



HSNC University Mumbai
(2020-2021)

Ordinances and Regulations

With Respect to

Choice Based Credit System
(CBCS)

For the Programmes Under

The Faculty of Humanities



HSNC University Mumbai
(2020-2021)

Ordinances and Regulations

With Respect to

Choice Based Credit System
(CBCS)

For the Programmes Under

The Faculty of Humanities

For the Course

FUNDAMENTALS OF PSYCHOLOGY

Curriculum – First Year Postgraduate Programmes

Semester-I and Semester -II

2020-2021

Syllabus for Semester I

Core Course I MPSY 101: Personality Psychology

Core Course II MPSY 102: Research Methodology for Psychology

Core Course III MPSY 103: Statistics for Psychology

Core Course IV MPSY 104: Psychology of Cognition and Emotion

Core Component MPSY 105 Practical / Field Work Component Experimental Psychology Practicals

Syllabus for Semester II

Core Course V MPSY 201: Evolutionary Psychology

Core Course VI MPSY 202: Intervention Systems in Psychology

Core Course VII MPSY 203 :Multiculturalism: Theory and Practice

Core Course VIII MPSY 204: Positive Psychology.

Core Component MPSY 205: Practical / Field Work Component: Psychological Testing and Psychometrics Practicals

Semester I
Core Course I MPSY-101
PERSONALITY PSYCHOLOGY

Unit 1. Intrapsychic domain

- a. Psychoanalytic aspects of personality.
- b. Psychodynamic perspective: contemporary issues
- c. Motives and personality: basic concepts, big three motives,
- d. Humanistic tradition.

Unit 2. Biological domain and cognitive-behavioural domain

- a. Genetic and personality evolutionary approach to personality.
- b. Physiological approaches to personality.
- c. Behaviourist and learning aspects of personality.
- d. Cognitive and cognitive-experiential aspects of personality.

Online component:

Paper 5: Personality Theories

Module no 33: Physiological approaches to personality

LINK:<http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

Unit 3. Dispositional domain: trait approach

- a. Allport, R. B. Cattel, Eysenck's three factor.
- b. Big-Five and Five-Factor Model: theory, evidence and applications, circumplex approach, HEXACO
- c. Personality trait and personality disorders.
- d. Measurement of trait and theoretical and measurement issues, personality dispositions over time.

Unit 4. Social-cultural and adjustment domain

- a. Personality and social interaction
- b. Sex-gender and personality
- c. Culture and personality
- d. Stress, coping adjustment and health.

Online component

Paper 5: Personality Theories

Module no 35: Culture and Personality

LINK:<http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

Books for reading

1. Buss D. M. & Larsen R. J. (2009). *Personality Psychology: Domains of Knowledge About Human Nature*. NJ: McGraw-Hill Humanities.
2. Corr, P. J. & Gerald Matthews, G. (2009). *The Cambridge Handbook of Personality Psychology*. Cambridge : Cambridge University Press.

3. Dan P. McAdams D. P. (2008). *The Person: An Introduction to the Science of Personality Psychology*. Wiley.
4. Pervin, L. A. (2002) *Science of Personality* (2nd ed.). USA: Oxford University Press.

Books for reference

1. Brody, N., & Ehrlichman, H. (1998). *Personality Psychology: Science of Individuality*. Englewood Cliffs, NJ: Prentice Hall.
2. Burger, J. M. (2010). *Personality*. Wadsworth Publishing.
3. Costa, P.T., & Widiger, T.A. (2002). *Personality disorders and the five-factor model of personality* (2nd ed.). Washington, DC: American Psychological Association.
4. Cervone, D., & Pervin, L. A. (2009). *Personality: Theory and Research* (11th ed.). New York: John Wiley & Sons.
5. Chamorro-Premuzic, T., & Furnham, A. (2005). *Personality and Intellectual Competence*. Mahwah, NJ: Lawrence Erlbaum Associates.
6. Friedman, H. S. & Schustack, M. W. (2009). *Personality: Classic Theories and Modern Research*. 4/E. NY: Pearson.
7. Friedman, H. S., & Schustack, M. W. (Eds.). (2008). *The Personality Reader* (2nd ed.). Boston, MA: Allyn and Bacon.
8. Hall, C. S., Lindzey, G., Campbell, J. B. (2007). *Theories of Personality*. ND: J. Wiley.
9. Haslam, N. (2007). *Introduction to Personality and Intelligence*. London: Sage Publications.
10. Hogan R. & John W.H.(Eds.) (1985), *Perspectives in Personality*. Greenwich: JAI Press.
11. Hogan, R. Johnson, J. Briggs S. (Eds.) (1997). *Handbook of Personality Psychology*. San Diego: Academic Press.
12. John, O.P., Robins, R.W., & Pervin, LA. (Eds.) (2010). *Handbook of Personality Theory and Research* (3rd ed.). New York, NY: Guilford.
13. Larsen, R. J. (2010). *Clashing Views in Personality Psychology*. Dushkin/mcgraw-hill.
14. Mayer, J. & Mayer J. D. (2006). *Readings in Personality Psychology*. Allyn & Bacon.
15. McCrae, R.R. & Allik J. (Eds.). (2002), *The Five-Factor model of Personality across cultures*. N.Y.: Kluwer Academic Publisher.
16. McCrae, R. R., & Costa, Jr., P. T. (2002). *Personality in Adulthood: A Five-Factor Theory Perspective* (2nd ed.). New York: Guilford Publications.
17. Mroczek, D. K., & Little, T. D. (Eds.). (2006). *Handbook of Personality Development*. Mahwah, NJ: Lawrence Erlbaum Associates
18. Miserandino, M (2011). *Personality Psychology: Foundations and Findings*. Pearson Education.
19. Plutchik, R., & Conte, H. R. (Eds.). (1997). *Circumplex Models of Personality and Emotions*. Washington, DC: American Psychological Association.
20. Roberts, B.W., & Hogan R. (2001). *Personality Psychology in the Workplace*. Washington: American Psychological Association.
21. Rudman L. A. (2011). *Implicit Measures for Social and Personality Psychology*. LA: Sage Publication.
22. Weiner, I.B. (2007). *Handbook of Personality Assessment*. Wiley.
23. UGC CARE Journal Ugccare.unipune.ac.in

Evaluation:**Internal evaluation:** 40 marks

- One test of descriptive types: 20 marks
- Essay: Five topics shall be displayed in the beginning of the semester. Students shall write a essay on one of the topic in the classroom. The topic shall be announced : 20 marks

Semester End Examination -Theory Paper- 60%**Marks:** 60 **Time:** 2 hours

The theory paper of 60 marks will have 4 questions.

All questions have an internal choice and each main question is based on a specific Unit.

All four questions are compulsory.

Core Course II MPSY 102
RESEARCH METHODOLOGY FOR PSYCHOLOGY

Unit 1. Philosophy and ethics of psychological research.

- a. Epistemological positions in psychological research: scientific realism, logical positivism; Ockham's razor;
- b. Popper and Kuhn's contribution: theory dependence of observation; understanding theory: components and connections – concepts, constructs, variables and hypothesis; Duhem–Quine thesis; Quine's critique of empiricism
- c. Ethical standards of psychological research: planning, conduction and reporting research
- d. Proposing and reporting quantitative research

Unit 2. Research settings and Methods of Data collection

- a. Observation and Interview method
- b. Questionnaire
- c. Survey research
- d. Other non-experimental methods

On line component:

Paper 3:Qualitative Methods

Module 15:Observation Method (Part-1)

Module 17:Interview Method (Part-1)

LINK:<http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

Unit 3. Experimental and Quasi-Experimental Methods

- a. Independent groups designs
- b. Repeated measures designs
- c. Complex designs
- d. Quasi-experimental designs and program evaluation

Unit 4. Qualitative Research

- a. Philosophy and conceptual foundations; proposing and reporting qualitative research
- b. Grounded theory
- c. Interpretive phenomenological analysis; discourse analysis
- d. Narrative analysis; conversation analysis

On line component:

Paper 3:Qualitative Methods

Module 13:Grounded Theory

LINK:<http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

Books for study

1. Shaughnessy, J. J., Zechmeister, E. B. &Zechmeister, J. (2012). *Research methods in psychology*. (9th ed.). NY: McGraw Hill.
2. Elmes, D. G. (2011). *Research Methods in Psychology* (9thed.). Wadsworth Publishing.
3. Goodwin, J. (2009). *Research in Psychology: Methods in Design* (6thed.). Wiley.

4. McBurney, D. H. (2009). *Research methods*. (8th Ed.). Wadsworth Publishing.
5. Forrester, M. A. (2010). *Doing Qualitative Research in Psychology: A Practical Guide*. Sage.

Books for reference

1. Charmaz, K. (2006). *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis (Introducing Qualitative Methods series)*. New Delhi: Sage Publications.
 2. Dominowski, R. L. (1980). *Research methods*. N.J.: Engelwood Cliffs, Prentice-Hall.
 3. Embreston, S. E., & Raise, S. P. (2000). *Item response theory for psychologists*. Mahwah, NJ: Lawrence Erlbaum
 4. Hambleton, R. K., & Swaminathan H. (1985). *Item Response theory: Principles and Applications*. Boston: Kluwer
 5. Hoyle, R. (1995). *Structural equation modeling: concepts, issues and applications*. Thousand Oaks, CA: Sage.
 6. Hulin, C. L., Drasgow, F. & Parsons, C.K. (1983). *Item response theory: application to psychological measurement*. Homewood, IL: Dow Jones-Irwin.
 7. Kerlinger, F. N. (1995). *Foundations of behavioural research*. New Delhi: Surjeet Publication.
 8. Lewis-Beck, M. S. (1994). *International handbook of quantitative applications of social sciences*. Sage: Topan/London.
 9. McBurney, D. H. (2001). *How to Think Like a Psychologist: Critical Thinking in Psychology* (2nd Edition). Prentice Hall.
 10. Monette, D. R., Sullivan, T. J., & DeJong, C. R. (1994). *Applied psychological research: Tools for human services*. (3rd ed.). California: Harcourt Brace College Publisher.
 11. Morse, J. M. (1994). *Critical issues in qualitative research methods*. Sage Publications.
 12. Nunnally, J. & Bernstein, I. (1994). *Psychometric Theory* (3rd ed.). New York: McGraw Hill.
 13. Robinson, P. W. (1976). *Fundamentals of experimental designs: A comparative approach*. Engelwood-Cliff: Prentice Hall.
 14. Smith, J. A. (2008). *Qualitative Psychology: A Practical Guide to Research Methods*. Sage.
 15. Strauss A L and Glaser, B. G. (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Aldine Transaction.
 16. Wiling, C. (2008). *Introducing Qualitative Research in Psychology* (2nd ed.). Open University Press.
 17. American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). APA.
 18. American Psychological Association. (2009). *Concise Rules of APA Style (Concise Rules of the American Psychological Association (APA) Style)*. APA.
- UGC CARE Journal Ugccare.unipune.ac.in

Evaluation:

Internal evaluation: 40 marks

- One test of descriptive types: 20 marks
- Essay: Five topics shall be displayed in the beginning of the semester. Students shall write an essay on one of the topics in the classroom. The topic shall be announced : 20 marks

- **Semester End Examination -Theory Paper- 60%**
- **Marks: 60 Time: 2 hours**
- The theory paper of 60 marks will have 4 questions.
- All questions have an internal choice and each main question is based on a specific Unit.
- All four questions are compulsory.

**Core Course III MPSY -103
STATISTICS FOR PSYCHOLOGY**

Unit 1. Preliminary Concepts

- a. Probability: axioms, random variables, expected value, central limit theorem
- b. Distributions: discrete distributions- binomial, poisson; continues distributions: normal, t, F, chi-square, jointly distributed random variables.
- c. Inference: estimation theory, statistical hypothesis testing, types of errors. Properties of estimators, methods of estimation: least square, maximum likelihood. Bayesian inference. CLT; LLN; Cramér–Rao inequality; Rao Blackwell Theorem
- d. Descriptive statistics: central tendency and variability, power and effect size. Testing for normality and outliers.

Unit 2. Inferential statistics: inference about location

- a. Two group differences: *t* test- independent and dependent samples. Bootstrapping.
- b. Multi-group differences: one-way ANOVA: independent and dependent samples. two-way ANOVA: independent samples
- c. Wilcoxon sign-rank test; median test; U test; Kruskal-Wallis test
- d. MANOVA and discriminant function analysis

On line component

Paper 2:Quantitative methods

Module 30:Discriminant analysis

LINK:<http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

Unit 3. Association, prediction and other methods

- a. Correlation: product moment, partial correlation, special correlations.
- b. Linear regression (OLS)
- c. Nonparametric correlations: Kendall's tau; Spearman's rho; measures for nominal data, chi square, binomial test, proportions test. d. Multiple regression, logistic regression.

Unit 4. Factor Analysis and Software Packages

- a. Factor analysis: basic concepts, methods of extraction and methods of rotation
- b. Confirmatory factor analysis.
- c. Structural Equations Modelling.
- d. R: syntax, data management, Descriptive; graphs; basic and multivariate statistics in R; R GUI, other software.

Online component

Paper 2:Quantitative methods

Module 33:Structural Equation Modelling (SEM)

LINK:<http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

Note for paper setters: It is recommended that small values for computation be given and that of log, square and square root and statistical tables be given for use. Use of calculators is allowed. The problems for full numerical to be set using the raw data methods (ungrouped data) in the examination. The formula sheet be provided along with the question paper. No full numerical should be set on Units 2-d, 3-d, 4a, 4b; partial numerical are permitted that can be calculated with simple calculators (E.g., DO NOT set numerical like DO MANOVA OF GIVEN DATA).

Books for Study:

1. Howell, D. (2009). *Statistical Methods for Psychology* (7th ed.). Wadsworth.
2. Wilcox R. R. (2009). *Basic Statistics: Understanding Conventional Methods and Modern Insights*. NY: OUP.
3. Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical reasoning in psychology and education*. Singapore: John-Wiley.
4. Aron & Aron (2008). *Statistics for Psychology* (5th ed). New Delhi: Pearson

Books for Reference:

1. Daniel, W. W. (1995). *Biostatistics*. (6th Ed.). N.Y.: John Wiely.
2. Field, A., Miles, J., and Field, Z. (2012). *Discovering Statistics Using R*. NY: Sage.
3. Gouch, R. L. (1983). *Factor Analysis*. Lorrence Erlbaum
4. Guilford, J. P., & Fructore, B. (1978). *Fundamental statistics for psychology and education*. N.Y.: McGraw-Hill.
5. Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Mulivariate data analysis*. (5th Ed.). N.J.: Prentice-Hall Inc.
6. Hatekar, N. R. (2009). *Principles of Econometrics: An Introduction (Using R)*. ND: Sage.
7. Loehlin, J. (1998). *Latent Variable Models: an introduction to factor, path, and structural analysis*. Hillsdale, N.J.: LEA.
8. Marcoulides, A. G. & Schumacker, E. R. (2001). *New developments and techniques in structural equation modeling*. Hilsdel, New Jersey: Lawrence Erlbaum.
9. R Development Core Team. (2011). *R: A Language and Environment for Statistical Computing*. Vienna, Austria:R Foundation for Statistical Computing. (<http://www.Rproject.org>)
10. Sheskin, D. (2011). *Handbook of Parametric and Nonparametric Statistical Procedures*, (5th ed). Chapman and Hall/CRC.
11. Tabachnick, B. G. & Fidell, L. S. (2001). *Using multivariate statistics* (4th Ed.). Boston: Allyn and Bacon.
12. Wilcox, R. R. (1996). *Statistics for social sciences*. San Diego: Academic Press.
13. Wilcox, R. R. (2011). *Modern Statistics for the Social and Behavioral Sciences: A Practical Introduction*. CRC Press.

Evaluation:

Internal evaluation: 40 marks

- Class Report (including an online component) :20 marks

Students are to generate simulated datasets of $N > 30$, and conducting two statistical analyses. One analysis must make use of any technique from Units 1-3, and the second must make use of SEM (online component). Students must submit a report of data analysis and inferences

- One Test of statistical techniques: 20 marks

Semester End Examination -Theory Paper- 60%

Marks: 60 **Time:** 2 hours

The theory paper of 60 marks will have 4 questions.

All questions have an internal choice and each main question is based on a specific Unit.

All four questions are compulsory.

Core Course IV MPSY-104
PSYCHOLOGY OF COGNITION AND EMOTION

Unit 1: Cognitive Neuroscience, Attention and Perception

- A. Cognitive Neuroscience: Neuronal Structure and Function; Intelligence and Neuroscience; Methods of cognitive neuroscience
- B. Visual Perception: Visual Object Recognition, Face perception
- C. Attention and Consciousness: Attention Processes, Theories of Attention, Consciousness of Mental Processes; Preconscious Processing D. Neuropsychological basis of Attention and Visual Perception

Unit 2. Memory and Language

- A. Memory: Models and Research Methods; Metacognition
- B. Memory Processes; Mental Images, Maps, and Propositions
- C. Language and language in context
- D. Neuropsychological basis of Memory and language

On line component

Paper 1: Cognitive science

Module 38: Metacognition

LINK: <http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

Unit 3. Thinking and Intelligence

- A. Problem Solving and Creativity
- B. Thinking, Decision Making and Reasoning
- C. Human Intelligence. Organization of Knowledge in the Mind
- D. Neuropsychological basis of executive functions

Unit 4. Psychology of Emotions

- A. Theories of Emotions:
- B. Biological basis of human emotions
- C. Measurement of Emotions
- D. Emotional Development and regulation

Online component

Paper 9: Positive Psychology

Module 10: Emotional Intelligence.

LINK: <http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

Books for Reading

1. Sternberg, R. J.; Sternberg, K, Mio, J. (2012). Cognitive Psychology. Wadsworth: Belmont, CA.
2. Matlin, M. W. (2009). Cognition. John Wiley & Sons: NJ.
3. Bly, B.M. & Rumelhart, D. E. (1999). Cognitive Science. Academic Press: San Diego.
4. Lewis, M., Haviland-Jones, J. M., & Barrett, L. F. (Eds.). (2010). *Handbook of emotions* (3rd edition). New York, NY: Guilford.

5. Dalglish, T. & Power, M.J. (2000). *Handbook of Cognition and Emotion*. John Wiley: Sussex.
6. Zilmer, E. A. & Spears, M. V. (2001). *Principals of neuropsychology*. Canada: Wadsworth

List of Reference

1. Anderson, V., Jacobs, R. & Anderson, P. (2008). *Executive Functions and the Frontal Lobes: A Lifespan Perspective*. NY: Psychology Press.
2. Baddeley, A. (1990). *Human memory: Theory and practice*. Boston: Allyn& Bacon.
3. Beaumont, J. G., Kenealy, P. M., & Rogers, M. J. C. (Ed.). (1999). *The Blackwell dictionary of neuropsychology*. Oxford: Blackwell Publishers.
4. Berry, J. W., Poortinga, Y. H., Segal, M. H., & Dason, P. R. (2002). *Cross-cultural psychology: Research and perspective*. Cambridge: CUP.
5. Carlson, N. (1999). *Physiology of behaviour*. Boston: Allyn& Bacon.
6. Jurado, M. B. & Rosselli, M. (2007). The Elusive Nature of Executive Functions: A Review of our Current Understanding. *Neuropsychol Rev*, 17:213–233.
7. Carruther, P. & Chamberlain, A. (Ed.). (2000). *Evolution and the human mind: modularity, language and meta-cognition*.
8. Ekman, P. & Cordaro, D. (2011). What is meant by calling emotions basic. *Emotion Review*, 3, 364-370.
9. Finger, S. (1994). *Origin of neuroscience: A history of explorations into brain function*. N.Y.: OUP.
10. Franken, R. E. (2002). *Human motivation*. Australia: Wadsworth.
11. Gazzaniga (Ed.), *The New Cognitive Neurosciences, Second Edition*. Cambridge, MA: MIT Press.
12. Green, D. W. (1996). *Cognitive science: An introduction*. Oxford: Blackwell.
13. Johnson, M. H. (1997). *Developmental cognitive neuroscience*. Blackwell Publishers.
14. Kellogg, R. T. (1997). *Cognitive psychology*. London: Sage.
15. Kolb B., & Whishaw I.Q. (2007). *Fundamentals of human neuropsychology (6th ed)*. New York, NY: Worth Publishers.
16. Lewis, M. & Haviland-Jones, J. M (Ed.). (2000). *Handbook of emotions*. NY: The Guilford
17. Lezak, M. D. (1976). *Neuropsychological assessment*. NY: OUP.
18. Mauss, I. B. & Robinson, M. D. (2009). Measures of emotion: A review. *Cognition and Emotion*, 23, 209-237.
19. Mehu, M., Mortillaro, M., Banziger, T., & Scherer, K. R. (2012). Reliable facial muscle activation enhances recognizability and credibility of emotional expression. *Emotion*, 12, 701-715.
20. Nelson, T. O. (1992). *Metacognition: Core readings*. Boston: Allyn& Bacon.
21. Press.
22. Simon-Thomas, E. R., Keltner, D. J., Sauter, D., Sinicropi-Yao, L., & Abramson, A. (2009).
23. The voice conveys specific emotions: Evidence from vocal burst displays. *Emotion*, 9, 838-846.
24. Walsh, K. (1994). *Neuropsychology: A clinical approach*. N.D.: Churchill Livingstone

Evaluation:

Internal evaluation: 40 marks

- Five topics shall be displayed in the beginning of the semester. Students shall write an essay on one of the topics in the classroom. The topic shall be announced : 20 marks
- One test of descriptive types: 20 marks

Semester End Examination -Theory Paper- 60%

Marks: 60 **Time:** 2 hours

The theory paper of 60 marks will have 4 questions.

All questions have an internal choice and each main question is based on a specific Unit.

All four questions are compulsory.

**Core Component MPSY105
Practical**

EXPERIMENTAL PSYCHOLOGY PRACTICAL

**** The experiments will be conducted on line during the Pandemic situation after which the experiments will be conducted in the Laboratory.**

Six experiments in cognitive processes, personality, motivation and emotion from the areas given below:

a) Sensation, attention and perception, b) Memory, c) Reasoning, d) Decision making, e) Problem solving, f) Learning, g) Imagery, h) Motivation, i) Emotion, j) Personality, k) Thinking, l) Language.

UNIT 1: Experimental designing: Students will be divided into six groups. Each group has to choose an area by consensus or majority. Each student will have to design an experiment pertaining to the area chosen by the group. The student will present the experiment in the class. From these experiments, one experiment is selected as groups experiment. In this way, six experiments are obtained. A student can also design additional experiments in the areas other than the groups' area and present them along with presentations of respective areas. Six presentations and twelve supervision sessions are required for this. (2 credit).

UNIT 2: Experimental Computerizing: All students have to learn one open-source package for computerizing experiment (for example, PEBL, Open Sesame, etc.). This may be done by workshop by the teacher/students about the computerization. The individual experiment designed by each student has to be computerized and presented in a CD (and Email if needed) for internal assessment. The printout of the program syntax AND/OR major steps in computer programming also need to be submitted along with this assignment. (1 credit).

UNIT 3: Experiments Conduction: These select six experiments (Unit 1) will then be conducted in the laboratory. If the facilities permit, these experiments can be carried out using the computer interface. (3 credits).

UNIT 4: Experimental Data Analysis and Report: The data obtained is analyzed by using software packages (e.g. R) and reported in a typed report. The report also needs to be submitted in a softcopy. (2credit)

Evaluation:

Internal evaluation: 40 marks

- Self-designed experiment (content and method) and Computerization of the experiment and its report (Soft and hard copy: 20 marks
 - Experimental Journal: Journal contains (i) report of 6 experiments conducted; (ii) a type-written report to be submitted on a review of literature on one of the topics above covering research of last five years: 20 marks

Semester end Practical examination: 60 marks.

- Viva voce examination: 35marks
- Instruction and Conduction: 10marks
- Report: 15 marks

Semester II

Core Course V MPSY 201 EVOLUTIONARY PSYCHOLOGY

Unit 1. Foundation of evolutionary psychology

- a. Historical development, landmarks in evolution of human beings & common misunderstandings
- b. Origins of human nature, evolutionary game theory.
- c. Evolution of psychological mechanism, evolutionary and psychological foundation of human behavior, psychological basis of culture
- d. Research methods and hypothesis-testing in evolutionary psychology, use and misuse of Darwinism

Paper 14: Human Origin and Evolution (in Anthropology subject section)

Module 10: Forces of Evolution

LINK:<http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=1>

Introduction to Psychology –Evolutionary Psychology

http://eacharya.inflibnet.ac.in/data-server/eacharya-documents/55f939dce413018871843580_INFIEP_222/187/ET/1.html

Unit 2. Major aspects of evolutionary theory: survival and mating

- a. Problems of survival: food acquisition, human fear and landscape preferences
- b. Mate selection and sexual strategies
- c. Women's long-term mating strategies, men's long-term mating strategies
- d. Short-term sexual strategies across sexes

Unit 3. Parenting and social behavior

- a. Parenting: maternal involvement, parental involvement, parent-offspring conflict
- b. Kinship: theory of implicit and inclusive fitness and empirical support
- c. Cooperation: evolution of cooperation, reciprocal altruism,
- d. Cognitive adaptations for social exchange

Unit 4. Social behavior and specific topics

- a. Aggression as solution to adaptive problem & empirical evidence, sex differences in aggression, conflicts between sexes.
- b. Evolution of morality. evolution of art. Evolution of Emotions.
- c. Cognitive development, modularity of mind, and innateness issues,
- d. Status, prestige and social dominance.

Books to Study

1. Barkow, J. H., Cosmides, L., Tooby, J. (1992). *The adapted mind*. Oxford University Press.
2. Buss, D. (2011). *Evolutionary Psychology: A new Science of Mind*. Pearson Education.
3. Dunbar, R. I. M. (2005). *Evolutionary Psychology: A Beginner's Guide*. One world.

Books for reference

1. Buss, D. (2005). *The Handbook of Evolutionary Psychology*. John Wiley & Sons, Inc.
2. Dunbar, R. and Barret, L. (2007). *The Oxford Handbook of Evolutionary Psychology*. Oxford University Press.
3. Hampton, S. (2010). *Essential Evolutionary Psychology*. Sage Publications Ltd.
4. Lauser, M. (2006). *Moral minds: The nature of right and wrong*. Harper Collins.
5. Pinker, S. (2006). *The Blank Slate: The Modern Denial of Human Nature*. Penguin.
6. Pinker, S. (1999). *How the Mind Works*. New York: WW Norton & Co.
7. Pinker, S. (1994). *The Language Instinct*. Penguin.
8. Swami, V. (2011). *Evolutionary Psychology: A Critical Introduction*. BPS Blackwell textbook
9. Workman L. (2008). *Evolutionary Psychology: An Introduction*. Cambridge University Press.
10. De Waal, F. B. M. (2008). Putting the altruism back into altruism: The evolution of empathy. *Annual Review of Psychology*, 59, 279-300.
11. Nesse & Ellsworth (2009). Evolution, emotions, and emotional disorders. *American Psychologist*, 64, 129-139.
12. Tooby, J. and Cosmides, L. (2010). The Evolutionary Psychology of the Emotions and Their Relationship to Internal Regulatory Variables. In Lewis, M., Haviland-Jones, J. M., & Barrett, L. F. (Eds.). *Handbook of emotions* (3rd edition). New York, NY: Guilford.
13. Lieberman, D., Tooby, J. & Cosmides, L. (2003). Does morality have a biological basis? An empirical test of the factors governing moral sentiments relating to incest. *Proceedings of the Royal Society London (Biological Sciences)*, 02PB0795, 1-8.
14. UGC CARE Journal Ugccare.unipune.ac.in

Evaluation:

Internal evaluation: 40 marks

- . Test of descriptive types within the semester: 20 marks
- Five topics shall be displayed in the beginning of the semester. Students shall write an essay on one of the topics in the classroom. The topic shall be announced : 20 marks

Semester End Examination -Theory Paper- 60%

Marks: 60 Time: 2 hours

The theory paper of 60 marks will have 4 questions.

All questions have an internal choice and each main question is based on a specific Unit.

All four questions are compulsory.

Core Course VI MPSY-202
INTERVENTION SYSTEMS IN PSYCHOLOGY

Unit 1. Intervention systems emphasizing background

- a. Sigmund Freud- classic psychoanalysis
- b. Alfred Adler-individual psychology
- c. Carl Jung- analytical psychology

Unit 2. Intervention systems emphasizing humanistic, cognitive and behavioural approaches.

- a. Carl Rogers- person centered therapy
 - b. Behaviour therapy
 - c. Aaron Beck- cognitive therapy
- Online component

Paper 13: Counseling Psychology

Module 6: Perspectives in Practice of Counselling : Behavioural Paradigm (Part B)

Module 15: Perspectives in practice of Counselling: Cognitive Paradigm

LINK: <http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

Unit 3. Techniques in group.

- a. Fundamentals: influences, advantages of group therapy, organizing group, opening and later sessions, technical functions of group therapists. b. Special problems during group therapy
- c. Group therapy approaches: pre-intake and post-intake, special age groups, behavior therapy, experiential therapy, psychodrama and role play.

Unit 4. Interventions emphasizing integration, eclectic systems, multicultural perspectives

- a. Integrated and eclectic interventions
- b. Effective multicultural counseling
- c. Psychoanalytical, Adlerian, person-centered, behaviour therapy from multicultural perspective

Books for study

1. Corey, G. (2009). *Theory and Practice of Counseling and Psychotherapy* (8th ed.). CA: Thomson Brooks.
 2. Seligman, L. & Reichenberg, L. W. (2010). *Theories of counseling and psychotherapy systems, strategies, and skills* (3rd ed.). Pearson education.
 3. Flanagan, J.S. & Flanagan, R.S. (2004). *Counseling and Psychotherapy theories in context and practice: Skills Strategies and Techniques*. Hoboken, NJ: John Wiley & Sons, Inc
 4. Wolberg, L. R. (2005). *The Technique of Psychotherapy Part I and II*. NJ: Jason Aronson Inc.
- UGC CARE Journal Ugcare.unipune.ac.in

Evaluation:**Internal evaluation:** 40 marks

- . Test of descriptive types within the semester: 20 marks
- Five topics shall be displayed in the beginning of the semester. Students shall write an essay on one of the topics in the classroom. The topic shall be announced : 20 marks

Semester End Examination -Theory Paper- 60%**Marks:** 60 **Time:** 2 hours

The theory paper of 60 marks will have 4 questions.

All questions have an internal choice and each main question is based on a specific Unit.

All four questions are compulsory.

Core Course VII MPSY 203
MULTICULTURALISM: THEORY & PRACTICE

Unit 1: Multiculturalism & society

- a. Culture and cultural identity development.
- b. Understanding major cultural variables in Indian context: gender, religion, caste, social class, language and regionalism.
- c. Cultural transition and Acculturation.

On line component

Paper 8: Cross cultural Psychology

Module 29: Over view of acculturation

LINK <http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

Unit 2: Prejudice and discrimination

- a. Understanding prejudice and discrimination.
- b. Rights – based approach.
- c. Equity and social justice.

Unit 3: Multicultural assessment

- a. Cross cultural sensitivity in assessment: using tests in culturally appropriate ways.
- b. Ethical issues in multicultural assessment.
- c. Writing psychological and educational reports for culturally and linguistically diverse client.

On line component

Paper 8: Cross cultural Psychology

Module 10: Measurement in cross cultural research

LINK <http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

Unit 4: Multicultural practice in psychology

- a. Multicultural counselling: counsellor's self-awareness and counsellor's awareness of the clients' world view, developing multicultural competencies and culturally appropriate interventions.
- b. Barriers to multicultural counselling.
- c. Managing diversity and conflicts in organizations.

Books to Study

1. Elrich, H. (2003). *The Social Psychology of Prejudice: A systematic Theoretical Review and Propositional Inventory of the American*. New York, Wiley.

2. Gamst, G.C., Liang, C.T.H., Der-Karabetian, A. (2011). *Handbook of Multicultural Measures*, La Verne: SAGE
3. Garrett McAulifee & Associates (2008). *Culturally Alert Counselling: A Comprehensive Introduction*, Sage Publications.
4. Sue, D.W., Sue, D. (2012). *Counselling The Culturally Diverse: Theory and Practice* (6th Ed.). Hoboken, NJ: John Wiley & Sons, Inc.
5. Sue, Sue D.W. (2006) *Multicultural Competencies: Individual and Organizational Development*, Sage Publication, New Delhi.
6. Suzuki, L.A., Meller, P.J., Ponterotto, J.G. (1996). *Handbook of Multicultural Assessment: Clinical, Psychological and Educational Applications*. San Francisco, CA: Jossey- Bass Inc.
7. Swanson, J.L., Fouad, N.A. (1999). *Career Theory and Practice: Learning Through Case Studies*. New Delhi: Sage Publications.

Articles for Study

1. Ahmed, S., Wilson, K.B., Henriksen Jr., R.C., Jones, J. W. W. (2011). What Does It Mean to Be a Culturally-Competent Counselor? *Journal for Social Action in Counseling and Psychology*. 3 (1), 17-28.
2. Banks, J.A. (2004). Teaching for Social Justice, Diversity, and Citizenship in a Global World. *The Educational Forum*. 68, 289- 298.
3. Berry, J.W. (2005). Acculturation: Living successfully in two cultures. *International Journal of Intercultural Relations*, 29, 697–712.
4. Contrada, R.J., Ahsmore, R.D., Gary M.L., Coups, E. Egeth, J.D.Chasse, V. (2001). Measures of Ethnic Related Stress: Psychometric Properties, Ethnic Group Differences and Associations with Well- being. *Current Directions in Psychological Science*, 9 (4), 136- 139
5. NCDA. (2009). *Minimum Competencies for Multicultural Career Counseling and Development*. Broken Arrow, OK: National Career Development Association. Retrieved from www.ncda.org
6. Obinna, A. K. & Farkas, F.M. (2011). Cultural conflict management program for firms and organizations. *International Journal of Business and Management Studies*, Vol 3, no 2, 1-10.
7. Vera, E.M., Speight, S.L.(2003), Multicultural Competence, Social Justice, and Counseling Psychology: Expanding Our Roles. *The Counselling Psychologist*, 31 (3), 2530- 272.
8. Zapf, M.K. (1991). Cross-cultural transitions and wellness: Dealing with culture shock. *International Journal for the Advancement of Counselling*, 14, 105-119.
UGC CARE Journal Ugcare.unipune.ac.in

Books for Reference

1. Cordeiro, P.A., Reagan, T.G. & Martinez, L.P. (1994). *Multiculturalism and TQE*. California: SAGE
2. Corey, G. (2009). *Theory and Practice of group Counseling*. CA: Thomson Brooks
3. Guru, G. & Sarukkai, S. (2012). *The Cracked Mirror: An Indian Debate on Experience and Theory*. Oxford.

4. Nelson-Jones, R. (2005). *Basic Counselling Skills: A Helpers Manual*. New Delhi: Sage Publications.
5. Martines, D. (2008). *Multicultural School Psychology Competencies: A Practical Guide*. New Delhi: Sage.
6. Marsella, A. J., & Pedersen, P. (Eds.). (1981). *Cross-cultural counseling and psychotherapy*. New York: Pergamon.
7. Paniagua, F. A. (1998). *Assessing and treating culturally diverse clients: A practical guide* (2nd ed.). Thousand Oaks, CA: Sage.
8. Palmer, S. (2002). *Multicultural Counselling*. London: SAGE
9. Palmer, S. & Laungani, P.D. (1999). *Counselling in a Multicultural Society*. London: SAGE
10. Pederson, P. B. (Ed.). (1985). *Handbook of cross-cultural counseling and therapy*. Westport, CT: Greenwood Press.
11. Pedersen, P. (2000). *A handbook for developing multicultural awareness*. Alexandria, VA: American Counseling.
12. Pope Davis, D. B., & Coleman, H. L. K. (1997). *Multicultural counseling competence: Assessment, education and training, and supervision*. Thousand Oaks, CA: Sage.
13. Rastogi, M. & Thomas, V. (2009). *Multicultural Couple Therapy*. Purdue: SAGE

Evaluation:

Internal evaluation: 40 marks

- . One Test of descriptive types within the semester: 20 marks
- Five topics shall be displayed in the beginning of the semester. Students shall write an essay on one of the topics in the classroom. The topic shall be announced : 20 marks

Semester End Examination -Theory Paper- 60%

Marks: 60 **Time:** 2 hours

The theory paper of 60 marks will have 4 questions.

All questions have an internal choice and each main question is based on a specific Unit.

All four questions are compulsory.

Core Course VIII MPS 204
Positive Psychology

Unit 1. Introduction to Positive Psychology

- a. Need for a science of human strengths and virtues
- b. Deconstruction of illness ideology and inclusion of human strengths
- c. Positive Psychology: Assumptions, Goals and Definitions
- d. Three pillars of positive psychology

Unit 2. Positive subjective states

- a. Subjective well-being
- b. Positive emotions
- c. The flow experience
- d. Optimism and Hope

Online component

Paper no 9: Positive Psychology

Module no 14: Optimism

Module no 15: Hope

LINK: <http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

Unit 3. Positive individual traits

- a. Self efficacy
- b. Creativity
- c. Wisdom
- d. Empathy and altruism

Online component

Paper no 9: Positive Psychology

Module no 27: Empathy & Altruism

LINK <http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

Unit 4. Positive Institutions

- a. Positive schooling
- b. Aging well and role of family
- c. Psychology of forgiveness for healthy society
- d. The Me/We balance: Building better communities

Books for study

Snyder, C. R.; & Lopez, S. J. (2002). Handbook of Positive Psychology. New York: Oxford University Press.

Snyder, C. R.; Lopez, S. J.; & Pedrotti, J. T. (2011). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. New Delhi: Sage South Asia Edition.

References

Seligman, M. E. P (1991). *Learned Optimism*. NY: Knopf.

Seligman, M.E.P. & Csikszentmihalyi, (2000). *Positive Psychology: An Introduction*. *American Psychologist*. 55 (1), 5-14.

Carr, A. (2004). *Positive Psychology a science of happiness and human strengths*. NY: BR Publishers

Peterson C. (2006). *A Primer in Positive Psychology*. Oxford: Oxford University Press.

Lopez, S. J. (Ed) (2013). *The Encyclopedia of Positive Psychology*. UK: Blackwell Publishing Ltd.

Seligman, M. E. P.; Steen, T. A.; Park, N.; & Peterson, C. (2005). *Positive Psychology Progress: Empirical Validation of Interventions*. *American Psychologist*, 60 (5), 410-421.

UGC CARE Journal Ugccare.unipune.ac.in

Evaluation

Internal Evaluation: 40 marks

- . One Test of descriptive types within the semester: 20 marks
- Five topics shall be displayed in the beginning of the semester. Students shall write an essay on one of the topics in the classroom. The topic shall be announced : 20 marks

Semester End Examination -Theory Paper- 60%

Marks: 60 Time: 2 hours

The theory paper of 60 marks will have 4 questions.

All questions have an internal choice and each main question is based on a specific Unit.

All four questions are compulsory.

Core Component MPSY 205

Practical

PSYCHOLOGICAL TESTING AND PSYCHOMETRICS PRACTICALS

**** The experiments will be conducted on line during the Pandemic situation after which the experiments will be conducted in the Laboratory.**

Unit 1. Theoretical-conceptual orientation

- a. Measurement in psychology and in the natural sciences
- b. Measurement theories: classical test theory, modern test theory
- c. Test construction: item analysis, reliability, validity and norms
- d. Ethical issues in psychological testing

Unit 2. Test administration and reporting

At least two tests pertaining to Intelligence, Motivation, Emotion, Personality and/or Attitude to be administered, scored and interpreted & reported. For each administered test, item analysis, reliability and validity, and Group norms to be computed and reported in the file.

Unit 3. Test development

Students will be divided into six groups. Each group has to choose an area by consensus or majority. Each student will have to develop a psychological test pertaining to the area chosen by the group. Every student

In each group will present his or her ideas about developing a specific psychological test in the class. After these presentations, one specific psychological construct is selected as group's construct. In this way, six psychological tests revolving around six psychological constructs are to be developed.

Unit 4: Reporting of newly developed tool

The newly developed tool has to be administered on a group of at least 30 individuals. The item analysis, reliability and validity, norms are to be computed and reported in the file.

Books for study

1. Kline, P. (1998). *The New Psychometrics: Science, psychology and measurement*. New York: Routledge.
2. Chadha, N. K. (2009). *Applied Psychometry*. New Delhi: Sage.
3. Anastasi, A., & Urbina, S. (1997). *Psychological Testing* (Seventh Ed.). New Delhi: Prentice Hall.

Evaluation:

Internal evaluation: 40 marks

- Supervised laboratory work: 10 marks
- Psychological Assessment File : 15 marks
- Viva voce examination for the self-constructed test: 15 marks

Semester end practical examination: 60 marks.

- Instruction and administration of the tools developed and report: 20
- Viva voce examination: 40

