

GARDEN CITY UNIVERSITY
M.Sc PSYCHOLOGY
SEMESTER-I
BASIC PSYCHOLOGICAL PROCESSES

CODE:

CREDITS: 04

Name of the Instructor:

1. GOALS –

- To understand the concepts of science of Psychology and its scope in the present scenario.
- To know the essentials of Psychology, and understand it with different perspectives
- To utilize this scientific knowledge in daily life
- To understand the various motivational and emotional concepts, which influence human behavior

2. OBJECTIVES OF DEVELOPMENT –

To enable the learner:

- To know the basics of Psychology through classroom lecture.
- To apply the psychological principles in different sectors of society through individual assignment
- To know the different goals of Psychology through research
- To know the different perspectives in Psychology through lecture
- To know the different fields of Psychology using market survey
- To know the different types of psychological research through seminar
- To know the concepts of learning, memory and forgetting with its theoretical base using power point presentation.
- To know the concepts of motivation and emotion with its theoretical base through cognitive maps.

3. COURSE MANAGEMENT

3.1. COURSE DESCRIPTION

The course is offered to provide the basics of Psychology, its components and concepts. It aims to make the students:

- Understand the basic concepts of Psychology
- Understand the different psychological concepts

- Understand the use of this scientific knowledge in daily life.

3.2. CREDIT HOURS

Instruction Hours: 60

4. DEVELOPMENT OF STUDENT'S LEARNING OUTCOME –

The student will be able to:

- Understand the basics of Psychology
- Use various psychological principles in their day to day life
- Understand and differentiate the various perspectives in Psychology
- Understand the various cognitions and physiological functions
- Understand the various connections of emotions: Physiological process in emotional response and Theories of Emotion
- Specify the various motivational types and its relevance

4.1. FRAMEWORK OF LEARNING OUTCOME WEIGHTAGE

Sub Unit KLAAp Assignment				
	K	L	A	Ap
UNIT I				
1.1	0	0	1	2
1.2	1	1	0	0
1.3	1	1	0	1
1.4	0	0	1	1
Total for UNIT I	2	2	1	3
UNIT II				
2.1	1	0	0	1
2.2	0	0	1	1
2.3	0	1	1	0
Total for UNIT II	1	1	2	2
UNIT III				
3.1	0	0	1	1
3.2	1	1	0	0

3.3	0	1	1	0
Total for UNIT III	1	2	2	1
UNIT IV				
4.1	0	0	1	1
4.2	1	1	0	0
4.3	0	0	1	1
4.4	0	1	0	1
4.5	1	1	1	0
Total for UNIT IV	2	2	3	2

Weightage Calculation											
U N I T	K	Weig htag e of "K" in the unit	L	Weig htag e of "L" in the unit	A	Weig htag e of "A" in the unit	Ap	Weig htag e of "Ap " in the unit	C D P (4 0)	U C (6 0)	T W (1 00)
	15 % of 40		15 % of 40		35 % of 40		35 % of 40				
	6		6		14		14				
1	2	2.0	2	1.5	2	3.1	4	5.6	12	15	27
2	1	1.0	1	0.8	2	3.1	2	2.8	8	15	23
3	1	1.0	2	1.5	2	3.1	1	1.4	7	15	22
4	2	2.0	3	2.3	3	4.7	3	4.2	13	15	28
	6		8		9		10		40		100

CDP = Course Designer Prerogative

UC = University Component

TW = Total Weightage

K = To Know & Memorize

L = To Learn & Understand

A = To Analyze

Ap = To Apply

5. TEACHING METHODS-

- Classroom Lecture
- Individual Assignments on Current Topic
- Videos related to Basics in Psychology
- Quizzes
- Class Presentations
- Seminars
- Cognitive Maps
- Documentaries
- Movies
- Debates

6. TEACHING PLAN

Week	Topic	Hours	Teaching Methods	Weightage
1 to 4	<p>UNIT I: THE SCIENCE OF PSYCHOLOGY</p> <p>1.1 Definition and goals of Psychology. Modern perspectives Psychodynamic perspectives— Behavioral perspectives— Cognitive perspectives—Humanistic perspectives (A,Ap)</p> <p>1.2 Fields of psychology: Applied – Educational Psychology, Industrial psychology, clinical psychology, counseling psychology, Theoretical – General psychology, social psychology developmental psychology, para psychology, (K,L)</p>	15 hours 4 hours / Week	<p>1. Lectures on perspectives of Psychology</p> <p>2. Videos on fields of psychology</p> <p>3. Group Discussion on methods of research</p>	27%

	<p>1.3 Introspection method. Types of Psychological Research : Descriptive research – observation method, survey method, interview method, case studies Experimental Research – [Independent and dependent variables, experimental and control groups] Double blind experiments.(k,L,Ap)</p> <p>1.4.Indian perspectives of psychology(A,Ap)</p>			
5 to 8	<p>UNIT II : LEARNING, MEMORY AND FORGETTING</p> <p>2.1 Learning: Meaning and definition of learning, skill. Trial and error learning and laws of learning. Insight learning. Classical conditioning and its principles, (acquisition, generalization, discrimination, extinction and spontaneous recovery). (k,Ap)</p> <p>2.2 Applications of classical conditioning. Operant conditioning – Skinner’s approach to operant conditioning (positive and negative reinforcement, and primary and secondary reinforcement). (A,Ap)</p> <p>2.3.Nature of memory – (Memory Encoding, Attention</p>	15 hours 4 hours / Week	<p>1.Classroom discussion on trial and error learning and laws of learning</p> <p>2. Lecture on classical conditioning.</p> <p>3. Presentations on applications of classical conditioning</p> <p>4. Classroom debate on memory</p>	23 %

	<p>Level of processing, Elaboration, Imaginary) Memory storage- Sensory memory (iconic & echoic memory) Short-term memory Chunking and rehearsal, working memory. Long-term memory-Declarative memory (Episodic memory and semantic memory) Procedural memory. Forgetting- Cause of forgetting (Decay theory, Interference theory, Memory dysfunction Improving memory. (A, L).</p>			
9 to12	<p>UNIT III: MOTIVATION AND EMOTION</p> <p>3.1 Meaning and nature of motivations – Homeostasis, Motivation cycle. Types of motives Physiological motives – Hunger, thirst, Social motives – Achievement, power affiliation.(A,Ap)</p> <p>3.2 Theories of motivation - Drive reduction approach, instinct approach, incentive approach, Humanistic approach (Maslow’s theory) (K,L)</p> <p>3.3 Emotion: Meaning, Nature. Physiological and Psychological changes. Types of emotions. Pleasant emotions – Love, Joy, Affection Unpleasant emotions –</p>	<p>15 hours 4 hours / Week</p>	<p>1. Classroom lecture on motivations</p> <p>2. Presentation on motivation cycle</p> <p>3. Class Debate –physiological and psychological changes</p> <p>4. Power point presentation on different emotions</p>	<p>22 %</p>

	<p>Anger, Fear, Grief. Theories of emotions – James – Lange theory, cannon-bard theory, Schacter – Singer theory. Lazarus-Cognitive mediational theory (A,L)</p>			
	<p>UNIT IV: STATES OF CONSCIOUSNESS</p> <p>4.1 Sleep and Dreams: Sleep Around the World, The New Science of Sleep and Dreams, Quantitative Methods and the Cognitive Theory of Dreaming, Normative, Repetitive and Impactful Dreams, Understanding Nightmares and Night Terrors.(A,Ap)</p> <p>4.2 Hypnosis, NLP and Meditation: Types of Meditation, Effects of Meditation on States of Consciousness, Effects of Meditation on the Brain. Hypnosis: An Overview, Is the Hypnotic State Really an Altered State?(L,K)</p> <p>4.3 Effects of Hypnosis on Perception, Memory and the Body/Brain, Sensory Deprivation Techniques, Effects of Sensory Deprivation on States of depression (A,Ap)</p> <p>4.4.NLP- Basic applications (practical session) (L, Ap)</p> <p>4.5 Consciousness.</p>	<p>15 hours 4 hours / Week</p>	<ol style="list-style-type: none"> 1. Lecture on consciousness 2. Presentation on quantitative methods and the cognitive theory of dreaming 3. Discussion on effects of meditation. 4. Debate on effects of hypnosis 	<p>28%</p>

	Drug Use: The Highs and Lows of Consciousness. (A,K,L)			
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7. EVALUATION METHOD

As per the GCU – Multi Assessment Provision (MAP)

8. TEACHING MATERIALS AND RESOURCES

8.1. Text and Main Documents

Lecturer prepared materials (i.e. comprehension quizzes, and exams)

8.2. Documents for further study:

- Feldman RS- Understanding Psychology;IV Edition; McGraw Hill, India
- John W. Santrock- Psychology Essentials 2nd Edition; Tata McGraw Hill
- Robert A Baron- Psychology iii Edition prentice Hall, India
- Saundra K Ciccarelli- Psychology (South Asian Edition);Pearson Education

8.3. Magazines and Journals:

- Journal of Clinical Psychology
- Journal of Health Psychology
- Journal of Indian Association of Applied Psychology
- Journal of Psycho Social Research
- The Journal of Psychology

8.4. E-Learning:

Students have to browse the following web sites to enhance their knowledge in the subject-

- <http://www.eruptingmind.com/an-introduction-to-the-basics-of-psychology>
- <https://www.verywell.com/learn-psychology-2795592>
- [https://en.wikiversity.org/wiki/Basic psychology](https://en.wikiversity.org/wiki/Basic_psychology)
- PSYLIT
- PUBMED
- SPRINGNET
- SCIENCE DIRECT

GARDEN CITY UNIVERSITY
M.SC PSYCHOLOGY
SEMESTER-I
COGNITIVE PROCESSES

CODE:

CREDITS: 04

Name of the Instructor:

1. GOALS –

On completion of the syllabus student would be able to:

- Understand the various concepts of cognition and its scope in the present scenario and the origin of cognitive psychology.
- Know the characteristics of basic cognitive abilities and to understand it with different processes
- Know the various theoretical basis to cognition
- Utilize the scientific knowledge in daily life
- Know the various cognitive concepts which influence human behavior

2. OBJECTIVES OF DEVELOPMENT –

To enable the learner to know the:-

- Basics of Cognition through power point presentation
- Concept of language and its theoretical basis through seminar
- Concept of intelligence, its historical perspective, measurement, applications and extremes through class lecture
- Concept of meta-cognition, problem solving and decision making through debate

3. COURSE MANAGEMENT

3.1. COURSE DESCRIPTION

The course is offered to provide the basics of cognition, its components and relevance in daily life. It aims to:

- Understand the various types of cognitive abilities
- Understand the differences between the various forms of cognition and its classifications
- Understand the roles and importance of various cognitions in daily life.

3.2. CREDIT HOURS

Instruction Hours: 60

4. DEVELOPMENT OF STUDENT'S LEARNING OUTCOME –

- Understand the basics of cognition
- Use the psychological principles of cognition in their day to day life
- Differentiate the various types of cognitions
- Tell the definition, characteristics, evaluation and applications of cognitions/cognitive abilities.
- Understand the concept of meta-cognition, problem solving and decision making.

4.1. FRAMEWORK OF LEARNING OUTCOME WEIGHTAGE

Sub Unit KLAAp Assignment				
	K	L	A	Ap
UNIT I				
1.1	1	1	0	0
1.2	1	1	1	0
1.3	1	1	0	0
Total for UNIT I	3	3	1	0
UNIT II				
2.1	1	1	0	0
2.2	1	1	0	1
2.3	1	0	0	1
2.4	1	1	0	0
2.5	1	1	0	0
2.6	1	1	1	0
Total for UNIT II	6	5	1	2
UNIT III				
3.1	1	1	1	0
3.2	1	1	0	1
3.3	1	1	0	0
3.4	1	1	0	1
3.5	1	1	1	0
3.6	1	1	0	1
3.7	0	1	1	1
Total for UNIT III	6	7	3	4
UNIT IV				
4.1	1	1	1	0
4.2	1	1	0	1
4.3	1	1	0	1
4.4	1	1	0	1
Total for UNIT IV	4	4	1	3

Weightage Calculation											
UNIT	K	Weightage of "K" in the unit	L	Weightage of "L" in the unit	A	Weightage of "A" in the unit	Ap	Weightage of "Ap" in the unit	CDP (40)	UC (60)	TW (100)
	15% of 40		15% of 40		35% of 40		35% of 40				
	6		6		14		14				
1	3	1.4	3	1.3	2	3.5	2	2.0	8	15	23
2	2	0.9	3	1.3	2	3.5	3	3.0	9	15	24
3	2	0.9	2	0.9	3	5.3	3	3.0	10	15	25
4	6	2.8	6	2.6	1	1.8	6	6.0	13	15	28
	13		14		8		14		40		100

CDP = Course Designer Prerogative

UC = University Component

TW = Total Weightage

K = To Know & Memorize

L = To Learn & Understand

A = To Analyze

Ap = To Apply

5. TEACHING METHODS-

- Classroom lecture
- Case study
- Presentations
- Skit
- Discussions
- quiz

6. TEACHING PLAN

Week	Topic	Hours	Teaching Methods	Weightage
1 to 4	<p>UNIT-1- INTRODUCTION TO COGNITIVE PSYCHOLOGY</p> <p>1.1 Definition Stenberg pg no 3, Eysenck pg no 1, Psychological Antecedents of Cognitive Psychology PPT, Emergence of Cognitive Psychology.(K L) PPT</p> <p>1.2 Cognition and Intelligence- Theories Stenberg pg no 17, Research Methods in cognitive Psychology PPT (K L A Ap)</p> <p>1.3 Current trends in Cognitive Psychology- Cognitive science, Cognitive Neuroscience , Key Themes/Issues In Cognitive Psychology (K L Ap) PDF</p>	<p>15 hours</p> <p>4 hours / Week</p>	<p>1.Lectures on cognitive psychology</p> <p>1.Class activity on intelligence and neuroscience</p> <p>1. Lectures on all the various key theme in cognitive psychology.</p>	23 %
5 to 8	<p>UNIT 2-: ATTENTION AND PERCEPTION.</p> <p>2.1 The Nature of Attention and Consciousness (K L) Stenberg pg no 137</p> <p>2.2 Selective and Divided Attention Stenberg pg no 148, Factor That Influence Our Ability to Pay Attention Stenberg pg no 159 (K L Ap)</p>	<p>15 hours</p> <p>4 hours / Week</p>	<p>1. Lectures to understand the nature of attention and consciousness</p> <p>1.Video Presentation to understand the concepts of selective and divided</p>	24%

	<p>2.3 Neuroscience and Attention Stenberg pg no 160, When Our Attention Fails Us Stenberg pg no 163. (K Ap)</p> <p>2.4 Visual Perception Stenberg pg no 83 &95, Bottom Up Theories Stenberg pg no 97 and Top Down Theories Stenberg pg no 107. (K L)</p> <p>2.5 Perception of Object and Forms Stenberg pg no 111, Face Recognition Stenberg pg no 116.(K L)</p> <p>2.6 Depth Perception Stenberg pg no 124, Imagery Stenberg pg no 276, Controlled and Automatic Processing Stenberg pg no 170 (K L A)</p>		<p>attention.</p> <p>1.Group Discussions/ Quiz to follow characteristics and theories</p> <p>1.Lectures on visual perception.</p> <p>1. lecture on face recognition.</p> <p>1. Class Presentation / Seminars on visual imagery</p>	
9 to12	<p>UNIT 3- LANGUAGE AND MEMORY</p> <p>3.1 Meaning, Architecture of Memory, Working Memory. (K L A)</p> <p>3.2 Long Term Memory System, Episodic Memory, Semantic Memory, Non Declarative Memory, Forgetting – Theory and Memory Distortion (K L Ap)</p> <p>3.3 Autobiographical Memory, Eye Witness Testimony, Prospective Memory. (K L)</p> <p>3.4 Levels of Processing, Exceptional Memory and Neuroscience, Mental Image and Cognitive</p>	<p>15 hours 4 hours / Week</p>	<p>1.Classroom lecture on working memory</p> <p>1.Debate on long term memory system.</p> <p>1.Video presentations on eye witness testimony.</p>	<p>25%</p>

	<p>Map.(K L Ap)</p> <p>3.5 Language – Meaning, Is Language Innate? , Properties of Language , Basic Components of Words & Sentences . (K L A)</p> <p>3.6 Reading – Word Recognition, Eye Movement Research, Language Comprehension – Understand Word. Understanding Meaning, Understanding Sentences (K L Ap)</p> <p>3.7 Language Production, Speech Errors, Writing The Main Process, Reading. (L A Ap)</p>		<p>1.lectures on the topics</p> <p>1.Powerpoint presentations on properties of language</p> <p>1. Class activity on language comprehension.</p> <p>1. lecture on speech errors</p>	
	<p>UNIT 4- HIGHER COGNITIVE PROCESS</p> <p>4.1 Problem Solving Meaning, Types of Problem, Problem Solving Cycle, Obstacles and Aids to Problem Solving. (K L A)</p> <p>4.2 Creativity, Characteristic of Creative People, Neuroscience and Creativity. (K L Ap)</p> <p>4.3 Decision Making, Meaning, Judgment and Decision Making, Heuristic and Biases in Decision Making (K L Ap)</p> <p>4.4 Reasoning , Aids And Obstacles To Deductive Reasoning, Deductive Reasoning , Inductive Reasoning , Reasoning by Analogy , Neuroscience Of Reasoning. (K L Ap)</p>	<p>15 hours 4 hours / Week</p>	<p>1.Lecture followed by power point presentation on problem solving</p> <p>1.power point presentations on neuroscience and creativity.</p> <p>1.Class activities on judgment and decision making.</p>	<p>28%</p>

			1.lecture on neuroscience of reasoning.	
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7. EVALUATION METHOD

As per the GCU – Multi Assessment Provision (MAP)

8. TEACHING MATERIALS AND RESOURCES

8.1. Text And Main Documents

Lecturer prepared materials (i.e. comprehension quizzes, and exams)

8.2. Documents for further study:

- Feldman RS – Understanding Psychology IV Edition Mc Graw Hill, India
- Sandra K Ciccarelli – Psychology (South Asian Edition) Pearson Education
- Robert A Baron – Psychology III Edition prentice Hall, India
- John. W. Santrock – Psychology Essentials 2 nd Edition Tata Mc Graw Hill
- Jay T (2003) The psychology of language Prentice Hall.
- Goldstein E. (2009). Sensation and perception (8thed).Cengage Learning
- Reisberg, Daniel (2009). Cognition: Exploring the science of the mind. (4thEdition). New York: Norton.
- Goldstein, E. Bruce (2007). Cognitive Psychology: connecting mind, research and everyday experience (2ndEdition). Wadsworth.
- Matlin, M W (2009). Cognition (7th Edition), Wiley.
- Sternberg, R. J. (Ed.) (2000). Handbook of intelligence. New York: Cambridge University Press.

8.3. Magazines and Journals:

- Journal of Clinical Psychology
- Journal of Health Psychology
- Journal of Indian Association of Applied Psychology
- Journal of Psycho Social Research

- The Journal of Psychology

8.4. E-Learning:

Students have to browse the following web sites to enhance their knowledge in the subject-

- <http://www.eruptingmind.com/an-introduction-to-the-basics-of-psychology>
- <https://www.verywell.com/learn-psychology-2795592>
- [https://en.wikiversity.org/wiki/Basic psychology](https://en.wikiversity.org/wiki/Basic_psychology)
- PSYLIT
- PUBMED
- SPRINGNET
- SCIENCE DIRECT

Garden City University
M.Sc. Psychology
SEMESTER-I
Industrial relations and labor laws (HRDM)

CODE:

CREDITS: 02

Name of the Instructor:

1. GOALS –

On completion of the syllabus student would be able to learn:

- The various concepts of introduction to industrial laws
- The characteristics of basic human resource laws
- The various concepts related to industrial and labour laws
- The scientific knowledge in daily life
- The various scopes of industrial laws and labour laws

2.OBJECTIVES OF DEVELOPMENT –

To enable the learner to know the: -

- Basics of human resource and development through seminar
- Concept of human laws through case study
- Concept of interviews and recruitment strategies through power point presentation
- Concept of various methods of learning human rights and labor laws through market survey

3. COURSE MANAGEMENT

3.1. COURSE DESCRIPTION

The course is offered to provide the basics of human resources and development methods, its components and relevance in daily life. It aims to:

- Understand the various industrial relations
- Understand the importance of human rights and industrial laws and relations.

3.2. CREDIT HOURS

Instruction Hours: 30

4. DEVELOPMENT OF STUDENT'S LEARNING OUTCOME –

- Understand the basics of human resources and development

1	2	1.7	2	1.5	1	4.7	1	2.8	11	15	26
2	2	1.7	3	2.3	0	0.0	2	5.6	10	15	25
3	1	0.9	2	1.5	1	4.7	0	0.0	7	15	22
4	2	1.7	1	0.8	1	4.7	2	5.6	13	15	28
	7		8		3		5		40		100

CDP = Course Designer Prerogative

UC = University Component

TW = Total Weightage

K = To Know & Memorize

L = To Learn & Understand

A = To Analyze

Ap = To Apply

5. TEACHING METHODS-

- Classroom lecture
- Case study
- Presentations
- Skit
- Discussions
- quiz

6. TEACHING PLAN

Week	Topic	Hours	Teaching Methods	Weightage
1 to 4	UNIT-1- INTRODUCTION OF INDUSTRIAL RELATIONS 1.1. Definition, meaning, importance, basic concepts, objectives,(K,L) 1.2. Scope and aspects, factors affecting IR, (A,Ap) 1.3.Evolution of IR.(K,L)	7 hours 2 hours / Week	1.Lectures on industrial relations 2.Class activity on industrial relations 3.Lectures on scopes and aspects of industrial relations 4.Group discussion on ethical issues	26%
5 to 8	UNIT 2- : INDUSTRIAL			25%

	<p>RELATIONS LAWS</p> <p>2.1 The industrial disputes (central) Rules, 1957, The Trade Unions Act, 1926, (K,L)</p> <p>2.2 The Industrial Employment (Standing Orders) Rules, 1946 (A, Ap)</p> <p>2.3 Industrial Disputes Act, 1947-I, Industrial Disputes Act, 1947-II (K,L, Ap)</p>	<p>7 hours 2 hours / Week</p>	<p>1. Lectures to go through the concepts of industrial framework</p> <p>2. Video Presentation to understand the concepts of various acts</p> <p>3. Group Discussions/ Quiz on various acts on industrial relations and laws</p>	
9 to 12	<p>UNIT 3- : INTRODUCTION TO LABOUR LAWS</p> <p>3.1 Labor laws: Definition, Meaning, concept, origin. (K)</p> <p>3.2 Objectives of labour laws and classification, labor organizations (L)</p> <p>3.3 Labour policy, issues related to labour laws, labour- employee relation (A).</p>	<p>8 hours 2 hours / Week</p>	<ol style="list-style-type: none"> 1. Classroom lecture on labor laws 2. Debate on labour laws 3. Video presentations 	22%
	<p>Unit 4-: Labour laws and wages Acts</p> <p>8hrs</p> <p>4.1. The Minimum Wages Act, 1948 (K,L)</p> <p>4.2. Payment of Wages Act, 1936 (A, Ap)</p> <p>4.3. The Payment of Bonus Act, 1965 (K)</p>		<p>1. Lecture followed by power point presentation on various labour laws and acts</p> <p>2. Power point presentations on bonus act and gratuity act</p>	28%

	4.4. Payment of Gratuity Act (Ap)			
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7. EVALUATION METHOD

As per the GCU – Multi Assessment Provision (MAP)

8. TEACHING MATERIALS AND RESOURCES

8.1. Text and Main Documents

Lecturer prepared materials (i.e. comprehension quizzes, and exams)

8.2 Journals Relevant to I/O Psychology - University of Houston

- The Journal of Applied Psychology
- Personnel Psychology
- Journal of Organizational Behavior

8.4. E-Learning:

Students have to browse the following web sites to enhance their knowledge in the subject-

- <https://labour.gov.in/industrial-relations>
- <https://www.slideshare.net/ParasDhingra/labor-laws-industrial-relations-industrial-disputes>

**M.SC PSYCHOLOGY
SEMESTER-I
HIGHER COGNITIVE PROCESSES PRACTICAL'S**

CODE:

Credits: 04

Week	Topic	
1 -4	<ul style="list-style-type: none"> • Non -verbal group intelligence test by A.O.Imti Sungha (English) • Culture fair intelligence scale III 	7 Hours 2 Hrs/week
5 – 8	<ul style="list-style-type: none"> • Concept attainment test 	7 Hours 2 Hrs/week
9to 12	<ul style="list-style-type: none"> • Problem solving test by Dubey • Test of thinking strategies by Smriti Swarup 	8 Hours 2 Hrs/week
13 to 15	<ul style="list-style-type: none"> • Cognitive style inventory by Praveen Kumar jha (English) • Passi-Usha test of creative problem solving by B.K.Passi and Usha kumari (English) 	8 Hours 2 Hrs/week
16	SEMESTER END EXAM – VIVA	

GARDEN CITY UNIVERSITY
M.SC PSYCHOLOGY
SEMESTER-I
PHYSIOLOGICAL PROCESSES

CODE:

CREDITS: 04

Name of the Instructor:

1. GOALS –

On completion of the syllabus student would be able to learn:

- Dynamics of brain behavior complexity.
- Biology of behavior
- Mid- brain relationship
- Neuronal conduction
- Vertebrate nervous system

2. OBJECTIVES OF DEVELOPMENT –

At the end of the course students will be able to

- Understand the links between behavior, mental processes and biological processes through seminar.
- Understand the basic structure of the nervous system and its various functions through model making.
- Demonstrate the application of biological foundations in clinical practice through presentation.

3. COURSE MANAGEMENT

3.1. COURSE DESCRIPTION

This Course intends to familiarize students with an introductory knowledge of the topics and methods of physiological processes to create an understanding of the underlying biological foundations of human behavior.

3.2. CREDIT HOURS

Instruction Hours: 60

4. DEVELOPMENT OF STUDENT'S LEARNING OUTCOME –

- Gain insight about the concepts of behavior.
- Understand the various neuro chemical methods in brain
- Gain knowledge about the nervous system.
- Understand the sensory system.
- Gain insight about the various functions of nervous system.
- Understand the application of biological foundations.

4.1. FRAMEWORK OF LEARNING OUTCOME WEIGHTAGE

Sub Unit KLAAp Assignment				
	K	L	A	Ap
UNIT I				
1.1	1	0	1	0
1.2	1	1	1	0
1.3	1	1	0	0
1.4	0	0	1	1
Total for UNIT I	3	2	3	1
UNIT II				
2.1	1	1	1	1
2.2	1	1	0	0
2.3	0	1	1	0
Total for UNIT II	2	3	2	1
UNIT III				
3.1	0	1	1	0
3.2	0	0	1	1
3.3	0	1	1	1
Total for UNIT III	0	2	3	2
UNIT IV				
4.1	0	0	1	1
4.2	0	1	1	0
4.3	0	1	1	1
Total for UNIT IV	0	2	3	2

Weightage Calculation											
U N I T	K	Weig htage of "K" in the unit	L	Weig htage of "L" in the unit	A	Weig htage of "A" in the unit	Ap	Weig htage of "Ap" in the unit	C D P (4 0)	U C (6 0)	T W (100)
	15 % of 40		15 % of 40		35 % of 40		35 % of 40				
	6		6		14		14				
1	3	3.0	2	1.5	3	3.5	1	2.3	10	5	25
2	3	3.0	2	1.5	3	3.5	1	2.3	10	5	25
3	0	0.0	2	1.5	3	3.5	2	4.7	10	5	25
4	0	0.0	2	1.5	3	3.5	2	4.7	10	5	25
	6		8		12		6		40		100

CDP = Course Designer

Prerogative

UC = University Component

TW = Total Weightage

K = To Know & Memorize

L = To Learn & Understand

A = To Analyze

Ap = To Apply

Teaching methods

- Classroom lecture
- Presentations
- Debate
- Discussions
- Seminars
- Quiz
- Movies
- Documentaries
- Model making

6. TEACHING PLAN

Week	Topic	Hours	Teaching Methods	Weightage
1 to 4	<p>UNIT I: BASIC CONCEPTS OF BIOLOGY OF BEHAVIOR</p> <p>1.1 Origins, nature and scope of Bio-psychology. The Mind–Brain Relationship. (A,K)</p> <p>1.2 The Genetics of Behaviour, Methods of research in Bio Psychology-Anatomical methods.(L,K,A)</p> <p>1.3 Neuro-chemical methods, Lesions, 2232. Stereotaxic surgery, scanning methods. Ethical issues and the Use of Animals in Research(L,K)</p> <p>1.4 Case studies on split brain technology.(A, Ap)</p>	15 hours 4 hours / Week	<p>1. Lecture on biology of behavior</p> <p>2. Presentation to explain mind body relationship</p> <p>3. Discussion on genetics of behavior</p> <p>4. Seminar on neuro chemical methods</p>	25%
5 to 8	<p>UNIT II: NEURONS AND NEURONAL CONDUCTION</p> <p>2.1 Cytology, Chromosomes, Nucleus, DNA, Neurons-structure, types, functions (K,L,A,Ap)</p> <p>2.2The Nerve Impulse, The Concept of the Synapse, Chemical Events at the Synapse.(K,L)</p> <p>2.3 Neuro transmitters, Drugs, and Addictions.(L,A),</p>	15 hours 4 hours / Week	<p>1.Classroom discussion on drugs and addiction</p> <p>2. Lecture on neurons and nerve impulses</p> <p>3. Presentations on the concept of the synapse</p> <p>4. Quiz on topics related to brain.</p>	25%
9 to12		15 hours		25%

	<p>UNIT III: ANATOMY OF THE NERVOUS SYSTEM</p> <p>3.1 Structure of the Vertebrate Nervous System, The Cerebral Cortex.(A,L)</p> <p>3.2 Research Methods. Peripheral nervous system-cranial nervous, spinal nerves. Autonomous nervous system-structure and functions.(A,Ap)</p> <p>3.3 Brain-Fore brain, mid brain, hind brain, cortex and lobes. Development of the Brain, Plasticity After Brain Damage.(A,Ap,L)</p>	4 hours / Week	<ol style="list-style-type: none"> 1. Classroom lecture on nervous system. 2. Presentation on research methods - nervous system 3. Model making of brain 4. Power point presentation on different parts of brain 	
	<p>UNIT IV: SENSORY SYSTEMS</p> <p>4.1 Vision-Visual Coding, Neural Basis of Visual Perception, Visual Development.(A,Ap)</p> <p>4.2 Audition-The Mechanical Senses, The Chemical Senses.(A,L)</p> <p>4.3 Hearing- neural basis of hearing, chemical senses.(A,Ap,L)</p>	15 hours 4 hours / Week	<ol style="list-style-type: none"> 1. Lecture followed by power point presentation –neural basis visual perception. 2. Lecture on visual development 3. Presentation on the mechanical senses 4. Discussion on audition and hearing 5. Documentary screening 	25%

7. EVALUATION METHOD

As per the GCU – Multi Assessment Provision (MAP)

8. TEACHING MATERIALS AND RESOURCES

8.1. Text And Main Documents

Lecturer prepared materials (i.e. comprehension quizzes, and exams)

8.2. Documents for further study:

- Carlson, Neil R. 2013. *Foundations of behavioral neuroscience*. 9th ed. Boston: Pearson
- Kalat, James W. 2016. *Biological psychology*. 12th ed. Belmont, CA: Cengage.
- Garrett, Bob. 2015. *Brain & behavior: An introduction to biological psychology*. 4th ed. Thousand Oaks, CA: SAGE
- Bear, Mark F., Barry W. Connors, and Michael A. Paradiso. 2007. *Neuroscience: Exploring the brain*. 3d ed. Philadelphia: Lippincott.

8.3. Magazines and Journals:

- Journal of Neurology & Neurophysiology
- Journal of Cell Science & Therapy
- Journal of Psychology and Brain Studies
- Health Science Journal

8.4. E-Learning:

Students have to browse the following web sites to enhance their knowledge in the subject-

- <https://www.verywellmind.com/what-is-biopsychology-2794883>
- <https://www.bestpsychologydegrees.com/faq/what-is-biopsychology/>
- <https://career.sa.ucsb.edu/students/career-planning/choosing-major/biopsychology>
- <https://www.livescience.com/29365-human-brain.html>

GARDEN CITY UNIVERSITY
M.SC PSYCHOLOGY
SEMESTER-I
QUALITATIVE RESEARCH METHODS IN PSYCHOLOGY

CODE:

CREDITS: 02

Name of the Instructor:

1. GOALS –

On completion of the syllabus student would be able to learn:

- The various concepts of qualitative research
- The characteristics of basic qualitative research
- Know the various concepts related to qualitative research
- Utilize the scientific knowledge in daily life
- Know the various concepts of quantitative research

2. OBJECTIVES OF DEVELOPMENT –

To enable the learner to know the: -

- Basics of qualitative research through class lecture
- Concept of data collection and analysis through seminar
- Concept of interviews and recruitment strategies through presentation
- Concept of various methods of analysis through class lecture

3. COURSE MANAGEMENT

3.1. COURSE DESCRIPTION

The course is offered to provide the basics of research methods, its components and relevance in daily life. It aims to:

- Understand the various types of research method
- Understand the differences between the various methods qualitative data analysis and research.
- Understand the roles and importance of research in a psychological field

3.2. CREDIT HOURS

Instruction Hours:30

4. DEVELOPMENT OF STUDENT'S LEARNING OUTCOME –

- Understand the basics of research
- Use the psychological principles of research in their day to day life
- Differentiate the various types of research analysis and data collection
- Tell the definition, characteristics, evaluation and applications of research abilities.
- Understand the concept of interviews and recruitment strategies.
- Understand the roles and importance of research in a psychological field

4.1. FRAMEWORK OF LEARNING OUTCOME WEIGHTAGE

Sub Unit KLAAP Assignment				
	K	L	A	Ap
UNIT I				
1.1	0	1	1	0
1.2	1	0	0	1
1.3	0	1	1	1
1.4	1	0	1	1
Total for UNIT I	2	2	3	3
UNIT II				
2.1	0	0	1	1
2.2	1	0	0	1
2.3	1	0	1	1
Total for UNIT II	2	0	2	3
UNIT III				
3.1	0	1	0	1
3.2	0	0	1	1
3.3	0	1	1	0
Total for UNIT III	0	2	2	2

UNIT IV				
4.1	1	0	1	0
4.2	0	0	1	1
4.3	0	1	1	0
4.4	0	1	0	1
4.5	0	0	1	1
Total for UNIT IV	1	2	4	3

Weightage Calculation											
UNIT	K	Weightage of "K" in the unit	L	Weightage of "L" in the unit	A	Weightage of "A" in the unit	Ap	Weightage of "Ap" in the unit	CDP (40)	UC (60)	TW (100)
	15%		15%		35%		35%				
	of 40		of 40		of 40		of 40				
	6		6		14		14				
1	2	2.4	2	2.0	3	3.8	3	3.8	12	5	27
2	2	2.4	0	0.0	2	2.5	3	3.8	9	5	24
3	0	0.0	2	2.0	2	2.5	2	2.5	7	5	22
4	1	1.2	2	2.0	4	5.1	3	3.8	12	5	27
	5		6		11		11		40		100

CDP = Course Designer Prerogative

UC = University Component

TW = Total Weightage

K = To Know & Memorize

L = To Learn & Understand

A = To Analyze

Ap = To Apply

5. TEACHING METHODS-

- Classroom lecture
- Case study
- Presentations
- Skit
- Discussions
- quiz

6. TEACHING PLAN

Week	Topic	Hours	Teaching Methods	Weightage
1 to 4	<p>UNIT-1- INTRODUCTION TO QUALITATIVE RESEARCH</p> <p>1.1.Meaning and definition; Characteristics of qualitative research; When to conduct qualitative research. (L, A)</p> <p>1.2.Qualitative research v/s quantitative research; Qualitative research cycle. (K, Ap)</p> <p>1.3.Ethical issues in qualitative research. (L,A,Ap)</p>	7 hours 2 hours / Week	<p>1.Lectures on what is a qualitative research</p> <p>2.Class activity on a research</p> <p>3.Lectures on all the various types of research</p> <p>4.Video screening on these topics</p> <p>5.Group discussion on ethical issues</p>	27%
5 to 8	<p>UNIT 2-: CONCEPTUAL FRAMEWORK</p> <p>2.1.Formulating qualitative research questions; Incorporating</p>	7 hours 2 hours / Week	<p>1. Lectures to go through the concepts of conceptual framework</p> <p>2.Video Presentation to understand the</p>	24%

	<p>literature and theory. (A,Ap)</p> <p>2.2.Developing conceptual framework; Mixing research methods. (K, Ap)</p> <p>2.3. Data collection in qualitative research; participant recruitment-Strategies. (K, A, Ap)</p>		<p>concepts of qualitative research</p> <p>3.Group Discussions/ Quiz to developments of research methods.</p>	
9 to12	<p>UNIT 3- IN- DEPTH INTERVIEWS, FOCUS GROUP DISCUSSIONS AND OBSERVATION</p> <p>3.1In- depth interviews- Meaning; When to conduct it?; Purpose; Developing interview guide and questions; Establishing rapport; Conducting the interview; Closing the interview; Strengths and limitations. (L, Ap)</p> <p>3.2Focus group discussions- Meaning; Conduction; Structure of discussion guide; Translation; Group details; Managing group dynamics; Strengths and limitations. (A, Ap)</p> <p>3.3 Observation- Meaning; When to conduct it?Purpose; What to observe?; Types; Strengths and limitations.(L, A)</p>	<p>8 hours 2 hours / Week</p>	<p>1.Classroom lecture on various group discussions</p> <p>2.Debate on pros-cons of stress interviews</p> <p>3.Video presentations</p>	22%
	<p>UNIT 4- PHENOMOLOGICAL</p>		<p>1.Lecture followed by power point</p>	27%

	<p>ANALYSIS-</p> <p>4.1 Meaning; Description; Step by step approach</p> <p>Grounded Theory- Meaning; What kind of research questions are grounded?; Data collection; Participants (K, A)</p> <p>4.2 Discourse Analysis- Meaning; Use of the methods and examples; Applications (A ,Ap)</p> <p>4.3 Narrative Analysis- Meaning; Types of research questions; Applications. (A, L)</p> <p>4.4 Ethnography- Key Assumptions; Research participants. (L,Ap)</p> <p>4.5 Thematic Analysis- Research questions; Research participants; Applications. (A,Ap)</p>	<p>8 hours 2 hours / Week</p>	<p>presentation on various theories and analysis</p> <p>2. Power point presentations ethnography</p>	
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7. EVALUATION METHOD

As per the GCU – Multi Assessment Provision (MAP)

8. TEACHING MATERIALS AND RESOURCES

8.1. Text And Main Documents

Lecturer prepared materials (i.e. comprehension quizzes, and exams)

8.2 Documents for further study:

- Qualitative Research Methods in Mental Health and Psychotherapy by David Harper, Andrew R. Thompson
- Qualitative Research Methods By Monique Hennink, Inge Hutter, Ajay Bailey

8.3. Magazines and Journals:

- International Journal of Scientific and Research Publications | IJSRP
- International journal of education and research

8.4. E-Learning:

- <https://nursing.utah.edu/research/qualitative-research/what-is-qualitative-research.php>
- <https://www.questionpro.com/blog/qualitative-research-methods/>
- <https://www.snapsurveys.com/blog/qualitative-vs-quantitative-research/>
- <http://libguides.usc.edu/writingguide/qualitative>

Garden City University
M.Sc PSYCHOLOGY
SEMESTER-I

RESEARCH METHODS IN PSYCHOLOGY

CODE:

CREDITS: 04

Name of the Instructor:

1. GOALS –

On completion of the syllabus student would be able to learn:

- That subject measurement and quantification is of great importance.
- Undertaking an empirical study,
- Testing the accuracy of the findings require sound knowledge about the various statistical techniques and tests.
- Students would get acquainted with the types of research, designs and the ways and means of analysing the data.

2. OBJECTIVES OF DEVELOPMENT –

- To inform students about the basics of scientific research in applied psychology through class lecture
- To make them learn the statistical rigors in designing research and processing data through presentation

3. COURSE MANAGEMENT

3.1. COURSE DESCRIPTION

- To understand the need and purpose of research, various types of research and its importance in overall social development.
- The ethical issues involved in research and importance of ethical issues in research.
- Conceptualize a research problem; write objective and hypothesis along with design of the study?
- Data collection techniques, both qualitative and quantitative.
- Writing a good research proposal and report as well as article for journals.

3.2. CREDIT HOURS

Instruction Hours: 60

4. DEVELOPMENT OF STUDENT'S LEARNING OUTCOME –

- To orient students to the different stages of research
- To give insight into the various research methods
- To identify and apply appropriate research tools
- To acquire the skill of reporting the research
- To employ various statistical techniques for psychological research

4.1. FRAMEWORK OF LEARNING OUTCOME WEIGHTAGE

Sub Unit KLAAp Assignment				
	K	L	A	Ap
UNIT I				
1.1	1	1	0	0
1.2	0	1	1	0
1.3	0	0	0	1
1.4	0	0	1	1
Total for UNIT I	1	2	1	1
UNIT II				
2.1	1	0	0	0
2.2	0	1	0	0
2.3	0	0	1	1
Total for UNIT II	1	1	1	1
UNIT III				
3.1	1	1	0	0
3.2	0	0	1	1
3.3	0	0	1	1
3.4	0	1	0	1
Total for UNIT III	1	2	2	3
UNIT IV				
4.1	0	1	0	
4.2	0	1	1	0
4.3	0	0		1

4.4	1	0	0	0
Total for UNIT IV	1	2	1	1

Weightage Calculation											
UNIT	K	Weightage of "K" in the unit	L	Weightage of "L" in the unit	A	Weightage of "A" in the unit	Ap	Weightage of "Ap" in the unit	CDP (40)	UC (60)	TW (100)
	15% of 40		15% of 40		35% of 40		35% of 40				
	6		6		14		14				
1	1	1.5	2	1.7	2	4.7	2	4.0	12	15	27
2	1	1.5	1	0.9	1	2.3	1	2.0	7	15	22
3	1	1.5	2	1.7	2	4.7	3	6.0	14	15	29
4	1	1.5	2	1.7	1	2.3	1	2.0	8	15	23
	4		7		6		7		40		100

CDP = Course Designer Prerogative

UC = University Component

TW = Total Weightage

K = To Know & Memorize

L = To Learn & Understand

A = To Analyze

Ap = To Apply

5. TEACHING METHODS-

- Classroom lecture
- Case study
- Presentations and seminars
- Group Discussion
- Quiz
- Model making
- Discussions on current affairs.

6. TEACHING PLAN

Week	Topic	Hours	Teaching Methods	Weightage
1 to 4	<p>UNIT I: FOUNDATIONS OF RESEARCH</p> <p>1.1 Definition of research, Purpose and need of research in Psychology(K,L)</p> <p>1.2 Role of research in psychology(A)</p> <p>1.3 Steps involved in research process- Formulation of a research problem, variables and its types, the literature search, hypothesis development and testing. Type 1 and type 2 errors.(L), Characteristics of scientific research</p> <p>1.4. ethical principles in psychological research. (A , Ap),Philosophical background to research- Rationalism, Positivism, Emprisim, Constructivism</p>	15 hours 4 hours / Week	<p>1. Lecture on Need and Purpose of research</p> <p>2. Presentation on role of research</p> <p>3. Discussion on variables formation</p> <p>4. Presentation on various ethical principles</p>	27%
5 to 8	<p>UNIT II: SAMPLING TECHNIQUES AND TOOLS OF RESEARCH</p> <p>2.1 Sampling: Meaning, types-Probability non-probability sampling, (K)</p>	15 hours 4 hours / Week	<p>1. Classroom discussion on How to use sampling</p> <p>2. Lecture on sample representation</p> <p>3. Quiz on various tools</p>	22%

	<p>2.2. Sample size and representativeness.(L)</p> <p>2.3. Tools of research- Tools selection criteria, types of tools-observation, interview, questionnaire, checklist and rating scales.(A,AP)</p> <p>2.4. Reliability and validity. (K)</p>		4. Classroom debate on reliability and validity	
9 to12	<p>UNIT III: RESEARCH DESIGNS</p> <p>3.1. Advanced experimental design-between group, within groups and factorial.; quasi-experimental designs-designs with and without control group.(K,L)</p> <p>3.2 Non-experimental designs-observational, survey, correlational design. pre-post-test design, research designs indicating time- Cross-sectional design, Longitudinal studies;(A)</p> <p>3.3 other designs- exploratory research designs, descriptive designs, intervention designs, action research designs.(A,AP)</p> <p>3.4. Test construction and tool development.(L, Ap)</p>	15 hours 4 hours / Week	<p>1. Classroom lecture on experimental designs</p> <p>2. Presentation types of non experimental designs</p> <p>3. Power point presentation on other designs</p>	29%
	<p>UNIT IV: STATISTICAL TECHNIQUES IN</p>		1. Lecture followed by power point presentation - "Correlation types"	23%

	<p>PSYCHOLOGY</p> <p>1.1 Correlation -meaning, types-Pearson’s product moment correlation, rank order correlation;(L)</p> <p>1.2 Test of significance- t-test- types, calculation and interpretations; analysis of variance (ANOVA)- meaning, one-way ANOVA, (L,A)</p> <p>1.3 Interpretation and assumptions: regression and prediction; (,AP)</p> <p>1.4 non-parametric statistics.(K)</p>		<p>2. Lecture on test of significance</p> <p>3. Presentation on regression and predictions</p> <p>4. Discussion on non- parametric tests</p>	
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7. EVALUATION METHOD

As per the GCU – Multi Assessment Provision (MAP)

8. TEACHING MATERIALS AND RESOURCES

8.1. Text And Main Documents

Lecturer prepared materials (i.e. comprehension quizzes, and exams)

8.2. Documents for further study:

- Coaley, K. (2009). An Introduction to Psychological Assessment and Psychometrics. New Delhi: Sage Publications.

- Coolican, H. (2009). Research Methods in Statistics in Psychology. New Delhi: Rawat Publications.
- Kerlinger, N. (1996). Foundations of behavioural research. India: Prentice Hall
- Gravetter, F.J., & Forzana, L.A.B (2009). Research methods for behavioral sciences .United States :Wordsworth cengage learning
- Tests, Measurements and Research Methods in Behavioural Sciences **by A.K. Singh**

8.3. Magazines and Journals:

- International journal of educational research
- The journal of psychology
- American journal of psychology

8.4. E-Learning:

Students have to browse the following web sites to enhance their knowledge in the subject-

- <https://libguides.newcastle.edu.au/researchmethods>
- <https://www.skillsyouneed.com/learn/research-methods.html>
- <https://www.verywellmind.com/psychology-research-methods-study-guide-2795700>
- <https://opentextbc.ca/researchmethods/part/glossary/>