



**Shri Vile Parle Kelavani Mandal's
MITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE &
AMRUTBEN JIVANLAL COLLEGE OF COMMERCE AND ECONOMICS
(AUTONOMOUS)**

*NAAC Reaccredited 'A' grade, CGPA: 3.57 (February 2016),
Granted under RUSA, FIST-DST & -Star College Scheme of DBT, Government of India
Best College (2016-17), University of Mumbai*

**Affiliated to the
UNIVERSITY OF MUMBAI**

Program: B.Sc. Psychology (Hons.)

F.Y.B.Sc.

Semester: I & II

**Choice Based Credit System (CBCS) with effect from the
Academic year 2022-23**

A.C. No:10

Agenda No:5.8

Sudhita

Aditya

[Signature]

KAmida

PROGRAMME SPECIFIC OUTCOMES (PSOs)

On completion of the B.Sc. Psychology (Honours) Program, the learners should be enriched with knowledge and be able to: -

PSO1: Students would gain specialized knowledge.

PSO2: Students would inculcate knowledge about research.

PSO3: Students acquire relevant attitudes towards research.

PSO4: Students would develop attitudes and acquire values in research and practice.

PSO5: Students understand the application of Psychological principles in applied areas of Psychology.

PSO6: Students develop critical thinking, communication, and problem solving skills.

PSO7: Students understand and develop a multi-dimensional perspective of Psychology.

PSO8: Have more well-developed laboratory research skills.

PSO9: After successful completion of the Three-year degree program in Psychology, a student should be able to apply the skills acquired, in Mental Health agencies, Government, Industry and other settings.

PREAMBLE

As an academic discipline, Psychology has bright prospects in the contemporary world. The syllabus of FYBSc – Psychology (Honours) is proposed with utmost care and consideration to maintain continuity in the flow of information of syllabus at both SYBSc & TYBSc levels.

Considering the prerequisites of the current trends in the field of Psychology, the proposed curriculum is with a view to make it contextual, industry affable and suitable to cater to the needs of society and nation in the present day context. The syllabus has been built with the intention of enhancing the student's skills in theoretical understanding as well as generate awareness of recent developments in the field of Psychology in India. The syllabus also introduces the contemporary concepts of Human Rights and Well Being.

All courses are compulsory for students who have opted for Psychology as a subject at FYBSc – Psychology (Honours) level.

These courses are: -

- 1) Fundamentals of Psychology
- 2) Human Development – Theories of Development and Child Development
- 3) Basic Statistics and Research Methodology
- 4) Educational Psychology
- 5) Psychology and Human Rights/ Psychology of Well Being
- 6) Practicum

Evaluation Pattern for theory papers

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester End Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

a) Details of Continuous Assessment(CA)

25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Written Assignment / Presentation	15 marks
Component 2 (CA-2)	Objective / Subjective Test	10 marks

b) Details of Semester End Examination

75% of the total marks per course. Duration of examination will be two and half hours.

Question Number	Description	Marks	Total Marks
Q.1	Essay-type answer	15 marks	15 marks
Q.2	Essay-type answer	15 marks	15 marks
Q.3	Essay-type answer	15 marks	15 marks
Q.4	Essay-type answer	15 marks	15 marks
Q.5	Attempt any three sub-questions (out of Four sub-questions)	5 marks	5 X 3 = 15 marks
Total Marks			75


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HOD



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Approved by Vice –Principal



Signature

Approved by Principal

Program: B.Sc. Psychology (Honours) (2021-22)				Semester: I	
Course: Fundamentals of Psychology				Course Code:	
Teaching Scheme				Evaluation Scheme	
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credits	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks 75 in Question Paper)
04	NIL	NIL	04	25	75

Learning Objectives:

1. Orient students to psychology as a science and the research methods it adopts.
2. Understand various phenomena studied by psychologists – viz memory, learning, motivation.
3. Understand and critique the various theoretical explanations underlying phenomena studied in the field of psychology.
4. Encourage the application of general findings from research in psychology to everyday life.

Course Outcomes:

After completion of the course, learners would be able to:

CO1: Understand the history of Psychology.

CO2: Recognize the roots of Psychology in India.

CO3: Understand modern perspectives dominating the field of Psychology.

CO4: Gain basic understanding of psychological research.

CO5: Develop a scientific temper towards psychological research.

CO6: Develop an understanding of the biological foundations of behaviour.

CO7: Appreciate the structure and functions of the brain.

CO8: Identify the meaning of consciousness and altered states of consciousness.

CO9: Demystify misconceptions related to dreams and hypnosis.

CO10: Understand and compare fundamental theories of learning in Psychology.

CO11: Understand the phenomenon of memory and forgetting from the empirical standpoint.

CO12: Understand fundamental cognitive processes such as problem solving and intelligence.

CO13: Study the phenomenon of language from a psychological standpoint.

CO14: Understand the physiology and the psychology of emotions.

CO15: Appreciate the different theories of motivation and their relevance.

CO16: Understand the construct of personality and its explanation from different schools of psychology.

CO17: Be familiar with ways to assess personality.

CO18: Recognize the impact of stress on physical and mental health.

CO19: Understand and learn effective coping strategies to deal with stress.

CO20: Identify and implement useful health behaviours for their daily lives.

Outline of the Syllabus: (per semester plan)**SEMESTER I - AN INTRODUCTION-HUMANS AS ACTIVE PROCESSORS**

Module	Description	No of Hours
1	The Science of Psychology	15 hours
2	Biological Foundations of Behaviour	15 hours
3	Consciousness	15 hours
4	Learning & Memory	15 hours
	TOTAL	60 hours

SEMESTER I

Unit	Topic	No. of Hours/Credits 4 Credits 60 lectures
Module 1	The Science of Psychology	15 Lectures
	<ul style="list-style-type: none"> a) The field of psychology, its subfields and history – Structuralism, Functionalism, Gestalt, Psychoanalysis, Behaviourism b) Modern perspectives of Psychology -Psychodynamic perspective, Behavioural perspective, Humanistic perspective, Cognitive perspective, Evolutionary perspective c) Psychology in India - Background in Philosophical origins, Psychology in modern India, Internationalization of Psychology. 	
Module 2	Biological Foundations of Behaviour	15 Lectures
	<ul style="list-style-type: none"> a) Nervous System: Biological Control Centre - Parts of neurons, Neural transmission, Synaptic transmission, neurotransmitters b) Divisions of the nervous system c) Structures and Functions of the brain – Hindbrain, Midbrain and Forebrain, Lobes of the Cerebral Cortex, Images of the brain at work, Functions of the hemispheres of the cerebral cortex d) Endocrine system - Pituitary gland, Adrenal glands, Thyroid gland, Parathyroid gland, Pineal gland, Gonads, Islets of Langerhans. 	

Module 3	Consciousness	15 Lectures
	<ul style="list-style-type: none"> a) What is consciousness? - Definition of consciousness, Altered states of consciousness b) Sleep and Dreams - The biology of sleep, why we sleep, the stages of sleep, sleep disorders, why people dream and what people dream about c) Hypnosis - How hypnosis works? Theories of hypnosis d) The influence of Psychoactive drugs - dependence, stimulants, depressants, hallucinogens, meditation. 	
Module 4	Learning & Memory	15 Lectures
	<ul style="list-style-type: none"> a) Introduction to key concepts in learning and memory b) Conditioning - Classical Conditioning (Association, Terminology of classical conditioning, Importance of classical conditioning) and Operant Conditioning (Positive reinforcement, Negative reinforcement, Punishment) c) Models of Memory - Information processing view of memory and levels of the processing model d) Forgetting and why it occurs - Decay theory, Interference theory, Reconstructive memory, motivated forgetting. 	

RECOMMENDED READING:

Textbooks

- 1) Lahey, B. B. (2012). Psychology: An Introduction. 11th Ed. New York: McGraw-Hill
- 2) Baron, R. A. & Misra.G. (2013). Psychology. New Delhi: Pearson.
- 3) Ciccarelli, S. K. & White, J.N. (2018). Psychology 5th Ed. New Jersey: Pearson education
- 4) Feldman, R. S. (2002). Understanding Psychology. New Delhi: Tata Mc Graw Hill.

Suggested Readings

- 1) Baron, R. A. Psychology 4th Ed Prentice Hall
- 2) Weiten, W. (1995). Psychology – Themes and Variations, Brooks Cole Publishing Company
- 3) Atkinson & Hilgard, (2009). Introduction to Psychology 15th Ed. Cengage Learning.
- 4) Strongman, K. T. (2006). Applying Psychology to Everyday Life – A Beginner’s Guide, John Wiley & Sons.
- 5) John.W Santrock, Psychology Essentials 2, II Edition (Updated) 2006, Tata McGraw Hill Publication.
- 6) Baron, R. A. & Misra.G. (2013). Psychology. New Delhi: Pearson.
- 7) Myers, D. G. (2013). Psychology 10th Ed. International edition. New York: Worth Palgrave Macmillan, Indian reprint 2013 .
- 8) Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon
- 9) Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology.(Indian subcontinent adaptation). New Delhi: Dorling Kindersley (India) pvt ltd

Program: B.Sc. Psychology (Honours) (2021-22)					Semester: I	
Course: Psychology – Human Development I					Course Code:	
Teaching Scheme				Evaluation Scheme		
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credits	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)	
4	NIL	NIL	4	25	75	
Learning Objectives:						
1) To get acquainted with the fundamentals and science of human lifespan development 2) To examine in detail the various topical areas of development from conception to childhood 3) To foster interest and application of knowledge about human lifespan development in everyday life.						
Course Outcomes:						
After completion of the course, learners would be able to:						
CO01: Understand the scope and applications in human lifespan development learning						
CO02: Exhibit clarity in the nature-nurture debate with regards to human development						
CO03: Demonstrate deep knowledge of growth and change in newborns, infants, pre-schoolers and children through the four domains of development - physical, cognitive, social and personality development						
CO04: Diagnose the milestone achievements, delays and advancements of infants, pre-schoolers and children around them						
CO05: Suggest interventions for improved development of infants, pre-schoolers and children. based on the knowledge acquired						
Outline of Syllabus:(per semester plan)						
Module	Description					No. of Hours/Credits 4 Credits 60 lectures
SEMESTER I - BEGINNINGS - INFANCY						
1	Fundamentals of Human Lifespan Development					15 hours
2	The Beginnings of Human Life					15 hours
3	Infancy - Physical & Cognitive Development					15 hours
4	Infancy - Language, Social & Personality Development					15 hours
	Total					60 hours

SEMESTER I

Unit	Topic	No. of Hours/Credits 4 Credits 60 lectures
Module 1	<p><u>Fundamentals of Human Lifespan Development</u></p> <p>a) Introduction to lifespan development: Defining the field of study, scope, influences and key issues</p> <p>b) Theoretical Perspectives to Lifespan development in humans: Need for an Eclectic Approach</p> <p>c) Methods of studying human development (Observation, Interview, Survey, Case Study, Ethnography and Experiments) and Approaches to measure developmental change, growth & stability (longitudinal, cross-sectional and sequential studies)</p> <p>d) Genetics & Human Development: Fundamentals of the Human Genome and Behaviour Genetics, Inherited and genetic disorders; Genetic Counselling</p> <p>e) Heredity-Environment Interaction & Human Development: Role of the environment in determining the expression of genes, methods of studying the interaction (selective breeding, Family, twin & adoption studies; interaction effect on physical traits, intelligence & personality; genetic influence on the environment.</p>	15 Lectures
Module 2	<p><u>The Beginnings of Human Life</u></p> <p>a) The Prenatal Period: Fertilization; Stages of prenatal growth & change</p> <p>b) Care during the Prenatal Period: problems with pregnancy; environmental threats to prenatal growth</p> <p>c) Birth: Labour, Approaches to childbirth, and alternative birthing procedures,</p> <p>d) Postnatal Tasks & Concerns: Preliminary screening (The Apgar Scale, new born medical screening, physical appearance and initial encounters); and Birth complications</p> <p>e) The New born: Physical competence; Sensory capabilities; Early learning capabilities; Social competence</p>	15 Lectures

<p>Module 3</p>	<p><u>Infancy - Physical & Cognitive Development</u></p> <p>a) Physical growth & change: Rapid Advances; Principles of Growth; Growing Nervous System & the brain; Rhythms, State & Sleep; SIDS</p> <p>b) Motor development: Reflexes, Gross & Fine motor skills, Dynamic Systems Theory, Developmental Norms, Breast feeding, Role of Nutrition in Infancy, Malnutrition, Obesity & Introduction to Solid Foods</p> <p>c) Sensory Milestones in Infancy: Vision, Auditory perception, Smell & Taste, Pain & Touch, Multimodal Perception</p> <p>d) Cognitive Development in Infancy: Piaget's Approach.</p> <p>e) Cognitive Development in Infancy: The Information- Processing Approach.</p>	<p>15 Lectures</p>
<p>Module 4</p>	<p><u>Infancy - Language, Social & Personality Development</u></p> <p>a. Language Development in Infants: Fundamentals of language, Origins of language development, speaking to infants (gender & cultural differences)</p> <p>b. Social Development in Infants: Emotions, Stranger & Separation Anxiety & Social Referencing</p> <p>c. Development of Self: Theory of Mind</p> <p>d. Forming Relationships: Attachment, Producing attachment: the roles of father and mother.</p> <p>e. Personality Development: What makes infants unique, temperaments & gender.</p>	<p>15 Lectures</p>

RECOMMENDED READING:

Textbooks:

1. Feldman, R. S. (2014). Development across the Life Span. (7th Ed). New Jersey: Pearson Education
2. Feldman, R. S., & Babu, N. (2011). Discovering the Life Span. Indian subcontinent adaptation, New Delhi: Dorling Kindersley India pvt ltd.
3. Berk, L. E. (2006). Child Development.(7th Ed). New Delhi: Pearson Education Dorling Kindersley India pvt ltd.
4. Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development.(12th Ed). McGraw Hill, international Edition.

Suggested Readings

1. Tucker-Drob, E.M., & Harden, K.P., (2012). Early childhood cognitive development and parental cognitive stimulation: evidence of reciprocal gene-environment transactions. Developmental Science, 15(2), 250-259.

2. Feldman, R., & Eidelman, A. (2007). Maternal Postpartum behaviour and the Emergence of Infant-mother and Infant-father synchrony in preterm and full-term infants: the role of neonatal vagal tone. *Developmental Psychobiology*, 10, 290-302.
3. Charles, E. & Rivera, S. (2009). Object permanence and method of disappearance: looking measures further contradict reaching measures. *Developmental Science*, 12:6, 991-1006.
4. Bruce, S. & Muhammad, Z. (2009). The development of object permanence in children with Intellectual disability, physical disability, autism, and blindness. *International Journal of Disability, Development, and Education*, 56 (3), 229-246.
5. Santelices, M.P., Guzman, M., Aracena, M., Farkas, C., Perez-Sales, C.P., & Borghini, A. (2010). Promoting secure attachment: evaluation of the effectiveness of an early intervention pilot programme with mother-infant dyads in Santiago, Chile. *Child: Care, health, and development*, 37(2), 203-210.
6. McElwain, N.L., Booth-LaForce, C., & Wu, X. (2011). Infant-mother attachment and children's friendship quality: Maternal mental-state talk as an intervening mechanism. *Developmental Psychology*, 47 (5), 1295-1311
7. Dearing, E., McCartney, K. & Taylor, B.A., (2009). Does higher quality early childhood care promote low-income children's math and reading achievement in middle childhood? *Child Development*, 80 (5), 1329-1349.
8. Choi, A. S. (2014, July 15). How cultures around the world think about parenting. Accessed on 18 February 2015 from <http://ideas.ted.com>
9. Taylor, J. (2012). How technology is changing the way children think and focus. Available at <https://www.psychologytoday.com>
10. Spieker, S.J., Campbell, S.B., Vandergrift, N., Pierce, K.M., Cauffman, E., Susman, E.J., Roisman, G.I., et al., (2012). Relational aggression in middle childhood: Predictors and adolescent outcomes. *Social Development*, 21(2), 354-375.

Program: B.Sc. Psychology (Honours) (2021-22)				Semester: I	
Course: Basics for Statistics and Research Methods				Course Code:	
Teaching Scheme				Evaluation Scheme	
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credits	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE)(Marks- 75 in Question Paper)
3	NIL	1	4	25	75
Learning Objectives:					
<ol style="list-style-type: none"> 1) The course is designed to attract and encourage students into the field and to understand basic concepts to stimulate their thinking 2) Provide students with the fundamental knowledge of research methods and statistics in psychology 3) To enable students to understand various basic statistical techniques in terms of their assumptions, application, and limitations 4) To acquire competencies to organize data for manual analysis 5) Guide and mentor students in developing, completing, writing, and presenting a valid and ethical psychology research paper 					
Course Outcomes:					
After completion of the course, learners would be able to:					
CO01: Expand the knowledge about the basic statistics and research methods concepts					
CO02: Identify areas in psychology in which they have strong interests					
CO03: Develop computational skills					
CO04: Compute various measures of central tendency, dispersion, skewness and kurtosis etc.					
CO05: Analyse data pertaining to attributes and interpret the results					
CO06: Analyse scientific claims made in popular and academic media					
CO07: Read, analyse and calculate the data using different graphical representations					
CO08: Understand the uses and importance of computations.					
CO09: Formulate a problem and hypothesis for research.					
CO10: Understand the importance and use of analysis and reporting of psychological research.					
Outline of Syllabus: (per semester plan)					
Module	Description				No of Hours
SEMESTER I - RESEARCH METHODOLOGY					
1	Basics of Research in Psychology				15 hours
2	Important Aspects in Research Methodology				15 hours
	TOTAL				30 hours

SEMSTER I

Unit	Topic	No. of Hours/Credits 4 Credits/ 60 lectures
Module 1	<p>Basics of Research in Psychology</p> <p>a) What is Psychological Research?</p> <ul style="list-style-type: none">i. The Goals of Psychological Research: Description, Prediction, Explanation, Applicationii. Principles of Good Researchiii. Current Issues in Psychological Researchiv. Types of Research: Quantitative and Qualitative Orientations Towards Research <p>b) Nature of Research</p> <ul style="list-style-type: none">i. Theoretical v/s empiricalii. Basic V/s Applied Researchiii. Laboratory V/s Field Researchiv. Discovery of basic Principlesv. Sound Research Procedure <p>c) Formulating a research problem</p> <ul style="list-style-type: none">i. The Research Problemii. The Importance of Forming a Research Problemiii. Sources of Research Problemiv. Steps to Formulate a Research Problemv. .The formulation of a Research Objectivevi. The Study Populationvii. Establishing Operational Definitionsviii. Formulating Research Problems in Qualitative Research <p>d) Constructing hypotheses</p> <ul style="list-style-type: none">i. The definition of hypothesisii. The functions of hypothesisii. The testing of a hypothesisiv. The characteristics of a hypothesisv. Types of hypothesisvi. Errors in testing h ypothesisvii. Hypotheses in qualitative research.	30 lectures

Module 2	<p style="text-align: center;">Important Aspects in Research Methodology</p> <p>a) Reviewing the literature</p> <ul style="list-style-type: none"> i. The place of literature review in research ii. How to review the literature iii. Searching for existing literature iv. Reviewing the selected literature v. Developing a theoretical framework vi. Developing a conceptual framework. <p>b) Principles of Sampling</p> <ul style="list-style-type: none"> i. Need for Sampling ii. Sampling Fundamentals iii. Advantages of Sampling Methods iv. Probability Sampling Methods. v. Non-probability Sampling Methods. <p>c) Ethics of Psychological Research</p> <ul style="list-style-type: none"> i. Ethical Issues to Consider Before Beginning Research: IRB, IACUC ii. Risk Benefit Ratio: Determining Risk, Minimal Risk, Dealing with Risk iii. Confidentiality iv. Informed Consent and Deception Debriefing v. Freedom to withdraw vi. Ethical Guidelines for Research with Humans vii. Ethical Guidelines for Research with Animals viii. Plagiarism. <p>d) Processing and Analysis of Data</p> <ul style="list-style-type: none"> i. Steps involved in writing ii. Processing Operations ii. Some problems in processing iii. Elements/Types of Analysis iv. Statistics in Research v. APA Guidelines and Writing Style (7th Ed.) 	30 Lectures
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RECOMMENDED READING:

Textbooks

- 1) Mangal, S. K. (2002). Statistics for Psychology (4th ed). New Delhi: Pearson Education (ISBN: 81-317-1464-20).
- 2) Prem Mann (2010). Introductory Statistics (7th Ed). John Wiley and Sons
- 3) Howell (2011). Statistical Methods for Psychology (8th Ed). Wadsworth. CENGAGE Learning.
- 4) Kothari, C. R. (2007). Research Methodology: Methods and Techniques. 2nd ed. New Age International Publishers

Suggested Readings

- 1) Ranjit Kumar (2011). Research Methodology: a step-by-step guide. 3rd ed. SAGE Publications.
- 2) Goodwin (2010). Research in Psychology Methods and Design. 6th Ed. Wiley and Sons.
- 3) Kenneth, B. S., & Bruce, A. B. (2001). Research Design and Methods: A Process Approach. 5th ed. McGraw Hill.
- 4) Gupta S. P; Statistical Methods. Sulthan Chand and Sons New Delhi Aron, A., Aron. R., & Coups, E. J. (2006)
- 5) Mann P. (2009) Introductory Statistics. 7th Ed, John Wiley & Sons.

Program: B.Sc. Psychology (Honours) (2021-22)				Semester: I	
Course: Educational Psychology				Course Code: -	
Teaching Scheme				Evaluation Scheme	
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credits	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
04	NIL	NIL	04	25	75

Learning Objectives:

1. Understand the meaning and importance of educational psychology in enhancing the teaching - learning process.
2. Examine how the science of psychology can inform our understanding of teaching and learning in the Indian context.
3. Examine how education is tailored based on the developmental milestones and needs of the student.
4. Evaluate the various perspective on learning and motivation and their applications to the educational context.
5. Illustrate effective teaching and learning strategies that are geared towards maximizing student learning.
6. Develop insights into the facilitators of learning such as intelligence, needs, goals and self - perceptions.
7. Use insights from educational psychology for effective instructional management and design, and student assessment.
8. Incorporate recent research from the field of educational psychology to create an environment conducive to learning.
9. Illustrate the ways in which education can cater to the needs of diverse learners – having varying learning styles and intellectual abilities.

Course Outcomes:

After completion of the course, learners would be able to:

- CO1:** Understand the basics of the field of educational psychology – its nature, scope and role.
- CO2:** Distinguish between the various methods of conducting research and examine the role of research in enhancing teaching.
- CO3:** Understand education in the Indian context.
- CO4:** Understand the main processes, periods and issues in child development.
- CO5:** Apply the theories of cognitive and psycho-social development to the context of teaching and learning.
- CO6:** Evaluate the theories of learning - their applications to modifying student behaviour in and out of the classroom, their challenges and criticisms.
- CO7:** Understand and apply cognitive psychology research and theory to foster the development of deep, long lasting knowledge.
- CO8:** Apply the various perspectives on motivation to the educational context
- CO9:** Devise strategies for improving student motivation to succeed with specific focus on learning orientation, values, goals, expectation and self-efficacy.
- CO10:** Identify the obstacles to student achievement and devise approaches to be used by teachers, mentors, parents and counsellors to tackle the same.
- CO11:** Understand the nuances behind lesson planning and important forms of learner and teacher centred instruction.
- CO12:** Examine the effective use of technology to help students learn.
- CO13:** Illustrate why classroom management is both challenging and necessary.
- CO14:** Summarize the research on the roles of rules, procedures, consequences, and the design of the physical space in classroom management.
- CO15:** Discuss how to maintain a positive learning environment by encouraging student engagement, preventing problems, and developing caring, respectful relationships with students.
- CO16:** Identify effective approaches to communication for both students and teachers.
- CO17:** Formulate effective approaches for teachers to deal with problem behaviours.
- CO18:** Understand the basics of assessment and examine the uses, advantages and limitations of different types of tests.
- CO19:** Examine the purpose, value, and pros and cons of authentic classroom assessment.
- CO20:** Elaborate on grades and the effects of grading on students.
- CO21:** Understand current theories of intelligence, its testing and usage by teachers.
- CO22:** Discuss the values and limitations of considering students' learning styles.
- CO23:** Understand and address the educational needs of students with learning challenges and those who are gifted/exceptional.
- CO24:** Understand the provision for students with special needs to enhance the learning process.

Outline of Syllabus: (per semester plan)		
Module	Description	No of Hours
SEMESTER I – UNDERSTANDING LEARNER DEVELOPMENT, COGNITION AND MOTIVATION		
1	Introduction to Educational Psychology	15 hours
2	The role of cognitive and psycho-social development in teaching	15 hours
3	Approaches to learning and applications to the educational context	15 hours
4	Motivation in the classroom	15 hours
	TOTAL	60 hours

SEMESTER I

Unit	Topic	No. of Hours/Credits
Module 1	Introduction to Educational Psychology a) Nature and scope of educational psychology b) Role of educational psychology c) Methods of educational psychology d) Education in the Indian Context	15 hours
Module 2	The role of cognitive and psycho-social development in teaching a)The brain and cognitive development b)Piaget’s theory of cognitive development c)Vygotsky’s social cultural perspective and Bronfenbrenner’s bioecological model of development d) Implications of the students’ cognitive and psycho-social development for teaching.	15 hours
Module 3	Approaches to learning and applications to the educational context a)Behavioural theories of learning and their application to education b)Applied behaviour analysis and its application to education c)Social cognitive theories and their application to education d)Cognitive theories of learning and their application to education	15 hours

Module 4	Motivation in the classroom a) What is motivation? b) Perspectives on motivation - The role of needs, goals and beliefs and self-perceptions in motivation c) The achievement process d) Exploring achievement difficulties – low achievers and low expectations, procrastination, anxiety, perfectionism, uninterested/alienated students.	15 hours
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RECOMMENDED READING:

Textbooks

1. Woolfolk, A. (2004). Educational psychology (9th ed.). Pearson Education.
2. Santrock, J. W. (2006). Educational psychology. Boston: McGraw-Hill.
3. Mangal, S. K. (2011). Advanced Educational Psychology, 2nd ed. PHI Learning, New Delhi.
4. Slavin, R. E. (2018). *Educational psychology: Theory and practice*. 12th edition. Pearson India.

Suggested Readings

1. Rubie-Davies, C. (Ed.) (2011). Educational Psychology Concepts, Research and Challenges. Routledge.
2. Smith, T., Polloway, E., Patton, J. & Dowdy, C. (2012). Teaching Students with Special Needs in Inclusive Settings (6th ed.). PHI

Program: B.Sc. Psychology (2021-22)				Semester: I	
Course: PSYCHOLOGY AND HUMAN RIGHTS				Course Code: -	
Teaching Scheme				Evaluation Scheme	
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credits	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4	NIL	NIL	4	25	75
<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. To familiarize the students with the philosophy and the concept of Human Rights. 2. To create an understanding of the various systems and provisions that can foster Human Rights. 3. To sensitize students to the diverse Human Rights issues in terms of their complex nature. 4. To develop an understanding of the psychological aspects of human rights. 5. To understand past and current human rights issues from a psychological perspective 					
<p>Course Outcomes: After completion of the course, learners would be able to: CO01: Understand the meaning and history of human rights in global as well as Indian context CO02: Recognize the role of Psychology in this discipline CO03: Interpret Human Rights violations with the empirical knowledge of stereotypes, prejudices and discrimination CO04: Develop an empathetic understanding of struggles of special groups CO05: Deconstruct historical understanding of human rights movements in the light of their psychological features CO06: Recognize the relationship between human rights and mental health CO07: Understand and design strategies to tackle human rights violations CO08: Become aware of the importance of following ethics in psychological research CO09: Analyze and discuss issues related to human rights and consequences of serious violations of these CO10:Analyze and discuss rights as well as well as how these can be ensured and implemented</p>					
SEMESTER 1					
PSYCHOLOGY AND HUMAN RIGHTS					
Module	Description				No of Hours
1	Meaning, Scope and History of Human Rights				15 hours
2	The intersection of psychology and human rights				15 hours
3	Significant struggles and Human Rights movements				15 hours
4	Psychology's contribution to the prevention of human rights violations				15 hours
	Total				60 hours

SEMESTER I

Unit	Topic	No. of Hours/Credits
Module 1	<p>Meaning, Scope and History of Human Rights</p> <p>a) Meaning of Human Rights</p> <p>b) History: Origin and development of the discourse on human rights</p> <p>c) Universal Declaration of Human Rights</p> <p>d) Indian Constitution and other laws, provisions and acts against the violation of human rights.</p>	15 hours
Module 2	<p>The intersection of psychology and human rights</p> <p>a) Stereotypes, Prejudice and Discrimination – Human rights violations in history and theoretical explanations from a psychological perspective</p> <p>b) Obedience, conformity and other psychological phenomenon in relation to human rights</p> <p>c) Counseling and clinical psychology - Human rights and mental health</p> <p>d) Peace Psychology - Psychosocial aspects and effects of conflict and conditions conducive / detrimental to peace.</p>	15 hours
Module 3	<p>Significant struggles and Human Rights movements</p> <p>a) Civil and political - Human rights violations and psychological consequences</p> <p>b) Economic and sociocultural - Human rights violations in special groups</p> <p>c) Important human rights movements - Past and Present</p> <p>d) Psychosocial features of movements that have advanced human rights.</p>	15 hours
Module 4	<p>Psychology's contribution to the prevention of HR violations</p> <p>a) Ethics in psychological research</p> <p>b) Ethical practices followed by mental health professionals</p> <p>c) Contribution of psychological associations to fostering human rights</p> <p>d) Human rights education for psychologists.</p>	15 hours

RECOMMENDED READING:

Suggested Readings

1. The Cambridge Handbook of Psychology and Human Rights. (2020). In N. Rubin & R. Flores (Eds.), *The Cambridge Handbook of Psychology and Human Rights* (Cambridge Handbooks in Psychology, pp. I-II). Cambridge: Cambridge University Press.
2. Comfort Asanbe, Gaba Ayorkor Yang Jeea (2018). Mental health is a human right. Psychology International Newsletter.
3. Silove D. The psychosocial effects of torture, mass human rights violations, and refugee trauma: toward an integrated conceptual framework. *J Nerv Ment Dis.* 1999 Apr; 187(4):200-7. doi: 10.1097/00005053-199904000-00002. PMID: 10221552.
4. Zafer-Smith, G. (2003). Special Issue in "Psychologists and Human rights". *The International Journal of Human* <https://doi.org/10.1080/714003786>

Program: B.Sc. Psychology (Honours) (2021-22)				Semester: I	
Course: PRACTICUM – I				Course Code: -	
Teaching Scheme				Evaluation Scheme	
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credits	Continuous Assessment (CA) (Marks – 25)	Semester End Examination (SEE) (Marks- 75 in Question Paper)
NIL	4	NIL	2	25	75
Learning Objectives:					
<ol style="list-style-type: none"> To understand the practical applications of concepts learnt as a part of the Educational Psychology and Child Development coursework. To develop skills in observation, experimentation, and report writing. To understand the value and nature of psychological tests relevant for children. To develop a scientific temper and an analytical perspective. 					
Course Outcomes:					
After completion of the course, learners would be able to:					
CO01: Understand the basics of the practicum in Educational Psychology and Child Development					
CO02: Apply understanding of child development, perspectives on learning and motivation to enhance the teaching-learning process.					
CO03: Develop an understanding of the key areas in Educational Psychology, through case studies, observation and focus group discussions.					
CO04: Understand psychometric tests relevant for children.					
Outline of Syllabus: (per semester plan)					
Module	Description				16 hours per semester
SEMESTER I					
1	Introduction to Practicum				2
2	The role of cognitive and psycho-social development in teaching				3
3	Approaches to learning				3
4	Motivation in the classroom				4
5	Psychometric tests for children				4

Unit	Topic	No. of Hours/Credits 16 hours / 2 credits per semester
Module 1	Introduction to Practicum Introduction and orientation to basic research methods and statistics in Educational Psychology and Child Development	2 hours
Module 2	The role of cognitive and psycho-social development in teaching - Observational study Cognitive development of children of different age groups in comparison to Piaget's theory of cognitive development and identify the implications for teaching for each age group. / Assess the cognitive development of a child of a particular age group in the light of Piaget's theory of cognitive development and identify the implications for teaching this child based on the developmental milestones achieved.	3 hours
Module 3	Approaches to learning Identify a television program/YouTube video that caters to learning in early childhood. Watch an episode. Analyse the show. Identify the effective techniques used to increase children's attention and help them learn from a behavioural and cognitive perspective.	3 hours
Module 4	Motivation in the classroom: Focus Group Discussion – Observe a focus group discussion of primary school teachers and note the strategies used to motivate the students. Assess the effectiveness of the strategies used. Provide suggestions on what could be done differently.	4 hours
Module 5	Psychometric tests for children- Developmental Assessment Scale for Indian Infants (DASII).	4 hours

RECOMMENDED READING:

Suggested Reading

1. Woolfolk, A. (2004). Educational psychology (9th ed.). Pearson Education.
2. Santrock, J. W. (2006). Educational psychology. Boston: McGraw-H

Program: B.Sc. Psychology (Honours) (2021-22)				Semester: II	
Course: Fundamentals of Psychology				Course Code:	
Teaching Scheme			Evaluation Scheme		
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credits	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks 75 in Question Paper)
04	NIL	NIL	04	25	75

Learning Objectives:

1. Orient students to psychology as a science and the research methods it adopts.
2. Understand various phenomena studied by psychologists – viz memory, learning, motivation.
3. Understand and critique the various theoretical explanations underlying phenomena studied in the field of psychology.
4. Encourage the application of general findings from research in psychology to everyday life.

Course Outcomes:

After completion of the course, learners would be able to:

- CO1:** Understand the history of Psychology.
- CO2:** Recognize the roots of Psychology in India.
- CO3:** Understand modern perspectives dominating the field of Psychology.
- CO4:** Gain basic understanding of psychological research.
- CO5:** Develop a scientific temper towards psychological research.
- CO6:** Develop an understanding of the biological foundations of behaviour.
- CO7:** Appreciate the structure and functions of the brain.
- CO8:** Identify the meaning of consciousness and altered states of consciousness.
- CO9:** Demystify misconceptions related to dreams and hypnosis.
- CO10:** Understand and compare fundamental theories of learning in Psychology.
- CO11:** Understand the phenomenon of memory and forgetting from the empirical standpoint.
- CO12:** Understand fundamental cognitive processes such as problem solving and intelligence.
- CO13:** Study the phenomenon of language from a psychological standpoint.
- CO14:** Understand the physiology and the psychology of emotions.
- CO15:** Appreciate the different theories of motivation and their relevance.
- CO16:** Understand the construct of personality and its explanation from different schools of psychology.
- CO17:** Be familiar with ways to assess personality.
- CO18:** Recognize the impact of stress on physical and mental health.
- CO19:** Understand and learn effective coping strategies to deal with stress.
- CO20:** Identify and implement useful health behaviours for their daily lives.

SEMESTER II – BASIC CONCEPTS AND PROCESSES

Module	Description	No. of hours
1	Cognition, Language & Intelligence	15 hours
2	Motivation & Emotion	15 hours
3	Personality	15 hours
4	Stress & Health	15 hours
	Total	60 hours

SEMESTER II

Unit	Topic	No. of Hours/ Credits/ 4 Credits 60 lectures
Module 1	Cognition, Language & Intelligence	15 Lectures
	a) Definition of Cognition b) Concepts: The Basic units of thinking - Simple and Complex concepts, Natural concepts c) Thinking and Problem Solving: - Steps in the cognitive operations involved in problem solving, creative problem solving. d) Language - Semantics, Generative property of language: Elements and rules, language and thought, animal languages e) Intelligence: Views, measurement, factors contributing to individual differences, the importance in modern society, race-ethnic differences in intelligence and achievement, extremes in intelligence.	
Module 2	Motivation & Emotion	15 Lectures
	a) Theories of Motivation- Drive theory, Arousal theory, Expectancy theory, Maslow's need hierarchy theory b) Hunger Motivation (regulation of eating, factors in weight gain) and Sexual Motivation (hormones and sexual behaviour, human sexual behaviour, sexual orientation) c) The Nature of emotions- James-Lange Theory, Cannon-Bard theory, Schachter and Singer's Two Factor theory, Opponent Process Theory d) The physiology of emotion and the link between cognition and emotion.	

Module 3	Personality	15 Lectures
	<p>a) Definition of Personality</p> <p>b) Trait Theory: Describing the consistencies of personality – Allport’s Trait Theory, Five Factor Model of Personality, Importance of Personality Traits</p> <p>c) Social Learning Theory: Albert Bandura - Role of Learning in Personality, Role of Cognition in Personality, Situationalism and Interactionism</p> <p>d) Humanistic Theory: Maslow and Rogers – inner-directedness and subjectivity, the self-concept, self-actualization, Humanism compared with Classic Psychoanalysis and Social Learning Theory.</p>	
Module 4	Stress & Health	15 Lectures
	<p>a) Stress: Challenges to Coping - Sources of Stress, General aspects of stress reactions, Physical reactions to stress and health</p> <p>b) Factors that influence reactions to stress - Prior experience with the stress, Development factors, Predictability and Control, Social support, Person variables in reactions to stress: Cognition and personality, Person variables in reactions to stress: Gender and ethnicity</p> <p>c) Changing Health-Related Behaviour Patterns - Learning to relax, Eating Right, Exercising and Safety management.</p>	

RECOMMENDED READING:

Textbooks

- 1) Lahey, B. B. (2012). Psychology: An Introduction. 11th Ed. New York: McGraw-Hill
- 2) Baron, R. A. & Misra.G. (2013). Psychology. New Delhi: Pearson.
- 3) Ciccarelli, S. K. & White, J.N. (2018). Psychology 5th Ed. New Jersey: Pearson education
- 4) Feldman, R. S. (2002). Understanding Psychology. New Delhi: Tata Mc Graw Hill.

Suggested Readings

- 1) Baron, R. A. Psychology 4th Ed Prentice Hall
- 2) Weiten, W. (1995). Psychology – Themes and Variations, Brooks Cole Publishing
- 3) Company
- 4) Atkinson & Hilgard, (2009). Introduction to Psychology 15th Ed. Cengage Learning.
- 5) Strongman, K. T. (2006). Applying Psychology to Everyday Life – A Beginner’s Guide,
- 6) John Wiley & Sons.

- 7) John.W Santrock, Psychology Essentials 2, II Edition (Updated) 2006, Tata McGraw Hill Publication.
- 8) Baron, R. A. & Misra.G. (2013). Psychology. New Delhi: Pearson.
- 9) Myers, D. G. (2013). Psychology 10th Ed. International edition. New York: Worth Palgrave Macmillan, Indian reprint 2013.
- 10) Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon
- 11) Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology.(Indian subcontinent adaptation). New Delhi: Dorling Kindersley (India) pvt ltd

Program: B.Sc. Psychology (Honours) (2021-22)					Semester: II	
Course: Psychology – Human Development II					Course Code:	
Teaching Scheme				Evaluation Scheme		
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credits	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)	
4	NIL	NIL	4	25	75	
Learning Objectives:						
1) To get acquainted with the fundamentals and science of human lifespan development 2) To examine in detail the various topical areas of development from conception to childhood 3) To foster interest and application of knowledge about human lifespan development in everyday life.						
Course Outcomes:						
After completion of the course, learners would be able to:						
CO01: Understand the scope and applications in human lifespan development learning						
CO02: Exhibit clarity in the nature-nurture debate with regards to human development						
CO03: Demonstrate deep knowledge of growth and change in newborns, infants, pre-schoolers and children through the four domains of development - physical, cognitive, social and personality development						
CO04: Diagnose the milestone achievements, delays and advancements of infants, pre-schoolers and children around them						
CO05: Suggest interventions for improved development of infants, pre-schoolers and children. based on the knowledge acquired						
Outline of Syllabus:(per semester plan)						
Module	Description				No. of Hours/Credits	
					4 Credits 60 lectures	
SEMESTER II – THE PRESCHOOL AND SCHOOL YEARS						
1	Preschool Years- Physical & Cognitive Development				15 hours	
2	Preschool Years- Social & Personality Development				15 hours	
3	Childhood - Physical & Cognitive Development				15 hours	
4	Childhood - Social & Personality Development				15 hours	

SEMESTER II

Unit	Topic	No. of Hours/Credits 4 Credits 60 lectures
Module 1	<p><u>Preschool Years - Physical & Cognitive Development</u></p> <p>a) Physical growth & change: The growing body, the growing brain, & motor development</p> <p>b) Cognitive growth & change: Piaget's approach, Information-Processing approach, & Vygotsky's approach</p> <p>c) Growth of language: Language development & Learning from the media</p> <p>d) Early Childhood Care and Education: Objectives of ECCE; types of ECCE (Balwadi, Anganwadi, ICD, Creche, Preschools); Effectiveness and Quality of Childcare</p> <p>e) Recent developments in ECCE: National Policy on Education, Yashpal Committee Report: Learning Without Burden, Role of the Indian Association for Pre - School Education.</p>	15 Lectures
Module 2	<p><u>Preschool Years - Social & Personality Development</u></p> <p>a) Personality Development: Forming a sense of self; Gender, Racial & Ethnic awareness</p> <p>b) Social Development: Friendships, Rules of Play, Theory of Mind</p> <p>c) Social Development: Family life, parenting styles, cross-cultural perspective on parenting</p> <p>d) Grim Side of Family Life: Child Abuse & Psychological Maltreatment; Introduction to the POCSO Act</p> <p>e) Moral Development & Aggression: Approaches to the development of morality, aggression & violence in preschoolers.</p>	15 Lectures
Module 3	<p><u>Childhood - Physical & Cognitive Development</u></p> <p>a) Physical Development: The growing body, Gross & Fine motor skills</p> <p>b) Physical & Mental Health during childhood; Dealing with children with special needs</p> <p>c) Cognitive Development: Piaget's approach, and Information Processing Approach</p> <p>d) Language Growth & Development</p> <p>e) Schooling: The three R's; Reading; Intellectual Disability & Gifted children; Growing importance of Inclusive Education.</p>	15 Lectures

Module 4	<p><u>Childhood - Social & Personality Development</u></p> <p>a) Personality Development: The development of self and self-esteem</p> <p>b) Moral Development in children: Kohlberg & Gilligan's approaches</p> <p>c) Social Development: Friendships during childhood, stages, individual and gender differences</p> <p>d) Social Development: Family life and changing family scenarios</p> <p>e) Social Development: School Life and the academic environment.</p>	15 Lectures
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RECOMMENDED READING:

Textbooks:

1. Feldman, R. S. (2014). Development across the Life Span. (7th Ed). New Jersey: Pearson Education
2. Feldman, R. S., & Babu, N. (2011). Discovering the Life Span. Indian subcontinent adaptation, New Delhi: Dorling Kindersley India pvt ltd.
3. Berk, L. E. (2006). Child Development.(7th Ed). New Delhi: Pearson Education Dorling Kindersley India pvt ltd.
4. Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development.(12th Ed). McGraw Hill, international Edition.

Suggested Readings

1. Tucker-Drob, E.M., & Harden, K.P., (2012). Early childhood cognitive development and parental cognitive stimulation: evidence of reciprocal gene-environment transactions. *Developmental Science*, 15(2), 250-259.
2. Feldman, R., & Eidelman, A. (2007). Maternal Postpartum behaviour and the Emergence of Infant-mother and Infant-father synchrony in preterm and full-term infants: the role of neonatal vagal tone. *Developmental Psychobiology*, 10, 290-302.
3. Charles, E. & Rivera, S. (2009). Object permanence and method of disappearance: looking measures further contradict reaching measures. *Developmental Science*, 12:6, 991-1006.
4. Bruce, S. & Muhammad, Z. (2009). The development of object permanence in children with Intellectual disability, physical disability, autism, and blindness. *International Journal of Disability, Development, and Education*, 56 (3), 229-246.
5. Santelices, M.P., Guzman, M., Aracena, M., Farkas, C., Perez-Sales, C.P., & Borghini, A. (2010). Promoting secure attachment: evaluation of the effectiveness of an early intervention pilot programme with mother-infant dyads in Santiago, Chile. *Child: Care, health, and development*, 37(2), 203-210.
6. McElwain, N.L., Booth-LaForce, C., & Wu, X. (2011). Infant-mother attachment and children's friendship quality: Maternal mental-state talk as an intervening mechanism. *Developmental Psychology*, 47 (5), 1295-1311

7. Dearing, E., McCartney, K. & Taylor, B.A., (2009). Does higher quality early childhood care promote low-income children's math and reading achievement in middle childhood? *Child Development*, 80 (5), 1329-1349.
8. Choi, A. S. (2014, July 15). How cultures around the world think about parenting. Accessed on 18 February 2015 from <http://ideas.ted.com>
9. Taylor, J. (2012). How technology is changing the way children think and focus. Available at <https://www.psychologytoday.com>
10. Spieker, S.J., Campbell, S.B., Vandergrift, N., Pierce, K.M., Cauffman, E., Susman, E.J., Roisman, G.I., et al., (2012). Relational aggression in middle childhood: Predictors and adolescent outcomes. *Social Development*, 21(2), 354-375.

Program: B.Sc. Psychology (Honours) (2021-22)				Semester: II	
Course: Basics for Statistics and Research Methods				Course Code:	
Teaching Scheme				Evaluation Scheme	
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credits	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE)(Marks- 75 in Question Paper)
3	NIL	1	4	25	75

Learning Objectives:

- 1) The course is designed to attract and encourage students into the field and to understand basic concepts to stimulate their thinking
- 2) Provide students with the fundamental knowledge of research methods and statistics in psychology
- 3) To enable students to understand various basic statistical techniques in terms of their assumptions, application, and limitations
- 4) To acquire competencies to organize data for manual analysis
- 5) Guide and mentor students in developing, completing, writing, and presenting a valid and ethical psychology research paper

Course Outcomes:

After completion of the course, learners would be able to:

CO01: Expand the knowledge about the basic statistics and research methods concepts

CO02: Identify areas in psychology in which they have strong interests

CO03: Develop computational skills

CO04: Compute various measures of central tendency, dispersion, skewness and kurtosis etc.

CO05: Analyse data pertaining to attributes and interpret the results

CO06: Analyse scientific claims made in popular and academic media

CO07: Read, analyse and calculate the data using different graphical representations

CO08: Understand the uses and importance of computations.

CO09: Formulate a problem and hypothesis for research.

CO10: Understand the importance and use of analysis and reporting of psychological research.

Outline of Syllabus: (per semester plan)

Module	Description	No of Hours
SEMESTER II – AN INTRODUCTION TO BASIC STATISTICS		
1	Introduction to Statistics and Tabulation	15
2	Understanding Data, Analyzing and Reporting	15
	TOTAL	30 Hours

SEMESTER II		
Unit	Topic	No. of Hours/Credits 4 Credits/ 60 lectures
Module 1	<p>Introduction to Statistics and Tabulation</p> <p>a) What are Statistics</p> <ul style="list-style-type: none"> i. Meaning and Definition ii. Characteristics iii. Scope in the Field of Psychology iv. Uses and Limitations v. Case Study Example <p>b) Key Concepts</p> <ul style="list-style-type: none"> i. Variables and attributes ii. Population and sample iii. Parameter and Statistic iv. Types of Variables: Random, Discrete and Continuous <p>c) Two Branches of Statistics</p> <ul style="list-style-type: none"> i. The Two Branches of Statistical Methods ii. Overview of Descriptive Statistics iii. Overview of Inferential Statistics iv. Estimation Theory: Point and Interval Estimate <p>d) Frequency Distribution</p> <ul style="list-style-type: none"> i. The Concept of Normal Curve: Characteristics ii. Preparing Frequency Distribution: Advantages and Disadvantages iii. Relative and Cumulative Frequency Distribution iv. Smoothed Frequencies v. Method of Running Averages 	30 lectures
Module 2	<p>Describing and Exploring Data</p> <p>a) Graphical Representation of Data</p> <ul style="list-style-type: none"> i. Graphical Representation of Group Data ii. Advantages of Graphical Representation of Data iii. Frequency Polygon iv. Histogram and Bar Graph v. Ogive: A cumulative frequency graph: Less than Type, More Than Type <p>b) Measures of Central Tendency and Variability</p> <ul style="list-style-type: none"> i. 3M's – Mean, Median, Mode ii. Properties, Merits & Demerits ii. Measures of Central Tendency in Symmetrical and Asymmetrical Distributions. 	30 Lectures

	<p>c) Measures of Variability</p> <ul style="list-style-type: none"> i. Concept of Variability: Meaning and Importance ii. Range iii. Quartile Déviations iv. Mean Deviation v. Standard Deviation vi. Skewness and Kurtosis vii. Computation and Uses viii. Applications in Psychology <p>d) Levels of Measurement</p> <ul style="list-style-type: none"> i. Scales of Measurement ii. Nominal iii. Ordinal ii. Interval iii. Ratio Scale iv. Examples from Survey: Market study, Intelligence, Personality and research study. 	
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RECOMMENDED READING:

Textbooks

- 1) Mangal, S. K. (2002). Statistics for Psychology (4th ed). New Delhi: Pearson Education (ISBN: 81-317-1464-20).
- 2) Prem Mann (2010). Introductory Statistics (7th Ed). John Wiley and Sons
- 3) Howell (2011). Statistical Methods for Psychology (8th Ed). Wadsworth CENGAGE Learning.
- 4) Kothari, C. R. (2007). Research Methodology: Methods and Techniques. 2nd ed. New Age International Publishers

Suggested Readings

- 1) Ranjit Kumar (2011). Research Methodology: a step-by-step guide. 3rd ed. SAGE Publications.
- 2) Goodwin (2010). Research in Psychology Methods and Design. 6th Ed. Wiley and Sons.
- 3) Kenneth, B. S., & Bruce, A. B. (2001). Research Design and Methods: A Process Approach. 5th ed. McGraw Hill.
- 4) Gupta S. P; Statistical Methods. Sulthan Chand and Sons New Delhi Aron, A., Aron. R., & Coups, E. J. (2006)
- 5) Mann P. (2009) Introductory Statistics. 7th Ed, John Wiley & Sons.

Program: B.Sc. Psychology (Honours) (2021-22)				Semester: II	
Course: Educational Psychology				Course Code: -	
Teaching Scheme				Evaluation Scheme	
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credits	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
04	NIL	NIL	04	25	75

Learning Objectives:

1. Understand the meaning and importance of educational psychology in enhancing the teaching - learning process.
2. Examine how the science of psychology can inform our understanding of teaching and learning in the Indian context.
3. Examine how education is tailored based on the developmental milestones and needs of the student.
4. Evaluate the various perspective on learning and motivation and their applications to the educational context.
5. Illustrate effective teaching and learning strategies that are geared towards maximizing student learning.
6. Develop insights into the facilitators of learning such as intelligence, needs, goals and self - perceptions.
7. Use insights from educational psychology for effective instructional management and design, and student assessment.
8. Incorporate recent research from the field of educational psychology to create an environment conducive to learning.
9. Illustrate the ways in which education can cater to the needs of diverse learners – having varying learning styles and intellectual abilities.

Course Outcomes:

After completion of the course, learners would be able to:

- CO1:** Understand the basics of the field of educational psychology – its nature, scope and role.
- CO2:** Distinguish between the various methods of conducting research and examine the role of research in enhancing teaching.
- CO3:** Understand education in the Indian context.
- CO4:** Understand the main processes, periods and issues in child development.
- CO5:** Apply the theories of cognitive and psycho-social development to the context of teaching and learning.
- CO6:** Evaluate the theories of learning - their applications to modifying student behaviour in and out of the classroom, their challenges and criticisms.
- CO7:** Understand and apply cognitive psychology research and theory to foster the development of deep, long lasting knowledge.
- CO8:** Apply the various perspectives on motivation to the educational context
- CO9:** Devise strategies for improving student motivation to succeed with specific focus on learning orientation, values, goals, expectation and self-efficacy.
- CO10:** Identify the obstacles to student achievement and devise approaches to be used by teachers, mentors, parents and counsellors to tackle the same.
- CO11:** Understand the nuances behind lesson planning and important forms of learner and teacher centred instruction.
- CO12:** Examine the effective use of technology to help students learn.
- CO13:** Illustrate why classroom management is both challenging and necessary.
- CO14:** Summarize the research on the roles of rules, procedures, consequences, and the design of the physical space in classroom management.
- CO15:** Discuss how to maintain a positive learning environment by encouraging student engagement, preventing problems, and developing caring, respectful relationships with students.
- CO16:** Identify effective approaches to communication for both students and teachers.
- CO17:** Formulate effective approaches for teachers to deal with problem behaviours.
- CO18:** Understand the basics of assessment and examine the uses, advantages and limitations of different types of tests.
- CO19:** Examine the purpose, value, and pros and cons of authentic classroom assessment.
- CO20:** Elaborate on grades and the effects of grading on students.
- CO21:** Understand current theories of intelligence, its testing and usage by teachers.
- CO22:** Discuss the values and limitations of considering students' learning styles.
- CO23:** Understand and address the educational needs of students with learning challenges and those who are gifted/exceptional.
- CO24:** Understand the provision for students with special needs to enhance the learning process.

SEMESTER II – APPLICATIONS OF EDUCATIONAL PSYCHOLOGY TO THE CLASSROOM		
Module	Description	No .of hours
1	Instructional management and design	15 hours
2	Conduct in the classroom	15 hours
3	Student assessment	15 hours
4	Dealing with issues of learner diversity	15 hours
	Total	60 hours per semester

SEMESTER II

Unit	Topic	No. of Hours/Credits
Module 1	Instructional management and design a) Planning : Instructional planning, and time frames and planning b) Teacher centered lesson planning and instruction c) Learner centered lesson planning and instruction d) Education and technology	15 hours
Module 2	Conduct in the classroom a) The need for effective classroom management b) Designing the physical classroom and creating a positive environment c) Being a good communicator d) Dealing with problem behaviours : Management strategies and dealing with aggression	15 hours
Module 3	Student assessment a) Basics of assessment b) Classroom assessment and testing (objective tests, essay tests) c) Authentic classroom assessments (portfolios and exhibitions) d) Grading (norm referenced vs criterion referenced grading, effect of grades on students, grades and motivation, communicating with families)	15 hours
Module 4	Dealing with issues of learner diversity a) Intellectual differences in learners : Theories and measurement of Intelligence and the issue of labelling b) Learning and thinking styles - value and cautions c) Students with learning challenges or disabilities and provisions for effective learning d) Gifted or exceptional students – identification and methods and strategies to teach them.	15 hours

RECOMMENDED READING:

Textbooks

1. Woolfolk, A. (2004). Educational psychology (9th ed.). Pearson Education.
2. Santrock, J. W. (2006). Educational psychology. Boston: McGraw-Hill.
3. Mangal, S. K. (2011). Advanced Educational Psychology, 2nd ed. PHI Learning, New Delhi.
4. Slavin, R. E. (2018). *Educational psychology: Theory and practice*. 12th edition. Pearson India.

Suggested Readings

1. Rubie-Davies, C. (Ed.) (2011). Educational Psychology Concepts, Research and Challenges. Routledge.
2. Smith, T., Polloway, E., Patton, J. & Dowdy, C. (2012). Teaching Students with Special Needs in Inclusive Settings (6th ed.). PHI Learning.

Program: B.Sc. Psychology (Honours) (2021-22)					Semester: II	
Course: Psychology of Well-Being					Course Code:	
Teaching Scheme				Evaluation Scheme		
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credits	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)	
04	NIL	NIL	04	25	75	
Learning Objectives:						
<ol style="list-style-type: none"> 1. To help understand factors that contribute to good life. 2. To acquire a knowledge of the methods to enhance optimism, hope, forgiveness, gratitude, and sense of control. 						
Course Objectives:						
CO1: Learn about positive emotions and ways to enhance them CO2: Understand the importance of optimism and hope CO3: Discern the significance of forgiveness and gratitude CO4: Recognize the need for sense of control, its illusions and realism						
SEMESTER II – PSYCHOLOGY OF WELL - BEING						
Outline of Syllabus: (per semester plan)						
Module	Description					No of Hours
1	Positive Emotions					15 hours
2	Optimism and Hope					15 hours
3	Forgiveness and Gratitude					15 hours
4	Sense of Control					15 hours
	Total					60 hours

SEMESTER II

Unit	Topic	No. of Hours/Credits 4 Credits/ 60 lectures
Module 1	Positive Emotions a) History of Positive Emotions b) Where do positive emotions come from? c) Broaden and Build Hypothesis d) Intervention to increase positive emotions	15 Lectures
Module 2	Optimism and Hope a) Optimism and subjective well-being b) Optimism and coping c) Theories of hope d) Hope and optimism, self-esteem, self-efficacy	15 Lectures
Module 3	Forgiveness and Gratitude a) Correlates of forgiveness b) Forgiveness and well-being c) Gratitude as an emotion, virtue and in relationships d) Interventions to promote forgiveness and gratitude	15 Lectures
Module 4	Sense of Control a) What is sense of control? b) Why do people need sense of control? c) Realism and Illusion of Control d) Interventions to increase control	15 Lectures

RECOMMENDED READING:

Textbooks

1. Carr, A. (2004). Positive Psychology: The Science of Happiness and Human Strengths. UK: Routledge.
2. Snyder, C.R. and Lopez, S. J. (2002). Handbook of Positive Psychology: Oxford University Press.

Suggested Reading

Heffron, K. and Boniwell, I. (2011). Positive Psychology: Theory, Research, and Applications. Open University Press.

Program: B.Sc. Psychology (Honours) (2021-22)				Semester: II	
Course: PRACTICUM – II				Course Code: -	
Teaching Scheme				Evaluation Scheme	
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credits	Continuous Assessment (CA) (Marks – 25)	Semester End Examination (SEE) (Marks- 75 in Question Paper)
NIL	4	NIL	2	25	75
Learning Objectives:					
<ol style="list-style-type: none"> 1. To understand the practical applications of concepts learnt as a part of the Educational Psychology and Child Development coursework. 2. To develop skills in observation, experimentation, and report writing. 3. To understand the value and nature of psychological tests relevant for children. 4. To develop a scientific temper and an analytical perspective. 					
Course Outcomes:					
After completion of the course, learners would be able to:					
CO01: Understand the basics of the practicum in Educational Psychology and Child Development					
CO02: Apply understanding of child development, perspectives on learning and motivation to enhance the teaching-learning process.					
CO03: Develop an understanding of the key areas in Educational Psychology, through case studies, observation and focus group discussions.					
CO04: Understand psychometric tests relevant for children.					
Outline of Syllabus: (per semester plan)					
Module	Description				16 hours per semester
SEMESTER II					
1	Instructional management and design				3 hours
2	Conduct in the classroom				3 hours
3	Student assessment				3 hours
4	Dealing with issues of learner diversity				3 hours
5	Psychometrics tests for children				4 hours
	Total				16 hours per semester

SEMESTER II		
Module 1	Instructional management and design: Develop a lesson plan based on the principles of Teacher and Learner-Centered lesson planning and instruction.	3 hours
Module 2	Conduct in the classroom – Case Study (provided by the instructor/teacher) – Dealing with problem behaviours in the classroom.	3 hours
Module 3	Student assessment – Mini research project – Work in pairs. Conduct a mini research project with a group of primary school students. Randomly assign students to one of the two groups. Teach each group the same section of a chapter using one of two strategies that can enhance student learning at that age. Devise a test to assess this learning.	3 hours
Module 4	Dealing with issues of learner diversity – Field Work Visit a special education institute/ an institute for students with disabilities. Observe the strategies used by special educators to enhance the learning for students with disability/ Interview a special educator/ caregiver of a special child and understand their experiences and strategies used to facilitate learning/ skill development.	3 hours
Module 5	Psychometrics tests for children Wechsler Preschool and Primary Scales of Intelligence (WPPSI), and/or Children Apperception Test (CAT).	4 hours

RECOMMENDED READING:

Suggested Reading

1. Woolfolk, A. (2004). Educational psychology (9th ed.). Pearson Education.
2. Santrock, J. W. (2006). Educational psychology. Boston: McGraw-Hill