

SAVITRIBAI PHULE PUNE UNIVERSITY
SYLLABUS FOR T. Y. B. SC PSYCHOLOGY
TO BE IMPLEMENTED FROM 2017-2018

(Semester Pattern)

<i>SEMESTER III</i>		MARKS
Paper - I	Psychology of Communication	50
Paper – II	Cognitive Psychology	50
Paper – III	Statistical Methods	50
Paper – IV	Psychopathology	50
Paper – V	Applied Psychology	50
Paper - VI	Organizational Behaviour	50
<i>SEMESTER IV</i>		
Paper - I	Understanding Counseling Process	50
Paper – II	Human Resource Management	50
Paper – III	Consumer Psychology	50
Paper – IV	Counseling Skill	50
Paper – V	Positive Psychology	50
Paper - VI	Forensic Psychology	50
<i>PRACTICAL ANNUALLY</i>		
I	Psychological Practical: Tests and Experiments	100
II	Field work and Practicum (Case studies)	100
II	Project Work	100

SEMESTER III
PAPER – I
PSYCHOLOGY OF COMMUNICATION

Objectives:

- 1) To acquaint the students with the significance and importance of communication process.
- 2) To acquaint the students with the importance of communication skills and technology.
- 3) To develop awareness of verbal and nonverbal communication.

1. COMMUNICATION THEORY

- 1.1 Meaning in the Words: Language and Semiotics
- 1.2 Meaning in the transfer of information
- 1.3 Meaning emerges through dialogue
- 1.4 Application: Meaning emerges through Co-Relation between communication and their social contexts.

2. HUMAN COMMUNICATION

- 2.1 Verbal communication
- 2.2 Nonverbal communication
- 2.3 The channels of nonverbal communication and culture
- 2.4 Application: Culture and nonverbal communication

3. NEW COMMUNICATION TECHNOLOGIES

- 3.1 New and old technologies combined
- 3.2 New technologies for sexual exploitation
- 3.3 Technologies for anonymity and disguise
- 3.4 Application: Technologies of Cyber Hijacking

4. SOCIAL IMPACTS OF COMMUNICATION TECHNOLOGIES

- 4.1 The network economy, work and employment
- 4.2 Education, Information, and Information Technology
- 4.3 The Internet society
- 4.4 Application: The Transformation of space and time

Recommended Books:

1. DeVito, J. A. (2011). *Essentials of human communication* (8th ed.). Boston: Pearson Education.
2. De Vito, J.A. (1951). *Human Communication: The Basic Course*, Harper and Row, Publishers, New York.
2. Weiten, W., Dunn, D. S., & Hammer, E. Y. (2012). *Psychology applied to modern life: Adjustment in 21st century* (10th ed.). Belmont, CA: Wadsworth, Cengage Learning
3. Froemling, K., Grice, G. L., Skinner, J. F. (2011). *Communication: The Handbook*. Boston: Allyn& Bacon.
4. Pearson, J. C. & Nelson, P. E. (2000). *An introduction to human communication: Understanding and sharing*. Boston: McGraw Hill.
5. Adler, R. B., Rodman, G., & Hutchinson, C. C. (2011). *Understanding human communication*. New York: Oxford University Press.
6. Sahay, Mukul (2013). *A textbook of Communication, Media and Society*, Wisdom Press, New Delhi.
7. Lincoln, M. Madhu (2010) *Fundamentals of Communication Skills*, Mangalam Publications, New Delhi.

SEM III
PAPER – II
COGNITIVE PSYCHOLOGY

Objective:

- 1) To acquaint the students the understanding of major concepts, theoretical perspectives and the fields of cognitive psychology.
- 2) To enable students to gain an understanding about the processes involved in sensation, attention and perception.
- 3) To create awareness about the learning, memory, problem solving and the memory improvement techniques.

1. INTRODUCTION OF COGNITIVE PSYCHOLOGY

- 1.1 Nature and emergence of cognitive psychology
- 1.2 Perspectives of cognition: Information processing and connectionist approach
- 1.3 Psychological and technological roots of cognitive psychology
- 1.4 Application of cognitive psychology

2. SENSATION, ATTENTION AND PERCEPTION

- 2.1 Sensation – Definition, nature and process
- 2.2 Attention – Definition, types, and determinants
- 2.3 Perception – Definition, Gestalt principles and perceptual constancies.
- 2.4 Applications of perception, attention and perception

3. LEARNING

- 3.1 Learning: Definition, nature and types.
- 3.2 Conditioning – Classical and operant conditioning
- 3.3 Trial and error and insightful learning -Thorndike's experiment and laws.
- 3.4 Applications of conditioning

4. MEMORY PROCESSES, PROBLEM SOLVING AND CREATIVITY

- 4.1 Definition and types of memory
- 4.2 Forgetting and causes of forgetting
- 4.3 Problem: Definition, problem solving cycle and types, definition and creativity and its Measurement
- 4.4 Applications of memory techniques

Recommended Books:

1. Eysenck, M. W., & Keane, M. T. (2000). *Cognitive psychology: A Students Guide*. New York: Psychology Press.
2. Margeret, M. (2009). *Cognition* (7th edition). John Wiley & Sons
3. Sternberg, R. J. (2007). *Cognitive Psychology* (5th edition). Delhi: Thomson Wadsworth.

SEM III
PAPER – III
STATISTICAL METHODS

Objectives:

- 1) To acquaint the students and to make them understand the basic elementary statistical techniques.
- 2) To develop computational skills in students.
- 3) To enable students to make use, analyze and interpret the data.

1. IMPORTANCE OF STATISTICS IN PSYCHOLOGY

- 1.1 What is statistics? Need for understanding statistics in psychology
- 1.2 Prerequisites in studying statistics, nature of psychological research
- 1.3 Scales of measurement
- 1.4 Application of statistics in psychology

2. DESCRIPTIVE ANALYSIS OF PSYCHOLOGICAL DATA

- 2.1 Measures of Central tendency
- 2.2 Measures of Variability
- 2.3 Percentile and Percentile rank
- 2.4 Applications of measures of central tendency

3. GRAPHICAL REPRESENTATION OF DATA

- 3.1 Basics of Graph
- 3.2 Advantages of graphical representation of data
- 3.3 Modes of graphical representation of data
- 3.4 Applications of graphical representation

4. NORMAL DISTRIBUTION AND LINEAR CORRELATION

- 4.1 Characteristics and properties of normal probability
- 4.2 Linear correlation – Meaning and types of correlation
- 4.3 Coefficient of Correlation: Computation of coefficient of correlation
 - 1) Rank Difference Method
 - 2) Product moment correlation
- 4.4 Applications of Normal Distribution

Note:

1. Students can use non-scientific calculator during examination.
2. Calculation exercise in the question paper shall be based on the following.
 - a. Measures of central tendency and variability.
 - b. Percentile and Percentile rank.
 - c. Rank-difference and Product moment correlation.

Recommended Books:

1. Breakwell, G. M., Hammon, S, Fife-Shaw, C., & Smith, J. (2006). *Research methods in psychology* (3rd edition). London: Sage.
2. Haslam, S. A., & McGarty, C. (2003). *Research methods and statistics in psychology*. London: Sage.
3. Mangal, S. (2002). *Statistics in psychology and Education*. PHI learning private Limited , new Delhi.
4. McGuigan, F. J. (1990). *Experimental psychology* (5th edition). New Delhi: Prentice Hall.
5. Howell, D. C. (2010). *Statistical methods for psychology*. Belmont: Wadsworth.
6. Singh, A. K. (2004). *Monovigyan, samajshastratathashikshameinshodhvidhiyan*. Varanasi: MotilalBanarasi Das
7. Verma, J. P. and Mohammad Ghufraan (2012). *Statistics for Psychology: A comprehensive Text*, Tata McGraw Hill Education, Private Limited, New Delhi.

SEM III
PAPER – IV
PSYCHOPATHOLOGY

Objectives:

- 1) To develop awareness about Major Psychological Disorders.
- 2) To acquaint the students with causes of major psychological disorders.
- 3) To familiarize the students about different therapeutic techniques used in the management of major psychological disorders.

1. INTRODUCTION TO ABNORMAL PSYCHOLOGY

- 1.1 Concept and Criteria of abnormal behavior
- 1.2 Pre DSM classification of mental disorders
- 1.3 Causes of abnormal Behaviour: Necessary, Predisposing, Participating and reinforcing
- 1.4 Application: DSM 5 based classification of mental disorders

2. PSYCHOLOGICAL MODELS OF ABNORMALITY

- 2.1 Psychodynamic
- 2.2 Behavioristic and Biological
- 2.3 Cognitive – Behavioral and Humanistic
- 2.4 Application: Diathesis- Stress model

3. ANXIETY DISORDERS, MOOD DISORDERS AND SCHIZOPHRENIA

- 3.1 Anxiety Disorder – Panic Disorder, Phobic Disorder, OCD and Generalized Anxiety
- 3.2 Mood Disorder – Depression and Mania symptoms, causes and treatment
- 3.3 Schizophrenia – Symptoms, causes and types
- 3.4 Application: Psychotherapeutic interventions for anxiety, mood disorder and schizophrenia

4. COGNITIVE DISORDERS AND MENTAL RETARDATION

- 4.1 Brain impairment in adults – Clinical sign of brain damage, Delirium, Dementia and Alzheimer's and Amnestic syndrome
- 4.2 Disorders involving brain/head injury
- 4.3 Mental Retardation – Types and Causes
- 4.4 Application: Psychotherapeutic interventions for cognitive disorders

Recommended Books

1. Butcher, J. N., Mineka, S., & Hooley, J. M. (2010). *Abnormal psychology* (14th ed.). New York: Pearson
2. Durand, V. M., & Barlow, D. H. (2010). *Essentials of abnormal psychology*. Florence, KY: Cengage.
3. Halgin, R., & Whitbourne, S. K. (2010). *Abnormal psychology: Clinical perspective on psychological disorders* (6th ed.). Singapore: McGraw Hill
4. Sue, R., Sue, D., & Sue, S. (2010). *Understanding abnormal behaviour*. Boston: Wadsworth/Cengage.
5. Suleman, M., & Tauwab, M. (2008). *Asamanyamanovigyan: Visayawamvyakhya*. Varanasi: Motilal Banarasidas.
6. Robert C. Carson, James N. Butcher, :*Abnormal Psychology and Modern Life*
7. Lauren B. Alloy, John H. Riskind, and :*Abnormal Psychology – Current Perspectives*.
8. Margaret J. Manos (2006) *9th Edition, Tata McGraw – Hill Edition*
9. Barlow, David H., Durand Mark V, (2000): *Abnormal Psychology – 2nd Edition, Thomson Publication*)
10. Barlow, D. H. & Durand, V. M. (2002). *Abnormal Psychology: An Integrative Approach*. 3rd ed. Canada: Wadsworth Thomson Learning.
11. Sarason, I. G. & Sarason, B. R. (2002). *Abnormal Psychology: The problem of Maladaptive Behaviour*. 10th ed. Asia: Pearson Education.
12. Korchin, S. T. (1986). *Modern Clinical Psychology: Principles of Intervention in the Clinic and Community*. 1st ed. New Delhi: CBS Publishers & Distributors.
13. Lamm, A. (1997). *Introduction to Psychopathology*. New York: Sage.
14. Buss, A. H. (1999). *Psychopathology*. New York: John Wiley.

SEM III
PAPER – V
APPLIED PSYCHOLOGY

Objectives:

- 1) To acquaint students with various applications of psychology.
- 2) To familiarize students with problems and solutions in various applied fields.
- 3) To apprise students about the role of psychologists in various applied fields.

1. INTRODUCTION OF APPLIED PSYCHOLOGY

- 1.1 Applied Psychology: Definition, history and scope
- 1.2 Emerging areas of applied psychology
- 1.3 Psychological testing in applied psychology
- 1.4 Application: various psychological tests used in applied psychology

2. INSIGHTS INTO PSYCHOLOGY OF RELIGION

- 2.1 Introduction and role of religion psychology
- 2.2 Psychometric approaches to religion
- 2.3 Evolutionary psychology of religion
- 2.4 Application: religion and meditation, religion and psychotherapy

3. SYSTEMS PSYCHOLOGY AND TRAFFIC PSYCHOLOGY

- 3.1 Introduction of system psychology
- 3.2 Main theme of system psychology
- 3.3 Introduction and main theme of traffic psychology
- 3.4 Application: accident prevention and improvement of traffic safety

4. OTHER SIGNIFICANT ASPECTS IN APPLIED PSYCHOLOGY

- 4.1 Legal psychology
- 4.2 Military psychology & sports psychology
- 4.3 Political & media psychology
- 4.4. Application: school psychology

Recommended Books:

1. Anderson P. (2013). *Applied Psychology: Concepts, Issues and Research* (1sted). Cyber Tech Publications, New Delhi.
2. Bayne Rowan: Horton Ian (2003). *Applied Psychology: Current Issues and New Directions*. SAGE Publications ltd; annotated edition.
3. Goldstein, A. P., & Krasner, B. (1987). *Modern applied psychology*. Elmford, New York: Pergmon Press.
4. Richard H. Cox (2002). *Sports Psychology*, McGraw-Hill Higher Education
5. Sharma, R (2009). *Applied Psychology*. Atlantic Publication.

**SEM III
PAPER – VI
ORGANIZATIONAL BEHAVIOUR**

Objectives

1. To encourage the students to understand the behaviour of individuals in the organizational context.
2. To facilitate students to develop skills, techniques to achieve efficiency in organization and implications of various theories related to the development of efficiency
6. To enable the students to understand the organizational processes and its linkages with the social context.

1. INTRODUCTION

- 1.1 Organizational Behaviour: concept, scope, challenges and opportunities
- 1.2 Foundations of individual behaviour: ability, biographical characteristics, learning, attitudes and job satisfaction, personality and values
- 1.3 Innovations in organization planning: flexi time, flexi plan and job enrichment
- 1.4 Application: time management

2. MOTIVATION PROCESS

- 2.1 Motivation: concept, nature & process of motivation
- 2.2 Theories of motivation
- 2.3 Intrinsic and extrinsic motivation and incentive systems
- 2.4 Application: Emotional Intelligence in organizational setting

3. JOB SATISFACTION AND STRESS AND CONFLICT

- 3.1 Factors affecting on job satisfaction
- 3.2 Work stress: sources, consequences, managing stress-individual and organizational approach
- 3.3 Concept, causes, consequences of conflicts and methods of conflict resolution
- 3.4 Application: group dynamics

4. LEADERSHIP

- 4.1 Nature and characteristics of successful leaders' types
- 4.2 Functions and approaches; trait, behavioral and contingency models
- 4.3 Role of power in leadership
- 4.4 Application: management grid

Recommended Books:

1. Aamodt, M. G. (2001). *Industrial/organizational psychology*. New Delhi: Cengage.
2. Luthans, F. (2005). *Organizational behavior (12th Ed.)*. New York: McGraw Hill.
3. McShane, S. L. & Von Glinow, M. A. (2007). *Organisational Behaviour*. New Delhi: McGraw Hill.
4. Moorhead, G. & Griffin, R. W. (2005). *Organisational Behaviour*. New Delhi: Biztantra.
5. Muchinsky. (2009). *Psychology applied to work*. New Delhi: Cengage.
6. Riggio, R. E. (2003) *Introduction to Industrial/Organizational Psychology (4th d.)*. New Jersey: Prentice-Hall.
7. Robbins , S., Judge, T.A., & Sanghi, S. (2009). *Organizational behavior (13th Ed.)*. New Delhi: Pearson Education.

SEM - IV
PAPER - I
UNDERSTANDING COUNSELING PROCESS

Objectives

1. To familiarize students with the nature and process of counseling.
2. To expose students various types of strategies and interventions.
3. To acquaint students with various assessment techniques.

1. FUNDAMENTALS OF COUNSELING PROCESS

- 1.1 Fundamental percepts of effective counseling
- 1.2 Characteristics of effective counselors
- 1.3 Definitions and goals of counseling
- 1.4 Stages of counseling process: initial disclosure, in-depth exploration, commitment to action

2. COUNSELING RELATIONSHIP

- 2.1 Inviting communication and building the counseling relationship: non-verbal and verbal
- 2.2 The core condition of counseling: empathy, positive regard
- 2.3 The core condition of counseling: genuineness, concreteness
- 2.4 Counselor's actions that impede communication

3. IN-DEPTH EXPLORATION

- 3.1 Goals and methods of in-depth exploration
- 3.2 Advanced empathy and immediacy
- 3.3 Confrontation
- 3.4 Interpretation and role playing

4. ACTION PLAN, TERMINATION AND ETHICS IN COUNSELING

- 4.1 The process of goal setting
- 4.2 Design and implication of action plans: evaluate outcomes; repeat the process, obstacles to implementing action plan and direct intervention
- 4.3 Termination: readiness to termination, counselor's responses to termination and ending with positive way
- 4.4 a) codes of professional ethics
 - b) Ethical principles: respect for autonomy, beneficence, nonmaleficence, justice, fidelity

Recommended Books

1. Welfel E.R. & Patterson L.E. (2005) *The Counseling Process, A Multi-theoretical Integrative Approach* (6th ed.) CENGAGE Learning
2. Feltham, C. and Horton, I.E. (2006) *The Sage Handbook of Counseling and Psychotherapy* (2nd ed.) Sage Publication
3. Gibson, R.L. & Mitchell, M.H. (2005) *Introduction Counseling and Guidance* (6thed.) Pearson Education
4. Gelso, C.J., Fretz, B.R. (1995) *Counselling psychology*.Banglore: Prism books Pvt. Ltd
5. Gladding S.T (2009) *Counselling* (6th Ed) Pearson Education.
6. Nelson R., Jones (2009) *Theory and Practice of Counselling and Therapy* (4th Ed) Sage Publication.
7. Rao, S.N. (2006). *Couselling and Guidance* (2nded). New Delhi: Tata McGraw-Hill Publishing Co. Ltd.

SEM - IV
PAPER – II
HUMAN RESOURCE MANAGEMENT

Objectives

1. To acquaint the knowledge about the basic techniques used in human resource planning.
2. To develop awareness about human resource processes and development.
3. To enable students to develop knowledge and skills required in human resource management.

1. INTRODUCTION OF HRM

- 1.1 HRM: definition, scope, functions and objectives
- 1.2 Policies and principles of human resource management
- 1.3 HRM model
- 1.4 Application: challenges of HRM

2. EMPLOYEE SELECTION AND EVALUATION

- 2.1 Employee selection – selection process
- 2.2 Employee selection methods – job analysis, biographical information, interviews, references, letters of recommendation
- 2.3 Evaluation – job evaluation and performance appraisal; definition, process, challenges and methods
- 2.4 Application: uses of psychological testing in employee selection Process

3. TRAINING AND DEVELOPMENT

- 3.1 Training and Development – nature, scope, process and goals of training programs
- 3.2 Training need analysis, training methods
- 3.3 Employee welfare – Definition and types
- 3.4 Application: Assessment centre

4. WAGES AND INCENTIVES

- 4.1 Employee remuneration: components, theories, factors
- 4.2 Incentive payments: definition, importance, types
- 4.3 Employee benefits and services: definition, types
- 4.4 Application: token economy

Recommended Books

1. Aswathappa, K. (2005). *Human Resource Management and Personnel Management: Text and Cases*. 4th ed. New Delhi: McGraw Hill.
2. Dessler, G. & Varkkey, B. (2009). *Human Resource Management*. New Delhi : Pearson
3. Rao, V.S.P. (2005). *Human Resource Management: Text and Cases*. New Delhi: Excell

SEM - IV

PAPER – III

CONSUMER PSYCHOLOGY

Objectives:

- 1) To acquaint students with various applications of consumer psychology.
- 2) To familiarize students with problems and solutions of consumer psychology.
- 3) To apprise students about the role of consumer psychology.

1. INTRODUCTION OF CONSUMER PSYCHOLOGY

- 1.1 Diversity of consumer behavior
- 1.2 Concept and need for studying consumer behavior
- 1.3 The value of consumer research
- 1.4 Application: consumer behavior and marketing management

2. CONSUMER MODELLING

- 2.1 Learning model
- 2.2 Psychoanalytic model
- 2.3 The sociological model
- 2.4 Application: Webster and wind model of organizational buying behaviour

3. PERCEPTION AND CONSUMER BEHAVIOUR

- 3.1 Meaning of perception & related terms
- 3.2 External and internal factors
- 3.3 The perceptual process & factors responsible for perceptual distortion
- 3.4 Application: consumer imagery

4. INFLUENCE OF SOCIAL CLASS ON CONSUMER BEHAVIOUR

- 4.1 Definition and meaning of social stratification
- 4.2 Factors responsible for social stratification and characteristic features of social classes
- 4.3 Social influence on consumer behavior
- 4.4 Application: Cross cultural marketing analysis

Recommended Books:

1. Suja R Nair (2001) Consumer Behavior in Indian Perspective (1sted.) Himalaya Publishing House, Mumbai.
2. Leon G Schiffman& Joseph Wisenblit (2014) Consumer Behaviour (11thed.) Pearson Publication.
3. Michael R Soloman (2016) Consumer Behaviour: Buying, Having & Being (12thed.) Pearson Publication

SEM -IV
PAPER- IV
COUNSELING SKILLS

Objectives:-

1. To acquaint students with the various counseling skills.
2. To familiarize students to use of counseling skill in counseling situation.
3. To apply counseling skills in various situations.

1. CREATING COMMUNICATION SKILLS & FEELINGS

- 1.1 Nature of counseling and helpers.
- 1.2 Verbal communication
- 1.3 Vocal communication
- 1.4 Bodily communication

2. CREATING MIND SKILLS

- 2.1 Creating rules
- 2.1 Creating self-talks
- 2.2 Creating explanations
- 2.3 Creating expectations

3. SHOWING ATTENTION & INTEREST

- 3.1 Using active listening
- 3.2 Body posture, gaze, eye contact
- 3.3 Facial expression, good gestures, personal space & height.
- 3.4 Clothing, grooming of counselor

4. ADDITIONAL COUNSELING SKILLS

- 4.1 Challenging skills
- 4.2 Feedback skills
- 4.3 Self-disclosure skills
- 4.4 Monitoring skills

Recommended Books

1. Nelson, R., Jones (2000). Introduction to Counselling Skills, Text and Activities London: Sage Publication.
2. Nelson, R., Jones (2007). Life Coaching skills, How to Develop Skilled Client London: Sage Publication.
3. Rao, S.N. (2006). Counselling and Guidance (2nded). New Delhi: Tata McGraw-Hill Publishing Co.Ltd.
4. Gelso, C. J., Fretz B.R. (1995) Counselling Psychology. Bangalore: Prism books Pvt.Ltd
5. Gibson, R.L., Mitchell, M.H. (2005). Introduction to Counselling and Guidance (6thed.) Delhi: Pearson education Pte.Ltd.

SEM IV
PAPER – V
POSITIVE PSYCHOLOGY

Objectives:

1. To acquaint students with the importance and significance of positive psychology as newly emerging branch of psychology.
2. To enable students to gain an understanding about the development of well-being and happiness.
3. To acquaint students with the role of positive traits and virtues in happiness.

1. WHAT IS POSITIVE PSYCHOLOGY?

- 1.1 Traditional psychology
- 1.2 Positive psychology: health psychology, clinical psychology, developmental psychology
- 1.3 Positive psychology: assumptions, goals and definitions
- 1.4 Applications of positive psychology

2. THE MEANING AND MEASURE OF HAPPINESS

- 2.1 Why a psychology of wellbeing?
- 2.2 Subjective well-being: The hedonic basis of happiness
- 2.3 Self realization: the **eudaimonic** basis of happiness
- 2.4 Comparing hedonic and **eudaimonic** views of happiness

3. POSITIVE EMOTION AND WELL-BEING

- 3.1 What are positive emotions?
- 3.2 Positive emotions and health resources
- 3.3 Positive emotions and well-being
- 3.4 Cultivating positive emotions

4. RESILIENCE AND POSITIVE TRAITS

- 4.1 What is resilience? Developmental and clinical perspective
- 4.2 Resilience research.
- 4.3 Growth through trauma
- 4.4 What makes a trait positive? Developing a classification of human virtues

Recommended Books:

1. Baumgardner, S. R, Crothers M. K. (2009). Positive Psychology, Pearson Education
2. Snyder, C. R. and Lopez, S J. (2007). Positive psychology: The scientific and practical explorations of human strengths. N. D. : Sage Publications.
3. Carr, Alan (2007). Positive Psychology : The science of happiness and human strengths, Routededge, Taylor and Francis Group-London.

**SEM -IV
PAPER- VI
FORENSIC PSYCHOLOGY**

Objectives

1. To familiarize students with basic theoretical and professional aspects of forensic psychology.
2. To acquaint students with the practical use of forensic psychology for investigation.
3. To acquaint students with the professional, legal and ethical issues in forensic psychology.

1. INTRODUCTION TO FORENSIC PSYCHOLOGY

- 1.1 Definition, nature and scope of forensic psychology
- 1.2 Family law and child protection cases
- 1.3 a) Juvenile transfer b) Insanity
- 1.4 a) Specialized sex offender evaluation b) Civil litigation cases

2. PSYCHOPATHS: THE CRIMINALS

- 2.1 Nature and meaning of psychopath in DSM
- 2.2 Pathological relationship and psychopath among us.
- 2.3 Criminal psychopath
- 2.4 Treatment to psychopath

3. PSYCHOLOGICAL ASSESSMENT SPECIFIC TO FORENSIC EVALUATION

- 3.1 Psychological testing in Forensic evaluation: Major personality and clinical tests; (16F, MMPI, NEO-PI, Projective Techniques)
- 3.2 Polygraph in personal screening (Lie Detection): history, how Polygraph screening is conducted and why the polygraph is used.
- 3.3 Norco Analysis: principles, techniques and demonstrations
- 3.4 Neuropsychological methods of investigation: EEG

4. LEGAL AND ETHICAL ISSUES IN PSYCHOPATHIC (FORENSIC) ASSESSMENT

- 4.1 Psychopathy and testimony
- 4.2 Application of psychopathy in law
- 4.3 Ethical issues in the Assessment of psychopathy in legal contexts
- 4.4 Legal responsibilities: mental health act 1987, civil rights of citizens and national human rights

Recommended Books

1. KaurRajpal (2006) Forensic Psychology: New Trends and Innovation Deep and Deep Publication pvt. Ltd. New Delhi
2. Bayne, Rowan and Jinks Gordon (2013) Applied Psychology, Research, Training and Practice (2nd Ed.) Sage London.
3. Kleiner Murray (2002) Handbook of Polygraph Testing, Academic Press, A Division of Harcourt, Inc.
4. Reid, John E. and Inbau, Fred E. (1977) Truth and Deception: The Polygraph (LIE-DETECTOR) Technique 2nd Ed. Williams and Wilkins company Baltimore

ANNUALLY
PAPER - I
PSYCHOLOGICAL PRACTICAL: TESTS AND EXPERIMENTS
(Annual Examination)

Objectives:

- 1) To acquaint students about the basic concepts of experiments and tests in psychology.
- 2) To acquaint the students about how to administer the tests and experiments.
- 3) To acquaint students about its practical applications.

From the list presented below, any 06 tests must be conducted.

1. Intelligence Test
2. Personality Test
3. Occupational Stress
4. Career Decision Scale
5. Anxiety Inventory
6. Depression Scale
7. Emotional Intelligence
8. Coping Response Inventory
9. Job satisfaction
10. Quality of work life

From the list presented below, any 06 experiments must be conducted.

1. Short Term Memory
2. Stroop Effect
3. Goal Setting
4. Bilateral Transfer
5. Recall & Recognition
6. Span of Attention
7. Problem Solving Mental set (anagrams)
8. Serial Learning
9. Habit Interference
10. Mnemonic Device

Instruction to Teacher:

- 1) Maximum 12 students will constitute one batch. Each batch will conduct practical twice, Practical examination will be held annually.
- 2) A separate batch will be formed if this number exceeds even by one.
- 3) Workload for each batch will be equivalent to 6 lecture periods.

Instruction to Examiner:

1. One internal and one external qualified examiner appointed by 32(5) (a) committee by University of Pune.
2. While preparing the programme for the final practical examination, the number of students in any given batch should not exceed eight.
3. Before conducting the examination, the external examiner should confirm that while teaching and conducting the practical, all the guidelines mentioned in the syllabus were strictly followed.
4. The examiner should also see whether the number of practical conducted is as per the specifications given in the syllabus.
5. While appearing for the final examination, the students must produce the completed certified journal containing the report of practical duly signed by the concerned teacher and the head of the department, failing which the student will not be allowed to appear for the final examination.
6. The paper carries 100 marks, the break- up of which is as follows: -

a. Completion of Journal:	20 marks
b. Instructions & conduction of Experiment/Test:	20 marks
c. Report Writing:	20 marks
d. Viva-voce:	20 marks
e. Internal	20 marks

TOTAL 100 Marks

7. Practical examination duration per batch will be of 4 hours.

Recommended Books

1. Anastasi, A. & Urbana, S (2005). Psychological Testing. (7th), Prentice-Hall, New Delhi.
2. Bano, Samina (Consultant) (2012). Experimental Psychology.(1st Edition), Dorling , Kindersley India, Pvt. Ltd.
3. Chaube, S. P. (1985).Some Psychological Experiments. L.N.A. Education Publication, Agra.
4. D'Amato (2004). Experimental Psychology: Methodology, Psychophysics and Learning.
Das, G. Experimental Psychology, Kings Books, New Delhi.
5. Garret, H. E. (1985). Statistics in Psychology and Education
6. Kaplan, R.M. and Saccuzzio, D.P. (2007). Psychological Testing: Principles, Applications and Issues, Australia; Thomson, Wadsworth.
7. Rajamanicam, M. (2005) Experimental Psychology with advanced experiments, Vol.1
Concept Publishing Company, New Delhi.
8. Mangal, S. K. (206) Statistics in Psychology and Education, Prentice-hall, New Delhi.

PAPER - II
FIELD WORK AND PRACTICUM (Case Studies)

1) FIELD WORK

There are four sections, select any two of them for field work and write the details in project form.

1) Section I

Visit a special school (Preferably for mentally retarded children).

Write detailed notes regarding history and characteristics of three children. Write a general introduction on special education.

2) Section II

Visit a family counselling center or de-addiction center.

Conduct an interview with the psychologist/counsellor regarding the history of the institution, common problems and methods of management. Present report based on the interview.

3) Section III

Visit an institution for old age people.

Prepare an interview schedule based on adjustment problems of old age. Conduct interviews with three inmates. Present the summary of interviews with a general introduction regarding old age.

4) Section IV

Visit an institution for Learning Disability/Autism/ADHD/Speech & Hearing.

Prepare case studies of three children with an introduction on specific problem identified.

EVALUATION: 50

Record: 30 Marks (15 for each section)

Viva-Voce: 20 Marks (Based on each section 10 for each section)

2) PRACTICUM (Case Studies)

Students should select at least 5 types of maladapted cases in consultation with the teacher, and prepare detailed report of 5 cases. Students should present at least two cases.

The following stages should be followed:

- a) Taking of a case history
- b) Assessment
- c) Validation in consultation with teachers
- d) Prognosis
- e) News breaking
- f) Contracting of therapy sessions
- g) Writing session report of each case
- h) Presentation of two cases

GENERAL :

1. Each batch of practicum should consist of maximum 12 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 6 lecture periods.
4. Each student should study clinical cases in hospital / clinic / correctional institution / NGO set up; one teacher supervisor should accompany a group of students.
5. Eligibility for the practicum examination is subject to Certification of Practicum by teacher-in-charge and HOD.

PRACTICUM ASSESSMENT (50 MARKS)

External Examination will be conducted by two examiners, one internal and one external, appointed by 32 (5) (a) Committee of Pune University.

1. Each batch will consist of only 8 students
2. Duration of examination for each batch will be 4 hours.
3. Marks for Viva and Exercise Report will be given by both examiners and average marks will be considered as final marks of the candidate.
4. Remuneration for External Examination will be equally divided between the two examiners.

EVALUATION: 50 MARKS

- | | | |
|--------------------------------|---|----------|
| 1) Record | : | 15 Marks |
| 2) Presentation | : | 15 Marks |
| 3) Hypothetical Case (2 Cases) | : | 20 Marks |

PAPER – III
PROJECT WORK

Objective:

1. To create interest in the subject matter of psychology.
2. To develop scientific experimental and research attitudes in the students.
3. To facilitate comprehension of the theoretical concepts through research work.

With a view to facilitating creativity, rewarding curiosity, and promoting skills in planning and introducing psychological studies, students may be required to take up a small project on an issue of interest to them under the supervision of teachers. It is expected that engagement in such an endeavour will help to clarify methodological issues and promote responsibility, accountability and ownership. Students project work will be evaluated based on the project report submitted by the students following double evaluation method i.e., by internal and external examiners.

Guidelines

1. Assure that the topics selected must be within the limits of the individual or group member's capacity.
2. Authenticity of data should be verified and assured.
3. Genuine issues of psychological interest have to be selected.
4. Hypothesis has to be framed to represent the problem of study.
5. At least two variables have to be selected.
6. Independent variable, dependent variable and intervening variables have to be properly identified.
7. Sufficient review of literature about the variables selected has to
8. Appropriate experimental design, if necessary, has to be selected.
9. Study should be based on viable methodology.
10. Proper sampling technique has to be adopted.
11. Analysis must be completed
12. Interpretation of results should be substantiated with conceptual and other proofs.
13. References should be complete.

PROJECT ASSESSMENT– 100 MARKS

1. Project assessment will be based on presentation of project before the internal and external examiners.

EVALUATION OF MARKS 100

1. Evaluation of Project Report	20 marks
2. Problem selected, its rationale and significance	10marks
3. Review work	10marks
4. Method	10marks
5. Interpretation, discussion & implications	10 marks
6. Overall quality of the report	10 marks
7. Presentation & Viva-voce	30marks

100 Marks

2. Duration of examination for each batch will be 4 hours.
3. Marks for Project Report and Presentation & Viva-voce will be given by both examiners and average marks will be considered as final marks of the candidate