

## PO, PSO, & CO for PSYChOLOGY-U.G. Program - BA

### **I. Program Outcome of Bachelor of Arts (B.A.)**

Student seeking admission for B.A. programme is expected to instill with following quality which help them in their future life to achieve the expected goals.

- Realization of human values
- Insight in to self
- Sense of social service
- Responsible and dutiful citizen
- Critical temper
- Creative ability

B.A. PSYCHOLOGY

### **Programme Specific Outcomes of Psychology**

- Enabling to measure attitude, aptitude, interest, adjustment, skills etc. within the people.
- Introduction to counseling process and technique
- Develop a positive awareness of the self and their abilities
- Orientation to the application of the theories and systems of psychology
- Gain knowledge in skills of psychological assessments
- Enhancement of stress management skills
- Students should be able to demonstrate an understanding of behavior, thoughts, and feelings of the individual and the individual in group settings
- Show insight into one's own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.
- Weigh evidence, tolerate ambiguity, act ethically, and reflect other values underpinning psychology.
- Recognize, understand, and respect the complexity of sociocultural and international diversity.
- Demonstrate information competence and the ability to use computers and other technology for many purposes.

### **Course Outcomes of Psychology**

**BA I- Semester I**

**Paper I: D.C.I- General Psychology-Physiological Basis of Behavior-Subject Code-145110**

- Making familiar with the field of general Psychology.
- Acquaintance with motivation and emotions.
- Acquaintance with Personality.

**Paper II: D.C.II – Developmental Psychology-Infancy to Middle childhood - 145210**

- Understanding the beginning process of life.
- Knowledge about the Prenatal, Infancy and childhood developmental Processes

**BA I - Semester II**

**Paper III: D.C.III- General Psychology-Basic cognitive processes – 245310**

- Understanding the process of animal and human learning
- Comprehending human memory
- Grasping thinking, language and Intelligence

**Paper IV: D.C.IV – Developmental Psychology-Adolescence and Late Adulthood - 245410**

- Understand the development processes of Adolescence,early Adulthood , Middle Adulthood and Late Adulthood

**BA II - Semester III**

**Paper V: D.C.V- Fundamentals of Social Psychology - 345510**

- Understanding the social process.
- Understanding the social perception.
- Acquaintance with the knowledge of Interpersonal Attraction
- Understanding the Processes of Aggression.

**Paper VI: D.C.VI- Personality Theories – Subject Code -345610**

- Comprehending the different schools of thought of Psychology
- Appreciating Psychodynamic, Behavioural, Social Learning and Humanistic Approach to understanding the human person

**Paper VII: APC-I Organizational Behavior – Subject Code – 365110**

- Gaining understanding in the field of work
- Knowing about motivation, leadership, groups & teams

**BA II - Semester IV**

**Paper VIII: D.C.VII- Interpersonal and Group processes – Subject Code-445710**

- Introducing individual behavior in the social setting
- Knowing individual perception, cognition & attitudes in social settings
- Fathoming prejudice & discrimination

**Paper IX: D.C.VIII- Psychological testing and assessment- Subject Code-445810**

- Introduction to the field of psychological testing in general.
- To understand the nature of psychological assessment
- To become familiar with test administration
- Acquaintance with the nature and uses of psychological test
- Understanding the nature and other description of intelligence test, ability tests and personality tests.

**Paper X: APC-II- Health Psychology- Subject Code- 465210**

- Providing an overview to the field of Health Psychology
- Grasping health behavior, stress & Coping

**BA III- Semester V**

**Paper XI: D.C.IX- Experimental Psychology Theory- Subject Code –545910**

- Explain basic concepts of experimental psychology
- Describe experimental designs
- Generate ideas for research,
- Develop hypotheses and operational definitions for variables.

**Paper XII: D.C.X- Experimental Psychology Practical-Subject Code -546010**

- Introducing Psychological experiments.
- Imparting the knowledge and skills for conducting experiments and writing reports.
- Explain laboratory process and interaction
- Illustrate various Psychophysical Methods
- Demonstrate various types of learning
- Carry out different psychological tests

**Paper XIII: D.C.XI- Fundamentals of Abnormal Psychology- Subject Code-546110**

- Getting acquainted with field of psychopathology.
- Introduction to various models of abnormality.
- Knowing about the nature, types and perspectives of Anxiety and disorders of childhood and adolescence.

**Paper XIV: D.C.XII- Applied Statistics & Research Methodology- Subject Code- 546210**

- Describe research process in Psychology
- Explain concepts of central tendency percentile and variability
- Compute and use measures of central tendency percentile and variability
- Understanding various data analysis techniques (Mean, Mode, Median, Range, Standard Deviation, Karl person coefficient of correlation).
- Ability to interpretation of data and report writing

**Paper XV: APC-III- Educational Psychology- Subject Code- 565310**

- Introduction to the field of educational Psychology.
- To clarify the conceptual framework of Educational Psychology
- To understand the effect of human diversity in teaching and learning
- To understand various theoretical approaches to learning
- To clarify the process of creating effective learning environment
- Acquaint the students with basic concept and approaches of learning, theories of learning. It also develops a basic understating of the concept of transfer of learning, its forms and role of teacher in the transfer of learning.
- Acquaintance with the basic understanding of the concepts of intelligence, intelligence quotient, theories of intelligence and emotional intelligence.

**BA III- Semester VI**

**Paper XVI: D.C.XIII- Cognitive Psychology Theory- Subject Code-646310**

- Introduction to the field of cognition in general.
- Describe different cognitive processes
- Describe the theoretical foundations underlying various cognitive functions
- Apply the knowledge of the cognitive processes in everyday life.
- Understanding the process of attention, perception, reaction time and learning.
- Acquaintance with memory, Memory Models & Techniques to improve memory

**Paper XVII: D.C.XIV- Experimental Psychology Practical-II – Subject Code-646410**

- Explain Cognitive Processes
- Examine the methodological practices involved in manipulating, controlling and measuring variables
- Report experiments

**Paper XVIII: D.C.XV- Abnormal Psychology-Psychotic Cognitive and Social Disorders in Adults and Children- Subject Code- 646510**

- Describe severe mental disorders, their symptoms and treatment.
- Explain the various clusters of Personality disorders.
- Classify the different Cognitive disorders and Affective disorders.

- List the somatoform and dissociative disorders and their symptoms.
- Explain the various sexual dysfunction disorders, gender identity disorders and the paraphilias.

**Paper XIX: D.C.XVI- Counselling Psychology- Subject Code- 646610**

- Gain In-depth understanding in the subject of Counselling Psychology
- Describe the process, scope, ethical issues and major theories in Counselling Psychology
- Explain the applications in the field Counselling Psychology

**Paper XX: APC-IV- Sports Psychology- Subject Code-665410**

- Effectively develop and apply health, physical activity, and psychological principles as they relate to human performance
- Explain the major perspectives of psychology (e.g. biological, cognitive, behavioral, sociocultural, etc.)
- Outline the various group dynamics and its effects on the athletes' behavior
- Explain various practice and performance variables
- Explain the developmental and maturational factors regarding sports personality

**SNDT WOMEN'S UNIVERSITY- BA PSYCHOLOGY**

<b>Course titles</b>	<b>Semester -I</b>	<b>Semester-II</b>
<b>B.A.I</b>	<b><u>DC1/AC1</u></b> General Psychology-Physiological Basis 145110	<b><u>DC 3/ AC2</u></b> General Psychology-Basic Cognitive Processes

		245310
	<b>DC 2</b> Developmental Psychology-Infancy to Middle Childhood 145210	<b>DC4</b> Developmental Psychology-Adolescence to late Adulthood 245410
<b>B.A.II</b>	<b>Semester-III</b>	<b>Semester-IV</b>
	<b>DC5</b> Fundamentals of Social Psychology 340510	<b>DC7</b> Social Psychology – Interpersonal and Group Processes 445710
	<b>DC6</b> Personality Theories 470410	<b>DC8</b> Psychological Testing and Assessment 445810
	<b>APC-I/ AC3</b> -Organizational Behavior 360110	<b>APC-II/AC4</b> - Health Psychology 465210
<b>B.A.III</b>	<b>DC 9</b> Experimental Psychology (Theory) 545910	<b>DC 13</b> Cognitive Psychology (theory) 646310
	<b>DC 10</b> Experimental Psychology (Practical) 546010	<b>DC 14</b> Cognitive Psychology (Practical) 646410
	<b>DC 11</b> Fundamentals of Abnormal Psychology 546110	<b>DC 15</b> Abnormal Psychology-Psychotic Cognitive and Social Disorders in Adults and Children 646510
	<b>DC 12</b> Research Methodology & Statistics 546210	<b>DC 16</b> Counselling Psychology 646610
	<b>APC-III/ AC5</b> - Educational Psychology 565310	<b>APC-IV/AC6</b> -Sports Psychology 665410

**SNDT Women's University**

**BA III Psychology Semester V 2016-17**

DC IX Title-Experimental Psychology Theory -545910

No. of Credits-4; Marks 100 (25 internal, 75 external)

## **Course Objectives:**

The learner will be able to

- explain basic concepts of experimental psychology
- describe experimental designs
- generate ideas for research,
- Develop hypotheses and operational definitions for variables.

## **Module I: Introduction to Experimental Psychology**

Objectives: After studying the module learner will be able to:

- explain the Experimental method
- define key concepts in experimental psychology
- describe the importance of control in experiments
- describe different types of variables

1.1 Experimental Method

1.2 Concepts of Variable- theoretical and operational definition, types of variables

1.3 Control in experimentation

1.4 Limitations of experimental method

## **Module II: Experimental Designs**

Objectives: After studying the module learner will be able to:

- differentiate between experimental and correlational designs
- explain dimensions of experimental designs
- generate ideas for research, as well as develop hypotheses and operational definitions for variables.
- design an experiment with single IV and two IVs

2.1 Experimental and correlational designs

2.2 Dimensions of experimental designs

2.3 Designs with single IV and single DV

2.4 Designs with two Independent variables

## **Module III: Psychophysics**

Objectives: After studying the module learner will be able to:

- describe the basic concepts of psychophysics
- relate physical stimuli and psychological experience
- calculate AL, DL and PSE
- describe traditional and modern methods of psychophysics

3.1 Basic concepts in Psychophysics: Sensitivity, Threshold, Point of Subjective Equality, Constant and Variable Errors

3.2 Method of Limits: Computation of RL and DL

3.3 Method of Constant Stimuli: Computation of RL and DL



3.4 Method of Average Error: Computation of PSE & CE

3.5 Modern Psychophysics: Signal Detection Theory

#### **Module IV: Learning and Conditioning**

Objectives: After studying the module learner will be able to:

- explain the effect of serial position curve
- differentiate between classical conditioning and operant conditioning
- distinguish between the concepts of generalization and discrimination
- explain transfer of training

4.1 Attributes of verbal learning, Factors affecting learning

4.2 Serial position curve

4.3 Methods of presenting verbal material-serial and complete

4.4 Classical and instrumental conditioning

a. Shaping, generalization, and discrimination

b. Contingency versus contiguity

4.5 Transfer of training

#### **Internal assessment:**

- Topic based assignments relating theory to real life
- Class test
- Group assignment to design an experiment

#### **Books for Reading:**

1. Kothurkar, and Vanarase (1986): "Experimental Psychology: A Systematic Introduction", Wiley Eastern Ltd.
2. Postman, L. & Egan, J.P. (1949), reprint 2009/2012. Experimental psychology: An introduction. ND: Kalyani Publication.
3. Snodgrass, J. G., Berger, G. L., & Haydon, M. (1985). HUMAN EXPERIMENTAL PSYCHOLOGY. Oxford University Press.

#### **Reference Books**

1. Christensen, L. (2012). Experimental Methodology. Pearson.
2. D'Amato, M.R. (2009). Experimental psychology: Methodology, psychophysics and learning. N.D.: Tata McGraw-Hill.
3. Desai, B. and Abhyankar, S.C. (2001). PrayogikManasashastraaniSamshodhan Paddhati. Pune: Narendra Prakashan.
4. Mishra, B.K. (2008). Psychology: The study of human behavior. N.D.: PHI Learning.
5. Myers, A. and Hansen, C. (2002). Experimental Psychology. U.S.: Thomson Wadsworth.
6. Rajamanickam, M. (2005). Experimental Psychology: with Advanced Experiments, Volume 1 & 2. New Delhi: Concept Publishing Company
7. Solso, R.L., MacLin, M.K. (2008). Experimental psychology: A case approach. N.D.:

Dorling Kindersley Pvt. Ltd.

8. Woodworth, R.S. & Schlosberg, H. (reprint 2008, 6th ed.), Experimental Psychology. ND: Oxford & IBH Publishing Co. Pvt. Ltd.

9. Zachmeister, J.E., Zachmeister, E.B., and Shaughnessy, J.J. (2009). Essentials of research methods in psychology. N.D.: Tata McGraw-Hill.

DC X Title-Experimental Psychology-Practical - 546010

No. of Credits-4: Marks 100 (25 internal. 75 external)

Course Objectives:

The learner will be able to

- discuss the concept and procedure of psychology experiments
- explain laboratory process and interaction
- illustrate various Psychophysical Methods
- demonstrate various types of learning
- carry out different psychological tests

**Conduct any six experiments (minimum one experiment from each part) and two Psychological tests from the following-**

Sr.No. **PART – A - EXPERIMENTS**

**PART- I - SENSATION**

1. Differential Threshold for Lifted Weights
2. Cutaneous Sensitivity – Two Point Threshold
3. Muller- Lyer Illusion
4. Size-weight illusion

**PART – II – LEARNING (VERBAL LEARNING)**

1. Isolation Effect in Serial Learning
2. Paired- Associate Learning
3. Letter- Digit substitution
4. Attributes of Verbal Learning Material

**PART – III – LEARNING (PROBLEM SOLVING)**

1. Maze Learning
2. Bilateral Transfer

**PART – B – PSYCHOLOGICAL TESTS**

1. DAT – Any One Subtest
2. Personality Test – EPQR or 16 PF or Sentence Completion Test
3. Intelligence Test – Standard Progressive Matrices or Koh's Block or Pass-along Test

**References**

1. Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7<sup>th</sup>ed.). Pearson Education, Indian reprint 2002
2. Cohen, J. R., Swerdlik, M. E., & Kumthekar, M. M. (2014). Psychological Testing and Assessment: An introduction to Tests and Measurement. (7<sup>th</sup>ed.). New Delhi: McGrawHill Education (India) Pvt Ltd., Indian adaptation
3. Kothurkar, and Vanarase (1986): "Experimental Psychology: A Systematic Introduction", Wiley Eastern Ltd.
4. Postman, L. & Egan, J.P. (1949), reprint 2009/2012. Experimental psychology: An introduction. ND: Kalyani Publication.
5. Snodgrass, J. G., Berger, G. L., & Haydon, M. (1985). HUMAN EXPERIMENTAL PSYCHOLOGY. Oxford University Press.

### **Internal Assessment :( 25 marks)**

Internal examiner will assess the performance of the student on the basis of her performance in the laboratory on daily basis through -

- Continuous Monitoring
- Clarity of Instructions and Procedure
- Journal Writing

### **GUIDELINES FOR THE CONDUCT OF PRACTICAL**

1. Each batch should consist of maximum 12 students.
2. If the number of students exceeds by one third of strength of class, a separate batch should be formed for conduct of practical.
3. Each batch will conduct practical twice per week with three lecture periods per session.
4. Total workload per batch will be 4 lecture periods.
5. Practical examination will be held in each semester.
6. The concerned teacher should verify the completion of practical journal and issue a completion
7. Certificate signed by the head of the department.

### **GUIDELINES FOR ASSESSMENT**

1. While preparing the programme for final examination, the number of students in any given batch should not exceed 12.
2. The examiners should allocate the practicals on the spot.
3. Before conducting the examination the external examiner should confirm that all the guidelines mentioned in the syllabus were strictly followed while teaching and conducting the practical. The examiner should also see whether the number of practicals conducted is as per the specifications given in the syllabus.
4. While appearing for the final examination, students must produce the fair journal containing the report of the practical duly completed and signed by the concerned teacher and head of the department.

5. External Examiner should allow students to appear for final examination only on producing the completion Certificate.

DC 11 Title: Fundamentals of Abnormal Psychology- 546110

No of Credits: 4 ; Marks 100 (25 Internals, 75 External)

Course Objectives: After studying this paper, the learner will be able to

- explain the concept of Abnormality
- compare and contrast the various theoretical perspectives of mental illnesses
- describe some of the common mental disorders, their symptoms and causes
- discuss legal issues in mental health

### **Unit I: Introduction to Abnormal Psychology and the emotional disorders**

Objective: From this module, the learner will be able to

- explain the basic concepts of Abnormality, the history of maladaptive behaviour, the contemporary theories explaining the same.
- describe classification of mental disorders according to the DSM IV and DSM V
- discuss the legal issues in Abnormal Psychology

1.1 Definition of Abnormal Psychology – the five criteria to define abnormality

1.2 Historical backgrounds, and current perspectives

1.3 DSM IV & V Classification, multi-axial assessment, ICD- 10

1.4 Contemporary and Legal issues in Abnormal Psychology – the Commitment Process, Assessment of Dangerousness, The Insanity Defense.

### **Unit II: Theoretical perspectives & Assessment of mental disorders**

Objective: From this module, the learner will be able to

- explain the biological, psychosocial and sociocultural causal factors of abnormal behavior
- describe the various research methods in Abnormal Psychology

2.1 Biological Causal Factors

Genetic defects, Brain Dysfunctions, physical deprivation or disruption

2.2 Psychosocial Causal Factors

Early deprivation and trauma, inadequate parenting, pathogenic family structures, maladaptive peer relationships

2.3 Sociocultural causal factors, Pathogenic social influences

2.4 Assessment tools, Assessment interview, Clinical Observation of Behaviour, Psychological Tests

### **Unit III: Anxiety Spectrum Disorders and Addictive Disorders**

Objective: From this module, the learner will be able to

- enlist various Anxiety disorders, the causes, symptoms and the treatment of the same.

- classify addictive disorders and their treatments.

3.1 Anxiety Spectrum Disorders, Phobic Disorders, Panic Disorders, Generalized Anxiety Disorder, Obsessive Compulsive Disorder

3.2 Post traumatic Stress Disorder

3.3 Substance Abuse Disorders- Alcohol and Drug Abuse (for Internal Assessment only)

#### **Unit IV: Childhood Disorders and Eating Disorders**

Objective: From this module, the learner will be able to

- describe symptoms, causes and treatment of Dissociative and Mood disorders
- classify eating disorders

4.1 Childhood Disorders, Attention Deficit/Hyper Activity Disorder, Oppositional Defiance and Conduct Disorder, Learning Disability, Mental Retardation, Autism, Pervasive Developmental Disorders,

4.2 Symptom Disorders in Childhood, Enuresis, Encopresis, Sleepwalking, Tics

4.3 Eating Disorders, Anorexia Nervosa, Bulimia Nervosa, Obesity

#### **Internal Assessment:**

- Class test
- Topic based Assignments
- Field Visit to a Mental Health Clinic/Hospital
- Film/Documentary viewing and group discussion

#### **References:**

1. Carson R, Butcher J, Mineka S, Hooley J (2007), Abnormal Psychology, thirteenth edition, Pearson
2. Nolen – Hoeksema, 2005 Abnormal Psychology, third edition, Tata McGraw-Hill

#### **Reference books:**

1. Bootzin Richard R, Acocella Joan Ross, Alloy Lauren B (1996), Abnormal Psychology: Current Perspective, 7th edition, Mc Graw Hill.
2. Badgular and Chudamannkar (2001) “Manovikrutishastra”, Mahalaxmi Pustakalaya, Nashik
3. DSM-IV-TR
4. Deshpande, C. G. (1978): “Manovikrutishastra”, Maharashtra Vidyapitha Granth Nirmitisathi, Continental Prakashan, Pune
5. Deshpande, Savita (2001): “Manovikrutishastra”, Narendra Prakashan, Pune
6. Rajahans, Patilani Surve (2001): “Apasamanyanche Manasashastra”, Unmesh Prakashan, Pune
7. Sarason, I. G. and Sarason, B. R. (2009): “Abnormal Psychology: The Problem of Maladaptive Behaviour”, Eleventh Edition, Pearson Education (Singapore) Pte. Ltd., Delhi (First Impression–, 2007)

8. Vanarase, Shyamala (1979): “ManovikrutishastraPravesha”, Maharashtra VidyapithaGranthNirmithisathi, Continental VishvakarmaSahityalaya, Pune
9. “VikrutishastraParibhashikShabdavali”, BhashaSanchalanalaya, Maharashtra Shashan, Mumbai, 2002.

DC 12, Title- Research Methods and Statistics, 546210  
No. of Credits-4, Marks 100 (25 internal, 75 external)

**Course Objectives:**

The learner will be able to:

- describe research process in Psychology
- explain basic concepts in Statistics and the various measures of Descriptive Statistics
- explain characteristics, uses, applications and methods of calculation of the various measures

**Module I – Introduction to Research Methods**

Objectives: After studying the module, you will be able to

- explain research process in Psychology
- describe the process, types and methods used in research

1.1 Introduction to Research Process

1.2 Types of research – Experimental, Quasi- Experimental & Exploratory Research

1.3 Methods of data collection

- Interview
- Survey
- Secondary sources

1.4 Sampling techniques used in research

- Probabilistic and Non probabilistic sampling techniques

1.5 Report Writing

**Module II- Introduction to Statistics**

Objectives: After studying the module, the learner will be able to

- explain the basic concepts in statistics

2.1 Importance, Need, Uses and limitations of Statistics

2.2 Concepts of Parametric and Non Parametric Statistics

2.3 Graphical representation of data

2.4 Concept of Normality and Measures of divergence

**Module III- Measures of Central tendency and Measures of Dispersion and Percentile**

- explain concepts of central tendency percentile and variability
- compute and use measures of central tendency percentile and variability

3.1 Measures of Central Tendency- Concept, Calculations, Merits & Demerits, & Uses

3.2 Measures of Variability - Concept, , Merits & Demerits, & Uses -Average Deviation,

Quartile Deviation , Standard Deviation ( Computation only Standard Deviation)

3.3 Concept, Merits and demerits of Percentile& Percentile Rank

#### **Module IV - Measures of Association**

Objectives

- explain the concept of association
- compute co-efficient of correlation
- interpret the findings

4.1 Assumption for calculation of coefficient of correlation

4.2 Meaning of positive , negative and zero correlation

4.3 Uses and limitations of coefficient of correlation

4.4 Computation and interpretation of coefficient of correlation by product moment and rank order correlation

**Internals:**

- Class Test
- Small Research study using statistics.

**Books for Study**

1. Garrett H E, (2009) "Statistics in Psychology and Education", (6th Edition), Paragon International Publishers.
2. Guilford, J.P., & Fructore, B (1978). Fundamental Statistics for Psychology & Education. N.Y: McGraw –Hill
3. Kumar, R (2011) "Research Methodology: A Step-By-Step Guide for Beginners" (3rd Edition), Sage Publications India Pvt Ltd.

**References:**

1. Howell D.C (2007) Statistical Methods for Psychology (7th Ed.) Thomson Wadsworth
2. McBurney, D.H (2001) Research Methods (5th ed) Bangalore: Thomson Learning India

APC III/AC 5 Educational Psychology – 565310

No. of Credits-4, Marks 100 (25 internal, 75 external)

Course Objectives:

- To clarify the conceptual framework of Educational Psychology
- To understand the effect of human diversity in teaching and learning
- To understand various theoretical approaches to learning
- To clarify the process of creating effective learning environment

### **MODULE-I – Introduction to Educational Psychology**

Objectives: After studying the module the learner will be able to:

- define Educational Psychology.
- explain the nature and Scope of Educational Psychology.
- describe importance of Educational Psychology

1.1 What is Educational Psychology

1.2 Nature and Scope of Educational Psychology

1.3 Importance of Educational Psychology to Teachers

(Reference: Educational Psychology by Pathak R.P. (Pearson, 2012) Page no. 5 to 8)

Educational Psychology by Mangal S.K. (PHI Learning, 2011)

### **MODULE-II – Theoretical views of learning**

Objectives: After studying the module the learner will be able to:

- describe various behavioural views of learning
- explain various cognitive views of learning
- discuss social-Cognitive theoretical views of learning

2.1 Behavioral Views of learning

2.2 Cognitive views of learning

2.3 Socio-cognitive views of learning

2.4 Emotional Intelligence

(Reference: Educational Psychology by Woolfolk, Anita. (Pearson, 2004, VI imp.2012) (Page no.231-356)

### **MODULE-III-Learner Differences and Learning needs**

Objectives: After studying the module the learner will be able to:

- explain individual differences in intelligence and ability
- describe the differences in cognitive and learning styles
- discuss various problems of learning

3.1 Individual difference in learning

3.2 Ability differences and teaching

3.3 Cognitive and learning styles

3.4 Prevalent problems and mild disabilities

(Reference: Educational Psychology by Woolfolk, Anita. (Pearson, 2004, VI imp.2012)

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## **MODULE-IV- Creating Learning Environment**

Objectives: After studying the module the learner will be able to:

- describe the need for organization in the classroom
- create a positive learning environment
- maintain good environment for learning

4.1 The need for organization

4.2 Creating positive learning environment

4.3 Maintaining good environment for learning

(Reference: Educational Psychology by Woolfolk, Anita. (Pearson, 2004, VI imp.2012)

Page no.430-448

### **Internal assessment:**

- Class test
- Debate on social-cognitive v/s behavioral view of learning

### **References:**

1. Mangal S.K. (2011) Educational Psychology. New Delhi : PHI Learning
2. Pathak R.P. (2012) Educational Psychology. Pearson by Page no. 5 to 8)
3. Woolfolk, A. (2005). Educational Psychology. Pearson Education in South Asia

DC 13, Title-Cognitive Psychology (Theory) - 646310

No. of Credits-4; Marks 100 (25 internal, 75 external)

Course Objectives:

The learner will be able to:

- describe different cognitive processes
- describe the theoretical foundations underlying various cognitive functions
- apply the knowledge of the cognitive processes in everyday life.

### **Module I- Introduction to Cognitive Psychology**

Objective: After studying the module, the learner will be able to

- describe historical roots of cognitive psychology
- explain the research methods in cognitive psychology

1.1 Historical overview of the development of cognitive psychology

1.2 Domains of Cognitive Psychology

1.3 Paradigms of cognitive psychology

1.4 Methods used to study cognitive psychology

### **Module II- Attention and Perception**

Objectives: After studying the module, the learner will be able to

- describe the basic primary cognitive processes

- explain the various perspectives used to study attention and perception

#### 2.1 Attention -Its Nature

#### 2.2 Theories of Attention

- Selective
- Divided
- Automaticity and Effects of Practice

#### 2.3 Perception- its nature

#### 2.4 Approaches to Perception

- Bottom up Approach
- Top down Approach
- Gestalt Approach

### **Module III Memory**

Objectives:

After studying the module, the learner will be able to

- describe the various perspectives of memory
- apply the concept of memory to enhance their memory capacities

#### 3.1 Models of Memory

#### 3.2 Autobiographical Memory/Flashbulb Memory & Eye Witness Testimony

#### 3.3 Working Memory

#### 3.4 Schemas and memory

#### 3.5 Mnemonics

### **Module IV - Problem Solving and Decision Making**

Objectives: After studying the module, the learner will be able to

- describe higher order cognitive processes
- discuss the various perspectives on Problem solving and decision making

#### 4.1 Define Problem, Problem Solving & Types of Problems.

#### 4.2 Approaches & Obstacles to Problem Solving

#### 4.3 Stages/ Processes/ Improvement in Decision Making

#### 4.4 Cognitive Illusions

**Internals:**

- Class test
- Critical evaluations of new research in the field of Cognitive Psychology
- Design Experiments
- Topic Based Assignment

### **Books for study**

1. Galotti, K.M. (2007). Cognitive Psychology in and out of the Lab. (4th ed.). Thomson Learning
2. Matlin, M.W. (2005). Cognition. 6th ed., Bangalore: Prism Books pvt.ltd.

### **References**

1. Galotti, K.M. (2008). Cognitive Psychology: Perception, Attention, and Memory. Wadsworth New Delhi: Cengage Learning
2. Solso, R.L (2006). Cognitive Psychology. 6th ed, Pearson Education.
- 3.

DC 14, Title-Cognitive Psychology (Practicals) - 646410

No. of Credits-4; Marks 100 (25 internal, 75 external)

### **Course Objective:**

The learner will be able to

- explain Cognitive Processes
- examine the methodological practices involved in manipulating, controlling and measuring variables
- report experiments

**The course mandates the conduction of 8 experiments in all with a minimum 1 experiment from each module**

### **Module I: Attention**

1. Stroop Effect
2. Divided Attention
3. Span of Attention

### **Module II: Perception**

1. Pattern Recognition
2. Word Superiority Effect
3. Priming

### **Module III: Thinking**

1. Mental Set
2. Problems solving- Pyramid puzzle or Nine Dot.
3. Framing & Decision making
4. Heuristics and Decision Making

#### **Module IV:Memory**

1. Levels of Processing / Self-Reference Effect
2. Method of Loci
3. Short Term Memory
4. Methods of Memory(Recall & Recognition)
5. Proactive Inhibition

#### **References:**

1. Galotti, K.M. (2007). Cognitive Psychology in and out of the Lab. (4th ed.). Thomson Learning
2. Galotti, K.M. (2008). Cognitive Psychology: Perception, Attention, and Memory. Wadsworth New Delhi: Cengage Learning
3. Matlin, M.W. (2005). Cognition. 6th ed., Bangalore: Prism Books pvt.ltd.
4. Solso, R.L (2006). Cognitive Psychology.6thed, Pearson Education.

**DC 15,Abnormal Psychology: Psychotic, Cognitive & Social disorders  
and disorders diagnosed during childhood - 646510**

No. of Credits-4; Marks 100 (25 internal, 75 external)

#### **Course Objectives:**

After studying this paper, the learner will be able to

- describe severe mental disorders, their symptoms and treatment.
- explain the various clusters of Personality disorders.
- classify the different Cognitive disorders and Affective disorders.
- list the somatoform and dissociative disorders and their symptoms.
- explain the various sexual dysfunction disorders, gender identity disorders and the paraphilias.

#### **Unit I: Psychotic disorders**

Objective: From this module, the learner will be

- describe the symptoms, causes and treatment of Schizophrenia

##### **1.1 Clinical Picture in Schizophrenia**

1.2 Causal Factors

1.3 Subtypes of Schizophrenia

1.4 Treatment and Outcomes

## **Unit II: Personality disorders**

Objective:

From this module, the learner will be able to

- describe the Personality Disorders, the various clusters, causes and treatment.

2.1 Cluster A- Paranoid, Schizoid, Schizotypal

2.2 Cluster B- Antisocial, Histrionic, Borderline Personality, Narcissistic

2.3 Cluster C- Avoidant, Dependent, Obsessive Compulsive

## **Unit III: Cognitive and Affective Disorders**

Objectives: From this module, the learner will be able

- describe the various cognitive disorders in adults.
- explain Affective disorders, types, causes and treatment of the same.

3.1 Brain Impairment in Adults

3.2 Delirium and Dementia

3.3 Amnestic Syndrome

3.4 Disorders involving Head Injury

3.5 Mood Disorders: Unipolar Disorders- Types, Causes, and Treatment

Bipolar Disorders- Types, Causes and Treatment

## **Unit IV: Somatoform, Dissociative and Sexual Dysfunctions disorders**

Objective:

From this module, the learner will be able to

- describe the symptoms of somatoform and dissociative disorders, and their treatment
- describe various sexual dysfunctions, gender identity disorders and paraphilias.

4.1 Somatoform disorders, Conversion disorder, Pain disorder, Hypochondriasis, Body dysmorphic disorder

4.2 Dissociative Disorders (Internal assessment only)

Depersonalisation disorder, Dissociative Amnesia and Fugue, Dissociative Identity Disorder

4.3 Sexual Dysfunctions- Dysfunctions of Sexual Desire, Sexual Arousal, Orgasmic Disorders, Dysfunctions involving sexual pain

4.4 Gender Identity Disorders

4.5 Paraphilias

## **Internal Assessment:**

- Class test

- Topic based Assignments
- Field Visit to a Mental Health Clinic/Hospital
- Film/Documentary viewing and group discussion

**Books for study:**

1. Carson R, Butcher J, Mineka S, Hooley J(2007), Abnormal Psychology, thirteenth edition, Pearson
2. Nolen – Hoeksema, 2005 Abnormal Psychology, third edition, Tata McGraw-Hill

**Reference books:**

1. Bootzin Richard R, Acocella Joan Ross, Alloy Lauren B (1996), Abnormal Psychology: Current Perspective, 7th edition, Mc Graw Hill.
2. Badgular, Chudaman Onkar (2001) “Manovikrutishastra”, Mahalaxmi Pustakalaya, Nashik
3. DSM-IV-TR
4. Deshapande, C. G. (1978): “Manovikrutishastra”, Maharashtra Vidyapitha Granth Nirmithisathi, Continental Prakashan, Pune
5. Deshapande, Savita (2001): “Manovikrutishastra”, Narendra Prakashan, Pune
6. Rajahans, Patilani Surve (2001): “Apasamanyanche Manasashatra”, Unmesh Prakashan, Pune
7. Sarason, I. G. and Sarason, B. R. (2009): “Abnormal Psychology: The Problem of Maladaptive Behaviour”, Eleventh Edition, Pearson Education (Singapore) Pte. Ltd., Delhi (First Impression–, 2007)
8. Vanarase, Shyamala (1979): “Manovikrutishastra Pravesha”, Maharashtra Vidyapitha Granth Nirmithisathi, Continental Vishvakarma Sahityalaya, Pune
9. “Vikrutishastra Paribhashik Shabdavali”, Bhasha Sanchalana Laya, Maharashtra Shashan, Mumbai, 2002.

DC 16, Counselling Psychology-646610

No. of Credits-4; Marks 100 (25 internal, 75 external)

Course Objectives:

The learner will be able to:

- gain In-depth understanding in the subject of Counselling Psychology
- describe the process, scope, ethical issues and major theories in Counselling Psychology
- explain the applications in the field Counselling Psychology

### **Module I: Introduction to Counselling**

Objective:

After studying the module, the learner will be able to

- describe the concept of counselling
- explain the nuances of the helping relationship
- discuss the jobs settings in which the counselors work.
- explain various theories in the field of Counseling Psychology.

1.1 Understanding Counselling as a process, meaning and goals

1.2 Perspectives on Effective Helping Relationship

1.3 Job Settings & Scope for Counsellors.

1.4 Ethics in Counselling

1.5 Individual counseling theory and techniques- Cognitive, Brief approaches

### **Module II: Counselling Process**

Objective: After studying the module, the learner will be able to

- describe the stages and skills involved in Counselling
- explain the stage wise counselling process

2.1 Stages of Counselling

2.2 Factors influencing Counselling Process

2.3 Counselling skills

2.4 Counselling Interview

2.5 Termination

### **Module III: Application of Counselling**

Objective:

After studying the module, the learner will be able to

- explain functional significance of counselling
- describe wide scope and application of the Counselling process

3.1 Gender Specific Counselling

3.2 Geriatric Counselling

3.3 Marital Counselling

3.4 Counselling children

3.5 Grief Counselling

3.6 Vocational Counselling

3.7 Rehabilitation Counseling

#### **Module IV: Prevention and Wellness**

Objective:

After studying the module, the learner will be able to

- apply the prevention model of mental health
- explain the need to construct and implement programmes promoting mental health

4.1 Role of Prevention

4.2 Prevention in non-school settings

4.3 Counselling Programme development

4.4 Counselor self-care

#### **Internal Assessment:**

- Class test
- Educational film/documentary and classroom discussion
- Field visit
- Topic based assignment

#### **Books for study**

1. Gladding, S. T. (2009). Counseling: A Comprehensive Profession. (6th Ed.). Pearson Education. New Delhi: Indian edition by Dorling Kindersley India pvt Ltd.

#### **References:**

1. Gelso C.J, FretzB,(2000). Counseling Psychology.( 2nd Edition) Wadsworth Publishing.
2. Gibson R., Mitchell M. (2007).Introduction to Counselling and Guidance.( 7th Edition) , Merrill.
3. Rajhans, Manasee (2010) Rang Samupadeshanaache. Goa: Asus Prakashan, Goa
4. Welfel E.R, Patterson L.E,(2004)The Counseling Process: A Multitheoretical Integrative



Approach, 6th Edition, Thomson/Brooks/Cole

APC IV, Sports Psychology-665410

No. of Credits-4; Marks 100 (25 internal, 75 external)

Course Objectives:

- To trace the development of sports psychology as an independent discipline and its multidimensional perspectives
- To identify the relation between of personality and situational factors with performance on individual and team events
- To discuss the role of psychological interventions

### **Module I- Sports Psychology: Introduction**

Objectives:

After studying the module the learner will be able to:

- define the scope and nature of Sports Psychology and its history

1.1 Introduction and Definition of Sports Psychology (Matt Jarvis)

1.2 History of Sports Psychology (Matt Jarvis)

1.3 Nature and Scope of Sports Psychology (Arnold LeUnes)

1.4 Need of Sports Psychology (Arnold LeUnes)

### **Module-II : Group dynamics and athletes behavior**

Objectives:

After studying the module the learner will be able to:

- Outline the various group dynamics and its effects on the athletes' behavior

2.1 Leadership, Group Cohesion and audience effect (Arnold LeUnes pg.76-87)

2.2 Aggression (Matt Jarvis- pg.74-79)

2.3 Reduction of Aggression (Matt Jarvis pg.86-90)

2.4 Anxiety (Arnold LeUnes- pg.36-43)

### **Module-III: Practice and performance variables**

Objectives:

After studying the module the learner will be able to:

- Explain various practice and performance variables

3.1 Stages of Skill development and enhancing expertise ( Matt Jarvis pg.163-165, 174-177)

3.2 Developing Optimistic Cognitive Control in Sports (Arnold LeUnes- pg.50-53)

(Pg.no.46-49 for Class Discussion-Seligman's Positive Psychology Principles)

3.3 Reinforcement and punishment in Sports (Arnold LeUnes-pg.12-23)

3.4 Motivation (Intrinsic, Extrinsic (Matt Jarvis- pg.136), Achievement (Matt Jarvis- pg.140-144 )  
and Self Efficacy (Matt Jarvis- pg.147-148 )

#### **Module-IV- Personality of Sports Person**

Objectives:

After studying the module the learner will be able to:

- Explain the developmental and maturational factors regarding sports personality

4.1 Personality Traits and Sporting Behavior (Matt Jarvis pg.19-22)

4.2 Applying Social learning theory to Sports (Matt Jarvis pg.37-40)

4.3 Gender & Sports (Arnold LeUnes- pg.156-167)

4.4 Mental Toughness (Arnold LeUnes- pg.57-66)

#### **Internal assessment:**

- Group assignment interview with an athlete to understand psychological processes
- Film viewing followed by discussion
- Class test

#### **References:**

1. Jarvis, Matt (2006) Sports Psychology: A Students' Handbook. N.Y.: Routledge
2. LeUnes, Arnold (2011). Sports Psychology: A Practical Guide. UK : Icon Books Ltd

