UNDERGRADUATE COURSE IN PSYCHOLOGY
(Incorporating Policies recommended by NEP 2020)

Syllabus

Department of Psychology
Nagaland University

2025

Prepared by:

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Major Course (Core papers):

Paper Code	Course Code	Title of the paper	Total Credit
FIRST SEMESTER			
C-1	C-PSY-01	Introduction to Psychology	Theory 3+ Practical 1
C-2	C-PSY-02	Biopsychology	Theory 3 + Tutorial 1
SECOND SEMESTER			
C-3	C-PSY-03	Psychology of Individual Differences	Theory 3+ Practical 1
C-4	C-PSY-04	Statistical Methods for Psychological Research - I	Theory 3 + Tutorial 1
THIRD SEMESTER			
C-5	C-PSY-05	Psychological Research	Theory 3 + Tutorial 1
C-6	C-PSY-06	Development of Psychological thought	Theory 3 + Tutorial 1
FOURTH SEMESTER			
C-7	C-PSY-07	Social Psychology	Theory 3 + Tutorial 1
C-8	C-PSY-08	Statistical Methods for Psychological Research - II	Theory 3 + Tutorial 1
FIFTH SEMESTER			
C- 9	C-PSY-09	Developmental Psychology	Theory 3 + Tutorial 1
C-10	C-PSY-10	Applied Social Psychology	Theory 3+ Practical 1
C-11	C-PSY-11	Understanding Psychological Disorders	Theory 3 + Tutorial 1
SIXTH SEMESTER			
C-12	C-PSY-12	Organisational Behaviour	Theory 3+ Practical 1
C-13	C-PSY-13	Understanding and Dealing with Psychological Disorders	Theory 3 + Tutorial 1
C-14	C-PSY-14	Counselling Psychology	Theory 3+ Practical 1
C-15	C-PSY-15	Positive Psychology	Theory 3+ Practical 1
SEVENTH SEMESTER (Hons / Hons with Research)			
C-16	C-PSY-16	History and Foundations of Psychology	Theory 3 + Tutorial 1
C-17	C-PSY-17	Psychology of Personality	Theory 3 + Tutorial 1
C-18	C-PSY-18	Psychological Assessment	Theory 3+

			Practical 1
C-19	C-PSY-19	Research Methodology	4
EIGHT SEMESTER (Hons)			
C-20	C-PSY-20	Child and Adolescence Psychology	Theory 2+ Internship 2
C-21	C-PSY-21	Qualitative Research methodology	Theory 4
C-22	C-PSY-22	Clinical Psychology	Theory 3+ Practical 1
C-23	C-PSY-23	Community Psychology	Theory 2+ Internship 2
EIGHT SEMESTER (Hons with Research)			
C-24	C-PSY-24	Research Ethics, Publication & report writing	Theory 4
C-25	C-PSY-25	Research Project/Dissertation	12

SKILL ENHANCEMENT COURSES (3 Credit Each)

Skill Enhancement Courses	Title of the paper	Total Credit 3	Proposed by Department
	Stress Management	3	
	Effective Decision Making	3	
	Emotional Intelligence	3	

ABILITY ENHANCEMENT COURSES (2 Credit Each)

Only for English and MIL subjects may provide the courses. Commerce also may submit business communication course.

Ability Enhancement Courses	Title of the paper	Total Credit 2	Department
	ENG-1		English
	ENG-2		English
	MIL-1/Hindi		MIL/Hindi
	MIL-2/Hindi		Mil/Hindi
	Business communication		Commerce

VALUE BASED COURSES (2 Credit)

Value Based courses	Title of the paper	Total Credit	Department
	Leadership	2	Psychology
	Comprehensive sexual health education	2	Psychology

C-PSY-01: INTRODUCTION TO PSYCHOLOGY

Objectives:

☐ To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

Unit 1:Introduction to Psychology

What is psychology? Perspectives on behaviour; Methods of psychology (special emphasis on experimentation); subfields of psychology; Psychology in modern India

Unit 2: Perception, Thinking and Language

Sensation: visual and auditory; Perceptual organization; Perceptual constancies; Depth perception; Mental imagery; Concepts; Nature of decision making; Nature of language; Language development

Unit 3:Learning

Principles and applications of Classical conditioning; Operant conditioning; Observational learning; Learning strategies; Learning in a digital world

Unit 4:Memory

Models of memory: Atkinson and Shiffrin memory model, Baddeley's model of working memory, Forgetting, Improving memory.

Unit 5:Motivation and Emotions

Theories of motivation: McClelland's need theory and Maslow's need theory; Types of motivation; motivational conflict; Theories of emotion: James Lange and Cannon Bard; Physiological basis emotion; Non-verbal expression of emotion

Practicum:

- Any 2 practicum pertaining to C-PSY-01 (Introduction to psychology) preferably experiments

Readings:

- Baron, R. &Misra. G. (2013). *Psychology*. Pearson.
- 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.
  - Passer, M.W. & Smith, R.E. (2010). *Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.

C-PSY-02: BIOPSYCHOLOGY

Objectives:

- ☐ To explore the biological basis of experience and behaviour.
- ☐ To develop an understanding of the influence of behaviour, cognition, and the environment on bodily system.
- ☐ To develop an appreciation of the neurobiological basis of psychological function and dysfunction.

Unit 1: Introduction to Biopsychology

Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology

Unit 2: The Functioning brain

Structure, and functions of the brain; Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization); hemispheric specialization

Unit 3: Organization of Nervous Systems

Structure and functions of neurons; Neural conduction and Synaptic transmission; structure and function of CNS and PNS

Unit 4: Neurotransmitters

Types and role of neurotransmitters; functional abnormalities of neurotransmitters

Unit 5: Endocrine System

Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal.

Readings:

- 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.
- Carlson, N. R. (2009) *Foundations of Physiological Psychology*, 6th Edition. Pearson Education, New Delhi.
- Levinthal, C. F. (1983). *Introduction to Physiological Psychology*. New Delhi: PHI.
- Pinel, J. P. J. (2011) *Biopsychology*, 8th Edition. Pearson Education, New Delhi.
- Rozenweig, M. H. (1989). *Physiological Psychology.* New York: Random

C-PSY – 03: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

Objectives:

☐ To develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others.

Unit 1:Personality

Nature of personality; Biological foundations of personality; Culture, gender and personality; Perspectives on personality: Psychodynamic, socio-cultural, humanistic, trait and type.

Unit 2: Intelligence

Concept of intelligence: Gardner's multiple intelligences; Emotional Intelligence, Heredity, environment and intelligence; Group differences in intelligence; Extremes of intelligence.

Unit 3: **Indian approach**

Self in Indian thought: the Anatta view of Buddhism, the non-dualist view of Advaita, the Visishta-Advaita view of Ramanija

Unit 4:Enhancing Individual's Potential

Motivation: Intrinsic motivation and Self-determination theory; Enhancing cognitive potential, Self-regulation and self enhancement; Fosteringcreativity

Unit 5:Aptitude

Concept of aptitude; specific abilities; Aptitude tests and applications

Practicum:

• 2 psychological tests (one based on Intelligence and one based on personality).

Readings:

• Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. Pinnacle Learning, New Delhi.
• Carr, A. (2011): *Positive psychology*. Routledge.
• Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian Edition*. New Delhi: Pearson Education.
• Cornelissen, R.M.M., Misra, G. &Varma, S. (2011). Foundations of Indian Psychology, Vol 1. Pearson.
• Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications* (4th Ed.). New Delhi: Pearson Education.
• 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.

C-PSY – 04: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH - I

Objectives:

- To help students understand the usefulness of statistics in Psychological research
- To orient the students to the basic concepts of statistics
- To familiarize students with the use of graphical representation of data.

Unit 1: Introduction

Relevance of Statistics in Psychological Research; Descriptive and Inferential Statistics; Variables; Scales of Measurements; Frequency Distributions; Percentiles; and Percentile Ranks.

Unit 2: Graphic Representation of Frequency Distributions

Uses of graphical representation of data;The Histogram; The Frequency Polygon ; The Bar Diagram; Pie Chart; The Cumulative Percentage Curve

Unit 3: Measuresof Central Tendency and Variability

Central Tendency: Properties and calculation of Mean, Median and Mode; Variability: Properties of the Range and Semi-Interquartile Range, the Variance, Standard Deviation and Quartile deviation;Calculation of the Standard Deviation

Unit 4: The Normal Probability Curve (NPC)

The Nature of the NPC; Standard Scores and the NPC; Finding areas from the NPC when the score is known; Finding scores when the area is not known; divergence from normality (Skewness and Kurtosis)

Unit 5: Correlation

Correlation co-efficient; Calculating Pearson's Correlation Coefficient from Deviation Scores and from raw scores; Cautions Concerning Correlation Coefficients

Readings:

- 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.

C-PSY – 05: PSYCHOLOGICAL RESEARCH

Objectives:

- ☐ To inform the students about the basics of scientific research in Psychology
- ☐ To familiarize students with the concepts of psychological testing and psychological scale.

Unit 1: Introduction

Goals of Psychological Research; Research process (perceiving a question, forming hypothesis, testing hypothesis, drawing conclusions, reporting of result);Quantitative and Qualitative Orientations towards Research, Ethics of psychological research

Unit 2: Sampling

Meaning of sampling; Methods of sampling: Probability sampling: simple random sampling, stratified random sampling, systematic sampling, cluster sampling; Non-Probability sampling: quota sampling, incidental sampling, snowball sampling

Unit 3: Methods of Data Collection

Primary data, secondary data, observation, interview, survey, diary, archival, focus groups

Unit 4: Research Methods

Experimental methods; Quasi experimental methods: control - experimental pre-test post-test, time-series, Solomon 4 groups design; non-experimental: case study, observation, correlation

Unit 5: Psychological Testing

Introduction to psychological testing; Characteristics of tests: Reliability, Validity, Norms

Readings:

- 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.

<u>**C-PSY – 06: DEVELOPMENT OF PSYCHOLOGICAL THOUGHT**</u>

Objectives:

- ☐ This course provides a basic introduction to the development of the discipline both from the Indian as well as western perspective.
- ☐ Review the development of psychological thought and introduce the issues and debates in contemporary psychology.

Unit 1: Understanding Psyche: Debates and Issues

Free will and determinism; Empiricism and rationality; Issues of Consciousness; Mind Body Relationship (East-West Comparison)

Unit 2: Early Schools of Psychology

Associationism;Structualism; Functionalism

Unit 3: Positivist Orientation

Behaviorism to cognition: contributions of – Watson,Tolman, Hull, and Skinner; Cognitive revolution

Unit 4: Psychoanalytic and Humanistic-Existential Orientation

Freudian Psychoanalysis; The turn towards 'social' – Adler, Jung; Ego psychology – Erik Erikson, Object relations – Melanie Klein; Cultural psychoanalysis – SudhirKakar

Unit 5: Contemporary Developments

Feminism; Social constructionism; Interpretivism; Phenomenology

Readings:

- Benjamin Jr. (2009). *A History of Psychology: Original Sources & Contemporary Research* 3rd Edn. Blackwell Publishing.
- Feist&Feist. *Theories of Personality*McGraw 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,GeryD'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.

C-PSY – 07: SOCIAL PSYCHOLOGY

Objectives:

- To orient students to the field of social psychology
- To familiarize students with the basic social psychological concepts
- To help the students understand the importance of group dynamics

Unit 1: **Introduction**

Definition, Nature, Origin and Development; Scope of Social Psychology; Research methods in social psychology

Unit 2: Understanding and Evaluating the Social World

Social cognition: process and role of schemas insocial cognition; Social Perception – non-verbal communication, attribution (Kelley's Theory), impression formation and management

Unit 3: Attitudes

Nature, structure and functions of attitudes; Attitudes formation and attitude change; Prejudice (causes and techniques for reducing prejudice); Discrimination (gender and racial)

Unit 4: Social influence

Conformity:types of conformity,factors influencing conformity; Compliance: types of compliance; Obedience: factors influencing obedience

Unit 5: **Group Dynamics**

Nature of groups: norms, status, and power; Group decision making; Group and task performance; Leadership styles: transformational and autocratic

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 Miffin.
- 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.

C-PSY – 08: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH – II

Objectives:

☐ To educate students with the techniques of inferential statistics and hypothesis testing.

Unit 1: Introduction to Inferential Statistics and Hypothesis Testing about Single Means

The meaning of Statistical Inference and Hypothesis Testing; The Null and the Alternative Hypotheses; Choice of HA: One-Tailed and Two-Tailed Tests; levels of significance testing; standard error; hypothesis testing of single means - calculation.

Unit 2: Hypothesis Testing About the Difference between Two Means

Properties of the sampling distribution of the difference between means; Student's t-distribution; Assumptions for t-test for two independent groups, Testing the Hypothesis of the difference between two independent means - calculation; Assumptions for t-test for two correlated groups, Testing the hypothesis of the difference between two dependent (Correlated) means - calculation

Unit 3: Hypothesis Testing for Differences among 3 or More Groups: One-Way Analysis of Variance (ANOVA)

Assumptions Associated with ANOVA; The Basis of One-Way Analysis of Variance; hypothesis testing for differences among three or more independent groups: one way ANOVA (calculation); Comparison of t and F.

Unit 4: Hypothesis Testing for Categorical Variables

The Chi-Square as a measure of discrepancy between expected and observed frequencies; 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.

Unit 5: Nonparametric Approaches and SPSS

Distribution-free nonparametric tests; Comparison with parametric tests; Types of non-parametric tests, Uses and applications of nonparametric tests; Getting Started with SPSS; Uses of SPSS in statistics and research.

Reading List:

- Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology (*4th Ed). India: Prentice Hall.
- N.K. Chadha (1991) *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: New Delhi
- Coakes, S. J.,Steed, L., &Ong,C. (2009). *SPSS: Analysis Without Anguish Using Version 16.0 for Windows.* Milton,QLD: Wiley Students Edition.
- Field, A. (2009). *Discovering Statistics using SPSS (*3rd Ed)*.* New Delhi:Sage.
- King, B.M. &Minium, E.W. (2007). *Statistical Reasoning in the Behavioral Sciences* (5th Ed).USA: John Willey.
- Siegal, S. (1956). *Nonparametric Statistics.* NY: McGraw Hill

C-PSY – 09: DEVELOPMENTAL PSYCHOLOGY

Objectives:

- ☐ To orient the students to the historical context in the field of developmental psychology
- ☐ To familiarize students to the foundations and various aspects of human development
- ☐ To provide students the basic theoretical orientation to human development
- ☐ To familiarize students to the various methods of studying human development

Unit 1: Introduction

Concepts of human development; History of Developmental Psychology; Aspects of Human Development: Physical, Cognitive, Social and Moral; Factors influencing human development.

Unit 2:Theories of Development

Piaget's theory of cognitive development; Bowlby's theory; Kohlberg's theory; Vygotsky's sociocultural theory

Unit 3: Foundations of Development

Ovulation and Fertilization; Cell Division; Prerequisites of Conception; Mechanisms of Heredity: DNA, Genes and Chromosomes.

Unit 4:Lifespan development

Infancy; Early childhood; Later Childhood; Adolesence; Adulthood; Old age (biological changes, cognitive development and developmental tasks)

Unit 5: Socio-Cultural Contexts for Human Development

Family; Peers; Media & Schooling; Human Development in the Indian context

Readings:

- Berk, Laura E. 1999. *Child Development*. Prentice Hall of India.
- Morgan, C.T., King, R.A., Weisz, J.R., &Schopler, J*: Introduction to Psychology*. McGraw Hill Book Co., 1986.
- Hurlock, Elizabeth B. 1981. *Developmental Psychology – a life-span approach*.5th edition. Tata McGraw Hill Publication.

C-PSY – 10: APPLIED SOCIAL PSYCHOLOGY

Objectives:

☐ To help student understand social problems and gain knowledge about intervention strategies.

Unit 1: Introduction:

Nature of applied Social Psychology; Social influences on behaviour; Methodological approaches – participatory action and learning research techniques

Unit 2: Applying Social Psychology-I:

Environment; Population; Diversity

Unit 3: Applying Social Psychology-II:

Work; Health; Legal System

Unit 4:Applying Social Psychology-III:

Education; sports; media

Unit 5: Intervention and Evaluation:

Impact analysis; Process of intervention; Need for evaluation for effective programme; Case studies in Indian context

Praticum:

• 2 practicum (experiments/test) based on topics in C-PSY-10.

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., Coults, L .M. (Eds.). (2012). A*pplied 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.

C-PSY – 11: UNDERSTANDING PSYCHOLOGICAL DISORDERS

Objectives:

☐ The paper aims at providing an overview about the concept of abnormality and the clinical picture and dynamics of various psychological disorders. This will sensitize the students to information on psychopathology and dispel myths regarding it.

Unit 1:Understanding Abnormality

Abnormality: definition and criteria; classification (latest edition of DSM & ICD), Clinical Assessment

Unit 2: Perspectives of Psychopathology

Biological Model; Psychodynamic; Behavioural; Cognitive; Humanistic and existential; Socio-cultural

Unit 3: Signs and Symptoms of Mental Disorders

Mental status pertainingto – attitude,mood and affect, and speech; Thinking: Form and Content; Perception; Sensorium, Insight and judgement

Unit 4: Clinical States – 1

Clinical characteristics: Anxiety Disorders, OCD, Dissociative disorders

Unit 5: Clinical States – 2

Clinical characteristics: Intellectual Disability, Autism Spectrum Disorder, ADHD, and Learning Disability

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.

C-PSY – 12: ORGANIZATIONAL BEHAVIOUR

Objectives:

☐ To develop an awareness of the concepts related to organizational behaviour.
☐ Help the students develop connectivity between concepts and practices of organizations.

Unit 1: Introduction

Historical antecedents of Organizational Behaviour: Contributions of Taylor, Weber, andFayol; Contemporary Trends and Challenges; Challenges in the Indian setting

Unit 2: Employee Attitudes

Job satisfaction; Organizational commitment;Organizational citizenship behaviour

Unit 3: Work Motivation

Early theories (Maslow, McClelland, Two factor), and Contemporary theories (Goal setting, Equity, Expectancy); Indian perspective

Unit 4: Dynamics of Organizational Behaviour

Organizational culture; Power and politics: influence, empowerment and Sexual harassment;Organizational politics

Unit 5: Communications in Organization

Process and direction of communication; Interpersonal communication; Organizational communication; Barriers to effective communication

Practicum:

* 2 practicum (experiments/tests) based on topics in C-PSY-12

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 behaviou*r. 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.
* 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.

C-PSY – 13: UNDERSTANDING AND DEALING WITH PSYCHOLOGICAL DISORDERS

Objectives:

- ☐ To help students develop an understanding of the clinical picture and dynamics of psychological disorders.
- ☐ To introduce the therapeutic interventions for the various psychological disorders.

Unit 1: Schizophrenia Spectrum Disorders

Clinical Picture and causal factors

Unit 2: Mood Disorders

Clinical Picture and causal factors

Unit 3: Personality Disorders

Clinical Picture and causal factors

Unit 4: Sexual Disorders:

Clinical Picture and causal factors

Unit 5: Treatment of disorders

Biological treatment: Pharmacotherapy and Electroconvulsive therapy; Psychological treatment: Psychoanalytic therapy, Behaviour therapy and Cognitive-Behaviour therapy.

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

C-PSY – 14: COUNSELLING PSYCHOLOGY

Objectives:

- ☐ To develop an understanding of basic concepts, processes, techniques of Counselling.
- ☐ To acquaint the learner with the challenges of Counselling.

Unit 1: Introduction

Meaning, purpose and goals of counselling; Nature and history of counselling; Professional issues; Ethics; Education and training of the counsellor

Unit 2: Counselling Process

Core conditions of counselling; counselling skills; Stages of counselling; Assessment for counselling

Unit 3: Approachesof Counselling

Psychoanalytic techniques; Humanistic approaches; Behavioural techniques; Cognitive techniques

Unit 4: Counselling Applications

Child Counselling; Family Counselling; Career Counselling; Crisis intervention: suicide, grief, sexual abuse, and trauma

Unit 5: Contemporary Trends

Indian approaches: yoga and meditation; Technology and counselling; Expressive techniques: art, music, and dance

Practicum:

- 2 practicum based on topics in C-PSY-14.

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.
- Altmaier and J.C. Hansen.*The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.
- 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.
- Nelson-Jones, Richard. (2008). *Basic Counseling Skills: A helper's manual*, 2nd Edition, Sage, South Asia Edition
- 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.
- Sharf, R. S. (2012). *Theories of Psychotherapy & Counselling: Concepts and Cases* (5th Ed). Brooks/ Cole Cengage Learning

C- PSY- 15: POSITIVE PSYCHOLOGY

Objective:

- To introduce the basic concepts of the growing approach of positive psychology and understand its applications in various domains.

Unit 1: Introduction

Introduction to Positive Psychology; Perspectives on Positive Psychology: Western and Eastern, Character Strengths and virtues.

Unit 2: Positive Emotional States and Processes

Happiness and Well-being, Positive Affect and Positive Emotions; Resilience

Unit 3: Positive Cognitive States and Processes:

Self-efficacy; Optimism;Hope; Wisdom; Flow; Mindfulness

Unit 4: Prosocial Behaviour

Empathy and Egoitism;Portals to altruism; Gratitude; Forgiveness

Unit 4: Applications

Work, Education, Ageing, Health

Practicum:

- 2 practicumdesigned from the syllabus so as to enhance the understanding of the concepts and applications of positive psychology.

Readings:

- Baumgardner, S.R. Crothers M.K. (2010). *Positive psychology*. Upper Saddle River, N.J.: Prentice Hall.
- Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*.UK: Routledge.
- Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press.
- Seligman, M.E.P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. New York: Free Press/Simon and Schuster.
- Snyder, C.R., & Lopez,S.J.(2007). *Positive psychology:The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.
- Snyder, C. R., & Lopez, S. (Eds.). (2002). *Handbook of positive psychology*. New York: Oxford University Press.

C- PSY- 16: HISTORY AND FOUNDATIONS OF PSYCHOLOGY

Objective:

- To acquaint the student with a wider (global) history of psychology in general and India in particular.
- To give a brief overview of the scope of Psychology
- To help students understand the basic psychological processes underlying human behaviour.

Unit 1: Important paradigms in Psychology

Three essential aspects of all knowledge paradigms: Ontology; Epistemology; Methodology. Paradigms of western psychology: Positivism, Post-Positivism, Critical perspective, social contructionism, Existential phenomenology and co-operative inquiry.

Unit 2: History of Psychology – 1:
Psychological thought in the West: Greek heritage, medieval period and modern period. Structuralism, Functionalism, Psychoanalytical, Gestalt, Behaviorism, Humanistic-existential, cognitive revolution, multiculturalism.

Unit 3: History of Psychology – 2:

Academic Psychology in India: Pre-independence era and post-independence era; 1970s: The move to addressing social issues; 1980s: Indigenization; 1990s: Paradigmatic concerns, discipline identity crisis; 2000s: Emergence of Indian psychology in academia.

Unit 4: Indian thoughts on Psychology:

Upanishads; Samkhya; Yoga; Bhagavad Gita; Tantra; Science and spirituality (avidya and vidya). The primacy of self knowledge in Indian Psychology.

Unit 5: Synthesis of Eastern and Western perspective of Psychology

Transpersonal Psychology; Contemporary Bhudhism; Sikhism; Sufism

Suggested reading:

- Baron, R. A. (1995). Psychology: the essential science. New York: Allyn & Bacon.
- Buck, R. 1988. *Human motivation and emotion*. New York: John Wiley & Sons.
- Ciccarelli, S.K. and G.E. Meyer. 2008. Psychology. New Delhi: Longman.
- Misra, G., & Paranjpe, A. C. (2012). Psychology in modern India. In Robert B. Rieber (Ed.), *Encyclopedia of the history of psychological theories* (Part 1, pp. 881-892). New Delhi, India: Springer Science
- Misra, G., & Kumar, M. (2011). Psychology in India: Retrospect and prospect. In G.Misra (Ed.), *Psychology in India Vol.4: Theoretical and methodological developments* (pp. 339-376). New Delhi : Pearson.
- Misra, G. (Ed.) (2011). *Handbook of psychology in India*. New Delhi: Oxford University Press.

- Smith, E.E., et-al. 2003. *Atkinson and Hilgard's Introduction to Psychology*. Bangalore: Thomson Wadworth.
- Sternberg, R. J. (Ed.) 2000. Handbook of intelligence. New York: Cambridge University Press.

C- PSY- 17: PSYCHOLOGY OF PERSONALITY

Objective:

- To help the students understand human personality from different theoretical perspectives.

Unit 1: Introduction to Personality Psychology

Definition: Issues in defining personality; Scope of Personality Psychology; Research methods in Personality psychology; Determinants of Personality.

Unit 2: Freudian Psychoanalysis and Neo-Freudians

Sigmund Freud; Carl Jung; Alfred Adler; Karen Horney; Erik Erikson.

Unit 3: Learning and Cognitive approaches to Personality

B. F. Skinner; Albert Bandura; Kelly, Julian Rotter; Dollard and Miller

Unit 4: Trait and Type Perspective in Personality

William Sheldon; Gordon Allport; Raymond Cattell's 16 PF; Hans J. Eysenck's PEN model; Costa and Mc Crae's Five Factor Model.

Unit 5: Humanistic and Existential Approaches to Personality

Abraham Maslow; Carl Rogers; Rollo May; Victor Frankl.

Suggested Readings:

- Allport, G.W. 1961. *Pattern and Growth in Personality.* New York: Holt, Rinehart and Winston.
- Bernardo J. Carducci. The Psychology of personality: View points, Research and applications. Wiley-Blackwell.
- Epstein, M. 1999. *Going to Pieces without Falling Apart: A Buddhist Perspective on Wholeness*. London: Thorsons.
- Harre, R. 1998. The singular self. Thousand oaks : Sage.
- Hall, C. S., Lindsey, G., & Campbell, J. B. 1998. *Theories of Personality*. New York: John Wiley & Sons.
- Kegan, R. 1982. The evolving self. NY: Harvard University Press.
- London, H., & Exner, J. E. 1978. *Dimensions of Personality*. New York: John Wiley & Sons.
- Tart, C.T. (ed.). 1975. *Transpersonal Psychology*. New York: Harper & Row.

C- PSY- 18: PSYCHOLOGICAL ASSESSMENT

Objectives:

- To make the students familiar with the field of psychological testing in general.
- To acquaint the students with the nature and uses of psychological test with the specific examples of intelligence, ability and personality tests

Unit 1: Perspectives on Psychometrics

Scientific measurement in psychometrics and measurement in the natural sciences; Measurement models: classical test theory, latent variable model and representational model; theory of true scores; the statistical true score, the platonic true score; The True psychometric: trait or function.

Unit 2: Psychological Testing and Assessment

Psychological tests: types of tests and uses of testing; Psychological assessment: Nature and purpose.

Unit 3: Standardization of test

Reliability: concept and forms of error; Spearman Brown correction; cautions in the use of reliability coefficient; Validity: concept and types of validity; confusion between validation and validity; Interpretation of norms.

Unit 4: Test construction

Objective and open-ended tests; Norm-referenced and criterion referenced testing; Item analysis; Item response theory (IRT); Factor analysis

Unit 5: Bias in testing and assessment

Forms of bias: item bias, differential item functioning, item offensiveness; Intrinsic test bias and extrinsic test bias; Guidelines in case of test bias.

Suggested Readings:

- Aiken, L. R., & Groth-Marnet, G. (2009). *Psychological testing and assessment* (12th Ed.). New Delhi: Pearson Education.
- Anastasi, A., & Urbina, S. (2003). *Psychological testing* (7th Ed.). New Delhi, India: Prentice – Hall of India Pvt. Ltd.
- Barve, B. N., & Narake, H. J. (2008). *Manomapan*. Nagpur, India: Vidya Prakashana.
- Desai, B., & Abhyankar, S. (2007). *Manasashatriya mapan*. Pune, India: Narendra Prakashana.
- Gregory, R. J. (2014). *Psychological testing: History, principals and applications*. (6th Ed.). Boston: Pearson Education.
- Husain, A. (2012). *Psychological testing.* New Delhi, India: Pearson Education.
- Kaplan, R. M., & Saccuzzo, D. P. (2012). *Psychological testing: Principles, applications and issues* (8th Ed.). New Delhi, India: Cengage.

C- PSY- 19: RESEARCH METHODOLOGY

Paper Code: C-19

Credit: 4; Marks: 100

Course Objectives: This course intends to provide a comprehensive understanding of the diverse research methods and their relevance for the study of contemporary research problems in the discipline of Social Sciences and Management.
Course Outcome: Upon successful completion of the course, the students will acquire relevant knowledge of major scientific research methods, skills and their applications in conducting scientific enquiry and to solve research problems.

Unit 1: INTRODUCTION TO RESEARCH

Meaning, types and process of research; Review of Literature; Research Problems and Objectives– meaning and formulation; Hypotheses- meaning and formulation.

Unit II: RESEARCH DESIGN & DATA COLLECTION
Concept, importance & types of Research Design
Types of data; data collection methods and tools

UNIT III: SAMPLING & MEASUREMENT SCALE
Concept and importance of Sampling; Types of Sampling and Sampling Errors.
Measurement Scale- meaning, classification & evaluation of scales

UNIT IV: DATA PROCESSING & HYPOTHESES TESTING

Editing & Coding, Classification, tabulation and graphical presentation.
Hypotheses Testing- Concepts and Tests

UNIT V: RESEARCH ETHICS & REPORT WRITING
 Meaning and importance of Ethics in research; Publication Ethics- meaning & importance; Data manipulation & research fraud.
Research proposal & Report Writing

Suggested Readings:
1. Kothari C.R. and Garg, Research Methodology; Methods and Techniques, Third Edition, New Age, International Publishers.
2. Krishnaswami, O R and Ranganathan, Methodology of Research in Social Sciences, Himalaya.

3. Ghosh,B N, Scientific Methods and Social Research, Sterling, New Delhi.
4. Gupta, Santhosh, Research Methods and Statistical Techniques, Deep &Deep, New Delhi
5. P.Chaddah (2018). Ethics in Competitive Research: Do not get scooped; do not get plagiarized, ISBN: 978-9387480865.
6. Resnil, D.B (2011). What is ethics in research & why is it important, National Institute of Environmental Health Sciences, 1-10. Retrieved from
    http://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm.
7. Indian National Science Academy (INSA), Ethics in Science Education, Research and Governance (2019), ISBN:978-81-939482-1-7,
    http://www.insaindia.res.in/pdf/Ethics_Book.pdf.

C- PSY- 20: Child and Adolescence Psychology

Objective:

- To give an overview about the normal developmental process in childhood and to acquaint students with the developmental challenges in childhood, child psychopathology and the therapeutic approaches in dealing with childhood psychopathology.

Unit 1: Childhood psychopathology

Historical overview; Models: Medical, behavioral, psychodynamic, cognitive and developmental; Approaches to classification.

Unit 2: Specific disorders in children

Attention deficit hyperactivity disorder; learning disability and mental retardation: Symptoms and causes.

Unit 3: Child hood Neurotic, Psychotic and Mood Disorder

Neurotic disorders: Childhood obsessive compulsive and phobic reactions; Psychotic disorders:

Childhood schizophrenia; Mood disorders: Depression and mania.

Unit 4: Therapeutic approaches

Behavior therapy; Cognitive therapy; Cognitive-Behavior therapy; Play therapy; Parent management training.

Unit 5: Adolescence Psychology

Physical, cognitive and socio-emotional development; Developmental tasks; Developmental issues in adolescence; Adolescence in Indian cultural context.

Suggested Readings:

- Clarizio, H.F., & McCoy, G.F. 1983. *Behavior Disorder in Children*. New York: Harper & Row.
- Kakar, S. 1981. *The inner world: A psycho-analytic study of childhood and society in India.* Delhi: Oxford University Press.
- Mash, E.J., & Barkly, R.A. (eds.) 1996. *Child Psychology*. New York: Guilford Press.
- Quay, H.L., & Werry, J.S. (eds.) 1986. *Psychological Disorders of Childhood*. New York: John Wiley.
- Weiner, I.B. 1982. *Child and Adolescent Psychopathology*. New York: John Wiley.
- Wenar, C. 1982. *Psychopathology from Infancy through Adolescence: A Developmental Approach*. New York: Random House.

C- PSY- 21: QUALITATIVE RESEARCH METHODOLOGY

Objective:

- To teach students about the basics of Qualitative Research in Psychology
- To help them understand the various methods in Qualitative Inquiry, data collection and analyzing of data.

Unit 1: Foundations of Qualitative Research

Introduction, Basic assumptions, principles, issues of qualitative research; Historical development of Qualitative research; Paradigms: Positivist, post-positivist, social constructionist, critical theory and participatory inquiry paradigms; Issues of credibility and trustworthiness.

Unit 2: Methods in Qualitative Inquiry

Ethnography; Grounded theory; Narrative inquiry; Phenomenological inquiry; Action research.

Unit 3: Basic procedures in qualitative inquiry

Formulating research questions; Developing semi-structured interview schedule; Designing Samples;Basic designs in qualitative research.

Unit 4 Methods of collecting Qualitative data

Participant observation; Interviewing; Focus groups; Life and Oral history; Documents; Diaries; Photographs; Films and Videos; Conversation; Text and Case studies

Unit 5: Analyzing Qualitative Data

Researcher's reflexivity about his/her experiential and theoretical standpoint; Different traditions of Qualitative Data: Thematic Analysis, Narrative analysis, Discourse Analysis and Content Analysis.

Suggested Readings:

- Charmaz, K. (2004). Premises, principles, and practices in qualitative research: Revisiting the foundations. *Qualitative Health Research, 14,* 976-993.
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis.* Thousand Oaks, CA: Sage.
- Creswell, J. W., Hanson, W. E., Plano, V. L. C., & Morales, A. (2007). Qualitative research design: Selection and implementation. *The Counseling Psychologist, 35,* 236-264.
- Denzin, N. K., & Lincoln, Y. (2005). *Handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.
- Ellingson, L. L. (1998). ―Then you know how I feel‖: Empathy, identification, and reflexivity in fieldwork. *Qualitative Inquiry, 4,* 492-514.
- Frank, A. W. (2000). The standpoint of storyteller. *Qualitative Health Research, 10,* 354-365.
- Ponterotto, J. G. (2005). Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science. *Journal of Counseling Psychology, 52,* 126-136.
- Sampson, E. E. (1993). Identity politics: Challenges to psychology's understanding. *American Psychologist, 48,* 1219-1230.

- Silverstone,D. Qualitative Research.
- Smith, J. A., Harre, R., & Langenhove, L. V. (Eds.) (1995). *Rethinking methods in psychology*. London: Sage.
- Willig, C., & Stainton-Rogers, W. (Eds.) (2008). *Handbook of qualitative research in psychology*. London: Sage.
- Uwe Flick. An Introduction to Qualitative Research. Sage Publication.

C- PSY- 22: CLINICAL PSYCHOLOGY

Objectives:

- To familiarize with the history and development of clinical psychology as a field in India and its evolving professional identity.
- To orient students to major theoretical models which guide clinical psychological practice and research.
- To orient about clinical assessment process and its applications in various domains.

Unit 1: Foundations

Historical background: Early & recent history; Nature of discipline: Theory and research; Developing a professional identity: Education & training, professional activities and employment settings, sub-specializations, ethics.

Unit 2: Psychodynamic approach

Brief orientation to four psychoanalytic psychologies – Drive, ego, object relations & self psychology; Understanding psychological defenses, regression, and the true and false self-systems.

Unit 3: Other major approaches

Behavioural and cognitive-behavioural; Humanistic; Existential; Family systems; Biological; Attempt at integration: Bio-psycho-social.

Unit 4: Clinical assessment-1

Goals, purpose and types of assessment; Clinical interviews: initial intake/ admission, mental status examination, crisis, diagnostic, structured, computer assisted, exit/termination; Potential threats to effective interviewing; Behavioural observations: naturalistic, self-monitoring, controlled.

Unit 5: Clinical assessment-2

Cognitive testing: intelligence testing, neuropsychological testing, controversies with cognitive testing; Personality and psychological testing: objective testing, projective testing, controversies with personality and psychological testing; Clinical inference and judgments; Communicating assessment result.

Suggested Readings:

- Anastasi, A & Urbina, S. 1997. Psychological testing (7th ed) . Delhi, India: Pearson Education Hecker, J. E., & Thorpe, G. L. (2005). *Introduction to clinical psychology: Science, practice, and ethics.* Delhi, India: Pearson Education.

- Hersen, M., Kazdin, A. E., & Bellack, A. S. (Eds.) (1991). *The clinical psychology handbook* (2nd ed.). New York: Pergamon Press.

- Holt, R. R. (Ed.) (1984). *Diagnostic psychological testing* (Revised edition). New York: International Universities Press.

- Kaplan, R. M., & Saccuzzo, D. P. (2001). *Psychological testing: Principles, applications, and issues* (5th ed.). New Delhi, India: Asian Books Pvt. Ltd.
- Koocher, G. P., Norcross, J. C., & Hill , S. S. (Eds.) (1998). *Psychologists' desk reference.* Oxford: Oxford University Press.
- Marks, D. F., & Yardley, L. (Eds.) (2004). *Research methods for clinical and health psychology.* New Delhi, India: Sage.
- Osborne, R. E., Lafuze, J., & Perkins, D. C. (2000). *Case analysis for abnormal psychology: Learning to look beyond the symptoms*. Philadelphia, USA: Psychology Press.
- Pomerantz, A. M. (2008). *Clinical psychology: Science, practice, and culture*. New Delhi, India: Sage Publications.
- Trull, T. J., & Phares, E. J. (2001). *Clinical psychology: Concepts, methods, and profession* (6th ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Bellack, H. Dictionary of Behavior Therapy. Pergamon Press: NY.
- Bellack, A.S & Hersen, M.1998. Comprehensive Clinical Psychology, Vol 6,. Elsiever Science Ltd: Great Britian.
- Hersen, M., Kazdin, A. E., & Bellack, A. S. 1991. *The Clinical Psychology Handbook Pergamon*. New York.
- Kaplan, H. I. and Benjamin J. Sadock. 1989. *Comprehensive Textbook of Psychiatry*. Baltimore: Williams & Wilkins.
- Marsh, E.J. and Wolfe, D.A.2010. Abnormal Child Psychology. Belmont, CA, Wadsworth.

C- PSY- 23: COMMUNITY PSYCHOLOGY

Objective:

☐ To acquaint students about the history & present status of community mental health services and to help them understand the importance of community participation.

Unit 1: Introduction to Community Psychology

What is community psychology; Ecological levels in community psychology; Levels of intervention

Unit 2: Core Values in Community Psychology

Seven core values in community psychology: individual and family wellness, sense of community, respect for human diversity, social justice, empowerment and citizen participation, collaboration and community strengths, empirical grounding.

Unit 3: Sense of Community

Four elements of sense of community; Questions and issues for defining sense of community; Concepts related to sense of community.

Unit 4: Qualitative Methods of Community Research

Common features of qualitative research; Participant observation; Qualitative interviewing; Focus groups; Case studies

Unit 5: Quantitative Methods

Common features of quantitative methods; Quantitative descriptions; Experimental social innovation and dissemination; Randomized field experiments; Non-equivalent comparison group designs; Interrupted time-series designs

Suggested reading:

- Bloom, B. 1973. *Community Mental Health—A critical analysis*. New Jeresey: General Learning Press
- Dalton, J.H., Elias, M.J., &Wandersman, A. 2001. *Community Psychology: Linking Individuals and Communities*. Stamford, CT: Wadsworth.
- Duncan, N. 2007. *Community Psychology: Analysis, Context and Action*. Juta and Company Limited.
- Kloss, Hill, Thomas, Wandersman, Elias and Dalton. *Community Psychology*. WadaworthCengage Learning.
- Koch, C.H.(1986)*Community Clinical Psychology*. London: Croon Helm.
- Mann, P.A. (1978). *Community Psychology: Concepts and Application*. New York: The Free Press.
- Rappaport, J. (1977.)*Community Psychology: Values, Research and Action*. New York: Holt, Reindhart and Wingston.

C-PSY-24: REASERCH ETHICS, PUBLICATION AND REPORT WRITING

Objective:

This course will provide basic introduction to research ethics and provide an overview of the APA Code of Ethics. Students will be oriented to the various concepts of scientific conduct and publication ethics. Students will also get an overview of how to write research reports scientifically.

Unit 1: Introduction to research ethics

Definition; Ethical issues involving research participants; APA Code of Ethics ;ethics and the sponsors of research.

Unit 2: Scientific conduct

Intellectual honesty and research integrity; Scientific misconducts; redundant publications; selective reporting and misrepresentation of data.

Unit 3: Scientific writing

General document format; Research report and review paper; APA guidelines; Crediting sources and in-text citations; references;headings; word usage and unbiased language etc.

Unit 4: Publication ethics

Definition, introduction and importance; Conflicts of interest; publication misconducts; authorship and contributor ship.

Unit 5: Plagiarism

Definition; challenges to avoid plagiarism; Anti plagiarism soft-wares; plagiarism policies; penalties and consequences.

Readings:

- American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th edition). APA: Washington, D.C

- Goodwin,C.J. Research in Psychology- Methods and Designs. Wiley

- Neuman,W. Basics of Social Research: Quantitative and Qualitative approaches. Pearson
- Henn,M., Weinstein, M., &Foard,N. (2006). A short iontroduction to Social Research. Sage.

C-PSY-25: DISSERTATION/RESEARCH PROJECT

- A dissertation/project work may be started from seventh semester itself
- A student needs to undertake the dissertation under the supervision of a teacher of the same department of the college.
- The Dissertation can be Experimental, Theoretical or both
- A teacher can supervise more than one student/one group of students depending on the no of students/no of teachers present in the department.
- After completion of the dissertation, the report may be submitted to the department for evaluation. The Evaluation may be done internally by a committee constituted by the department under the chairmanship of Head of the Department. If any college wants, they can invite one external examiner from the neighboring colleges/Institute
- The Full marks for the Project is 100 (12 credit) and pass marks is 40. The Project evaluation may be made out of 100 marks in the end semester examination. No midterm evaluation is required

The evaluation will be made based on following points

Activity	Marks allotted	Marks to be given by
Continuous Evaluation/students regularity	20	Supervisor
Timely completion of work	10	Supervisor
Presentation of the report	20	Supervisor
Content of the report	30	Supervisor
Viva-Voce	20	Supervisor

The report shall be prepared as per format given

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