

GARDEN CITY UNIVERSITY
M.Sc PSYCHOLOGY
SEMESTER-II
COMPUTER BASED STATISTICAL METHODS IN PSYCHOLOGY (HRDM)

CODE:

CREDITS: 02

Name of the Instructor:

1. GOALS –

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

- Basics of MS word
- Basics of MS excel
- Basics of MS PowerPoint
- Slide transition
- Data importing to SPSS
- Creating PDF
- AMOS-Model construction
- Employee appraisal system
- 360-degree appraisal system

2. OBJECTIVES OF DEVELOPMENT –

- To acquaint the student about the basics of MS word, excel, PowerPoint required for statistics through class lecture
- Consequently, train the student in computer-based statistics through presentation
- Understand the concept of employee appraisal and 360-degree appraisal system through discussion
- Understand the techniques to AMOS-Model construction through model making

3. COURSE MANAGEMENT

3.1. COURSE DESCRIPTION

- The course would give students the concept, steps and application of MS Word, excel, power point.
- Course is designed to emphasize the computer techniques and computer basic statistics used in psychology.

3.2. CREDIT HOURS

Instruction Hours:30

4. DEVELOPMENT OF STUDENT'S LEARNING OUTCOME –

- Gain insight about the basic applications in computer.
- Understand the techniques used in statistics.
- Gain knowledge about AMOS
- Understand the qualitative research statistical package and appraisal systems.
- Gain insight about the Employee appraisal system

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	0	1	0	1
1.3	1	0	0	1
1.4	0	1	1	0
Total for UNIT I	2	2	2	2
UNIT II				
2.1	0	1	1	1
2.2	1	0	1	1
Total for UNIT II	1	1	2	2
UNIT III				
3.1	0	0	1	1
3.2	0	1	1	0
3.3	1	0	1	1
Total for UNIT III	1	1	3	2
UNIT IV				
4.1	0	0	1	1
4.2	0	1	1	1
4.3	0	1	1	2
Total for UNIT IV	0	2	3	4

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)
	1		1		3		35 % of 40				
	5		5		5						
	4		4		4						
	0		0		0						
	6		6		14						
1	2	3.0	2	2.4	2	3.1	2	3.5	12	15	25
2	1	1.5	1	1.2	2	3.1	2	3.5	9	15	23
3	1	1.5	1	1.2	3	4.7	2	3.5	11	15	25
4	0	0.0	1	2.0	3	4.2	4	5.6	8	15	27
	4		5		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
- Presentations
- Debate
- Discussions
- Seminars
- Movies

- Documentaries
- Model making

6. TEACHING PLAN

Week	Topic	Hours	Teaching Methods	Weightage
1 to 4	<p>UNIT I: MS WORD AND POWER POINT</p> <p>1.1 MS Word-Font, centering, justification, alignment, bold, italics, cases, subscript, super script, headings and levels, header and footer, page numbering. (Ap, A)</p> <p>1.2 Inserting pictures, using smart art and shapes, margins, new section, inserting tables and charts, views, importing and exporting to MS excel, printing, re-naming files, moving files to other drives. (L, Ap)</p> <p>1.3. MS power point-new slide, title slide, two column slides, creating back grounds, inserting pictures and charts, drawing objects and smart art. (A, Ap)</p> <p>1.4. Slide transition, views, merging presentations, exporting to MS word, renaming files, moving files to other drives. (L, A)</p>	7 Hours/2 Hours per week	<p>1. Lecture on basics of Microsoft word and power point.</p> <p>2. Presentation to various components of Microsoft word and PowerPoint</p> <p>3. Discussion on slide transition.</p>	25%

5 to 8	<p>UNIT II: MS EXCEL</p> <p>2.1 MS excel- rows and columns, data entering, auto fill of data. (L, A, Ap)</p> <p>2.2. Formulae, creating charts, formatting cells, creating tables, views, importing and exporting to MS word and SPSS, renaming files, moving files to other drives. (K,A, Ap)</p>	7 Hours/2 Hours per week	<p>1.Classroom discussion on MS Excel.</p> <p>2.Discussion on importing and exporting to MS word and SPSS.</p> <p>3. Presentations on various components of MS Excel.</p>	23%
9 to12	<p>UNIT III: QUANTITATIVE RESEARCH STATISTICAL PACKAGE</p> <p>3.1. Data entry and coding, Importing data to SPSS from MS Excel, Calculations- Mean, Median, Mode, Standard Deviation, Scatter-plot. (A, Ap)</p> <p>3.2. Pearson’s Product Moment Method, Spearman’s Rank order Method, t-test (independent & paired),</p> <p>3.3 ANOVA, MANOVA, Chi-square, Mann Whitney U test, Median test, Wilcoxon test, Sign test. (L, A)</p> <p>3.4 Kruskal-Wallis test, Friedman test, Interpreting the output generated by SPSS, Exporting to MS Word, MS</p>	8 Hours/2 Hours per week	<p>1. Classroom lecture data entry and coding.</p> <p>2. Presentation on Pearson’s Product Moment Method</p> <p>3. seminar on ANOVA, MANOVA.</p> <p>4. Power point presentation Kruskal-Wallis test, Friedman test</p>	25%

	power point, and creating PDF and html formats. (K,Ap)			
12 to 16	<p>UNIT IV: PERFORMANCE APPRAISAL</p> <p>4.1 Employee appraisal system; developing a job analysis schedule, developing and operating performance appraisal system. (A, Ap)</p> <p>4.2 360-degree appraisal system/feedback- use of technology, new trends in performance appraisal systems.(L, A, Ap)</p> <p>4.3 payroll tabulation and calculation (L, A)</p>	8 Hours/2 Hours per week	<p>1. Lecture followed by power point presentation on employee appraisal system.</p> <p>2. Lecture on 360-degree appraisal system.</p> <p>3. Presentation on new trends in performance appraisal systems.</p>	27%

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:

- Everitt, B. S. (2001). Statistics for psychologists: An intermediate course. Mahwah, NJ: Lawrence Erlbaum Associates
- Howell, D. C. (2007). Statistical Methods for Psychology (6th ed.). Pacific Grove, CA: Duxbury
- Denzin, N. K., & Lincoln, Y. S. (2011). The SAGE Handbook of Qualitative Research. Sage. Dill, L. J. (2015). Poetic Justice: Engaging in Participatory Narrative Analysis to Find Solace in the “Killer Corridor.” American Journal of Community Psychology, 55(1-2), 128-135.

8.3. Magazines and Journals:

- Computational Statistics & Data Analysis
- The International Journal of statistics.
- Journal of probability and statistical sciences.

8.4. E-Learning:

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

- https://en.wikipedia.org/wiki/List_of_statistics_journals
- https://www.dartmouth.edu/~chance/teaching_aids/IASE/16.Schuyten.pdf
- <https://www.apa.org/pubs/journals/releases/amp-54-8-594.pdf>

**GARDEN CITY UNIVERSITY
M.Sc PSYCHOLOGY
SEMESTER-II**

COMPUTER BASED STATISTICAL METHODS IN PSYCHOLOGY (CLINICAL/COUNSELLING)

CODE:

CREDITS: 02

Name of the Instructor:

1. GOALS –

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

- Basics of MS word
- Basics of MS excel
- Basics of MS PowerPoint
- Slide transition
- Data importing to SPSS
- Creating PDF
- AMOS-Model construction
- Atlas.ti

2. OBJECTIVES OF DEVELOPMENT –

- To acquaint the student about the basics of MS word, excel, PowerPoint required for the statistics through power point presentation
- Consequently, train the student in computer-based statistics through class lecture
- Understand the role of computer-based statistics in psychology and its use through seminar
- Understand the techniques to AMOS-Model construction model making

3. COURSE MANAGEMENT

3.1. COURSE DESCRIPTION

- The course would give students the concept, steps and application of MS Word, excel, power point.
- Course is designed to emphasize the computer techniques and computer basic statistics used in psychology.

3.2. CREDIT HOURS

Instruction Hours:30Hours

4. DEVELOPMENT OF STUDENT’S LEARNING OUTCOME –

- Gain insight about the basic applications in computer.
- Understand the techniques used in statistics.
- Gain knowledge about AMOS
- Understand the qualitative research statistical package.
- Gain insight about the Atlas.ti
- Understand the concept of segmenting and sorting data

4.1. FRAMEWORK OF LEARNING OUTCOME WEIGHTAGE

Sub Unit KLAAp Assignment				
	K	L	A	Ap
UNIT I				
1.1	0	0	1	1
1.2	0	1	0	1
1.3	0	0	1	1

1.4	1	0	0	1
1.5	0	0	0	0
Total for UNIT I	1	1	2	4
UNIT II				
2.1	0	1	1	1
2.2	1	1	0	0
2.3	1	0	1	1
2.4	0	0	0	0
2.5	0	0	0	0
Total for UNIT II	2	2	2	2
UNIT III				
3.1	0	0	1	1
3.2	0	1	1	0
3.3	1	0	0	1
3.4	0	0	0	0
3.5	0	0	0	0
Total for UNIT III	1	1	2	2
UNIT IV				
4.1	0	1	1	1
4.2	1	0	0	1
4.3	0	0	1	1
4.4	0	0	0	0
4.5	0	0	0	0
Total for UNIT IV	1	1	2	3

Total Weightage = 100

CDP (40) + UC (60)

Weightage Calculation											
UNIT	K 15% of 40	Weigh tage of "K" in the unit	L 15% of 40	Weigh tage of "L" in the unit	A 35% of 40	Weigh tage of "A" in the unit	Ap 35% of 40	Weigh tage of "Ap" in the unit	C D P (4 0)	U C (6 0)	T W (1 00)
	6		6		14		14				
1	1	1.2	1	1.2	2	3.5	4	5.1	11	5	26
2	2	2.4	2	2.4	2	3.5	2	2.5	11	5	26
3	1	1.2	1	1.2	2	3.5	2	2.5	8	5	23
4	1	1.2	1	1.2	2	3.5	3	3.8	10	5	25
	5		5		8		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
- Presentations
- Debate
- Discussions
- Seminars
- Movies
- Documentaries
- Model making

6. TEACHING PLAN

Week	Topic	Hours	Teaching Methods	Weightage
1 to 4	UNIT I: MS WORD AND POWER POINT 1.1 MS Word-Font, centering, justification, alignment, bold, italics, cases, subscript, super script, headings and levels, header and footer, page numbering. (Ap,A) 1.2 Inserting pictures, using smart art and shapes, margins, new section, inserting tables and charts, views, importing and exporting to MS excel, printing, re-naming files, moving files to other drives. (L, Ap) 1.3. MS power point-new slide, title slide, two column slides, creating back grounds, inserting pictures and charts, drawing objects and smart art. (A, Ap) 1.4. Slide transition, views, merging presentations, exporting to MS word, renaming files, moving files to other drives.(K,Ap)	7 Hours/ 2 Hours /Week	1. Lecture on basics of Microsoft word and power point. 2. Presentation to various components of Microsoft word and PowerPoint 3.Discussion on slide transition.	26%

5 to 8	<p>UNIT II: MS EXCEL</p> <p>2.1 MS excel- rows and columns, data entering, auto fill of data. (L, A, Ap)</p> <p>2.2. Formulae, creating charts, formatting cells, creating tables, views, importing and exporting to MS word and</p> <p>2.3 SPSS, renaming files, moving files to other drives. (K, A,Ap)</p>	7 Hours/ 2 Hours /Week	<p>1.Classroom discussion on MS Excel.</p> <p>2.Discussion on importing and exporting to MS word and SPSS.</p> <p>3. Presentations on various components of MS Excel.</p>	26%
9 to12	<p>UNIT III: QUANTITATIVE RESEARCH STATISTICAL PACKAGE</p> <p>3.1. Data entry and coding, Importing data to SPSS from MS Excel, Calculations- Mean, Median, Mode, Standard Deviation, Scatter-plot. (A,Ap)</p> <p>3.2. Pearson's Product Moment Method, Spearman's Rank order Method, t-test (independent & paired), ANOVA, MANOVA, Chi-square, Mann Whitney U test, Median test, Wilcoxon test, Sign test. (L, A)</p> <p>3.3. Kruskal-Wallis test, Friedman test, Interpreting the output generated by SPSS, exporting to MS Word, MS power point, and creating PDF and html formats. (K,Ap)</p>	8 Hours/ 2 Hours /Week	<p>1. Classroom lecture data entry and coding.</p> <p>2. Presentation on Pearson's Product Moment Method</p> <p>3.seminar on ANOVA, MANOVA.</p> <p>4. Power point presentation Kruskal-Wallis test, Friedman test</p>	23%
	<p>UNIT IV: QUALITATIVE RESEARCH STATISTICAL PACKAGE</p> <p>4.1.AMOS- model construction, attaching data, observed and unobserved variables, cause effect relationship.(L, A, Ap)</p>	8 Hours/ 2 Hours /Week	<p>1. Lecture followed by power point presentation AMOS.</p> <p>2. Lecture on concept of Atlas.ti.</p> <p>3. Presentation on using Atlas.ti and</p>	25%

	<p>4.2. Error terms, naming the variable. Understanding output data- variable summary, accessing the normality, modification index. (K, Ap)</p> <p>4.3. Atlas.ti- segmenting and sorting data, breaking down wholes into parts, using atlas.ti and analyzing data. (A, Ap)</p>		<p>analyzing data.</p> <p>4. Discussion on model construction and analyzing data.</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:

- Everitt, B. S. (2001). Statistics for psychologists: An intermediate course. Mahwah, NJ: Lawrence Erlbaum Associates
- Howell, D. C. (2007). Statistical Methods for Psychology (6th ed.). Pacific Grove, CA: Duxbury
- Denzin, N. K., & Lincoln, Y. S. (2011). The SAGE Handbook of Qualitative Research. Sage. Dill, L. J. (2015). Poetic Justice: Engaging in Participatory Narrative Analysis to Find Solace in the “Killer Corridor.” American Journal of Community Psychology, 55(1-2), 128-135.

8.3. Magazines and Journals:

- Computational Statistics & Data Analysis
- The International Journal of statistics.
- Journal of probability and statistical sciences.

8.4. E-Learning:

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

- https://en.wikipedia.org/wiki/List_of_statistics_journals
- https://www.dartmouth.edu/~chance/teaching_aids/IASE/16.Schuyten.pdf
- <https://www.apa.org/pubs/journals/releases/amp-54-8-594.pdf>

GARDEN CITY UNIVERSITY
M.Sc PSYCHOLOGY
SEMESTER-II
EDUCATIONAL PSYCHOLOGY

CODE:

CREDITS:04

Name of the Instructor:

1. GOALS –

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

- Basics of educational psychology
- Detailed concepts of educational psychology
- Contemporary methods of learning
- Applications of educational psychology

2. OBJECTIVES OF DEVELOPMENT –

- This course will help students to sharpen their skills to understand the basic concepts of educational psychology through class lecture
- The course will help students in understanding the evolution of educational psychology through discussion
- It will enable them to get the in-depth knowledge about the areas of application of educational psychology through power point presentation
- The course will also polish the interest of students towards educational psychology as a subject.

3. COURSE MANAGEMENT

3.1. COURSE DESCRIPTION

- Most psychology courses teach the best application of psychological concepts in real life.
- Besides this, the course exposes students to learn educational psychology in various aspects.
- Moreover, this course is primarily about how educational psychology plays a role in the society and how important role does it play in the workplaces as well.

3.2. CREDIT HOURS

Instruction Hours: 60

4. DEVELOPMENT OF STUDENT'S LEARNING OUTCOME –

- Gain insight about the psychology as a profession
- Understand the changing importance of educational psychology as a whole
- Gain knowledge about concepts of educational psychology
- Understand the global importance and status of how the subject as a whole
- Gain insight about the applications of education psychology
- Understand the contemporary methods of learning.

4.1. FRAMEWORK OF LEARNING OUTCOME WEIGHTAGE

Sub Unit KLAAp Assignment				
	K	L	A	Ap
UNIT I				
1.1	1	1	0	1
1.2	0	1	0	1
1.3	1	0	0	0
Total for UNIT I	2	2	0	2
UNIT II				
2.1	0	0	1	0
2.2	0	0	1	1
2.3	0	0	0	1
Total for UNIT II	0	0	2	2
UNIT III				
3.1	1	0	1	0
3.2	1	0	0	1
3.3	1	1	0	0
Total for UNIT III	3	1	1	1
UNIT IV				
4.1	0	1	0	0
4.2	0	0	0	1
4.3	0	1	0	1
4.4	0	0	0	1
Total for UNIT IV	0	2	0	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	CD P (40)	UC (600)	TW (100)
	15% of 40		15% of 40		35% of 40		35% of 40				
	6		6		14		14				
1	2	2.4	2	2.4	0	0.0	2	3.5	8	15	23
2	0	0.0	0	0.0	2	9.3	2	3.5	13	15	28
3	3	3.6	1	1.2	1	4.7	1	1.8	11	15	26
4	0	0.0	2	2.4	0	0.0	3	5.3	8	15	23

	5		5		3		8		40		1 0 0
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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 On various theories of educational psychology
- Other case studies on children with special needs
- Presentations on various topics of educational psychology
- Skit by students depicting problems and solutions in the field of educational psychology
- Discussions on career scope and importance of educational psychology

6. TEACHING PLAN

Week	Topic	Hours	Teaching Methods	Weightage
1 to 4	UNIT-1- INTRODUCTION TO EDUCATIONAL PSYCHOLOGY 1.1 Nature, definition, history and scope of educational psychology 1.2 Methods of educational psychology, 1.3 Contemporary educational psychology approaches: Revised Bloom’s taxonomy, Gardner’s multiple intelligence, Competency mapping, Challenges and issues in higher	15 hours 4 hours / Week	1. Lecture on introduction to educational psychology (nature, definition , scope of the subject is discussed) 2. Presentation to explain various methods of educational psychology to the students. 3. Discussion on how educational psychology has evolved	22%

	education Bruner's and Piaget's theory of Cognitive constructivism, Vygotsky's social constructivism		4. Presentation on various contemporary methods formed by different psychologists 5. A lecture on cognitive and social constructivism	
5 to 8	UNIT 2- CHILDREN WITH SPECIAL NEED 2.1 Socially disadvantaged, Disabled children, talented, gifted and creative children 2.2 Mainstreaming and inclusion, Multicultural classrooms and 2.3 Parenting education	15 hours 4 hours / Week	1. Classroom discussion on how different children need different special needs 2. Lecture on disabled children, gifted and talented children 3. a discussion on managing classrooms and parenting 4. Classroom debate on the current educational system of India 5. a guest lecture on parenting and education management	30%
9 to12	UNIT 3- APPLICATION OF THEORIES OF LEARNING IN TEACHING 3.1 Classical conditioning, operant conditioning 3.2 Connectionism, Social cognitive learning 3.3 Cognitive Psychology perspectives to learning	15 hours 4 hours / Week	1. Classroom lecture on how various theories are applicable on real life 2. Presentation on classical conditioning and operant conditioning 3. Class Debate - 4. Power point presentation on cognitive psychology and the perspectives of learning	22%
	UNIT 4- EFFECTIVE TEACHING-LEARNING AND EVALUATION 4.1 Teacher student relationship, Self-regulation in learning-meaning, factors, self-regulated learning cycle 4.2 Group work and co-operation in learning-defining elements of co-operative learning	15 hours 4 hours / Week	1. Lecture followed by power point presentation on different teaching methods 2. Lecture on teacher-student relationship	27%

	<p>4.3 Strategies for cooperative and Collaborative learning .Classroom management, creating effective learning environment, methods and technical issues in the assessment of students, 4.4.Effective teaching strategies, technology based teaching strategies.</p> <p>4.4. Pay role tabulation and calculation</p>		<p>3. Presentation on learning aspects and its various elements.</p> <p>4. Discussion on various strategies of collaborative and cooperative learning</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:

- Stephen N. E., Thomas R K., Joan L. C & John F.T (2000) Educational Psychology ,third edition Mc. Grawhill International editions.
- BowarG.H&Hilgard E.R ,Theories of Learning (3rded) ,New York ,Meredith Publishing Company
- Sahakian S.W. Introduction to the psychology of learning, Chicago, Rand McNally College Publishing Company

8.3. Magazines and Journals:

- Journal of Educational Psychology
- Educational Psychology: Taylor & Francis Online

8.4. E-Learning:

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

- <https://open.umn.edu/opentextbooks/textbooks/educational-psychology>
- <https://www.apa.org/action/science/teaching-learning/index.aspx>
- <https://www.britannica.com/science/educational-psychology>
- <https://www.sciencedirect.com/science/article/pii/S1877042811018891>

**M.SC PSYCHOLOGY
SEMESTER-II
LEARNING AND MEMORY PRACTICAL'S**

CODE:

Credits: 02

Week	Topic	
1 -4	<ul style="list-style-type: none"> • Division of attention • Paired associate learning (English) 	7 Hours 2 Hrs/week
5 – 8	<ul style="list-style-type: none"> • Diagnostic test of learning disability • Yerke's multiple choice apparatus 	7 Hours 2 Hrs/week
9to 12	<ul style="list-style-type: none"> • STM Test by Asthana (English) • PGI memory scale by D. Pershad and N N Wig (English) 	8 Hours 2 Hrs/week
13 to 15	<ul style="list-style-type: none"> • Long term memory test by Astana 	8 Hours 2 Hrs/week
16	SEMESTER END EXAM – VIVA	

GARDEN CITY UNIVERSITY
M.SC PSYCHOLOGY
SEMESTER-II
POSITIVE PSYCHOLOGY

CODE:

CREDITS: 04

Name of the Instructor:

1. GOALS –

On completion of the syllabus student would be able to:

- Bring an experience marked by preponderance of positive emotions and informing them about emerging paradigms of Positive Psychology
- Build relevant competencies for experiencing and sharing happiness as lived experiences and its implications.

2. OBJECTIVES OF DEVELOPMENT –

- To enable the students to look at the strength-based part of Psychology through class lecture.
- To help students to explore what makes people happy through individual assignment.
- The overall focus of the course is to equip students to enhance subjective well-being through seminar.
- The course also equips students to be familiar with research that supports the concepts and application of positive psychology, especially in the Indian context through market survey.

3. COURSE MANAGEMENT

3.1. COURSE DESCRIPTION

- Understand the aims and scope of positive Psychology
- Apply the basic concepts from the course to an analysis of their own lives and personal strength.

3.2. CREDIT HOURS

Instruction Hours: 60

4. DEVELOPMENT OF STUDENT'S LEARNING OUTCOME –

- It helps in understanding the scope and aim of the subject.
- It will help them to apply it in their own lives.
- Gain insight about the scope of positive psychology
- Understand the concept of positive emotions and its influence

- Understand the concept the religion, spirituality and well-being.

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	0	1	1
1.3	0	0	1	1
1.4	1	1	0	0
Total for UNIT I	2	2	2	2
UNIT II				
2.1	1	1	0	0
2.2	1	1	0	1
2.3	0	0	1	1
2.4	0	0	0	1
Total for UNIT II	2	2	1	3
UNIT III				
3.1	0	1	1	0
3.2	0	1	0	1
3.3	1	1	0	0
3.4	1	1	0	1
3.5	1	1	0	0
3.6	0	1	0	1
Total for UNIT III	3	6	1	3
UNIT IV				
4.1	1	1	0	0
4.2	0	0	1	1
4.3	0	1	0	1
4.4	0	0	1	1
4.5	0	0	1	1
Total for UNIT IV	1	2	3	4

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 (1 00)
	15 % of 40		15 % of 40		35 % of 40		35 % of 40				
	6		6		14		14				
1	2	1.5	2	1.1	2	4.0	2	2.5	9	1 5	24
2	2	1.5	2	1.1	1	2.0	3	3.8	8	1 5	23
3	3	2.3	5	2.7	1	2.0	2	2.5	10	1 5	25
4	1	0.8	2	1.1	3	6.0	4	5.1	13	1 5	28
	8		11		7		11		40		10 0

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
- Discussions
- Activities

6. TEACHING PLAN

Week	Topic	Hours	Teaching Methods	Weightage
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1 to 4	<p>UNIT-1- POSITIVE PSYCHOLOGY: AN INTRODUCTION</p> <p>1.1 The role of positive emotions in Positive psychology: The Broaden and Build Theory of Positive Emotions (L,K)</p> <p>1.2 Basic areas of Positive psychology(Ap,A)</p> <p>1.3 Western and Eastern views on Positive psychology and its application; Positive Psychology in India (Ap,A)</p> <p>1.4 Research approaches to study positive psychology(L,K)</p>	15 hours 4 hours / Week	<p>1.Lectures on positivity</p> <p>2.Activity on laughter and happiness</p> <p>3.Presentations on views of positive psychology</p>	24%
5 to 8	<p>UNIT 2-HAPPINESS</p> <p>2.1Happiness: Meaning and Measure; Hedonic and Eudaemonic (K,L)</p> <p>2.2 Approach to Happiness; Determinants of happiness; Happiness and Well-being, (K,Ap,L)</p> <p>2.3 Positive Emotion: Defining Emotional Terms; Distinguishing the Positive and the negative affect; Cultivating Positive Emotion. (Ap,A)</p> <p>2.4. Strategies and practical Applications (Ap)</p>	15 hours 4 hours / Week	<p>1.Classroom discussion on hedonic and eudaemonic</p> <p>2.Lecture on happiness</p> <p>3.Presentations on emotions</p> <p>4.Classroom debate on emotions</p>	23%

9 to12	<p>UNIT 3- POSITIVE STATES AND PROCESSES AND ITS INFLUENCES</p> <p>3.1 Resilience(A,L)</p> <p>3.2 Flow(Ap,L)</p> <p>3.3 Comparision and empathy(L,K)</p> <p>3.4 Gratitude and forgiveness(K,L,Ap)</p> <p>3.5. Hope (K,L)</p> <p>3.6 Gender role in happiness.(L,Ap)</p>	15 hours 4 hours / Week	<p>1.Classroom lecture on gratitude and forgiveness</p> <p>2.Presentation on resilience</p> <p>3.Skit on emotions</p> <p>4.Class Debate on gender roles in happiness</p>	24%
	<p>UNIT 4- 1RELIGION, SPIRITUALITY AND WELL-BEING</p> <p>4.1 Role of religion and spirituality to maintainsubjective well-being (K,L)</p> <p>4.2 A special focus to Indian spirituality and well-being.(A,Ap)</p> <p>4.3Character strengths and virtues: Classification of strength; Positive psychology approaches to virtues; Virtues, values and work. (L,Ap)</p> <p>4.4Virtues in the Indian culture. (A,Ap)</p>	15 hours 4 hours / Week	<p>1. Lecture followed by power point presentation on religion</p> <p>2. Discussion on character strengths</p> <p>3. Lecture on virtues</p> <p>4.Skit on positivity</p>	28%

	4.5. Strategies and practical applications(A, 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. Documents for further study:

- Baumgardner, S.R. & Crothers, M.K. (2009). Positive Psychology. New Delhi: Pearson Education
- Carr, A. (2004). Positive Psychology. The Science of Happiness And Human Strengths. London: Routledge.
- Hardit, J. (2006). Happiness Hypothesis. Basic Books.
- Snyder, C.R.& Lopez. S. (2007). Positive Psychology. The Scientific and Practical Explorations Of Human Strengths. Sage Publications
- Synder, C.R.& Lopez. S. (2007). Handbook of Positive Psychology. Oxford Publications.
- Vohra,S.S., (2006) Sowing Seeds Of Happiness Through Value Inculcation In Adolescents, Psychological Studies, 51, 2, 183-186.
- Vohra,S.S., (2006) Value Inculcation: A Path To Happiness. New Delhi: Icon Publications Pvt. Ltd.

8.3. Magazines and Journals:

- The Journal of Positive Psychology - Taylor & Francis Online
- Indian Journal of Positive Psychology - I-Scholar

8.4. E-Learning:

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

- <https://www.psychologytoday.com/us/basics/positive-psychology>
- <https://www.verywellmind.com/what-is-positive-psychology-2794902>
- <https://www.pursuit-of-happiness.org/science-of-happiness/>
- <https://positivepsychologyprogram.com/what-is-positive-psychology-definition/>

**GARDEN CITY UNIVERSITY
M.SC PSYCHOLOGY
SEMESTER-II
SOCIAL PSYCHOLOGY**

CODE:

CREDITS: 04

Name of the Instructor:

1. GOALS –

On completion of the syllabus student would be able to:

- Evaluate the historical and cultural context of social psychology as a discipline internationally and in India
- Examine theoretical frameworks underlying social interaction and its relationship to social identity
- Relate knowledge of theory as well as current and past research in social psychology to situations in everyday life such as interpersonal and group relations.
- Understand the nature, dynamics and dimensions of interpersonal behavior.

2. OBJECTIVES OF DEVELOPMENT –

To understand:

- The meaning and importance of social psychology in the present context through class lecture.
- The preconceived notion about various social and health issues and its impact through debate.

3. COURSE MANAGEMENT

3.1. COURSE DESCRIPTION

- This course enables students to understand the concepts and theories of social behavior and think more about social phenomenon.
- The students learn about social systems and individual well-being in the community contexts. This also helps the students to learn more about Indian community behavior.

3.2. CREDIT HOURS

Instruction Hours: 60

3. DEVELOPMENT OF STUDENT'S LEARNING OUTCOME –

- Gain insight about the science of the social side of the life.
- Understand the concept of self-esteem.
- Understand the concept of prosocial behavior.
- Gain insight about the Interpersonal Attraction, Close Relationships, and Love
- Understand the nature, dynamics and dimensions of interpersonal behavior.

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	1	0
1.3	0	0	1	1
1.4	1	0	1	0
Total for UNIT I	2	1	4	1
UNIT II				
2.1	1	0	1	0
2.2	0	0	1	1
2.3	1	0	0	1
2.4	1	0	0	1
Total for UNIT II	3	0	2	3
UNIT III				
3.1	0	1	0	1
3.2	1	0	1	0
3.3	0	0	1	1
3.4	1	0	1	1
Total for UNIT III	2	1	3	3
UNIT IV				
4.1	1	0	1	0
4.2	0	1	0	1
4.3	1	0	1	0
4.4	0	0	1	1
Total for UNIT IV	2	1	3	2

Total Weightage = 100

CDP (40) + UC (60)

Weightage Calculation											
UNIT	K	Weight age of "K" in the unit	L	Weight age of "L" in the unit	A	Weight age of "A" in the unit	Ap	Weight age 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	2	1.3	1	2.0	4	4.7	1	1.6	10	15	25
2	3	2.0	0	0.0	2	2.3	3	4.7	9	15	24
3	2	1.3	1	2.0	3	3.5	3	4.7	12	15	27
4	2	1.3	1	2.0	3	3.5	2	3.1	10	15	25
	9		3		12		9		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
- Presentations
- Debate
- Discussions
- Seminars
- Quiz
- Movies
- Documentaries
- Model making

6. TEACHING PLAN

Week	Topic	Hours	Teaching Methods	Weightage
1 to 4	Unit I: The Science of the Social Side of the Life: 1.1 Social Psychology: An Overview, Social Psychology: Advances at the Boundaries, Research as the Route to Increased Knowledge, The Role of Theory in Social Psychology. (L,Ap) 1.2 Social Cognition and Social Perception: Social Cognition: Heuristics: How We Reduce Our Effort in Social Cognition; Schemas: Mental Frameworks for Organizing Social Information; Automatic and Controlled Processing: Two Basic Modes of Social Thought; Potential Sources of Error in Social Cognition,	15 hours 4 hours / Week	 1. Lecture on Social side of life 2. Presentation to explain social perception. 3. Discussion on social cognition. 4. Presentation on basic modes of social thought. 5. discussion on attribution.	25%

	<p>Affect and Cognition. (K, A)</p> <p>1.3 Social Perception: Nonverbal Communication: The Unspoken Language of Expressions, Gazes, Gestures, and Scents. (A, Ap)</p> <p>1.4 Attribution: Understanding the Causes of Others' Behaviour; Impression Formation and Impression Management. (K, A)</p>			
5 to 8	<p>Unit II: The Self and Attitudes:</p> <p>2.1 The Self: Self-Presentation, Self-Knowledge, Who Am I?: Personal versus Social Identity. (K, A)</p> <p>2.2 Self-Esteem: Attitudes Toward Ourselves, Social Comparison: How We Evaluate Ourselves, The Self as Target of Prejudice. (A, Ap)</p> <p>2.3 Attitudes: Attitude Formation, When and Why Do Attitudes Influence Behaviour? How Do Attitudes Guide Behaviour? The Fine Art of Persuasion: How Attitudes Are Changed; Resisting Persuasion Attempts, Cognitive Dissonance. (K, Ap)</p> <p>2.4 The Causes, Effects, and Cures of Stereotyping, Prejudice, and Discrimination. How Members of Different Groups Perceive Inequality, The Nature and Origins of Stereotyping,</p>	15 hours 4 hours / Week	<p>1. Classroom discussion on self.</p> <p>2. Lecture on self-esteem.</p> <p>3. Presentations on attitudes formation.</p> <p>4. Classroom debate on attitude influences behavior.</p> <p>5. Lecture on cognitive dissonance.</p>	24%

	Prejudice, Discrimination, Why Prejudice Is Not Inevitable: Techniques for Countering Its Effects.(K, Ap)			
9 to12	<p>Unit III: Interpersonal Attraction, Close Relationships, and Love:</p> <p>3.1 Internal Sources of Attraction, External Sources of Attraction. (L, Ap)</p> <p>3.2 Factors Based on Social Interaction, Close Relationships. (K, A)</p> <p>3.2Social Influence-Conformity: Group Influence in Action; Compliance: To Ask— Sometimes—Is to Receive. (A, Ap)</p> <p>3.4 Symbolic Social Influence, Obedience to Authority. (K, A,Ap)</p>	15 hours 4 hours / Week	<ol style="list-style-type: none"> 1. Classroom lecture on interpersonal attraction. 2. Presentation on factors based on social interaction. 3. Class Debate –social influence. 4. Power point presentation on conformity. 5. Lecture on symbolic social influence. 	27%
13-16	<p>Unit IV: Prosocial Behaviour and Aggression:</p> <p>4.1 Prosocial Behaviour: Why People Help: Motives for Prosocial Behaviour; Responding to an Emergency, Factors That Increase or Decrease the Tendency to Help, The Effects of Being Helped.</p>	15 hours 4 hours / Week	<ol style="list-style-type: none"> 1. Lecture followed by power point presentation on prosocial behavior. 2. Lecture on aggression. 3. Presentation on perspectives on aggression. 4. Discussion on the consequences of belonging. 5. Discussion on decision making by groups. 	25%

	<p>(K,A)</p> <p>4.2 Aggression: Perspectives on Aggression, Causes of Human Aggression, Bullying, The Prevention and Control of Aggression. (L, Ap)</p> <p>4.3 The Consequences of Belonging-Groups: Effects of the Presence of Others, Coordination in Groups, Perceived Fairness in Groups. (K, A)</p> <p>4.4 Decision Making by Groups, The Downside of Group Decision Making, The Role of Leadership in Group Settings. (A,Ap)</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:

- British Journal of Social Psychology (BPS journal)
- Current Research in Social Psychology (electronic journal)
- European Journal of Social Psychology

8.4. E-Learning:

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

- <https://www.simplypsychology.org/social-psychology.html>
- <https://opentextbc.ca/socialpsychology/chapter/defining-social-psychology-history-and-principles/>
- <https://www.edx.org/course/introduction-to-social-psychology-1>

- <https://study.com/academy/topic/social-psychology1.html>
- <http://psychology.iresearchnet.com/social-psychology/>

GARDEN CITY UNIVERSITY
M.SC PSYCHOLOGY
SEMESTER-II
THEORIES OF PERSONALITY

CODE:

CREDITS: 04

Name of the Instructor:

1.GOALS –

On completion of the syllabus students would be able to: -

- Understand the nature of historical development of contemporary psychological theories on personality
- The students will be trained in such a way to learn the concepts of psychological foundations with suitable examples and application to the personality theories.
- The students will be able to know the Indian context of self and personality development.

2. OBJECTIVES: –

To enable the students to understand: -

- The need for the concept of personality and its appraisal by various techniques through power point presentation.
- The classical Psychoanalysis, rivals to Freud, psychoanalytic Ego Psychology, TA Psychology through seminar.
- Trait, type and naïve psychology of personality through class lecture.
- The associations ‘reinforcement and social learning perspectives of personality through discussion.
- Phenomenological theories of personality through lecture

3. COURSE MANAGEMENT

3.1. COURSE DESCRIPTION

- This course introduces students to the prominent theories of personality within the field of psychology.
- Students will review various theoretical models, the historical context in which they were developed, and how empirical research has been on formed by these theories.
- Application of personality theories in professional field of psychology will be discussed.
- Assessment of personality and personality dysfunction will be introduced as a clinical skill.
- This course will be associated with demonstration labs where students are introduced to personality assessment techniques.

3.2. CREDIT HOURS

Instruction Hours: 60

4. DEVELOPMENT OF STUDENT'S LEARNING OUTCOME –

After the completion of the course the students will be able to:

- Compare and contrast various theories of personality
- Critically evaluate different theories in the background of the empirical evidence.
- Understand the application of personality assessment in psychological practice
- Discuss how culture and history has shaped personality
- Understand the concept of Phenomenological theories of personality.

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	0	1
1.3	0	0	1	1
Total for UNIT I	2	1	2	2
UNIT II				
2.1	1	0	1	0
2.2	0	0	1	1
2.3	1	1	0	1
Total for UNIT II	2	1	2	2
UNIT III				
3.1	0	1	1	1
3.2	0	0	1	1
3.3	0	1	1	0
Total for UNIT III	0	2	3	2
UNIT IV				
4.1	1	1	0	1
4.2	0	0	1	1

Total for UNIT IV

1 | 1 | 1 | 2

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	2	2.4	1	1.2	2	3.5	2	3.5	11	15	26
2	2	2.4	1	1.2	2	3.5	2	3.5	11	15	26
3	0	0.0	2	2.4	3	5.3	2	3.5	11	15	26
4	1	1.2	1	1.2	1	1.8	2	3.5	8	15	23
	5		5		8		8		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

6. TEACHING PLAN

Week	Topic	Hours	Teaching Methods	Weightage
1 to 4	UNIT-1-			22%

	<p>PERSONALITY: AN INTRODUCTION</p> <p>1.1 The Study of Personality- Defining Personality – Science, Theory and Personality – Major components of Personality (K,A)</p> <p>1.2 Indian perspective to personality.(L, A)</p> <p>1.3 Personality Theories- Personality Appraisal – Questionnaires (K,Ap,L)</p> <p>1.4 Projective Tests – Objective Tests – Sociometry – Biological Data – Word Association Test.(A, Ap)</p>	<p>15 hours 4 hours / Week</p>	<p>1.Lecture on personality</p> <p>2.Activity on questionnaires</p> <p>3.Powerpoint presentation on components of personality</p>	
5 to 8	<p>UNIT 2- THE PSYCHODYNAMIC PERSPECTIVE</p> <p>2.1 Classical Psychoanalysis (A,K,L)</p> <p>2.2 Freudian Psychoanalysis – Ego Psychology and Neo-Freudians (A,Ap)</p> <p>2.3 Hartman – Kohlberg – Erickson - Adler – Sullivan – Jung – Eric Berne.(Ap,L)</p>	<p>15 hours 4 hours / Week</p>	<p>1.Projective tests: Thematic Apperception Test, Sentence Completion Test, Rorschach Ink blot</p> <p>2.Type Indicators; Case studies related to psychodynamic theories.</p>	30%
9 to 12	<p>UNIT 3- BEHAVIORAL THEORIES AND TRAITS</p>	<p>15 hours</p>		22%

	<p>3.1 Radical Behaviorism: Skinner; Social Learning: Dollard and Miller(A,Ap,L)</p> <p>3.2 Social Cognitive Theorist: Bandura. (A,Ap)</p> <p>3.3. Eyesecnk trait theories- Allopat,Cattue. (L, A)</p>	4 hours / Week	<p>1. Classroom lecture on radical behaviorism</p> <p>2. Behavioural observation, schedules of reinforcement, cognitive behavioral assessment; Case studies.</p>	
12 to 17	<p>UNIT 4- THE LEARNING THEORY PERPECTIVE</p> <p>4.1 Pavlov and Associationist Theory- (L,Ap,K)</p> <p>4.2 Skinner and Reinforcement Theory – Bandura and Social Learning Theory – Biofeedback.(Ap,A)</p>	15 hours 4 hours / Week	<p>1. Lecture followed by power point presentation on theories</p> <p>2. Classroom presentations on reinforcements</p> <p>3. Activity on learning theory</p>	27%

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:

- Hall, C.S., Lindzey, G. & Camobell, J.B. (2002). Theory of personality, 4TH edition. John Wiley and Sons
- Carpara, G.V & Cereone, D. (2000). Determinants, dynamics and potentials. Cambridge University Press.
- Friedman, H.S. & Schustack, M.W. (2004). Personality, 2ND edition. Pearson Education Pvt.Ltd. India.

- Hergenhann, B.R & Olson, M.H (1999). An Introduction to Theories of Personality, 5th Edition, Prentice Hall, Upper Saddle River, New jersey
- Ewen,R.B.(1980). An Introduction to theories of personality. Academic Press, Inc. (London)
- Ltd.Ryckman M. R (2004) 8th Edition. Wadsworth, Thompson learning. USA.

8.3. Magazines and Journals:

- Journal of Personality - Wiley Online Library
- Journal of Research in Personality – Elsevier
- International Journal of Personality Psychology
- Journal of Research in Personality | ScienceDirect.com

8.4. E-Learning:

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

- <https://businessjargons.com/theories-of-personality.html>
- <https://www.psychologistworld.com/personality/theories-of-personality-psychology>
- <https://www.psychestudy.com/general/personality/theories>
- <https://webspace.ship.edu/cgboer/persintro.html>
- <https://www.sciencedirect.com/journal/journal-of-research-in-personality>