knowledge of youth, enhancing one's capacity of critical thinking, problem solving, reasoning and drawing different perspectives on various areas in Psychology like cognitive psychology, organization, and forensic.

Semester 1

Cc 1	Introduction to psychology
	Introduction to psychology lab
Cc2	Bio psychology
	Bio psychology lab

CC 1: Introduction to psychology**Course Outcomes:**

At the end of this course student will able to:

CO1: Classify the different methods of Psychology.

CO2: Discuss the different schools of thought in Psychology.

CO3: Explain the roles of cognitive processes in regulating behavior.

CO4: Build a clear understanding of the different psychological theories in explaining behavior.

CO5: Demonstrate the knowledge of human perceptual process in understanding illusions.

CO6: Evaluate different ways of assessing memorization capacity.

Course Description:

- To understand the fundamental processes underlying human behaviour such as biological foundations of behaviour, processes underlying sensation, perception, cognition, memory, learning, motivation, emotion, individual differences, intelligence, personality and states of consciousness.
- To apply the principles of psychology in day-to-day life for a better understanding of themselves and others.

Course Contents:

Unit 1.

a. Introduction: What is psychology? Perspectives on behaviour; methods of psychology (special emphasis on experimentation); subfields of psychology; scope of psychology in contemporary India.

b. Perception: Perceptual processing, role of attention in perception, perceptual organization, perceptual sets, perceptual constancies, depth perception, distance, and movement; geometrical optical illusions and time perception.

Unit 2. Learning and Memory : Principles and applications of classical conditioning, operant conditioning, and trial and error methods and gestalt theory of learning; (a) memory: Models of memory: Levels of processing, parallel distributed processing model, information processing, forgetting, improving memory.

Unit 3. Motivation and emotion perspectives on motivation, types of motivation, theories of motivation (Maslow and McClellan).

(b) Emotions: Types, components, and theories (James Lang, Kannon Bard, Schachter and Singer and Lazarus).

Introduction to psychology lab:

- Proactive inhibition
- Retroactive inhibition
- Time perception

Readings:

- Baron, R. & Misra, G. (2013). Psychology. New Delhi: Pearson.
- Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. New Delhi: Pinnacle Learning.
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition.

New Delhi: Pearson Education.

- Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.
- Best, J.B. (1998, 5th Edition). Cognitive Psychology. John Wiley & Sons. ISBN-13: 978-0470002322 ISBN-10: 0470002328
- Baron, R. A.(2001). Psychology (5th Edition), Prentice-Hall of India Private Limited.
- Galloti, K. M.(2016). Cognitive Psychology. In and Out of the Laboratory (5th Edition). Sage Publication, 2016
- Hilgard, E. R., Atkinson, R. C., & Atkinson, R. L.(1975). Introduction to Psychology (6th Edition).Oxford IBH Publishing
- Melvin, H. M.M., & William, A. H.(1979). Systems and Theories in Psychology. McGraw-Hill Higher Education.
- Mishra, B. K.(2016). Psychology. The Study of Human Behaviour (2nd Edition). PHI Learning Private Limited.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2001). Introduction to Psychology (7th Edition), McGraw Hill Book Company.
- Munn, N. L., Fernald, L. D., & Fernald, P. S.(2007). Introduction to Psychology (5th Edition). A.I.T.B.S Publishers India.
- Plotnik, R. & Kouyoumdjian, H.(2014). Introduction to Psychology (10th Edition). An Cengage Learning.
- Santrock, J.W. Psychology Essentials (Second Edition), McGraw Hill Higher Education
- Solso, R. L., Maclin, H., & Maclin, M. K.(2008). Cognitive Psychology (8th Edition). Pearson Publishing House.
- Solso, R. L. (2006). Cognitive Psychology (6th Edition). Pearson Publishing House, 2006

CC2: Bio-psychology

Course Outcomes:

At the end of this course students will able to:

- CO 1 Discuss the fundamentals of brain and behavior interaction.
- CO 2 Classify the different Biopsychological methods.
- CO 3 Summarize the neuropsychological basis of cognitive processes.
- CO4 Determine the role of different hormones and neurotransmitters in mediating brain functions.
- CO 5 Differentiate the role of different parts of brain and spinal cord in moderating behavior.
- CO 6 Evaluate the sensory and attentional processes of human subjects.

Course Description:

This course uncovers the basic principles of brain and behavior interrelationship. It describes the structure and functions of the nervous system as well as the basics of neural transmission. Additionally, it describes the role of the hormones and neurotransmitters in regulating behavior.

Course Content:

Unit 1: Introduction to Biopsychology: Nature and scope; methods and ethics in Biopsychology; divisions of Biopsychology. Unit of nervous system: Structure and functions of neurons; neural conduction and synaptic transmission.

Unit 2: Organization of nervous systems: CNS & PNS: Structure and functions of brain and spinal cord. Hemispheric specialization.

Unit 3: Endocrine system: Structure, functions and abnormalities of major glands: Thyroid, adrenal, gonads, pituitary, pancreas and pineal

Bio psychology lab:

Practical on Biopsychology (Biofeedback)
Reaction time

Readings:

- Pinel, J. P. J. (2011). Biopsychology, 8th Edition. Pearson Education, New Delhi.
- Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition.

Pearson Education, New Delhi.

- Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.
- Hall, J. E., & Guyton, A. C. (2011) Guyton and Hall textbook of medical physiology. Philadelphia, PA: Saunders Elsevier.
- Kalat, J.W. (2004). Biological Psychology, 8th Edition, Thompson – Wadsworth.
- Levinthal, C.F. (2005). Introduction to Physiological Psychology, 3rd Edition, Prentice -Hall of India Pvt. Ltd., New Delhi.
- Morgan, C.T. (1965). Physiological Psychology, McGraw Hill, New York.

Semester 2

Cc 3	Psychology of individual differences
	Psychology of individual differences lab
Cc 4	Statistics for psychological research I
	Statistics for psychological research I lab

CC3: Psychology of individual differences

Course Outcomes:

- CO 1: Discuss the fundamentals of personality and different theoretical perspectives of personality.**
- CO 2: Compare the theories on Intelligence.**
- CO 3: Develop the understanding of Indian approach to self and identity.**
- CO 4: Explain the theories and perspectives of enhancing individuals' potential.**
- CO 5: Assess Intelligence through the application of different assessment techniques.**

CO 6: Determine personality using the different standardized measures.

Course Description:

The course covers the basic principles and theories of personality and intelligence. It also focuses on the assessments of the psychological attributes. Additionally, it helps developing an understanding of Indian approach to self and identity.

Course Contents:

Unit 1. Personality: Nature of personality; biological foundations of personality. Perspectives on personality: Psychodynamic(Freud), phenomenological humanistic (Rogers), trait and type (Cattell and Eysenck).

Unit 2. Intelligence: Concept of intelligence: Psychometric and cognitive approaches to Intelligence; Gardner's multiple Intelligences; emotional intelligence, heredity, Environment and intelligence; group differences in intelligence; extremes of intelligence.

Unit 3. Enhancing individual's potential: Motivation: Intrinsic motivation and self-determination theory; enhancing cognitive potential, self-regulation and self-Enhancement; fostering creativity.

Psychology of individual differences lab:

Psychological tests: one based on intelligence: SPM and one based on personality: EPQ R

Readings:

- Carr, A. (2011): Positive psychology. Routledge.
- Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
- Matthijs Cornelissen, Girishwar Misra and Suneet Varma (eds.) (2011), Foundations of Indian Psychology (Vol. 1), Theories and concepts .Pearson.
- Mentis, M., Dunn-Bernstein, M., Mentis, M., & Skuy, M. (2009). Bridging learning: Unlocking cognitive potential in and out of the classroom. Corwin.
- Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

- Baron, R. A. & Mishra, G. (2015). Psychology. Pearson Education Limited. ISBN-13: 9788131773444.
- Aleem, S. (2012). Theories of Personality. Published by Dorling Kindersley (India) Pvt. Ltd.
- Sinha, D., Misra, G., & Dalal, A.K. (2015, September). Psychology for India. SAGE Publications
- The Oxford Handbook of Positive Psychology (Second Edition). Edited by Shane J. Lopez and C.R. Snyder. Oxford Library of Psychology

CC4: Statistical methods for psychological Research-I

Course Outcomes:

CO 1: To create an overall preliminary understanding of Statistical methods for psychological research.

CO 2: To create an in-depth understanding of the normal distribution and its significance in psychological data collection and analysis.

CO 3: To create an in-depth understanding of measures of central tendency.

CO 4: To acquire in-depth knowledge of correlation and its usefulness in psychological research.

CO 5: To analyse the various aspects of statistical methods and their practical implications in psychological research.

CO 6: Apply the knowledge gained about statistics in research through project submission.

Course Description: This course covers the fundamentals of statistical techniques with the requirements of psychological research. Students will learn the applications of frequency distribution, central tendency and variability as well as normal distribution and standard scores in the area of psychological research.

Unit 1: Introduction to statistical methods for psychological Research: Psychological research & statistics; descriptive and inferential statistics;

Variables, measurement scales. **The normal distribution (NPC).**

The nature and properties of the normal probability distribution; standard scores
And the normal curve; the standard normal curve: Finding areas when the score
Is known; the standard normal curve: Finding scores when the area is known;
The normal curve as a model for real variables; the normal curve as a model
For sampling distributions; divergence from normality (skewness and kurtosis).

Unit 2: Measures of central tendency

The mode; the median; the mean; properties and relative advantages and
Disadvantages of the mode, the median and the mean; central tendency measures
In normal and skewed distributions; the effects of linear transformation on
Central tendency measures.

Unit 3: Correlation

The meaning of correlation; calculating pearson's correlation coefficient, spearman's
rank-order correlation coefficient, biserial, point biserial, phi, tetrachoric and
contingency

Statistics for psychological research I lab: Project submission

Reading List:

- Chadha, N.K. (1991). *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: New Delhi
- Coolican, H. (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold.
- Gravetter, F.J. & Wallnau, L.B. (2009). *Statistics for the Behavioral Sciences* (9th Ed.). USA: Cengage Learning.
- King, B.M. & Minium, E.W. (2007). *Statistical Reasoning in the Behavioral Sciences* (5th Ed.). USA: John Wiley & Sons.
- Mangal, S.K. (2012). *Statistics in Psychology and Education* (2nd Ed.). New Delhi: PHI learning Pvt. Ltd.
- Further Readings
- Anastasi, A. (1990). *Psychological Testing*, New York: MacMillan Co.
- Das, D. & Das, A. (2008). *Statistics in Biology and Psychology*. Academic Publishers, Calcutta, (Latest edition)
- Freeman, S.F.: *Theory and practice of Psychological testing*. Oxford & IBH publishing Co. Calcutta. Third Edition.
- Garrett, H.E. (1981). *Statistics in Psychology and education*. VakilsFeffer & Simons Ltd.

- Guilford, J.P. & Fruchter, B. (1973). Fundamental Statistics in Psychology and Education, McGraw Hill New Delhi.
- Kaplan, R.M. & Saccuzzo D.P.: Psychological Testing Principles, Applications, and Issues, Wadsworth, Fifth Edition.
- Singh, A.K. (1988). Tests, Measurements and Research Methods In Behavioural Sciences. Tata McGraw Hill, New Delhi.

Semester 3

CC5	Psychological research I
	Psychological research I lab
CC6	Development of psychological thoughts
	Development of psychological thoughts lab

CC 5: Psychological research I

Course Outcomes:

CO1: To introduce students to the fundamentals of research in psychology.

CO2: To create a base line understanding of various research traditions.

CO3: To acquire introductory knowledge about experimental and quasi-experimental research methods.

CO4: To acquire introductory knowledge about non- experimental research methods.

CO5: To apply knowledge of experimental research design through lab experiment.

CO6: To apply knowledge of psychological test in a lab setting.

Course Contents:

Unit 1

Basics of research in psychology

What is psychological research? The goals of psychological research; principles of Good research; ethics in psychological research.

Research traditions

Quantitative and qualitative orientations towards research and their steps;
Comparing qualitative and quantitative research traditions; formulating a problem
And developing a testable research question / research hypothesis.

Unit 2

Experimental method

Introduction to experimental and quasi-experimental methods.

Methods of data collection

Sampling; probability sampling methods and non probability sampling methods.

Unit3

Non experimental methods Case study; observation; surveys, focus group discussion, interviews. Psychological testing: Reliability, validity and norms of a Psychological test; applications

Psychological research I lab:

Experiment / psychological testing

One experiment based on group data analysis

One psychological test based on group data analysis

Reading:

- Chadha, N.K. (2009) Applied Psychometry. Sage Pub: New Delhi.
- Dyer, C. (2001) Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.) Oxford: Blackwell Publishers
- Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4th Ed.). New Delhi: Pearson Education.
- Murphy, K.R. & Davidshofer, C. O. (2004). Psychological Testing: Principles & Applications (6th Ed.) New Jersey: Prentice Hall.
- Neuman, W.L. (2006). Social Research Methods: Qualitative and Quantitative Approaches (6th Ed.) Boston: Pearson Education.
- Willig, C. (2001). Introducing qualitative research in psychology: Adventures in theory and method. Philadelphia : Open University Press.

CC6: Development of psychological thought

Course Outcomes:

CO 1: To understand the early schools of psychology.

CO 2: To acquire introductory knowledge about major contributors in the development of psychology as a discipline.

CO 3: To acquire introductory knowledge about Psychoanalytic and humanistic-existential orientation.

CO 4: To develop introductory knowledge about Feminism, social constructionism, and Indian approach in development of psychology.

CO 5: To apply knowledge of patriarchal believe scale through lab testing.

CO 6: To apply knowledge of Transfer of training through lab testing.

Course Description:

The course covers the basic principles of different schools of psychology. It also focuses on the Positivist orientation, Psychoanalytic and humanistic-existential orientation. Additionally, it helps developing an understanding of Other Influential development in the field of Psychology.

Unit 1 –

(a) Early schools of psychology: Associationism, Structuralism and Functionalism (*brief introduction*)

(b) Positivist orientation: From behaviorism to cognition: Key contributions of Watson, Tolman, Hull, and Skinner; cognitive revolution, information processing model.

Unit 2 - Psychoanalytic and humanistic-existential orientation

Freudian psychoanalysis, the turn towards ‘social’ – Adler, Jung, Fromm, Ego Psychology – Erik Erikson, object relations; cultural psychoanalysis (Sudhir Kakar), Contributions of phenomenological oriented humanistic and existential thinkers.

Unit 3 – Other Influential development

a. Feminism (including contribution of women psychologist) b. social constructionism
c. Indian approach to psychology

Development of psychological thoughts lab:

Patriarchal believe scale and

Transfer of training (learning through association)

READINGS:

Benjamin Jr. (2009). *A History of Psychology: Original Sources & Contemporary Research* 3rd Edn. Blackwell Publishing.

Feist & Feist. *Theories of Personality* Mc Graw Hill Higher Education.

King, D.B., Viney, W. & Woody, W.D. (2008). *A history of psychology: Ideas and context.* (4th Ed.). Pearson education.

Kurt Pawlik, Gery D'ydewalle (2006). *Psychological Concepts: An International Historical Perspective.* Taylor Francis Group.

Leahey, T.H. (2005). *A History of Psychology: Main currents in psychological thought*

(6th Ed.). Singapore: Pearson Education.

Mc Adams (2000). *The Person: An Integrated Introduction to Personality Psychology* John Wiley

Paranjpe, A. C. (1984). *Theoretical psychology: The meeting of East and West.* New York: Plenum Press.

St. Clair, Michael. (1999). *Object Relations and Self-Psychology: An Introduction.* Wadsworth Publishing Company.

Schultz & Schultz (1999). *A History of Modern Psychology.* Harcourt College Publishers/

Latest edition available.

Wolman, B.B. (1979). *Contemporary theories & systems in psychology.* London: Freeman Book Co.

Semester 4

Cc7	Social psychology I
	Social psychology I lab
Cc8	Statistical methods for psychological research-II
	Statistical methods for psychological research- II lab

CC 7: Social psychology I

COURSE OUTCOMES

At the end of this course students will able to

CO 1: To understand the psychology of the social world and the underlying assumptions and principles of social psychology

CO 2: To apply the knowledge of social psychology in other disciplines like sociology and anthropology and in various social and environmental contexts like workplace, healthcare settings, law, and order, etc

CO 3: To understand and evaluate the social world and the self in the social context by learning the principles of social perception, social cognition, attitudes, prejudice, interpersonal attraction, prosocial behavior, and so on

CO 4: To analyse how individuals function in a group setting and evaluate the group dynamics, nature of intergroup relations, intergroup conflict, and so on

CO 5: To evaluate and analyze the group performance of individuals across different situations creating these situations with practicum techniques

CO 6: To apply the tool State-Trait-Anger-Expression-Inventory (STAXI) to evaluate the anger expression of individuals

Course Description: The course helps to understand and explain the thoughts, feelings and behavior of individuals in a social situation and encompasses a wide range of topics including group behavior, social perception, conformity etc. It also helps to understand the social perception and social interaction.

Course Content:

Unit 1: Psychology of the social: The meaning of ‘social’; key assumptions and approaches to social psychology; overview of the history of social psychology (including india); relationship with sociology and anthropology; areas of application: Health, law, workplace. Social psychology and sustainable future.

Unit 2: Understanding and evaluating the social world: Self and its processes: Self concept, self-esteem, and self-presentation; social identity and its functions. Social cognition, social perception, attitudes, attitude-behaviour link; strategies for attitude change. Social interaction and influence: Interpersonal attraction, pro-social behaviour, aggression, social influence.

Unit 3: Group dynamics and inter-group relations: Nature of groups, consequences of belonging - performance, decision making, cooperation and conflict. Nature of inter-group relations-prejudice, inter-group conflict, intervention techniques.

Social psychology I lab:

Group performance (isolation, competition and co-operation) and STAXI

Readings:

Baron, R.A., Byrne, D. & Bhardwaj. G (2010).Social Psychology (12th Ed).New Delhi: Pearson.

Chadha, N.K. (2012). Social Psychology. MacMillan: New Delhi

Deaux.K & Wrightsman, L. (2001).Social Psychology. California: Cole Publishing

Kassin,S., Fein, S., & Markus,H.R. (2008). *Social psychology*. New York: Houghton Mifflin.

Misra, G. (2009). Psychology in India, Volume 4: Theoretical and Methodological Developments (ICSSR survey of advances in research). New Delhi: Pearson.

Myers, D.G. (2008). *Social psychology* New Delhi: Tata McGraw-Hill.

Taylor,S.E., Peplau,L.A. & Sears,D.O. (2006). Social Psychology (12th Ed). New Delhi: Pearson.

CC8: Statistical methods for psychological research-II

Course Outcomes:

On completion of this course, the students will be able to:

CO 1: Define different types of Inferential Statistics

CO 2: Find various measures of Inferential Statistics: T test and ANOVA

CO 3: Summarize, collect, and present the different types of data graphically and numerically.

CO 4: Compare Parametric and non parametric statistics

CO 5: Utilize the concept of Chi square

CO 6: Apply the knowledge of Statistics in the field of psychological and behavioral research.

Course Description

Knowledge of statistics and methods is necessary to work on statistical data for the beginners of graduate students. This course gives an idea and understanding about the several statistical methods and measures are used to extract the information from various types of data comes from statistical problems. This course deals with data collection, preparation and presentation with inferential statistics and hypothesis testing with parametric and non parametric measures.

Course Content

Unit 1: Introduction to inferential statistics and hypothesis testing. The meaning of statistical inference and hypothesis testing; hypothesis testing about single means (z and t); assumptions in testing a hypothesis about a single mean; the null and the alternative hypotheses; choice of H_a : One-tailed and two-tailed tests; steps for hypothesis testing; the statistical decision regarding retention and rejection of null hypothesis

Unit 2: Hypothesis testing about the difference between two independent means the null and alternative hypotheses; the random sampling distribution of the difference between two sample means; properties of the sampling distribution of the difference between means; determining a formula for t; testing the hypothesis of no difference between two independent means; use of a one-tailed test; assumptions associated with inference about the difference between two independent means hypothesis testing about the difference between two dependent (correlated) means the null and alternative hypotheses; determining a formula for t; degrees of freedom for tests of no difference between dependent means; testing a hypothesis about two dependent means using the formula involving standard errors and correlation only; assumptions when testing a hypothesis about the difference between two dependent means. (t tests all categories) Hypothesis testing for differences among three or more groups: One-way analysis of variance (ANOVA) the null and alternative hypotheses; the basis of one-way analysis of variance: Assumptions associated with ANOVA; variation within and between groups; partition of the sums of squares; degrees of freedom; variance estimates and the f ratio; the ANOVA summary table; raw-score formulas for analysis of variance only; comparison of t and f. (one way and two way ANOVA)

Unit 4: Nonparametric approaches to data introduction to distribution-free nonparametric tests; comparison with parametric tests; uses and applications of nonparametric tests. Hypothesis testing for categorical variables and inference about frequencies the chi-square as a measure of discrepancy between expected and observed frequencies; logic of the chi-square test; assumptions of chi-square; calculation of the chi-square goodness-of-fit-test- one way classification; chi square for two classification variables-contingency table analysis; interpretation of the outcome of a chi-square test.

Statistical methods for psychological research-II lab:

Project submission:
All t tests, one way and two way ANOVA, and chi –square test.

Reading List:

Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology. (4thEd.)* India: Pearson Education, Prentice Hall.

Chadha, N.K. (1991) *Statistics for Behavioral and Social Sciences.* Reliance Pub. House: New Delhi.

Coolican, H. (2006). *Introduction to Research Methodology in Psychology.* London: Hodder Arnold.

Howell, D. (2009) *Statistical methods for Psychology.*

King, B.M. & Minium, E.W, (2007). *Statistical Reasoning in the behavioral Sciences* USA: John Wiley & Sons.

Mangal, S.K. (2012). *Statistics in Psychology & Education.* 2nd Edition. New Delhi: PHI learning Pvt. Ltd.

Semester 5

CC9	Developmental psychology
	Developmental psychology lab
CC10	Social psychology II
	Social psychology II lab
CC11	Understanding psychological disorders
	Understanding psychological disorders lab

CC 9: Developmental psychology

Course Outcomes:

CO 1: To get an in depth understanding of human development

CO 2: To analyze how to translate the knowledge of human development to understand human behavior

CO 3: To apply the knowledge of human development to plan and conduct psychological management programs for different psychological disorders

CO 4: To evaluate Sociocultural contexts for human development

CO 5: To understand theories related to different developmental processes.

CO 6: To understand different developmental stages.

Course Description: The course covers the fundamentals of human development across life span. It helps students to relate the various domains of human development with other areas of psychological research.

Course Content

Unit 1: Introduction to developmental psychology

Concept of human development **Periods of life span development**

- A) prenatal development
- B) childhood
- C) adolescence
- D) adulthood

Unit 2: Domains of human development

- A) cognitive development: Perspectives of Piaget
- C) prenatal and physical development
- D) emotional development
- E) moral development

Unit 3: Socio-Cultural contexts for human development

- A) family
- B) peers, media & schooling
- C) human development in the Indian context

Developmental psychology lab:

DST and
family environment/ Parent Child relation scale

Reading List:

Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.

Mitchell, P. and Ziegler, F. (2007). *Fundamentals of development: The Psychology of Childhood*. New York: Psychology Press.

Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). *Human development* (9th Ed.). New Delhi: McGraw Hill.

Santrock, J. W. (2011). *Child Development* (13th Ed.). New Delhi: McGraw Hill.

Santrock, J.W. (2012). *Life Span Development* (13th ed) New Delhi: McGraw Hill.

Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications.

Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi.

CC 10: Applied Social psychology I

COURSE OUTCOMES

At the end of this course students will be able to

CO 1: To understand the basics of Social Psychology.

CO 2: To apply the theoretical knowledge in order to understand and apply various methods of social psychology.

CO 3: Understand and explain the social behaviours scientifically.

CO 4: Understand and explain social structures scientifically.

CO 5: To analyse different social relations on the light of theories.

CO 6: To understand different inter personal relationships.

Course Description: The course helps to understand and explain the thoughts, feelings and behavior of individuals in a social situation and encompasses a wide range of topics including group behavior, social perception, conformity etc. It also helps to understand the social perception and social interaction.

Course Content:

Unit 1. Introduction to applied social psychology: Nature of applied social psychology, social influences on behaviour, Levels of analysis, methodological approaches – participatory action and learning
Research techniques.

Unit 2. Applying social psychology-I: Environment, population, diversity, technology and media

Unit 3. Applying social psychology-II: Education, Work, health, Sports, legal system

Applied Social psychology I lab:

1. Effect of environmental distraction on cognitive function
2. On eye-witness memory of a crime scene (Using video clips)

Readings

Kloos, B., Hill, j., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). Community psychology: Linking individuals and communities. Wadsworth, Cengage.

Mikkelson, B. (1995). Methods for development work and research: A guide for practioners. New Delhi: Sage.

Schneider, F.W., Gruman, A., Coultts, L .M. (Eds.). (2012). Applied social psychology: Understanding and addressing social and practical problems. New Delhi: Sage publications.

Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). Understanding social psychology across cultures. New Delhi: Sage Publication.

CC 11: Understanding psychological disorders

COURSE OUTCOME:

On completion of this course, the students will be able to:

CO1: Define normality, abnormality and psychopathology.

CO2: Outline the psychological disorders along with its etiology and interventions.

CO3: Apply the knowledge of psychological disorders in order to understand the behavioral dysfunctions in day-to-day life.

CO4: Classify the psychological disorders according to current classification system (According to APA).

CO5: Explain how each psychological disorder is affecting the cognitive and behavioral function of an individual.

CO6: Discuss the different tests/techniques by which one can have an overall picture of one's mental health.

Course Description: The course helps to understand the various psychological disorders and also helps to understand the application of disorders in real life. It also

helps to understand the cognitive and behavioral function of an individual and also helps to understand the overall picture of one's mental health.

COURSE CONTENT:

Unit 1 – understanding abnormality

- a. Definition and criteria of abnormality, classification (latest edition of DSM & ICD),

Clinical assessment, Diathesis stress model

- b. **Developmental disorders (clinical picture and dynamics)**

Intellectual disability, autism, ADHD, CD and learning disabilities

Unit 2 - clinical states

(a) anxiety disorders – phobias, obsessive compulsive disorder, generalized

Anxiety disorder (clinical picture and dynamics of anxiety disorders)

(b) conversion disorder: Dissociative identity disorder (clinical picture and dynamics)

(c) schizophrenia (clinical picture and dynamics)

(d) mood disorder

Unit 3: Substance related disorders and eating disorders

substance-related disorder: Alcohol abuse and drug abuse (clinical picture and Causes)

Eating disorder: Anorexia Nervosa and Bulimia Nervosa (clinical picture and Causes)

Understanding psychological disorders lab:

DPCL, BDI, and BAI

Readings:

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

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

Brewer, K. (2001). *Clinical Psychology*. Oxford : Heinemann Educational Publishers
Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). *Abnormal Psychology*. New Delhi: Pearson.

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

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

Semester 6

CC12	Cognitive psychology
	Cognitive psychology lab
CC13	Applied social psychology
	Applied social psychology lab
CC14	Counseling psychology
	Counseling psychology lab

CC12: Cognitive psychology:

COURSE OUTCOMES

At the end of this course students will be able to

CO 1: Define Cognitive psychology, methods and interdisciplinary nature of cognitive psychology.

CO 2: Outline the attentional and perceptual processes.

CO 3: Apply the knowledge of thinking, memory and language.

CO 4: Classify different cognitive processes viz. Intelligence, Emotional intelligence, thinking and creativity

CO 5: Explain the importance of different cognitive assessment

CO 6: Discuss the implication of cognitive psychology in day to day life with practical experimentation

Unit 1: a. Introduction to cognitive psychology

Interdisciplinary nature of cognitive psychology. Methods of studying cognitive psychology. Application of cognitive psychology in different fields. Information processing approach, parallel distributed processing, top down and bottom up processing.

b. Attention and perception:

Attention --

Selective and divided attention

Signal detection and vigilance

Automatic processing

Perception – i) pattern recognition

ii) top down and bottom-up approaches in understanding perception,

Gibson, network-feedback model, Bayesian approach

Neuro-physiological correlates of attention and visual perception

Unit 2: Thinking Memory and language:

Memory

Models of memory: Atkinson-Shiffrin and Baddeley-Hitch

Executive processing. Frontal lobe connection. Frontal damage and frontal hypothesis

Biochemical basis of learning and memory

Application of memory in different fields.

Thinking and language: Mental imagery, concepts, decision making, nature of language, Speech perception; Brain and language

Unit 3: Intelligence, Emotional intelligence, thinking and creativity

Intelligence: Theories of intelligence

Anatomical and neural substratum on intelligence

Emotional intelligence

Application of cognitive approaches to intelligence and emotion in different fields

Thinking

Concept formation

Reasoning and decision making

Creativity

Creative process -- stages and factors

Biological basis of creativity

Investment theory of creativity

Enhancement of creativity

Cognitive psychology lab: Administration, scoring and interpretation of any one of the following intelligence tests:

- a) Wechsler Adult Intelligence Scale
- b) Stroop's test

Readings:

- An Introduction to Applied Cognitive Psychology. Psychology Press: New York. Sternberg, R. J. (Ed.) (2000).
- Anastasi, A. (1979). Fields of applied psychology. New Delhi: McGraw Hill.
- Applied Psychology: Perceiving Learning and Remembering. Australia: Cengage Learning.
- Durso, F. T. (2007). Handbook of Applied Psychology (2nd Ed). New West Sussex : Wiley & Sons. Esgate, A. et al. (2005).
- Goldstein, A. P., & Krasner, B. (1987). Modern applied psychology. Elmford, New York: Pergmon Press.
- Handbook of intelligence. New York: Cambridge University Press. Sternberg, R. J. (2009).

CC13: Applied social psychology

COURSE OUTCOMES

At the end of this course students will be able to

CO 1: To understand the Self-perception and Social communication in social context in day to day life.

CO 2: To understand the social problems like gender discrimination, violence against woman, violation of human right against woman and children and the effect of mass media on social behavior.

CO 3: To analyze the causes and consequences of population explosion in India and its psychosocial effect on globalization.

CO 4: To analyze the causes and psychosocial consequences of urbanization and to understand the stress factors and health hazards in relation to environmental issues.

CO 5: To understand the consequence of personal space in daily social environment.

CO 6: To study the effect of sociometer in relation to social environment.

Course Description: The course helps to understand and explain the thoughts, feelings and behavior of individuals in a social situation and encompasses a wide range of topics including group behavior, social perception, conformity etc. It also helps to understand the social perception and social interaction.

Course Content:

Unit 1: Self and communication

The self in a social world: Self-concept, self-esteem, perceived self-control,

self serving bias and self presentation

Communication: Types of communication, barriers in communication

Unit 2: a. Social problems

Gender discrimination and violence against women

Human rights of children, women and disabled

Mass media - effect on social behaviour

Casteism, communalism, terrorism- causes and consequences

b. Problems of population and globalization

Causes and consequences of population explosion in India, community awareness programme for population control

Globalization and its psychosocial effects

Causes and consequences of unemployment

Unit 3: Environmental issues

Stress and health hazards in relation to crowding, density, territoriality, privacy and personal space

Causes and psycho-social consequences of urbanization, problems of urban development and intervention strategies environmental protection

Applied social psychology lab:

Practical on personal space

Sociometry

Readings:

- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). *Social Psychology* (12th Ed.). New Delhi: Pearson.
- Baumeister, R.F. & Bushman, B.J. (2013). *Social Psychology and Human Nature*. Wadsworth.
- Franzoi, S.L. (2009). *Social Psychology* (5th Ed.). New York: McGraw-Hill.
- Hogg, M. & Vaughan, G.M. (2008). *Social Psychology*. Prentice Hall.
- Kassin, S., Fein, S., & Markus, H.R. (2008). *Social Psychology*. New York: Houghton Mifflin.
- Misra, G. (2009). *Psychology in India, Vol. 4: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research)*. New Delhi: Pearson
- Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). *Social Psychology (12th Ed.)*. New Delhi: Pearson
- Krech, D. & Crutchfield, R. S. *Theory and Problems of Social Psychology*. McGraw Hill.

- Kuppuswamy. An Introduction to Social Psychology. Media Promoters and Publishers Pvt Ltd.

CC14: Counseling psychology

Course Outcomes (COs):

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

CO 1: To study the meaning, goals and types of counseling as a profession in the field of psychology.

CO 2: To understand the different techniques of Counselling practiced by mental health professional in the field of psychology.

CO 3: To remember the different counseling techniques used during the practice session with clients with different mental health issues.

CO 4: To understand the effect of Indian approaches like Yoga, Meditation and Expressive techniques on mental health.

CO 5: To apply the JPMR relaxation techniques used for the reduction of anxiety symptoms in the field of counseling psychology.

CO 6: To apply the effect of Art Therapy in the field of psychology on mental health issues.

Course Description:

This course helps to develop an understanding of the basic concepts processes and techniques of counselling and to utilize the various applications of counselling.

Course content:

Unit 1: Introduction a) meaning and goals b) counselling as a profession: Training, skills and ethics c) the effective counsellor: Personality and self of the counsellor d) counselling process and relationship, Counselling applications a) child counselling b) family counselling c) career counselling d) crisis intervention: Suicide, grief and sexual abuse

Unit 2: Techniques of counselling a) psychoanalytic techniques b) humanistic approaches c) behavioral techniques d) cognitive techniques

Unit 3: Contemporary trends a) Indian approaches: Yoga and meditation b) counselling and technology c) expressive techniques: Art, music, dance.

Counseling psychology lab:

JPMR demonstration and

Art therapy

Readings:

- Aguilera, D.C. (1998). *Crisis Intervention: Theory and Methodology* (8th Ed.) Philadelphia: Mosby.
- Belkin, G. S. (1998). *Introduction to Counselling* (3rd Ed.) Iowa: W. C. Brown.
- Capuzzi, D. & Gross, D. R. (2007). *Counselling and Psychotherapy: Theories and Interventions* (4th Ed.) New Delhi. Pearson.
- Corey, G. (2009) *Counselling and Psychotherapy; Theory and Practice*. (7th Ed.) New Delhi: Cengage Learning.
- Friedlander, M.L. & Diamond, G.M. (2012). *Couple and Family Therapy*. In E. M. Altmaier and J.C.
- Hansen (Eds.) *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.
- Geldard, K. & Geldard, D. (2011). *Counselling Children: A Practical Introduction* (3rd Ed.) New Delhi: Sage.
- Gibson, R. L. & Mitchell, M. H. (2012). *Introduction to Counselling and Guidance* (7th Ed.) New Delhi: Pearson.
- Gladding, S. T. (2012). *Counselling: A Comprehensive Profession*. (7th Ed) New Delhi. Pearson.
- Hansen, J.C. (2012). *Contemporary Counselling Psychology*. In E. M. Altmaier and J.C. Hansen (Eds) *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.
- Kapur, M. (2011). *Counselling Children with Psychological Problems*. New Delhi, Pearson.
- Rao, K. (2010). *Psychological Interventions: From Theory to Practice*. In G. Misra (Ed): *Psychology in India. Volume 3: Clinical and Health Psychology*. New Delhi. ICSSR/ Pearson
- Rao, S.N. & Sahajpal, P. (2013) *Counselling and Guidance*. New Delhi: Tata McGraw Hill.
- Seligman, L. & Reichenberg, L.W. (2010). *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills*. 3rd Ed. Indian reprint: Pearson.
- Sharf, R. S. (2012). *Theories of Psychotherapy & Counselling: Concepts and*

Cases (5th Ed). Brooks/ Cole Cengage Learning.

- Udupa, K. N. (1985). Stress and its Management by Yoga. Delhi: Motilal Banarsidas.

Semester 7

CC15	Organizational behavior
	Organizational behavior lab
CC16	Dealing with psychological disorders
	Dealing with psychological disorders lab
CC17	Rehabilitation psychology
	Rehabilitation psychology lab
CC18	Personality theories
	Personality theories lab

CC15: Organizational behaviour

Course Outcome

CO 1: To create an overall understanding of Group behaviour in organization

CO 2: To acquire an in-depth understanding of Communication, conflict, and decision making in an organizational set up.

CO 3: To evaluate and understand the role of theories of leadership in an organizational setting.

CO 4: To acquire in-depth knowledge about organizational and Occupational Stress, and how to mitigate them.

CO 5: To have a thorough understanding of Organizational climate.

CO 6: To have a thorough understanding of Organizational culture.

Course Description:

Trends of development and challenges of industrial and organizational Psychology and their implications on selection, training, performance of employees, human

engineering and consumer behavior etc are the main focus of the subject

Course Content:

Unit 1: Introduction a. Historical antecedents of organizational behaviour b. Contemporary trends and challenges c. Organizational behavior : Challenges in the indian setting

Unit 2: Individual level processes a. Employee attitudes: Job satisfaction, organizational commitment, organizational citizenship behaviour b. Work motivation i early theories: Maslow, maclelland, two factor ii contemporary theories: Goal setting, equity, expectancy iii applications: Job characteristics model, job redesign, mbo

Unit 3: Dynamics of organizational behavior a. Organizational culture b. Power and politics: Influence, empowerment, sexual harassment, and organizational politics. C. Positive organizational behavior. Leadership a. Basic approaches: Trait theories, behavioral theories, contingency theories b. Contemporary issues: Inspirational approaches to leadership, contemporary leadership roles, challenges to the leadership construct c. Indian perspective

Organizational Behaviour lab:

Job satisfaction scale and
Effect of reinforce on performance

Readings:

Chadha, N.K. (2007). Organizational Behavior. Galgotia Publishers: New Delhi.
Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.

Griffin, R.W. & Moorhead, G. (2009). Organizational Behavior: Managing People & Organizations. New Delhi : Biztantra publishers.

Landy, F.J. & Conte, J.M. (2007) Work in the 21st Century: An Introduction to Industrial and Organizational Psychology. New York : Wiley Blackwell.

Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.

Pareek, U. (2010). Understanding organizational behaviour. Oxford: Oxford University Press.

Prakash, A. (2011). Organizational behavior in India: An indigenous perspective. In G. Misra (Ed.), Handbook of Psychology. New Delhi: Oxford University Press.
H.

Robbins, S. P. & Judge, T.A. (2007) Organizational Behavior(12th Ed). New Delhi: Prentice Hall of India.

Schermerhorn, J.R. , Hunt, J.G. & Osborn, R.N. (2008) Organizational Behavior (10th Ed.) New Delhi: Wiley India Pvt. Ltd.

Singh, K. (2010). Organizational Behavior: Texts & Cases. India: Dorling Kindersley

Sinha, J.B.P. (2008). Culture and Organizational Behavior. New Delhi: Sage

CC16: Dealing with psychological disorders

COURSE OUTCOME:

On completion of this course, the students will be able to:

CO1: To remember and understand gender identity disorder, sexual disorders (clinical picture): paraphilia - pedophilia, voyeurism, exhibitionism, sexual masochism, and sexual sadism

CO2: To understand the psychopathology of personality disorders (clinical picture and dynamics): antisocial personality disorder and borderline personality disorder

CO3: To understand the application of different treatment techniques like biological treatment: Pharmacotherapy and electroconvulsive therapy

CO4: To understand the application of psychological treatment and psychotherapeutic treatment modalities like psychoanalytic therapy, behavior therapy, and cognitive behavior therapy

CO5: To apply projective testing techniques like thematic apperception test (TAT) to analyse and evaluate the interpersonal dynamics of individuals

CO6: To apply an extensive personality inventory like Minnesota Multiphasic Personality Inventory (MMPI) to create personality profiles of individuals

Course Description: The course helps to understand the various psychological disorders and also helps to understand the application of therapy in real life. It also helps to understand the cognitive and behavioral function of an individual and also helps to understand the overall picture of one's mental health.

COURSE CONTENT:

Unit1: Gender identity disorder, Sexual disorders (clinical picture): Paraphilia - paedophilia, voyeurism, exhibitionism, sexual masochism, and sexual sadism

Unit 2: Personality disorders (clinical picture and dynamics): Antisocial personality disorder and borderline personality disorder

Unit 3: Treatment of disorders:

A) biological treatment: Pharmacotherapy and electroconvulsive therapy

B) psychological treatment: Psychoanalytic therapy, behaviour therapy and cognitive behaviour therapy.

Dealing with psychological disorders lab: MMPI 2 RF/TAT

Readings:

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

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

Brewer, K. (2001). *Clinical Psychology*. Oxford : Heinemann Educational Publishers
Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). *Abnormal Psychology*. New Delhi: Pearson.

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

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

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

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

CC17: Rehabilitation psychology

COURSE OUTCOME:

On completion of this course, the students will be able to:

CO1: To understand concept, goal, history and philosophy of Rehabilitation Psychology

CO2: To know how to apply different models of Rehabilitation Psychology.

CO3: To analyse psycho-social aspects of different types of disability.

CO4: To understand nature and causes of hazards in disability.

CO5: To analyse different types of crisis in different stages of development.

CO6: To create an understanding regarding psychological problems in community.

Course Description: The course helps to understand the various types of disability and also helps to understand the application of rehabilitation in real life.

COURSE CONTENT:

Unit 1: Concept and definition of rehabilitation, history, philosophy, importance and goals of rehabilitation psychology, different models of rehabilitation psychology

Unit 2: Psychosocial aspects of different types of disability, nature and causes and

psychosocial hazards of developmental disabilities

Unit 3: Disability through life cycle- specific problems pertaining to each stage of life- childhood, adulthood, and old age. Psychological problems in community.

Rehabilitation psychology lab: Project submission

Readings:

Golden, C. J. 1984. Current Topics in Rehabilitation Psychology. London: Grune & Stratton. Nirbhay N.Singh. 1998.

Comprehensive Clinical Psychology: Application in Diverse Populations, Volume 9.

Pergamon: Elsevier Science. Zigler, E and Gates, D.B. 1999. Personality Development in Individuals with Mental Retardation. New York: Cambridge University Press.

Kundu, C.L. 2000. Status of Disability in India-2000. New Delhi: Rehabilitation Council of India.

CC18: Personality theories

Course Outcomes:

CO 1: To analyze the psychoanalytic and Neo- Freudian approaches and their application in the field of psychology.

CO 2: To analyze the Interpersonal, developmental and humanistic approaches to personality and their application in the field of psychology.

CO 3: To analyze the Behavioral and social learning approaches and their application in the field of psychology.

CO 4: To analyze the Trait and Type theories of personality and their application in the field of psychology.

CO 5: To apply the personality test like NEO 5 factor personality inventories to assess the personality dimensions.

CO 6: To apply the personality test like 'Myers-Briggs Type Indicator personality test to assess the personality dimensions.

Course Description:

The course covers the basic principles and theories of personality. It also helps developing an understanding of different approach to self and identity.

Course Contents:

Unit 1: Psychoanalytic and Neo Freudian approaches and their application

a) Freud

b) Adler

c) Jung

Unit 2: Interpersonal, developmental and humanistic approaches to personality and their application-

d) Erikson

e) Maslow

f) Rogers

Unit 3: Behavioral and social learning approaches and their application –

g) Skinner

h) Bandura

Trait and type theories and their application –

i) Allport

j) Cattell

k) Eysenk

Costa and

McCrae

Personality theories lab:

Neo 5 factor inventory and

16 PF/ MBTA

Readings

- Aleem, S. (2012). Theories of Personality. Published by Dorling Kindersley (India) Pvt. Ltd.
- Sinha, D., Misra, G., & Dalal, A.K. (2015, September). Psychology for India.
- SAGE Publications
- The Oxford Handbook of Positive Psychology (Second Edition). Edited by Shane J. Lopez and C.R. Snyder. Oxford Library of Psychology.

Semester 8

CC19	Psychological research II
CC20	Forensic psychology

CC 19: Psychological research II

Course Outcomes:

CO1: To understand the concept and importance of qualitative research in the field of psychology.

CO2: To apply the different methods in conducting qualitative research in the field of psychology.

CO3: To apply the different types of sampling techniques used in conducting the qualitative research in the field of psychology.

CO4: To analyze the reliability and validity of qualitative research that taken into consideration during conducting a qualitative research.

CO5: To understand the ethical consideration taken for conducting a research.

CO6: To understood how to use the qualitative interview method in qualitative research and to analyze the data using qualitative methods.

Course Description: This course provides knowledge about the advanced principles of Qualitative psychological research. It helps developing an understanding about the application of qualitative research methods.

Course Contents:

Unit 1: Understanding of qualitative research:

Concept and importance of qualitative research.

Difference between qualitative and quantitative research

Unit 2: Methods of qualitative research.

Unit 3: Sampling techniques for qualitative research.

Unit 4: Ethical consideration, reliability and validity issues of qualitative research.

Qualitative research methods

Interview and qualitative data analysis

Reading List:

Chadha, N.K. (2009) Applied Psychometry. Sage Pub: New Delhi.

Dyer, C. (2001) *Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.)* Oxford: Blackwell Publishers

Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications (4th Ed.)*. New Delhi: Pearson Education.

Murphy, K.R. & Davidshofer, C. O. (2004). *Psychological Testing: Principles & Applications (6th Ed.)* New Jersey: Prentice Hall.

Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches (6th Ed.)* Boston: Pearson Education.

Willig, C. (2001). *Introducing qualitative research in psychology: Adventures in theory and method*. Philadelphia : Open University Press.

Cc 20: Forensic psychology

Course Outcomes:

CO1: To understand an overview and ethical issues of Forensic Psychology.

CO2: To know how to apply different methods of psychology in Forensic Psychology.

CO3: To understand the role of forensic and correctional psychologists

CO4: To analyse the difference between Correctional Psychology and Forensic Psychology.

CO5: To understand different laws related to Forensic Psychology.

CO6: To apply different clinical methods in the field of Forensic Psychology.

Course Description:

This course focuses on assessments of Criminal Profiling, psychology of violence and criminal psychopathology. A part of it focuses on the psychology of victims as well as the associated reactions to it. Lastly, it also includes the legal issues involved in forensic psychology.

Course Content:

Unit 1: Introduction to forensic psychology

- a) The forensic psychology: An overview and ethical issues
- b) Correctional psychology
- c) Role of forensic and correctional psychologists

Unit 2: Crime and criminal victimization and law

- d) Concept and definition of crime
- e) Factors associated with crime and patterns of crime
- f) Psychological effects of criminal victimizations
- g) Relevant policies and acts
- h) Legal rights of offenders and victims (including POCSO)

Unit 3: Forensic mental health, assessment, treatment and

- i) Assessing CR and plea of insanity
- j) Forensic mental status examination and assessment
- k) Lie detection and imaging techniques

Unit 4: Rehabilitation in correctional facilities.

- l) Institutional correction & community supervision-probation, parole and after care

Suggested Reading:

1. Morgan Clifford T, King Richard A, Weissz. John R, Schopler John 1986. Introduction to Psychology, 7th Edition Tata Mc Graw Hill Publications.
2. Fernald L. Dodge, Fernald Peter S, 2005, Introduction to Psychology, ATBS Pub. Delhi.
3. Barta Curt R. 1999, Criminal Behavior: A Psychosocial approach 5th Edition, Prebtuce Hall , New Delhi.
4. Hollin, Clive R Routledge and Kegan Paul 1898, Psychology and crime, An Introduction to Criminal Psychology, London.
5. Munn Norman L, 1976, Introduction to Psychology, Oxford and IBH Publishing Company.
6. Green Edward J, 1976, psychology for law enforcement, John Wiley and Sons. Inc
7. Arrigo, Bruce,A, 2000, Introduction to Forensic Psychology, Academic Press.
8. Mess Allen K and Weiner, Iroing B, 1999. The Handbook of Forensic Psychology, 2 nd Edition, John Wiley and Sons, Inc.
9. Kaul, Satyendra K and Zaidi, Mohd.H.,2008, Narco Analysis, Brain Mapping, Hypnosis and Lie Detector Tests in interrogation of suspects.
10. Criminal Justice and Behavior: An international journal – International Association for Correction and Forensic Psychology Sage Publications.

Course 1: Sports psychology (optional 1)

Course Outcomes:

CO1: To provide the basic concept, historical development, need and scope about sports and exercise psychology.

CO2: To provide a clear understanding regarding the importance of sport psychology for athletes, coaches and other related to sport setting.

CO3: To understand the relationship between personality type and performance of athletes in sports.

CO4: To apply various techniques used for developing motivation and goal setting behavior of athletes in sports setting.

CO5: To provide an enrich understanding about the concept, nature and causes of arousal of stress in athletes related to sports setting.

CO6: To analyze the relationship between the emotions of athletes and their performance in sports.

Course Description:

To understand

Unit 1: Basics of sport & exercise psychology

Introduction (meaning, definition, historical development need and scope
Of exercise and sports psychology, history of sports psychology in india)
Importance of sport psychology for athletes, coaches and other related to
Sport setting

Unit 2: Personality and performance

Personality and performance in sports (ice berg profile by morgan)

Unit 3: Motivation and performance

Techniques for developing motivation, goal setting –locke gst
National sports university
Dsp-masp-2019-21 page 11
Motivation-performance relationship

Unit 4: Emotion and performance

Meaning, definition and nature of arousal and stress , theories [drive
Theory, inverted –u theory & izof]
Emotion performance relationship

Readings:

1. Edlin, Golanty and Brown, (2002). *Health and wellness* (Joines and Bartlett (5th& 7th Edition) Publishers, London)
2. Frank H. Walter H., Turners School(1976) *Health Education*, The C.V. Mosby Company, Saint Louis.
3. Frank H. Walter H.,(1976) Turners School *Health Education*, The C.V. Mosby Company, Saint Louis.
4. Ghosh, B.N. (1977) “*Treaties of Hygiene and Public Health*”. New York. Arno Press.
5. Park, J.E. and Park, K.(2002) “*Text-Book of preventive and social medicine*”BanarsidasBhanot Publishers.

Course 2: Psychology of health and well being (optional 2)

Course Outcomes:

- CO1:** To provide a basic understanding about the concept and various models of health and illness in the field of psychology.
- CO2:** To analyze the various models such as medical, bio-psychosocial and holistic model of health and well-being.
- CO3:** To create an awareness about the nature and sources of stress and its effects on physical and mental health.
- CO4:** To apply various coping strategies for the management of stress for better mental health wellbeing.
- CO5:** To apply various health-enhancing behaviors like exercise, nutrition, health protective behaviors and illness management strategies that will help in enhancing the mental health and wellbeing.

CO6: To create an awareness regarding the inner human strengths , virtues, hope, optimism and gainful employment that will enhance the me/we balance for the betterment of mental health and wellbeing.

Course Description:

Thorough understanding of illness, health and well being. Special focus on stress, coping, how to manage health, human strengths and life enhancement techniques.

Course Content:

Unit 1 – illness, health and well being

Continuum and models of health and illness: Medical, bio-psychosocial, holistic health;

Health and well being.

Unit 2 – stress and coping

Nature and sources of stress; effects of stress on physical and mental health; coping and

Stress management

Unit 3 – health management

Health-enhancing behaviors: Exercise, nutrition, health compromising behaviours;

Health protective behaviours, illness management

Unit 4 – human strengths and life enhancement

Classification of human strengths and virtues; cultivating inner strengths: Hope and Optimism; gainful employment and me/we balance

References –

Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*.UK:

Routledge.

DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology*.New Delhi: Pearson.

Forshaw, M. (2003). *Advanced Psychology: Health Psychology*. London: Hodder and Stoughton.

Hick, J.W. (2005). *Fifty signs of Mental Health.A Guide to understanding mental health*.

Yale University Press.

Misra,G. (1999).*Stress and Health*. New Delhi: Concept.

Sarafino, E.P. (2002). *Health psychology: Bio psychosocial interactions (4th Ed.)*.NY: Wiley.

Snyder, C.R., &Lopez, S.J.(2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.

Taylor, S.E. (2006). *Health psychology, 6th Edition*. New Delhi: Tata McGraw Hill.

Course 3: Psychology of youth, gender and identity (optional 3)

Course Outcomes:

CO1: To provide an understanding about the basic concepts of youth, extended youth and transition of youth to adulthood in the Indian context.

CO2: To create a basic understanding about the concepts of gender, sex, gender identity, sexual orientation, gender roles, role attitudes and gender stereotypes in society.

CO3: To analyze the parent-youth conflict, family relationship, sibling relationships, peer group identity, friendships and romantic relationships of adolescence and young adults in relation to psychology.

CO4: To analyze the development of workplace identities and relationships in workplace in young adults.

CO5: To understand the various issues of sexuality and gender discrimination and the effect of culture and globalization on gender identity in the field of psychology.

CO6: To provide a clear understanding about the various issues related to youth, gender and identity such as gender violence, changing roles, women empowerment, enhancing work-life balance and encouraging non-gender stereotyped attitudes in youth.

Course Description:

An understanding of the concepts of Youth, Gender and Identity and their interface. Special emphasis on parent youth conflict, sibling relationships and inter generational gap.

Course Content:

Unit 1: Introduction

- A. Concepts of youth: Transition to adulthood, extended youth in the indian context
- B. Concepts of gender: Sex, gender identity, sexual orientation, gender roles, gender Role attitudes, gender stereotypes
- C. Concepts of identity: Multiple identities

Unit 2: Youth and identity

- A. Family: Parent-youth conflict, sibling relationships, inter generational gap
- B. Peer group identity: Friendships and romantic relationships
- C. Workplace identity and relationships
- D. Youth culture: Influence of globalization on youth identity and identity crisis

Unit 3: Gender and identity

- A. Issues of sexuality in youth b. Gender discrimination
- C. Culture and gender: Influence of globalization on gender identity

Unit 4: Issues related to youth, gender and identity

- A. Youth, gender and violence
- B. Enhancing work-life balance
- C. Changing roles and women empowerment
- D. Encouraging non-gender stereotyped attitudes in youth

Readings:

Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.
Baron, R.A., Byrne, D. & Bhardwaj. G (2010). *Social Psychology* (12th Ed).New Delhi:

Pearson.