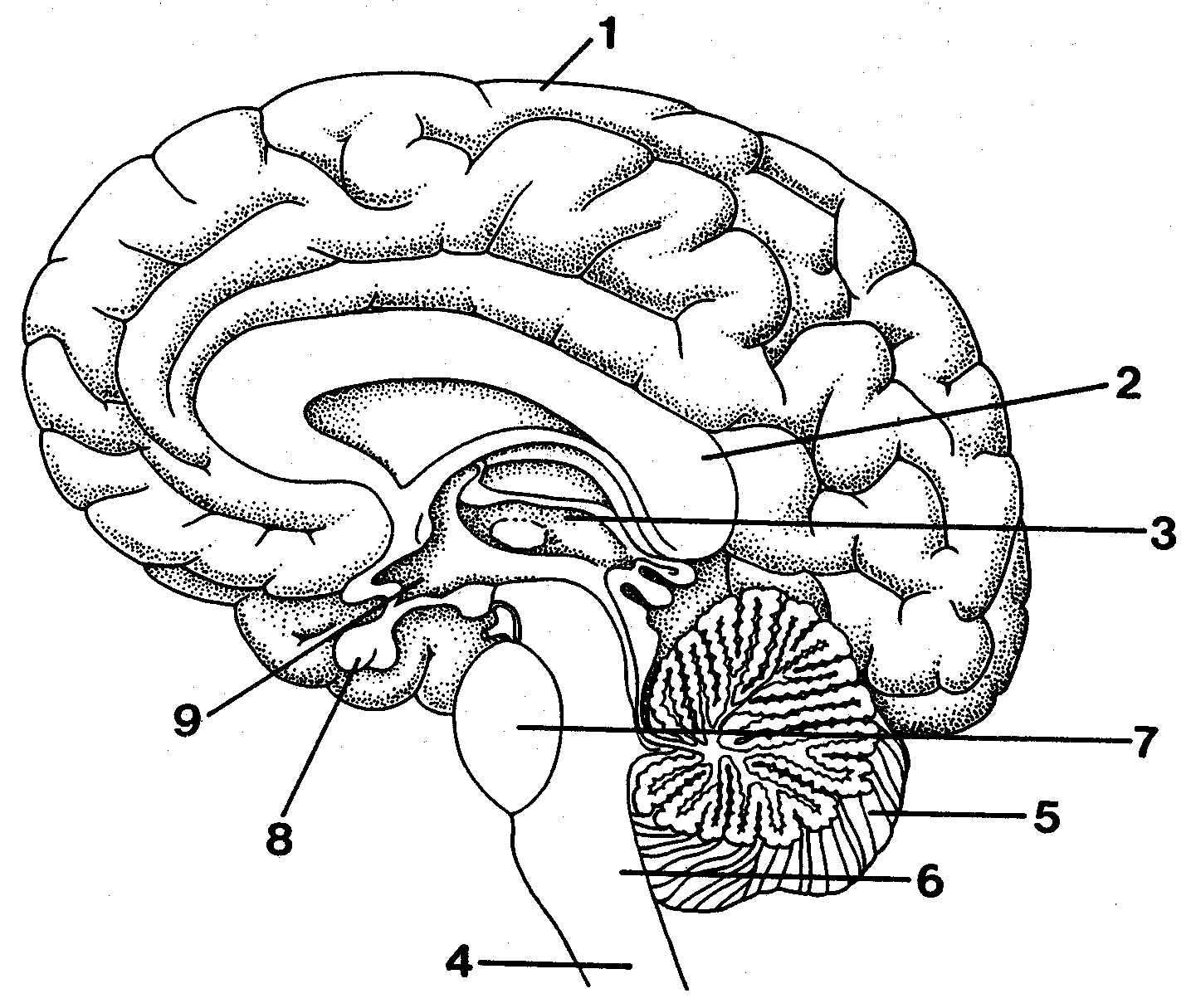
**UNIVERSITY OF CHITTAGONG**

**Faculty of Biological Sciences**

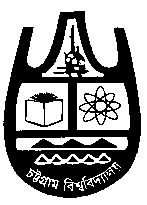


**Department of Psychology**

Syllabus of

**B.Sc. Honors**

**Session: 2019-2020 and 2020-2021**



**Department of Psychology**

**University of Chittagong**

**November, 2019.**

**Curriculum for Bachelor of Science (B.Sc.)** **and Masters of Science (M.S.) of the Department of Psychology (2019-2020 and 2020-2021)**

**Vision, Mission and Values of the department of Psychology**

**Vision**

Discovery of knowledge about mind, brain and behavior through education and research

for reaching a global height in higher education.

**Mission**

To enlighten the stakeholders of the department of psychology through teaching, learning, training and research to make them the competent citizen of the global community and capable of facing the global challenges. They will also contribute nationally and internationally for the development of mankind.

**Values**

Our values create a framework for education, research and services. These include:

**Community:** Our students engage in the various places such as mental health service providers, public schools, NGOs and businesses. Many of our alumni continue to live in the different areas in the country while pursuing careers in the private, public, and non-profit sectors. Our research, teaching, and service have an impact on the local and national levels.

**Courage:** Our courses are designed to enhance the skills in verbal and written communication and improve the courage to express ideas. We provide our students to lead or assist in psychological research that enables their independent research courage. Our academics provide educational and career advising to our students and encourage them to reach their fullest potential.

**Equity:** Our faculty is committed to provide courses to all students at the university, thus exposing the department to diverse opinions and beliefs. Our classes address the impact of culture and context on human functioning, fostering an appreciation of difference and diversity in our students.  We address the varied educational experiences of our students in coursework and applied experiences.

**Life of the Mind:** As active scholars, our faculty bridge experiences gained in the classroom, research laboratory, and applied settings. Our courses are committed to experiential learning opportunities that place our students in the community and provide them with exposure to the world beyond the classroom.

**Resilience:** Our research and teaching seek to provide our students the resources necessary to foster resilience within themselves and others. For example, the Department of Psychology at Chittagong University offers low-fee individual, counseling and group psychotherapy to students and members of the community.

**Curriculum for Bachelor of Science (B.Sc.)**

**Ordinance for the degree of Bachelor of Science with Honours**

The degree of Bachelor of Science with Honours (B. Sc. Honours) in Psychology shall extend over four academic years with final examination after the end of each academic year. The final result will be based on the results of the four annual examinations.

**Distribution of Marks and Credits**

The programme of study for B. Sc. Honours degree in Psychology shall be completed by a student in not more than 6 (six) academic years. Students who will complete the full programme scoring a CGPA of 2.25 or above (equivalent to marks 45% or above) will be awarded B. Sc. (Honours) degree. Other rules and regulations are as per ordinance, Faculty of Biological Sciences, University of Chittagong.

The programme shall be an integration of major and related courses carrying a total of 4000 marks. There shall be major courses, of 2700 marks, related courses of 700 marks, sessional of 400 marks and viva-voce of 200 marks. Courses of 25, 50, 75 and 100 marks shall carry 1, 2, 3 and 4 credits, respectively. 20% of the practical marks will be distributed as practical class performance, and other 80% on the basis of annual practical examination.

There shall be 21 major theoretical courses (1900 Marks; 76 credits), 6 related theoretical courses (500 Marks; 20 credits), 10 major practical courses (800 Marks; 32 credits), and 4 related practical courses (200 Marks; 8 credits).

**Distribution of marks and credits**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Academic year** | **Major Courses** | | **Related Courses** | | **Sessional & Viva-voce** | | **Total Marks** | **Total Credits** |
| Theoretical | Practical | Theoretical | Practical | Sessional | Viva-voce |
| First | 300 | 150 | 250 | 100 | 100 | 50 | 950 | 38 |
| Second | 300 | 150 | 250 | 100 | 100 | 50 | 950 | 38 |
| Third | 600 | 250 | - | - | 100 | 50 | 1000 | 40 |
| Fourth | 700 | 250 | - | - | 100 | 50 | 1100 | 44 |
| **Total** | **1900** | **800** | **500** | **200** | **400** | **200** | **4000** | **160** |

**Sessional:** Sessional shall include class attendance, tutorial examination, field study tour, reports etc.

**Class Attendance, Marks Allocated for Attendance and Eligibility for Examination:**

In order to be eligible for appearing at examinations a candidate shall attend not less than 70% of the lectures. The Academic Committee of the Department may recommend marginal cases of shortage of attendance (not below 60%) on special ground and documentary evidences. Under the benefit of this provision, the candidate shall have to pay the requisite non-collegiate fee as prescribed by the University authorities. The course teachers shall submit attendance register to the Chairman of the Department before processing the examination entry form. Distribution of marks for attendance in class will be as follows:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Attendance** | **Marks** | **Attendance** | **Marks** | **Attendance** | **Marks** |
| 96% and higher | 10 | 81-85% | 7 | 66-70% 4 | 4 |
| 91-95% | 9 | 76-80% | 6 | 60-65% | 3 |
| 86-90% | 8 | 71-75% | 5 | Less than 60% | 0 |

**Special English Course**

Apart from the credit courses mentioned above, one English course of 100 marks must be taken in the 1st year of the programme. Points secured in this course in excess of 12.0 shall be added in calculated CGPA.

**Medium of Instruction and Examination**

The medium of instruction and answer in the examination scripts shall be in English.

**Duration and Schedule of Examination**

Examinations shall be held at the end of each academic year as per academic calendar. The duration of Examinations shall be followed as

|  |  |  |  |
| --- | --- | --- | --- |
| **Marks** | **Credits** | **Duration of Examination for**  **theory Courses (Hours)** | **Duration of Examination for Practical Courses (Hours)** |
| 25 | 1 | 2 | 4 |
| 50 | 2 | 3 | 6 |
| 75 | 3 | 4 | 8 |
| 100 | 4 | 4 | 8 |

**Grading System**

Letter grading and grade points: Letter grades and corresponding grade points shall be awarded as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| **Numerical Grade (NG)** | **Letter Grade (LG)** | | **Grade point (GP)** |
| 80% and above | A+ | (A Plus) | 4.00 |
| 75% to less than 80% | A | (A regular) | 3.75 |
| 70% to less than 75% | A- | (A minus) | 3.50 |
| 65% to less than 70% | B+ | (B Plus) | 3.25 |
| 60% to less than 65% | B | (B regular) | 3.00 |
| 55% to less than 60% | B- | (B minus) | 2.75 |
| 50% to less than 55% | C+ | (C Plus) | 2.50 |
| 45% to less than 50% | C | (C regular) | 2.25 |
| 40% to less than 45% | D |  | 2.00 |
| Less to than 40% | F |  | 0.00 |

LG and GP for non-credit courses:

|  |  |
| --- | --- |
| **Numerical Grade** | **Letter Grade** |
| 65% and above | B+ and above |
| 25% to less than 65% | Pass |
| Less than 25% | F |
| Not appeared in the examination | Incomplete |

**GPA/CGPA Calculation**

In the Academic Transcript/Grade sheet, only LG (letter grade), GP (grade points), PS (points secured) and finally GPA & CGPA, not the numerical marks, shall be shown.

**Calculation:** Computation of Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA) are as follows: TPS/TCO

Where, TPS means Total Point secured and TCO means Total credit offered in the year.

**Promotion to Higher Class (From 1st Year to 4th Year)**

A student is required to fulfill the following conditions for promotion to the next higher class:

* A student must earn at least GPA 1.75 without sessional and viva-voce at his/ her respective examination of the year, failing which he/ she shall be declared to have failed in the respective examination.
* In such case, a student shall be allowed to improve his/her GPA of the 1st/2nd/3rd year by appearing at the examination of the immediate next batch only.
* At this stage, if he/she earns required GPA for promotion of the 1st/2nd/3rd year examination, but failed in any course/s, he /she shall not be allowed to appear in the failed course/s to improve GPA under any consideration for the third time.
* Promotion to 2nd/3rd /4th year after the respective examination shall be given effect on the basis of the results published by the Controller of Examinations.

**Viva-voce**

A regular student must appear at the viva-voce of the 1st/2nd/3rd/4th year examination. At the end of each examination, the Examination Committee shall hold a viva-voce. The viva-voce marks shall not be taken into consideration for the determination of yearly GPA. All marks of 4 viva-voce examinations will be added up to determine LG, GP and PS and to calculate CGPA.

**Sessional**

* A regular student must complete his/her sessional of the 1st, 2nd, 3rd, and 4th year. The sessional marks shall not be taken into consideration for the determination of yearly GPA. All marks of 4 sessionals shall be added up to determine LG, GP and PS and to calculate GPA.
* If a student fails to appear at his/her sessional of the 1st, 2nd, 3rd, and 4th year, s/he shall be declared to have failed in the respective examination.

**Improvement of Grade Points**

* A student carrying F grade in a course can improve the grade appearing at the examination of the immediate next batch
* Students earning C, D and F grade in any course in the 1st /2nd / and 3rd year may also choose to improve the grade by appearing at the annual final examination in the same course with the next batch. If such a student fails to improve his/ her grade(s), his/her previous grade in the same course will remain valid.
* A student shall be allowed to improve the grade of a course only once in a particular year.
* No improvement shall be allowed in English course, Practical courses, class tests/home assignment, Viva-voce, Sessional and Field works as well as in the course(s) in which student did not attend classes or appear at examination.
* For improvement of grade in a course, the student shall apply to the Departmental Chairman at least 4 weeks before the start of the annual final examination.
* The Departmental Chairman shall have to prepare list(s) of candidates for the regular, irregular and improvement categories and send one copy of each to the office of the Controller of Examinations, after the last date of filling up of examination entry forms.

**Failed Student**

* If a student fails to earn required GPA 1.75 in the 1st, 2nd and 3rd year examination, he/she will not be promoted to the next higher class and he/she will be treated as failed student.
* The failed student shall be allowed to appear in the failed course/s with the batch immediate follows as an irregular candidate, failing which he/she shall be dropped out of the program.
* If a student fails to appear at the viva-voce of the 1st/2nd/3rd year examination be treated as failed student.
* If a student fails to pass or fails to appear at the examination twice in a particular year’s course or more than twice in the entire program, he/she shall be dropped out of the program.

**Re-admission**

* If a student fails to appear at the 1st / 2nd / 3rd / 4th year examination due to shortage of required classattendance or any other reason, he/she shall have to get himself or herself re-admitted an irregularstudent with the batch that immediately follows on recommendation of and within the date fixed bythe academic committee of the Department. He/she must have to fulfill the requisite class attendancefor appearing at the examination as an irregular candidate. Such benefit he/she will get once and iffails he/she shall be dropped out of the program. If re-admitted student earns required GPA forpromotion will not be allowed for appear fail courses to improve GPA under any consideration forthird time.
* Re admission in first year will not be allowed if the student fails to earn 30% class attendance.
* A student may be allowed for re-admission not more than once in a particular year and not more than twice in the entire program.

**Degree Requirements**

For the degree of Bachelor of Science with Honours, a student shall require to fulfill the following conditions:

* A student must earn a minimum CGPA 2.25 and he/she must earn GPA 1.75 in 1st, 2nd, 3rd and 4th year examination separately, failing which he/she shall be declared failed in the program.
* A student must earn a minimum GP 2.00 in consolidated viva-voce, failing which he/she shall be declared failed in the program.
* A student must earn a minimum GP 2.00 in consolidated sessional, failing which he/she shall be declared failed in the program.
* A student who shall score CGPA 4.00 shall be awarded B.Sc. Hon’s with Distinction and citation so made in the academic transcript.
* After completion of four year courses if a student scores CGPA 2.00 to less than 2.25 shall be awarded B.Sc. (pass) degree and score CGPA less than 2.00 shall be treated as failed.
* To calculate CGPA no grades from any source other than that of the prescribed credits will be considered.
* A student shall have to complete the programme in maximum of six consecutive academic years from the session of first admission in the programme.

**\*\*Any change or modification of ordinance by legal authority will be included in due time.**

**Vision, Mission, Course objectives, Teaching and Assessment strategy of the B.Sc. Honors program**

**Vision of the B.Sc. Honors program**

To provide knowledge and skills about mind, brain, and behavior through innovative and rigorous courses and rich experiential learning opportunities for producing the next generation of leaders in research, in teaching, and in the applications of psychology.

**Mission of the B.Sc. Honors program**

To enlighten the graduates of the department of psychology trough a dynamic curriculum on a value- centered environment in the context of global competition with a view to serving for the development of mankind and the society as a whole.

**B.Sc. Honors Course objectives**

The important objective of B.Sc. (Hons.) program is to facilitate self-discovery in the students and ensure their enthusiastic and effective participation in responding to the needs and challenges of society. This program intends to enable students in developing skills and competences need for meeting the challenges and needs of the real world effectively. Hence this syllabus is created keeping in mind the changing nature of the society, educational institutions, future personal, professional development and inculcate the required competences in the students to understand and respond to the same efficiently and effectively.

**Teaching strategy:**

Lecture: The way of instructing student is by lecturing. Teachers can use different teaching aids (student presentation, open group discussion) to make classes understandable and lively.

**Assessment strategy:**

1. Interim assessment: At least two assessment (tutorial/presentation/assignment) in each course (date and topic will be scheduled and announced by the course teachers).
2. Final Examination: Will be conducted as scheduled by the controller of examination of CU on full course content. Students will have to answer at least FIVE out of EIGHT questions.

**Course outline of the First Year B.Sc. (Hons.) Program (2019-20 and 2020-21)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course Title** | | **Marks** | **Total Marks** | **Credits** | **Total Credits** |
| **Major Courses** | | | | | | |
| PSY 101 | General Psychology | | 100 | 300 | 4 | 12 |
| PSY 102 | Social Psychology | | 100 | 4 |
| PSY 103 | Experimental Psychology | | 100 | 4 |
| **Related Courses** | | | | | | |
| PSY 104 | Sociology | | 100 | 250 | 4 | 10 |
| PSY 105 | Psychological Statistics- I | | 100 | 4 |
| PSY 106 | Fundamentals of Computer Science | | 50 | 2 |
| **Major Practical** | | | | | | |
| PSY 107 | Psychology Practical-I | | 100  (80+20\*) | 150 | 4 | 6 |
| PSY 108 | Psychology Practical-II | | 50  (40+10\*) | 2 |
| **Related Practical** | | | | | | |
| PSY 109 | Statistics Practical | 50(40+10\*) | | 100 | 2 | 4 |
| PSY 110 | Computer Practical | 50(40+10\*) | | 2 |
| **Sessional and Viva-voce** | | | | | | |
| PSY 111 | Sessional | | 100  (Tutorial=70,  Field Study =20  Attendance=10) | 100 | 4 | 4 |
| PSY 112 | Viva Voce | | 50 | 50 | 2 | 2 |
| **Grand Total** | | |  | **950** |  | **38** |
| **English Course:** Compulsory non credit (100 Marks) – 04 Credits  \* Practical Class Performance | | | | | | |

**Detail course profile of the First Year B.Sc. (Hons.) Program (2019-2020 and 2020-2021)**

|  |  |  |  |
| --- | --- | --- | --- |
| Course No: **PSY 101** | Course Title: **General Psychology** | Marks: **100** | Credit: **04** |

**Rationale**

The course of general psychology deals with almost all aspects of human nature. So, this course will help the learners to understand themselves, to realize their potentials, and to enhance their personal growth and development.

**Course objectives**

This curriculum shall enable the learners:

* to describe the scientific basis of psychology
* to explain the basic psychological terms, concepts, principles, and theories
* to understand the varieties within the field of psychology
* to understand a successful future in a more specialized area of psychology

**Intended learning outcomes (ILOs)**

1. Students should have clear understanding about modern definition of Psychology, its nature (whether it is science or not), approaches, subdivisions, & research methods.
2. Students will be able to know the differentiation between sensation and perception, sensory experiences, perception selection, organization, & adaptation.
3. Students should have knowledge about the basic nature of learning and they will be able to classify different types of learning on the basis of different learning theories.
4. Students should have understanding about the basic terms of memory and forgetting, different types of memory, improving memory, and forgetting theories.
5. Students should have understanding about how language is formed and developed, how concept is formed, how do people think and how do they solve a problem.
6. Students will be able to know the definition of motivation and its explanation with different theories, its characteristics and different types.
7. Students should have understanding the definition of emotion and its explanation with different theories, its functions, relation with physiological aspects, & different types.
8. Students should have understanding about the basic terms: frustration, stress, conflict, and stress, and will be able to know its psychological impact on everyday behavior.
9. Students will be able to know the definition of personality, its approach, determinants, and measuring techniques.
10. Students should have understanding about the term of intelligence, its types on the basis of different theories, and different intelligent measurement scales.

**Course content**

**1. Introduction**

1.1 Definition of Psychology

1.2 Psychology as a science

1.3 Perspectives of Psychology (Neuroscience, Psychodynamic, Behavioral, Cognitive,

Humanistic)

1.4 Subfields of Psychology (Pure and applied fields)

1.5 Methods of Psychology (Archival, Naturalistic observation, Case study, Survey,

Correlation and Experimental)

**2. Sensation and perception**

2.1 Definition of sensation and perception

2.2 Differences between sensation and perception

2.3 Measuring Sensory experiences (Different types of threshold)

2.4 Selectivity in perception: selective attention, determiners of attention

2.5 Form perception: gestalt laws

2.6 Perceptual constancy: size and brightness constancy

2.7 Depth perception: monocular and binocular cues of depth perception

2.8 Perceptual adaptation and illusion

**3. Learning**

3.1 Definition of learning, factors affecting learning

3.2 Classical conditioning (Pavlov)

3.3 Operant conditioning (Thorndike, Skinner)

3.4 Classical vs. operant conditioning

3.5 Latent learning and observational learning

3.6 Reinforcement: primary and secondary, positive and negative, schedules of

reinforcement

**4. Memory and forgetting**

4.1 Definition of memory

4.2 Formation of memory

4.3 Types of memory (Sensory, STM/Working, LTM)

4.4 Improving memory (Strategies for improving memory)

4.5 The Physiology of memory

4.6 Measuring memory (Recall, Recognition, Saving)

4.7 Definition of forgetting

4.8 Theories of forgetting

**5. Language, thinking and problem solving**

5.1 The structure and rules of language

5.2 How language is learned: language development and acquisition

5.3 Thinking, mental image, concepts, reasoning

5.4 Steps and impediments of problem solving, Creativity and problem solving

5.5 Influence of language on thinking

**6. Motivation**

6.1 Defining motivation

6.2 Relation between motivation and emotion

6.3 Theories of motivation: Instinct, Drive, Arousal, Opponent process, Incentive,

Cognitive, Maslow’s Hierarchy

6.4 Classification of Motives: biological and social/ Primary and Secondary.

6.5 Characteristics of motivated behavior

**7. Emotion**

7.1 Defining emotion, functions of emotion

7.2 Types of emotion

7.3 Theories of emotion: Physiological (J-L, C-B) and Cognitive (S-S)

7.4 Physiological correlates of emotion

7.5 The brain and emotions

**8. Frustration, conflict, stress, coping, and well-being**

8.1 Frustration: Definition, Sources, and Reactions

8.2 Conflict: Definition and Types

8.3 Stress, physiological effects of stress (GAS Model)

8.4 Coping strategies and effective stress management techniques

8.5 Well-being and happiness

**9. Personality**

9.1 Definition of personality

9.2 Approaches of personality

9.3 Measuring Personality: Observation, Ratings, Projective tests, Inventories, Interview

9.4 Determinants of personality

**10. Intelligence and creativity**

10.1 Definition of intelligence

10.2 Different types of intelligence

10.3 Biological basis of intelligence

10.4 Representative intelligence tests (B-S, Wechsler)

10.5 Variations in intellectual ability

**Suggested Readings**

1. Crider, A. B., Goethals, G. R., Karanaugh R. D., & Solomon, P.R. (1993). Psychology

(4th Ed.). New York: Harper Collins college publishers.

2. Feldman, R.S. (2002). Understanding Psychology (12th Ed.). New York: McGraw Hill Hisher Education.

**●** Latest edition is to be followed and list of updated references and reading materials will be supplied in the class.

|  |  |  |  |
| --- | --- | --- | --- |
| Course No: **PSY 102** | Course Title: **Social Psychology** | Marks: **100** | Credit: **04** |

**Rationale:**

This course is designed to know different aspects of social behavior of human being and their impact on society from the point of psychological perspective. It helps the students to know how to perceive with others, to deal with others, to exchange attitude with others and to achieve various types of social behavior.

**Course Objectives:**

From the course, students should be able to:

* understand social behavior and its impact on society
* to understand socialization and its longer effect in human development
* to understand attitude as a central topic of social psychology
* to describe social perception, group, communication and interpersonal communication
* understanding leadership, norms and conformity and its effects on society
* understanding mass communication and collective behavior and its impact on society

**Intended Learning Outcomes (ILOs):**

1. Students should have clear understanding about definition, different types of social

behavior, historical background and research methods of social psychology.

1. Students will be able to know about definition, nature and agents of socialization, processes and effects of socialization, cultural Influences on personality.
2. Students will be able to know about social perception, perceptual defense, perceptual accentuation and person perception.
3. Students should have understanding about attitude, opinion and values, formation and measurement of attitude, theory of attitude change.
4. Students will be able to know about groups and methods of studying group processes.
5. Students should have understanding about process of communication, language, culture and thinking, non-verbal communication.
6. Students should have understanding about determining factors and theories of interpersonal attraction.
7. Students should have understanding about definition and nature of leadership, trait, type and situational approaches to leadership, functions and effectiveness of a leader.
8. Students will be able to know about norms, conformity and factors affecting conformity behavior.
9. Students should have understanding about public opinion, crowd. rumor, propaganda and prejudice.

**Course Content**

**1. Introduction**

1.1 Subject matter and scope of social psychology

1.2 Historical development of social psychology

1.3 Methods used in Social Psychology: Experimental Method, Observational Method,

Field study Method, Survey Method, Interview Method, Sociometry Method

**2. Socialization**

2.1 Processes and Products

2.2 Studying the effect of socialization

2.3 Cultural influences on Behavior

**3. Social Perception**

3.1 Basic processes affecting perceptual response

3.2 Perceptual Defense

3.3 Perceptual accentuation

3.4 Person perception

**4. Attitudes**

4.1 Formation of Attitudes

4.2 Measurement of Attitudes

4.3 Processes of Attitude change

4.4 Some theories of Attitude change

4.5 Persuasive attitude change

**5. Group Structures and Processes**

5.1 Kinds of Groups

5.2 Methods of Studying Group Processes

**6. Communication**

6.1 The process of Communication

6.2 Communication and Language

6.3 Language, Culture and Thinking

6.4 Non-verbal Communication

**7. Interpersonal Attraction**

7.1 Classic explanations

7.2 Factors determining Interpersonal attraction

7.3 Theories of Interpersonal Attraction

**8. Norms and Conformity**

8.1 Emergence of Group Norms

8.2 Norm sending processes

8.3 Conformity under group pressure

8.4 Factors affecting conformity behavior

**9. Leadership**

9.1 The meaning of leadership

9.2 Trait, Type, and Situational Approaches to the study of Leadership

9.3 Function of Leaders

9.4 Leadership effectiveness

**10. Mass Communication and Collective Behavior**

10.1 Public Opinion

10.2 Crowd

10.3 Rumor

10.4 Propaganda

10.5 Prejudice

**References:**

Aronson (2013). Social Psychology 8th Edition , Pearson

Hollander, E.P. Principles and Methods of Social Psychology. New York: Oxford University Press.

**Krech, D. Crutchfield R.S. and Ballachey, E.L. Individual in Society New York, Tokyo: McGraw Hill Co. Ltd.**

Lindgren, H.C. An Introduction to Social Psychology London, New York: Wiley & Sons.

**Myers, D.G. (2013). Social Psychology 11th ed. New York: McGraw-Hill Inc.**

**Sargent, SS. and Williamson, R.C. Social Psychology New York : the Ronald Press**.

|  |  |  |  |
| --- | --- | --- | --- |
| Course No: **PSY 103** | Course Title:  **Experimental Psychology** | Marks: **100** | Credit: **04** |

**Rationale:**

This course is designed to deals with nature, types and procedure of psychology. It will help students to know how to plan and conduct a scientific experiment in their laboratory and social life settings. Besides, they will be able to write a scientific research report for different peer reviewed journals.

**Course Objectives:**

From the course, students should be able to:

* Understand Psychology as a science.
* Designing and conducting experiment and know how to conduct experiment.
* Sources and nature of scientific problem in Psychology.
* Understand various types of variables and how to control them.
* Observe subjects, record data during experiments, and ultimately use their research skills to assess how the mind works and why living things behave the way that they do.
* Developing a hypothesis, testing the hypothesis, recording the methods and materials used during the experiment.
* Different types of experimental and non experimental design that we used in psychological research.
* Writing research reports in APA style.
* Ethical principles of animal and human research.

**Intended Learning Outcomes (ILOs):**

1. Students should have clear understanding about definition, objectives and nature of experimental psychology.
2. Students will be able to know about planning and conducting of experiment.
3. Students will be able to classify and sources of scientific problem.
4. Students should have understanding about hypothesis and its function
5. Students should have understanding about variables, types, measures and control techniques of extraneous variables.
6. Students should have understanding about differential experimental design, criteria, advantages and disadvantages of this design, purpose of the design, statistical analysis and explanation.
7. Students should have understanding about types of non experimental design and it use in research area.
8. Students should have known how to write their practical experiment report and research proposal in APA style.
9. Students should have understanding about ethical principles of human and animal research.
10. Students should have understanding about basic knowledge of research methodology.

**Course Contents**

**1. The scientific method and Psychology**

1.1 Nature of science

1.2 Science and commonsense

1.3 Goals or objective of science

1.4 Methods of Science

1.5 Experimental methods as scientific method

1.6 Nature and scope of experimental Psychology

**2. Designing and conducting experiment**

2.1 Types of experiment

2.2 Steps in planning an experiment

2.3 Conducting an experiment: An example

**3. Scientific Problem**

3.1What is a scientific problem?

3.2 Sources of a scientific problem

3.3 Selection of a scientific problem

**4. Hypothesis**

4.1 The nature and definition of hypothesis

4.2 Null hypothesis

4.3 Importance or functions of hypothesis

4.4 Criteria of hypothesis

4.5 Origins of hypothesis

**5. Experimental variables and control of variables**

5.1 Independent and dependent variables.

5.2 Types of relationships studied in Psychology.

5.3 Measures of dependent variables

5.4 Nature of experimental control

5.5 Determining extraneous variables

5.6 Techniques of control

5.7 The experimenter as an extraneous variable, How to control this extraneous variable?

**6. Psycho physical methods**

6.1 The basic concepts of Psychophysics

6.2 The method of limit

6.3 The method of average error

6.4 The method of constant stimuli

**7. Experimental designs**

7.1 Two randomized groups design

7.2 Multiple group design

7.3 Two matched groups design

7.4 Factorial design

7.5 Repeated measurement design.

7.6 Correlation design

**8. Quasi-Experimental design**

8.1 The one-group pretest-post test design

8.2 Non equivalent companion group designs

8.3 Interrupted time series designs

**9. Writing research reports**

9.1 Writing Style

9.2 Organization of the Report

9.3 The Use of Headings

9.4 Citing and Referencing Sources

9.5 Abbreviations, Grammatical Considerations, and Reporting Numbers and …………….Statistics.

**10. Ethics of experimental research**

10.1 Research with Human Participants

10.2 Ethical Principles for Animal Research

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1. Anderson, B.F. The Psychology of experiment: A Introduction to Science Method. Belment California. Books/Cole publishing company, 1969.

2. Andreas B.G. Experimental Psychology. New York: John Wiley and Sons Inc., 1967.

3. Brown. C.W. and Ghiselli. E.E. Scientific Methods in Psychology New York : McGraw Hill, 1955.

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5. McGuigan, F.J. Experimental Psychology : Methods of Research (6th ed.). New Jersey : Prentice Hall. 1993

6. Matheson D.W. Gruce : R. I. and Beauehamp K L.Introduction to Experimental Psychology. New York. Holt, Reinhart and Winston 1974.

7. Morgan, C.L. King, R.A.Weisz.J.R. and Schopler, J.Introduction to Psychology, New York :McGraaw Hill, 1989.

8. Osgood G.F. Method and Theory in Experimental Psychology A cases approach (5th ed.). Harper Collins college, publishers. 1994.

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| Course No: **PSY 104** | Course Title:  **Sociology** | Marks: **100** | Credit: **04** |

**Rationale:**

This course is designed to know the study of society, patterns of social relationships, social interaction, and culture of everyday life. Sociology helps us better understand how our own society functions by exploring people’s and groups’ application of principles that govern society’s interaction in the areas of communication, social structures, economics, decision making and choice, distribution of sources, power structure, distribution of wealth, and ownership of resources.

**Course Objectives:**

* To teach students the concepts, theories, and methods of the behavioral and social services.
* To introduce students to the basic social processes of society, social institutions and patterns of social behavior.
* To train students to understand and to interpret objectively the role of social processes, social institutions and social interactions in their lives.
* To enable students to cope effectively with the socio-cultural and interpersonal processes of a constantly changing complex society.
* To train students for positions in criminal justice, gerontology, social science and social welfare.
* To prepare students for graduate study.
* To strengthen the marketable expertise in quantitative analysis and computer applications in advertising, demography, marketing and the social sciences.

**Intended Learning Outcomes (ILOs):**

1. Students should have clear understanding about definition, subject matter, origin and development of sociology, its relations to other social sciences like Political Science, Economics, Psychology etc.
2. Students will be able to know about sociological methods such as philosophical, historical, functionalism, statistical etc.
3. Students will be able to know about social structure, social institution, socialization, social group, community, feudalism, capitalism, family, marriage etc.
4. Students should have understanding about culture, characteristics and functions of culture, culture trait, culture complex, cultural pluralism and problem of social integration.
5. Students should have understanding about social stratification, characteristics and forms of social stratification, definition of caste, caste system, methods of measuring social class, power, power viewed by Max Weber and Mills.
6. Students should have understanding about poverty, measuring and causes of poverty.
7. Students should have understanding about definition and nature of Social Change, development and culture, causes of social Change , social mobility-its types and cause social change, evolution and progress.

**Course Content**

**1.** **Origin & Development of Sociology**

1.1 Definition of Sociology.

1.2 Subject Matter of Sociology

1.3 Origin & Development of Sociology as a separate social Science

1.4 Sociology and its relations to others sciences -Political Science, Economic and Psychology.

**2.** **Sociological Methods**

2.1 Philosophical Method

2.2 Historical Method

2.3 Functionalism

2.4 Statistical Method

2.5 Debates in using Anthropological and Survey methods in studying of rural communities.

**3.** **Sociological Concepts**

3.1 Social Structure

3.2 Social Institution

3.3 Socialization

3.4 Social Group

3.5 Society.

3.6 Community

3.7 Feudalism

3.8 Capitalism

3.9 Family

3.10 Marriage

**4.** **Culture and Society**

4.1 Definition of Culture

4.2 Characteristics and functions of Culture

4.3 Culture trait

4.4 Culture complex

4.5 Cultural pluralism

4.6 Problems of Social integration.

**5.** **Social Stratification, Caste and Class**

5.1 Definition of Social Stratification.

5.2 Characteristics of Social Stratification;

5.3 Forms of Social Stratification

5.4 Definition of Caste

5.5 Caste system among different religious communities

5.6 Methods of measuring Social Class

5.7 Power –sources of power

5.8 Power viewed by Marx, Weber, Mills

**6.** **Poverty**

6.1 Defining poverty

6.2 Measuring poverty

6.3 Causes of poverty

**7. Social Change and Mobility**

7.1 Definition of Social Change

7.2 Change, development and Culture

7.3 Cause of Social Change

7.4 Social mobility-its types and causes

7.5 Social Change, Evolution and progress.

***Readings***

1. Ahmad, Imtiaz (1978), Caste and Social Stratification in India, New Delhi : Monohar Publication.
2. Ali, A.F.I., 1992, Changing Social Stratification in Rural Bangladesh, New Delhi : Commonwealth Publishing House.
3. Anthony, G (2006), Sociology, London.
4. Beeghley, L. Social Stratification in America. California : Goodyear Publishing .
5. Betelle, A (1966) Caste, Class and Power, Barkely, University of California.
6. Bottomore T.B. (1972), Sociology, London, University Press.
7. D’ Souaza V.S. (1981), Social Inequality and Its perspective, New Delhi : Monohar Publication (Revised edition).
8. Tumin, (1994), Social Stratification (2nd Ed.), New Delhi: Prentice Hall of India.

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| Course No: **PSY 105** | Course Title:  **Psychological Statistics I** | Marks: **100** | Credit: **04** |

**Rationale:**

This course is designed to provides a broad introduction to statistical concepts and techniques for data **organize, describe,** interpret, analyze and **inferences** of psychological variables. This course will help the students to understand the above basic concepts of statistics for the requirements of psychological perspective.

**Course Objectives:**

From the course, students should be able to:

* describe a data set (a set of scores) using appropriate descriptive statistics,
* interpret a set of descriptive statistics and understand the limitations of each measure,
* apply the appropriate inferential statistical technique to situations covered in class,
* apply the appropriate inferential statistical technique to situations covered in class.

**Intended Learning Outcomes (ILOs):**

1. Students should have clear understanding about nature, scope, variables and Psychological measures of statistics.
2. Students will able to know about data, frequency distribution and graphical representation.
3. Students will be able to know about the measures of central tendency.
4. Students will able to calculate validities of a test.
5. Students will able to calculate correlation and regression.
6. Students will able to calculate norms for interpreting a psychological test score.

**Course Content**

**1. Introduction**

1.1 Nature and scope of statistics

1.2 Why statistics in psychology?

1.3 The idea of quantification

1.4 Scales of measurement

1.5 Variables: qualitative, quantitative, discrete, and continuous

1.6 Nature of psychological research and types of statistics

**2. Data, Frequency Distribution, and Graphical Representation of Data**

2.1 Data: Primary and secondary, collecting primary data, grouping of data

2.2 Steps in constructing a frequency distribution

2.3 Choosing class intervals, apparent and true limits of class intervals

2.4 Frequency and cumulative frequency distributions

2.5 Graphical representation of data: histogram, bar-diagram, pie-chart, frequency polygon, and

cumulative frequency polygon (Ogive)

**3. Measures of Central Tendency**

3.1 What is central tendency?

3.2 Computing mean, median, and mode

3.3 Properties of three measure of central tendency and their relationships

3.4 When to apply mean, median, and mode?

**4. Measures of Variability**

4.1 Need to measure variability

4.2 Range, inter-quartile range, semi-inter-quartile range

4.3 Mean deviation

4.4 Standard deviation

4.5 The variance and coefficient of variation

**5. Measures of Skewness and Kurtosis**

5.1 Moments about the mean

5.2 Positive and negative skewness

5.3 Leptokurtic, mesokurtic, and platykurtic distribution

5.4 Difference between skewness and kurtosis

**6. Correlation**

6.1 Correlation: positive vs. negative; linear vs. non-linear; low, moderate, strong, and perfect correlation; the scatter diagram

6.2 Bivariate correlation: Pearson product-moment correlation

6.3 Rank-order correlation: Spearman rank-order, Kendall’s rank-order

6.4 Pearson biserial and point-biserial correlations

6.5 Partial and semi-partial (or Part) correlations

**7. Regression**

7.1 Some important information about straight lines

7.2 The method of least square

7.3 Assessing the goodness of fit: sum of squares, *R* and *R*2

7.4 Assessing individual predictors

7.5 Types of regressions

**8. Score Transformations**

8.1 The need for transformed/derived scores, types of transformations

8.2 Linear transformation: *z* and T scores

8.3 Non-linear transformation: Percentile points and percentile ranks

8.4 Normalizedtransformation: Stanines

**9. Probability**

9.1 Set and subset

9.2 Probability: nature, types, and rules

9.3 Permutations and combinations

9.4 Random variables

**10. Probability Distribution**

10.1 Binomial distribution and its properties

10.2 Poisson distribution and its properties

10.3 Normal distribution and its properties

10.4 Areas under normal curve

10.5 Functions of frequency curves

*Suggested Readings*

Blommers, P. & Lindquist, E. F. (1960). *Elementary Statistical Methods in Psychology and*

*Education*. New Delhi: Book Company.

Elifson, K. W., Runyon, R. P. & Haber, A. (1998). *Fundamentals of Social Statistics*. Boston:

McGraw Hill.

Ferguson, G. A. & Takane.Y. (1989). *Statistical Analysis in Psychology and Education*. NY:

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Garrett, H. E. & Woodworth, R. S. (1981). *Statistics in Psychology and Education*. London:

Longmans, Green and Company.

Guilford, J. P. (1979). *Fundamental Statistics in Psychology and Education*. NY: McGraw Hill.

Minium, E. W., King, B. M., & Bear, G. (2004). *Statistical Reasoning in Psychology and*

*Education*. Singapore: John Wiley & Sons, Inc.

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| Course No: **PSY 106** | Course Title:  **Fundamentals of Computer Science** | Marks: **50** | Credit: **02** |

**Rationale:**

Fundamentals of computer science provide foundational skills and knowledge needed for today's technology-based careers. The aim of this course is to prepare the students of psychology as a moderate level of expertise in the knowledge of computer basics from where they can take themselves to the next level.

**Course Objectives**

* To know the basic of the Characteristics and applications of Computer.
* To know the component of the unit system of a computer.
* To know the input and output device of the Computer.
* To know the internal and external Storage system of the computer.

**Intended Learning Outcomes (ILOs)**

1. Understand the physical elements of a computer.
2. Understand the different functions of various components of a computer.
3. Able to maintain and store information using internal and external storage device.
4. Properly able to use input and output device of various.
5. Able to maintain the computer well.

**Course Content**

**1. Introduction to computer**

1.1 What is computer: Characteristics of Computers, Basic Applications of Computer

1.2 Components of Computer System

1.2.1. Central Processing Unit (CPU)

1.2.2. VDU, Keyboard and Mouse

1.2.3. Other input/output Devices

1.2.4. Computer Memory

1.2.5. Concepts of Hardware and Software

1.3 Classifications of computers

1.4 Representation of data/Information concepts of data processing

1.4.1. Definition of Information and data

1.4.2. Basic data types

1.4.3. Storage of data/Information as files

**2 The Components of the System Unit**

2.1 The System Unit

2.1.1 The Motherboard

2.2 Processor

2.2.1 The Control Unit

2.2.2 The Arithmetic Logic Unit

2.2.3 Machine Cycle

2.2.4 Registers

2.2.5 The System Clock

2.2.6 Comparison of Personal Computer Processors

2.2.7 Buying a Personal Computer

2.2.8 Processor Cooling

2.2.9 Parallel Processing

2.3 Data Representation

2.4 Memory

2.4.1 Bytes and Addressable Memory, Memory Sizes, Types of Memory, RAM, Cache,

ROM, Flash Memory, CMOS, Memory Access Times

2.5 Expansion Slots and Adapter Cards

2.6 Removable Flash Memory

2.7 Ports and Connectors

2.7.1 USB Ports, Fire Wire Ports, Other Ports, Port Replicators and Docking Stations

2.8 Buses

2.8.1 Expansion Bus

**3 Input**

3.1 What is input?

3.2 What are input devices?

3.3 The Keyboard: Keyboard Ergonomics, Keyboards for Mobile Computers and Mobile,

Devices

3.4 Pointing Devices: Mouse: Using a Mouse

3.5 Other Pointing Devices: Trackball, Touchpad, Pointing Stick

3.6 Touch Screens and Touch-Sensitive Pads: Touch-Sensitive Pads

3.7 Pen Input

3.8 Other input for smart phones

3.9 Game controllers: Gamepads, Joysticks and Wheels, Light Guns, Dance Pads, Motion-

Sensing Game Controllers, Other Game Controllers

3.10Digital Cameras: Digital Camera Photo Quality

3.11Voice Input: Audio Input

3.12Video Input: Web Cams, Video Conferencing

3.13Scanners and Reading Devices: Optical Scanners, Optical Readers, Bar Code Readers, RFID

Readers, Magnetic Stripe Card Readers, MICR Readers, Data Collection Devices

3.14Biometric Input

3.14.1 Terminals; Point-of-Sale Terminals, Automated Teller Machines, DVD Kiosks.

**4 Output**

4.1 What is output?

4.1.1 Display Devices, LCD Monitors and LCD Screens, LCD Technology, LCD

Quality,Graphics Chips, Ports, and LCD Monitors, Plasma Monitors, Televisions,

CRT, Monitors

4.2 Printers

4.2.1 Producing Printed Output, Nonimpact Printers, Ink-Jet Printers, Photo Printers,

Laser Printers, Multifunction Peripherals, Thermal Printers, Mobile Printers, Label

and Postage Printers, Plotters and Large-Format Printers, Impact Printers

4.3 Speakers, Headphones, and Earbuds

4.4 Other Output Devices

4.4.1 Data Projectors, Interactive Whiteboards, Force-Feedback Game Controllers and

Tactile Output

**Storage** 350

**5 Storage**

5.1 Hard Disks

5.1.1 Characteristics of a Hard Disk, RAID, NAS, External and Removable Hard Disks,

Miniature Hard Disks, Hard Disk Controllers , Maintaining Data Stored on

HardDisk.

5.2 Flash Memory Storage

5.2.1 Solid State Drives, memory Cards, USB Flash Drives, Express Card Modules.

5.3 Cloud storage

5.4 Optical discs

5.4.1 Care of Optical Discs, Types of Optical Discs, CDs, Archive Discs and Picture

CDs,DVDs and Blu-ray, Discs

5.5 Other Types of Storage

5.5.1 Tape, Magnetic Stripe Cards and Smart Cards, Microfi lm and Microfi che,

Enterprise,

***Readings***

Brandon Heffernan, Tim Poulsen( 2010). Introduction to Personal Computers, Windows 7 Edition,

NY:Axzo Press

Education and Training Team (2011). Windows 7 Beginners guide, Customer Services Management

Division of Information Technology, Charles Sturt University.

Gary B. Shelly, Misty E. Vermaat (2011). Discovering Computers 2011 Living in a Digital World, Boston:

Nelson Education, Ltd

Jim Boyce (2009) Windows® 7 Bible, Indiana: Wiley Publishing, Inc

Lutfar, M. R. and Alamgir, M.H. (2007). Computer Fundamentals, University of Dhaka.

**Major practical**

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| --- | --- | --- | --- |
| Course No: **PSY 107** | Course Title:  **Psychology Practical -I** | Marks: **100** | Credit: **04** |

|  |  |
| --- | --- |
| Sl no | Name of Experiment/ Test |
| 1 | Effect of Organization on Verbal Learning |
| 2 | Effect of Emotional and Neutral Words on Reaction Time |
| 3 | Effect of Experimenter’s Expectancy on Subjects Performance |
| 4 | Effect of Mode of Presentation of stimuli (Auditory and Visual ) on Memory Span |
| 5 | Effect of Retroactive Interference on Retention of Paired Associates |

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| Course No: **PSY 108** | Course Title:  **Psychology Practical -II** | Marks: **50** | Credit: **02** |

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| --- | --- |
| Sl no | Name of Experiment/ Test |
| 1 | Determine DL by Method of Limits |
| 2 | Show the Effect of Filled and Unfilled Condition on Estimation of Time |
| 3 | Show the Effect of Mental Set on Problem Solving Behavior |
| 4 | Measure the Extent of Muller –Lyer Illusion |
| 5 | Effect of Feedback on Drawing Straight Lines (Performance) |

**Related practical**

|  |  |  |  |
| --- | --- | --- | --- |
| Course No: **PSY 109** | Course Title:  **Statistics Practical** | Marks: **50** | Credit: **02** |
| Concerned course teacher will provide the detail practical syllabus. | | | |

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| Course No: **PSY 110** | Course Title:  **Computer Practical** | Marks: **50** | Credit: **02** |
| Concerned course teacher will provide the detail practical syllabus. | | | |

**Sessional**

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| Course No: **PSY 111** | Course Title:  **Sessional** | Marks: **100** | Credit: **04** |
| (Tutorial=70, Field Study =20, Attendance=10) | | | |

**Viva-voce**

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| --- | --- | --- | --- |
| Course No: **PSY 112** | Course Title:  **Viva-voce** | Marks: **50** | Credit: **02** |
| There will be viva-voce examination after the completion of theoretical and practical examinations. | | | |
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**Course outline of the second Year B.Sc. Honors (2017-18 and 2018-19)**

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| --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course Title** | **Marks** | **Total Marks** | **Credits** | **Total Credits** |
| **Major Courses** | | | | | |
| PSY 201 | Developmental Psychology –I | 100 | 300 | 4 | 12 |
| PSY 202 | Educational Psychology | 100 | 4 |
| PSY 203 | Behavioral Neuroscience | 100 | 4 |
| **Related Courses** | | | | | |
| PSY 204 | Cultural Anthropology | 50 | 250 | 2 | 10 |
| PSY 205 | Psychological Statistics- II | 100 | 4 |
| PSY 206 | Computer Applications | 100 | 4 |
| **Major Practical** | | | | | |
| PSY 207 | Psychology Practical- I | 100  (80+20\*) | 150 | 4 | 6 |
| PSY 208 | Psychology Practical-II | 50  (40+10\*) | 2 |
| **Related Practical** | | | | | |
| PSY 209 | Statistics Practical | 50(40+10\*) | 100 | 2 | 4 |
| PSY 210 | Computer Practical | 50(40+10\*) | 2 |
| **Sessional and Viva Voce** | | | | | |
| PSY 211 | Sessional | 100  (Tutorial=70,  Field Study=20 Attendance=10) | 100 | 4 | 4 |
| PSY 212 | Viva Voce | 50 | 50 | 2 | 2 |
| **Grand Total** | |  | **950** |  | **38** |
| \* Practical Class Performance | | | | | |

**Detail course profile of the Second Year B.Sc. (Hons.) Program (2019-2020 and 2020-2021)**

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| --- | --- | --- | --- |
| Course No: **PSY 201** | Course Title: **Developmental Psychology –I** | Marks: **100** | Credit: **04** |

**Rationale:**

This course is designed to deals with better understand how people grow, develop and adapt at different life stages. This knowledge helps students to overcome developmental challenges and reach their full potential.

**Course Objectives:**

From the course, students should be able to:

* explain growth, change and consistency though the lifespan.
* describe, explain, and to optimize development.
* know different types of research methods used to study child development.
* understand physical. motor, language. emotional, social and moral development during infancy and childhood.
* Know optimize development, and apply their knowledge to help people in practical situation.

**Intended Learning Outcomes (ILOs):**

1. Students should have clear understanding about definition and divisions of life cycle.
2. Students will be able to know the goals and practical applications.
3. Students should have understanding about methods of studying childhood and adolescence
4. Students should have clear understanding about theories of child development.
5. Students should have understanding about stages and factors of prenatal developement
6. Students will be able to know the birth process and birth complications.
7. Students should have understanding about the neonatal period.
8. Students should have understanding about physical. motor, language. emotional, social and moral development during infancy and childhood
9. Students will be able to know about developmental task of adolescence period.

**Course Content**

**1. The field of Developmental Psychology**

1.1 Definition of Developmental Psychology

1.2 Divisions of the life cycle

1.3 Patterns of Development

1.4 Goals of Developmental Psychology

**2. Research methods in Developmental Psychology**

2.1 Baby biographies

2.2 Case Study Method

2.3 Time Sampling

2.4 Questionnaires

2.5 Interview Method

2.6 Longitudinal Method

2.7 Cross-sectional Method

**3. Theories of Child Development**

3.1 Psychoanalytical theory of personality development

3.2 Eriksson’s theory of personality development

3.3 Piaget’s theory of cognitive development

**4. Prenatal Development**

4.1 How life begins

4.2 Three stage of pre-natal development

4.3 Factors influencing prenatal development

4.3.1 Maternal Factor

4.3.2 Environmental Factor

**5. The Birth**

5.1 The birth process

5.2 Birth complications

**6. The Neonate**

6.1 Physical appearance and assessment

6.2 Physiological functioning

6.3 Sensory capacities

6.4 Behavioral capacities

**7. Infancy and Childhood**

7.1 Motor Development

7.1.1 The Course of motor development

7.1.2 Handedness

7.1.3 Play, types of play and importance of play

7.2 Language Development

7.2.1 Pre-speech forms of communication

7.2.2 Developmental Course of Language

7.2.3 Speech disorder

7.3 Emotional Development

7.3.1 Factors influencing emotional development

7.3.2 Basic emotions

7.4 Social Development

7.4.1 Processes in social development

7.4.2 Family influences

7.4.3 Societal influence

7.5 Moral Development

7.5.1 Piaget’s theory of moral development

7.5.2 Kohlberg’s theory of moral development

8. Children with Problems and Disorders : Prevention and Intervention

8.1. Eating problem

8.1.1. Thumb Sucking: Associated Factors and Treatment

8.1.2. Food Refusal: Assessment and Treatment

8.2. Toileting Problem

8.2.1. Enuresis: Etiological Conceptions and Intervention

8.2.2. Encopresis: Causes, Assessment and Treatment

9. Child Abuse

9.1. Physical Abuse

9.1.1. Nature and Scope of the problem, etiology, prevention and treatment

9.2. Sexual Abuse

9.2.1. Nature and Scope of the Problem , etiology, prevention and treatment

10. Adolescence

10.1 Physical Changes of Adolescence

10.2 Primary Sex Characteristics

10.3 Secondary sex Characteristics

10.4 Psychological Effects of Physical Changes

10 .5 Problems of adolescence: Juvenile delinquency, Drug abuse, School dropout,

Suicide

Readings

Alison Clarke, Stewart, Susan Friedman and Joanne Coch. (1985). Child Development: A Topical Approach John Wiley & Sons.

Ambron. J.R. & Brodzinsky, D. (1979). Life span Human Developmental Holt, Rinehart & Winston.

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Mair, H,W, Three Theories of Child Development Harper and Row.

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Tomlinson, Keasy C. (1985). Child Development, The Dorsey Press. Homewood, Illinois.

Watson R. I Lindgren H.C. (1983). The Psychology of the Child. John Wiley & Sons.

Berndt TJ (1997). Child Development.Chicago Brown and Benchamark Publishers.

Lyman DR and Hembre-Kigin TL (1994). Mental Health Interventions with Preschool Children.pleunum Press.

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| Course No: **PSY 202** | Course Title:  **Educational Psychology** | Marks: **100** | Credit: **04** |

**Rationale:**

This course is planned to understand how to structure educational systems in order to meet the cognitive, psychomotor and affective needs of the students. This course also provides how people learn and develop, identify and suggest efficient teaching methods and evaluate the effectiveness of educational policies and practice.

**Course Objectives:**

From the course, students should be able to:

* Know about basic concept of Educational Psychology, understanding, focal areas and major educational problems.
* Understand about cognitive, social, emotional and physical maturity.
* Describe the intelligence, IQ differences as functions of genetic and environmental differences, and group differences in intelligence.
* Realize development of positive self concepts, aspirations and need for achievement, explanations of success and failure.
* Comprehend behavioral learning theory and social learning theory.
* Know about cognitive and affective factors in learning, problem solving strategies, classroom management and discipline.
* Understand about evaluation strategies such as teacher made test, standardized test.
* Realize about the special students.

**Intended Learning Outcomes (ILOs):**

1. Students should have clear understanding about definition of educational, understanding, focal areas and major educational problem.
2. Students will be able to know about different types of maturity.
3. Students will be able to know intelligence, IQ differences as functions of genetic and environmental differences, and group differences in intelligence.
4. Students should have understanding about development of positive self concepts, aspirations and need for achievement, explanations of success and failure
5. Students should have understanding about learning theories.
6. Students should have understanding about cognitive and affective factors in learning.
7. Students should have understanding about problem solving, historical view and method of problem solving.
8. Students should have understanding about planning classroom management and discipline, Strategies for problem behavior and Planning for control of bias
9. Students should have understanding about evaluation techniques such as teacher made test, standardized test.
10. Students should have understanding about characteristics of the exceptional students, problems of learning disabled and gifted children, special education for exceptional children.

**Course Content**

**1. Introduction**

1.1 Understanding educational process

1.2 Focal areas of educational psychology

1.3 Educational psychology as applied science

1.4 Major educational problems

**2. Development and learning**

2.1 Concept of maturity

2.2 Intellectual maturity

2.3 Social maturity

2.4 Emotional maturity

2.5 Physical maturity

**3. Intelligence and learning**

3.1 Conceptions of intelligence

3.2 IQ differences as a functions of genetic and environmental difference

3.3 Group differences in intelligence

**4. Motivational factors in learning**

4.1 Development of positive self concepts

4.2 Aspirations and need for achievement

4.3Explanations of success and failures

4.5Applications for teachings

**5. Learning theories**

5.1 Principles of behavioral learning theories

5.2 Social learning theory

5.3 Strengths and limitations of behavioral learning theories

**6. Cognitive and affective factors in learning**

6.1 Need for attention

6.2 Intrinsic and extrinsic rewards

6.3 Factors that interfere with learning

6.4 Learning of skills and information

6.5 Learning of concepts

6.6 Learning of attitudes

6.7 Attitudinal patterns and classroom learning

6.8 Influence of Peer group and family on the learner

**7. Problem Solving**

7.1 Definition

7.2 Historical Views

7.3 Methods of Solving Problems

7.5Applications for teaching

**8. Learning situations**

8.1 Planning classroom discipline and management

8.2 Strategies for problem behavior

8.3 Planning for control of bias

**9. Evaluation of learning**

9.1 Teacher made test

9.2 Standardized tests

9.3 Observational scales

**10. Learners who need special help**

10.1 Characteristics of the exceptional students

10.2 Problems of learning disabled and gifted children

10.3 Special education for exceptional children

**Readings**

1. **Gage, N. J. and Berliner, D. C. Educational Psychology Boston, London. Houghton Miffin.**
2. **Glover, J. A., Brunning. R. H., and Filbeck, R. B. Educational Psychology. Principles Application**
3. McDonald, J. F. ‘Educational Psychology. Belmont, Califf: Wadsworth Publishing Co. NewYork: Holt Rinehart and Winston, Inc. NewYork: Little, Brown.
4. **Santrock, J. W.(2011).Educational Psychology ,NY: McGraw-Hill.**
5. **Slavin, R. E. (1991). Educational Psychology: Theory into Practice (3rded). New Jersey: Prentice Hall International.**

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| Course No: **PSY 203** | Course Title:  **Behavioral Neuroscience** | Marks: **100** | Credit: **04** |

**Rationale:**

This course is designed to help prospective students to develop an understanding and knowledge of various aspects of behavioral neuroscience. Especially it focuses on definition, divisions, research methods, subject matter, nature and scope of behavioral neuroscience which will enhance their expertise.

**Course Objectives**

This course includes the following objectives

* Characterize behavioral neuroscience
* Describe the nature and scope of behavioral neuroscience
* Explain neural physiology and nervous system
* Explain evolution and behavior
* Determine the relation between genetic factors and experience
* Explore the causes of brain damage
* Understand distinct neurological disorder

**Intended Learning Outcomes (ILOs)**

From the course, students should be able to:

1. Define behavioral neuroscience
2. Understand subject matter, nature and scope of behavioral neuroscience
3. Apply knowledge of research methods of behavioral neuroscience
4. Explain structure and function of human nervous system.
5. Integrate knowledge of human evolution and fundamental genetics
6. Understand the interaction of genetic factors and experience
7. Analyze causes of brain damage
8. Differentiate various neurological disorders

**Course Content**

**1. Introduction**

1.1 Definition of Behavioral Neuroscience

1.2 Divisions of Behavioral Neuroscience?

1.2 Subject Matter of Behavioral Neuroscience

1.3 Nature and Scope of Behavioral Neuroscience

**2. Research Methods in Behavioral Neuroscience**

**3. Neuronal Physiology**

3.1 Different Types of Neurons

3.2 Structure and Function of Neuron

3.2 Synapse and Synaptic Activities

3.3 Transmission of Sensation

**4. Visual, Auditory and Other Senses**

4.1 Structure and Function of Human Eye

4.2 Structure and Function of Human Ear

4.3 Visual Sensation and Human Behavior

4.4 Auditory Sensation and Human Behavior

4.5 Chemical Senses

4.6 Cutaneous Senses

**5. Human Nervous System**

5.1 Structure and Function of Human Nervous System

5.2 Reflexive Behavior

5.4 Relationship of Nervous System with Behavior

5.5 Structure and Functioning of Bain and Spinal cord as related to Behavior

**6**. **Human Evolution**

6.1 Evolution and Behavior

6.2 Course of Human Evolution

6.3 Thinking about Human Evolution

6.4 Evolution of the Human Brain

**7. Fundamental Genetics**

7.1 Mendelian Genetics

7.2 Chromosomes, Reproduction and Linkage

7.3 Sex Chromosome and Sex-linked Traits

7.4 Chromosome Structure and Replication

7.5 The Genetic Code and Gene Expression

**8. Behavioral Development: The Interaction of Genetic Factors and Experience**

8.1 Selective Breeding “Maze-Bright” and “Maze-Dull” Rates

8.2 Phenylkeronuria : A Single Gene Metabolic Disorder

8.3 Development of Birdsong

**9.** **Cause of Brain Damage**

* 1. Brain Tumors
  2. Cerebrovascular Disorder
  3. Closed-Head Injuries
  4. Infections of the Brain
  5. Neurotoxins
  6. Genetic Factors
  7. Programmed Cell Death

**10.** **Neurological Disorder**

* 1. Parkinson’s Diseases
  2. Huntington’s Diseases
  3. Multiple Sclerosis
  4. Alzheimar’s Disease
  5. Seizure Disorders
  6. Traumatic Brain Injury

**References**

Carlson, N. R. (2013): Physiology of Behaviour. Pearson: Boston.

Guyton and Hall; Textbook of Medical Physiology; Prism Book (Pvt) Ltd., London.

Kolb, W., & Wishaw I.Q. (2009). Fundamentals of Human Neuropsychology, (6th Edition), USA: Worth Publishers

Morgan C.T., Physiological Psychology, McGraw Hill Book Co N.Y.

Willams L.; Gray’s Anatomy; Churchill Livingstone, London.

Pinel, John P.J. Biopsychology, 4th Edition (2000). Allyn and Bacor, U.S.A

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| Course No: **PSY 204** | Course Title:  **Cultural Anthropology** | Marks: **50** | Credit: **02** |

**Rationale:**

This course is designed to know the study of human cultures, beliefs, practices, values, ideas, technologies, economies and other domains of social and cognitive organization. Students concentrating in cultural anthropology are strongly advised to take the course in ethnographic research methods.

**Course Objectives:**

* Students will learn to see human cultures – whether in texts, religious rituals, or political or economic behavior from an anthropological perspective.
* Students will demonstrate an ability to respect other cultures without abandoning their own points of view both in their coursework and, more specifically.
* Students will be able to explain and apply ethnographic and archeological ethics.
* Students will understand the process of cultural anthropological interpretation and representation.
* Students will understand major cultural anthropological theories and be able to use them effectively to interpret and analyze ethnographic or archaeological material.
* Students will learn to write according to disciplinary standards, the more so as they proceed through the major.
* Students will achieve high levels of clarity of thought, skepticism, and willingness to correct their own assumptions.

**Intended Learning Outcomes (ILOs):**

1. Students should have clear understanding about definition of anthropology, origin of anthropology, scope and sub disciplines, relation with other disciplines.
2. Students will be able to know about cultural anthropology, culture’s evolutionary basis, universality, generality and particularity, individual agency and practice, mechanisms of cultural change
3. Students should have understanding about language, nonhuman primate communication , nonverbal communication and the structure of language, language, thought, and culture, sociolinguistics & historical linguistics.
4. Students should have understanding about ethnic groups and ethnicity, human biological diversity and the race concept, .race and ethnicity, the social construction of race, ethnic groups, nations, and nationalities & tolerance and accommodation
5. Students should have understanding about family, social security, kinship and decent.
6. Students should have understanding about culture and human adaptation, high-attitude adaptation and nutritional adaptation.

**Course Content**

1. **What Is Anthropology?** 
   1. Definition
   2. Origin of anthropology as an academic discipline
   3. Scope and subdisciplines
   4. Relationship with other disciplines
2. **Cultural anthropology**
   1. Definination
   2. Culture’s Evolutionary Basis
   3. Universality, Generality, and Particularity
   4. Culture and the Individual: Agency and Practice
   5. Mechanisms of Cultural Change
3. **Language and Communication**
   1. What Is Language
   2. Nonhuman Primate Communication
   3. Nonverbal Communication and The Structure of Language
   4. Language, Thought, and Culture
   5. Sociolinguistics & Historical Linguistics
4. **Ethnicity and Race** 
   1. Ethnic Groups and Ethnicity
   2. Human Biological Diversity and the Race Concept.
   3. Race and Ethnicity
   4. The Social Construction of Race
   5. Ethnic Groups, Nations, and Nationalities & Tolerance and Accommodation
5. **Families, Kinship, and Descent** 
   1. Families
   2. Social Security, Kinship
   3. Descent
   4. Kinship Calculation and terminology
6. **Human Adaptation**
   1. Climate and Human Adaptation
   2. High-Altitude Adaptation
   3. Nutritional Adaptation

***Readings***

1. Conrad Phillip Kottak (2015). Cultural Anthropology: Appreciating Cultural Diversity, McGraw-Hill Education, New York.

2. John H. Relethford, (2010) The human species : an introduction to biological anthropology, 8th ed, McGraw-Hill Companies, NY.

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| Course No: **PSY 205** | Course Title:  **Psychological Statistics- II** | Marks: **100** | Credit: **04** |

**Rationale:**

This course is designed to deals with probability, sampling, test of hypothesis, nonparametric tests and analysis of variance of psychological perspectives. It will help the students to understand the advanced statistical analysis.

**Course Objectives:**

From the course students should be able to

* understand probability and probability distribution.
* know about sampling, different types of sampling and sampling distribution.
* understand the hypothesis testing, nonparametric test and analysis of variance

**Intended Learning Outcomes (ILOs):**

After completing the course students are expected to be able to:

1. Students will able to know about probability and probability distribution.
2. Understand probability and use it to decide whether results are likely to be due to sampling error or to independent variable.
3. Students will able to know about hypothesis testing.
4. Students will able to decide which statistical test is appropriate for a particular psychological experiment.
5. Students will able to clearly understand the nonparametric test.
6. Students will able to calculate 1-way ANOVA, 2-way ANOVA with main and interactions effects.

**Course Content**

**1. Sampling and Estimation**

1.1 Population and sample, parameter and statistic, sample size

1.2 Principal steps in sampling

1.3 Sampling techniques

1.4 Sampling error and bias

1.5 Sampling distribution and Central Limit Theorem (CLT)

1.6 Point and interval estimation

**2. Exploring Assumptions**

2.1 What are assumptions?

2.2 Testing whether a distribution is normal: Kolmogorov-Smirnov (K-S) test

2.3 Testing whether a sample is randomly selected: Run test

2.4 Testing for homogeneity of variance: Levene’s test

**3. Basic Concepts of Hypothesis Testing**

3.1 Concepts of hypothesis/es

3.3 Steps in testing a hypothesis

3.3 Null hypothesis, alternative hypothesis, level of significance, critical region, degrees of

freedom

3.4 One-tailed and two-tailed tests

3.5 Type I and Type II errors

3.6 Power and effect size

**4. Hypothesis Testing**

4.1 Tests of significance for a single mean

4.2 Tests of significance of the difference between means for two independent samples and

means for two correlated samples

4.3 Tests of significance of the difference between two independent proportions and between two

correlated proportions

4.4 Tests of significance of the difference between variances for two independent samples and

variances for two correlated samples

4.5 Tests of significance of a correlation coefficient

**5. Parametric and Non-parametric Tests**

5.1 Assumptions of parametric tests

5.2 Assumptions of non-parametric tests

5.3 Difference between parametric and non-parametric tests

5.4 Choosing a suitable statistical test

**6. Non-parametric Tests (Chi-square)**

6.1 Chi -square distribution and 2-test

6.2 Goodness of fit test

6.3 2 test of independence

6.4 Yates’s correction

6.5 Contingency test

**7. Non-Parametric Tests (Except Chi-square)**

7.1 Comparing two independent conditions: Wilcoxon rank-sum test, Mann-Whitney test

7.2 Comparing two related conditions: Wilcoxon signed-rank test

7.3 Differences between several independent groups: Kruskal-Wallis Test

7.4 Differences between several related groups: Friedman’s ANOVA

**8. Analysis of Variance (ANOVA)**

8.1 Classification of ANOVA: One-way, two-way

8.2 Main effects, interaction effects, and simple main effects

8.3 Priori comparison: contrast analysis

8.4 Posterior comparison: LSD, Tukey’s, and Bonferroni’s tests

**9. Multivariate Analysis of Variance (MANOVA)**

9.1 When to use MANOVA?

9.2 Similarities and differences between ANOVA and MANOVA

9.3 Calculation of MANOVA

9.4 Principles and practical use of the MANOVA test statistic

**10. Multiple Regressions**

10.1 Meaning, purpose, and assumptions of multiple regressions

10.2 Meaning of β, *R*2, adjusted *R*2, *R*2 change, tolerance, and multicollinearity

10.3 Models of multiple regressions

10.4 Methods of multiple regressions: Enter, Stepwise, Hierarchical

*Suggested Readings*

Blommers, P. & Lindquist, E. F. (1960). *Elementary Statistical Methods*. Boston: Houghton-Miffin Company.

Ferguson. G. A. (1989). *Statistical Analysis in Psychology and Education*. New York: McGraw Hill.

Guilford. J. P. (1979). *Fundamental Statistics in Psychology and Education*. New York: McGraw Hill.

Hays, W. L. (1977). *Statistics for the Social Science*. New York: Holt Rinehart and Winston. Inc.

Mostafa. M. G. (1981). *Methods of Statistics*. Dhaka: Anwari Publication.

Islam, M. N. (2007). *An Introduction to Research Methods*: *Theory and Applications*. Book World.

Siegel. S. (1956). *Nonparametric statistics for the behavioral sciences*. New York: McGraw Hill.

Snedecor, G.W. & Cochran, W. G. (1967). *Statistical Methods*. Ames: Iowa State University Press.

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| Course No: **PSY 206** | Course Title:  **Computer Applications** | Marks: **100** | Credit: **04** |

**Rationale:**

Proficiency in Microsoft Office programs is one of the most common skills students need to gain in order to perform better to their academic and future life. The aim of the Computer Application course is to provide students with an opportunity to develop understanding of the basic operations of MS office programs including MS word, MS excel, MS PowerPoint and email. The curriculum uses visual aids, practical application and performance based assessments and prepares a student for basic knowledge using computer to solve data processing problems in their academic and daily life.

**Course Objectives**

* To know the basic of the Operating Systemand Utility of a Computer.
* To know the applications of softwareusing computer.
* To know the use of computer application in education.
* To know the security and safety of of the computer.
* To know how communication possible using one computer with other computer.

**Intended Learning Outcomes (ILOs)**

1. Understand the role and basic function of system and operating system software.
2. Understand the basic function of word processing, spreadsheet and document management software.
3. Able to use internet and world wide web well in education.
4. Able to use the internet services such as E-Mail, instant messaging.
5. Able to prevent computer from internal and external attack.

**Course Content**

1. **Operating Systems and Utility Programs**
   1. System Software
   2. Operating Systems
      1. Type of Operating System: Windows 7, Mac OS X, UNIX, Linux
      2. Embedded Operating Systems: Windows Embedded CE,Windows Mobile, Palm OS, iPhone OS, BlackBerry, Google Android, Symbian OS
   3. Utility Programs: File Manager, Search Utility, Image Viewer, Uninstaller, Disk Cleanup, Disk Defragmenter, Backup and Restore Utilities, Screen Saver, Personal Firewall, Antivirus Programs, Spyware and Adware Removers, Internet Filters, File Compression, Media Player, Disc Burning, Personal Computer Maintenance
2. **Application Software**
   1. **Application Software** 
      1. The Role of System Software
      2. Working with Application Software
   2. **Business Software**
      1. Word Processing Software
      2. Developing a Document
      3. Spreadsheet Software
      4. Database Software
      5. Presentation Software
      6. Note Taking Software
      7. Business Software Suite
      8. Personal Information Manager Software
      9. Business Software for Phones
      10. Project Management Software
      11. Accounting Software
      12. Document Management Software
      13. Enterprise Computing Software
   3. **Software for Home, Personal, and Educational Use**
      1. Personal Finance Software
      2. Legal Software
      3. Tax Preparation Software
      4. Desktop Publishing Software (for Personal Use)
      5. Paint/Image Editing Software (for Personal Use)
      6. Photo Editing and Photo Management Software
      7. Clip Art/Image Gallery
      8. Video and Audio Editing Software (for Personal Use)
      9. Home Design/Landscaping Software
      10. Travel and Mapping Software
      11. Reference and Educational Software
      12. Entertainment Software
   4. **Web Applications**
   5. **Application Software for Communications**
   6. **Learning Tools for Application Software**
      1. Web-Based Training
3. **The Internet and World Wide Web**
   1. **The Internet** 
      1. **Evolution of the Internet** 
         1. Internet2
         2. Connecting to the Internet
         3. Access Providers
         4. How Data and Information Travel the Internet
         5. Internet Addresses
      2. **The World Wide Web** 
         1. Browsing the Web
         2. Web Addresses
         3. Navigating Web Pages
         4. Searching the Web
         5. Types of Web Sites
         6. Evaluating a Web Site
         7. Multimedia on the Web
         8. Web Publishing
   2. **E-commerce**
      1. **Other internet services** 
         1. E-Mail
         2. Mailing Lists
         3. Instant Messaging
         4. Chat Rooms
         5. VoIP
         6. Newsgroups and MesageBoards .
4. **Computer Security and Safety**
   1. Computer Security Risks
   2. Internet and Network Attacks
   3. Computer Viruses, Worms, Trojan Horses, and Rootkits
   4. Safeguards against Computer Viruses and Other Malware: Botnets, Denial of Service Attacks, Back Doors, Spoofing, Safeguards against Botnets, DoS/DDoS Attacks, Back Doors,and Spoofing, Firewalls, Intrusion Detection Software, Honeypots
   5. Software Theft: Safeguards against Software Theft
   6. Information Theft: Safeguards against Information Theft, Encryption
   7. System Failure: Safeguards against System Failure
   8. Health Concerns of Computer Use: Computers and Health Risks, Ergonomics and Workplace Design, Computer Addiction
   9. Information Privacy: Electronic Profiles, Cookies, Spam, Phishing, Spyware and Adware

**Communications and Networks** 458

1. **Communications**
   1. Uses of computer communications
   2. Blogs, Chat Rooms, E-Mail, Fax, FTP, Instant Messaging,Internet, Newsgroups, RSS, Video Conferencing, VoIP,
   3. Web, Web 2.0, Web Folders, and Wikis, Wireless Messaging Services , Wireless Internet Access Points , Cybercafés, Global Positioning Systems, Groupware , Voice Mail, Collaboration, Web Services.
   4. Networks
      1. LANs, MANs, and WANs, Network Architectures, Network Topologies, Intranets.
   5. Network Communications Standards
      1. Ethernet, Token Ring, TCP/IP, Wi-Fi, Bluetooth, UWB, IrDA, RFID, WiMAX, WAP.
   6. Communications Software
   7. Communications Over The Telephone Network
      1. Dial-Up Lines , Dedicated Lines, ISDN Lines, DSL, FTTP, T-Carrier Lines, ATM.
   8. Communications Devices
   9. Dial-Up Modems, DIgital Modems: ISDN, DSL, and Cable, Wireless Modems,Network Cards, Wireless Access Points, Routers, Hubs and Switches
   10. Home Networks: Wired Home Networks, Wireless Home Networks
   11. Communications Channel
   12. Physical Transmission Media: Twisted-Pair Cable,Coaxial Cable, Fiber-Optic Cable.
   13. Wireless Transmission Media: Infrared, Broadcast Radio, Cellular Radio, Microwaves, Communications Satellite.

***Readings***

Gary B. Shelly, Thomas J. Cashman, Misty E. Vermaat (2008). Microsoft Office 2007: Advanced Concepts and Techniques, Boston:Thomson.

Peter Weverka (2011 )Off ice Home andStudent 2010All-In-Onefor Dummies, Indiana:Wiley Publishing, Inc.

**Major practical**

|  |  |  |  |
| --- | --- | --- | --- |
| Course No: **PSY 207** | Course Title:  **Psy Practical -I** | Marks: **100** | Credit: **04** |

|  |  |
| --- | --- |
| Sl no | Name of Experiment/ Test |
| 1 | Effect of Primary Color on Area Perception |
| 2 | Effect of Associative Reaction Time Under Free vs. Controlled Situation |
| 3 | Effect of Retention as a Function of Time |
| 4 | Effect of Division of Attention |
| 5 | Effect of Reinforcement on Performance |

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| Course No: **PSY 208** | Course Title:  **Psy Practical -II** | Marks: **50** | Credit: **02** |

|  |  |
| --- | --- |
| Sl no | Name of Experiment/ Test |
| 1 | Effect of Continuous and Intermittent Noise on Performance |
| 2 | Effect of Reinforcement on Verbal Learning |
| 3 | Von Restorff’s Effect on Learning |
| 4 | Bilateral Transfer of Training |
| 5 | Sex role stereotypes as a Function of Instraction |

**Related practical**

|  |  |  |  |
| --- | --- | --- | --- |
| Course No: **PSY 209** | Course Title:  **Statistics Practical** | Marks: **50** | Credit: **02** |
| Concerned course teacher will provide the detail practical syllabus. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Course No: **PSY 210** | Course Title:  **Computer Practical** | Marks: **50** | Credit: **02** |
| Concerned course teacher will provide the detail practical syllabus. | | | |

**Sessional**

|  |  |  |  |
| --- | --- | --- | --- |
| Course No: **PSY 211** | Course Title:  **Sessional** | Marks: **100** | Credit: **04** |
| (Tutorial=70, Field Study =20, Attendance=10) | | | |

**Viva-voce**

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| --- | --- | --- | --- |
| Course No: **PSY 212** | Course Title:  **Viva-voce** | Marks: **50** | Credit: **02** |
| There will be viva-voce examination after the completion of theoretical and practical examinations. | | | |

**Course outline of the Third Year B.Sc. Honors (2017-18 and 2018-19)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course Title** | **Marks** | | **Total Marks** | **Credits** | **Total Credits** |
| **Theoretical Courses** | | | | | | |
| PSY 301 | Psychological Testing | 100 | | 600 | 4 | 24 |
| PSY 302 | Research Methodology | 100 | | 4 |
| PSY 303 | Abnormal Psychology | 100 | | 4 |
| PSY 304 | Industrial Psychology | 100 | | 4 |
| PSY 305 | Counseling Psychology | 100 | | 4 |
| PSY 306 | Health Psychology | 50 | | 2 |
| PSY 307 | Psychology of Crime | 50 | | 2 |
| **Practical Courses** | | | | | | |
| PSY 308 | Psychological Tests | | 100  (80+20\*) | 250 | 4 | 10 |
| PSY 309 | Psychology Practical-I | | 100  (80+20\*) | 4 |
| PSY 310 | Psychology Practical-II | | 50  (40+10\*) | 2 |
| **Sessional and Viva Voce** | | | | | | |
| PSY 311 | Sessional | 100  (Tutorial=70,  Field Study=20,  Attendance=10) | | 100 | 4 | 4 |
| PSY 312 | Viva Voce | 50 | | 50 | 2 | 2 |
| **Grand Total** | |  | | **1000** |  | **40** |
| \* Practical Class Performance | | | | | | |

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| --- | --- | --- | --- |
| **Course: PSY-301: PSYCHOLOGICAL TESTING** | **Marks: 100** | **Credit Hour: 04** | **Lecture No. 60** |
| **Rationale:**  This course is designed to deal effectively psychometric properties of various psychological tests, inventories, and questionnaires. This course will be helpful for students to understand the basic features of a psychological test, find out problems of existing tests, and helpful to develop new test for measuring psychological constructs. | | | |
| **Course Objectives:**  From the course, students should be able to:   * know about the psychological tests, inventories, questionnaires; * know different types of psychological tests, inventories, and questionnaires; * understand the process of constructing a psychological measure; * describe and calculate psychometric properties – reliability, validity, norms of psychological measures; * know about the test administrations and scoring process of psychological tests; * know the professional standards and ethical principles of apply psychological measures. | | | |
| **Intended Learning Outcomes (ILOs):**   1. Students will clearly understand the psychological measures; 2. Students will able to know about nature and uses of psychological tests. 3. Students will able to administer a psychological test with appropriate knowledge of that test (administrations process, scoring etc.); 4. Students will able to calculate reliabilities, validities of a test; 5. Students will able to calculate norms for interpreting a psychological test score; 6. Students will have clear understanding about process of constructing a new test and they will able to construct a new test applying this knowledge; 7. While working with psychological tests, students will maintain ethical principles and aware about the social implications of the tests. | | | |

**Course Content**

**1. Functions and Origins of Psychological Testing**

* 1. Current uses of psychological tests
  2. Early interest in classification & training of the mentally retarded
  3. General theory of measurement
  4. Some basic postulates in measurement
  5. Levels of measurement
  6. Properties of number

**2. Nature and Use of Psychological Test**

* 1. Definition of Psychological Test
  2. Psychometric Tests versus Psychometric Questionnaires
  3. Types of Psychometric Tests
     1. Tests of Attainment
     2. Tests of General Intelligence
     3. Tests of Special Ability or Aptitude
     4. Tests of Aptitude for special kinds of work/job
     5. Test Batteries
  4. Types of Psychometric Questionnaires
     1. Personality Questionnaires
     2. Interest Questionnaires
     3. Values Questionnaires

**3. Test Administration, and Scoring**

* 1. Test Administration

3.2 Test Scoring and Interpretation

3.3 Summary

# Norms and the Meaning of Test Scores

## 4.1 Statistical Concepts

## 4.2 Developmental Norms

## 4.3 Within-Group Norms

## 4.4 Relativity of Norms

1. **Reliability**

5.1 Test-Retest Reliability

5.2 Alternative Forms Reliability

5.3 Internal Consistency Reliability: Split-Half, Spearman-Brown Prophesy Formula, Cronbach’s Alpha, Standardized Alpha, Coefficient Theta, Kuder-Richardson 20, Kuder-Richardson 21

5.4 Reliability in Behavioral Observation Studies

5.5 Setting Confidence Intervals

5.6 Reliability of a Composite

5.7 Summary of Guidelines for Reliability

**6. Validity**

6.1 Defining Validity

6.2 Aspects of Validity

6.2.1 Face Validity

6.2.2 Content-Related Evidence for Validity

6.2.3 Criterion-Related Evidence for Validity

6.2.3 Construct-Related Evidence for Validity

6.3 Relationship between Reliability and Validity

**7. Classical Test Theory: Assumptions, Limitations, and Item Analyses**

7.1 Classical Test Theory

7.2 Theory of True and Error Scores: Description and Assumptions

7.3 Ramifications and Limitations of Classical Test

7.4Item Difficulty

7.5 Item Discrimination

7.5.1 Index of Discrimination

7.5.1.1 Extreme Group Method

7.5.1.2 Item-total Correlation

7.5.1.3 Phi Correlation (φ)

**8. Modern Test Theory: Assumptions, Equations, Limitations, and Item Analyses**

8.1 Modern Test Theory

8.2 Assumptions

8.3 Models

8.3.1 One-Parameter Logistic Model

8.3.2 Two-Parameter Logistic Model

8.3.3 Three-Parameter Logistic Model

8.3.4 Multiple-Response IRT Models

8.3.5 Nominal Responses

8.3.6 Graded Responses

8.3.7 Partial Credit Responses

8.4 Practical Advantages of Modern Test Theory

**9. Steps in Constructing a New Test**

**10. Social and Ethical Implications of Testing**

9.1 Professional Standards and Guidelines

9.2 Ethical Procedures and Protocols

9.3 Translation Issues

References

Aiken, L. R. &Groth- Marnat, G. (2009). Psychological testing and assessment (ed. Dorling Kinderley India)

Anastasi, A. & Urbina. S. (1997). Psychological Testing. Delhi: Pearson Education.

Cattell, R. B. (2001). A Guide to mental Testing. Delhi: Surjeet Publications.

Cohen, R.J. &Swerdlik, N.E. (2005). Psychological Testing and Assessment; An Introduction to Test and Measurement. New York. The McGraw-Hill Companies.

Gregory, R. J. (2004) Psychological Testing: History, Principles and Application. Delhi: Pearson Education.

Kaplan, R. M. &   Saccuzzo, D. P. (2005). Psychological Testing: Principles, Applications, and Issues. Canada. Wadsworth, a division of Thomson Learning, Inc.

Kline, P. (2015). A Handbook of Test Construction: Introduction to psychometric design. New York, NY: Routledge.

Kline, T.J.B. (2005). Psychological Testing; A Practical Approach to Design and Evaluation. London, Sage Publication Inc.

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| Course No: **PSY 302** | Course Title:  **Research Methodology** | Marks: **100** | Credit: **04** |

**Rationale:**

The course is designed to provide students a familiarity with and understanding of various research methods in the behavioral sciences so that they can: understand the strengths and limitations of research methods, plan good research, critically evaluate information about human behavior presented in professional journals and develop proficiency in professional scientific report writing.

**Course Objectives:**

At the end of this course, the students should be able to:

* understand some basic concepts of research methods and design used in psychology.
* identify appropriate research topics.
* select and define appropriate research problem and parameters.
* explain, compare, and contrast various research methods used by psychologists, including their key characteristics, strengths and limitations.
* prepare a research proposal.
* organize and conduct research (project) in a more appropriate manner
* write a research report and thesis.
* know and follow ethical guidelines in all aspects of scholarly work

**Intended Learning Outcomes (ILOs):**

After completing the course students are expected to be able to:

1. understand the basic concept about research.
2. know the primary characteristics of different types of research.
3. understand research process.
4. identify the overall process of preparing a research proposal.
5. familiar with writing literature review, citations and references for a scholarly psychological research report.
6. know the various types of sampling techniques and which ones present the most rigorous approach to use.
7. define the meaning of different types of variables and levels of measurement of data used in psychological research.
8. know the different types of methods of data collection and able to select appropriate method for a study.
9. clearly understand the components and style of a scientific report following the publication manual of APA.
10. familiar with ethical issues in psychological research

**Course Content**

**1. Introduction**

* 1. Definition of Research
  2. Objective of Research
  3. Significance of Research
  4. Types of Research

**2. Research Process**

2.1 Concept of Research Problem

2.1.1 Identifying Research Problem

2.1.2 Formulating Research Problem

2.1.3 Reviewing of Literature

2.1.4 Theoretical Framework

2.2 Research Objectives & Hypotheses

2.3 Research Question

2.4 Choosing a Research Design

2.5 Data Collection

2.6 Processing & Analyzing Data

**3. Preparing Research Proposal**

3.1 What is Research Proposal

* 1. Components of Research Proposal
     1. Title of the research
     2. Executive Summary/ Abstract
     3. Statement of the problem
     4. Literature review
     5. Rationale of the study
     6. Research Objectives & Hypotheses
     7. Method- Target population, sample, study design, procedure of data collection
     8. Plan for Data Analysis
     9. Work Plan
     10. Financial Budget
     11. Project Management

**4. Literature Review, Citations, and References**

* 1. How to carry out literature review
  2. How to write Citations

4.3 How to write References

**5. Sample and Sampling Techniques**

**5**.1Concept of Sampling: Population, Sample, Sampling, Population/Sample frame, Parameter and Statistic, census.

5.2 Steps in developing sampling design

5.3 Types of Sampling:

5.3.1 Probability Sampling-

1. Simple random sampling,
2. stratified random sampling,
3. Systematic sampling and
4. Cluster sampling

5.3.2 Non-probability Sampling:

a*.* Convenience sampling,

b. Accidental sampling

c. Purpose sampling,

* + 1. Judgment sampling
    2. Quota sampling

d. Snowball sampling

**6. Measurement concept**

* 1. Definition and types of variables in research
  2. Meaning and Types of Data
  3. Levels of Measurement of Data
  4. **Methods of Data Collection**
  5. Observation Method

7 .1.1 Direct observation

*a. Observation without intervention (Naturalistic observation)*

*b. Observation with intervention*

* + 1. Participant observation
    2. Structured observation
    3. Field experiment

7.1.2 Indirect observation (Unobtrusive measures of behavior)

*a.* Physical traces

b. Archival records

7.2 Survey Method and survey design (Questionnaire Method, Interviews Method, Cross- ………sectional design, Successive Independent samples design and longitudinal design)

* 1. Discussion: Focus Group Discussions (FGD)
  2. Case Study Method
  3. Content Analysis

1. **Report Writing** 
   1. What is Research Report?

8.2 Components and style of a Scientific Report following the Publication Manual of APA.

1. **Ethical Principles in Psychological Research**
   1. Ethical Principles for Human Research

9.1.1 Judging Benefits & Cost

* + 1. Informed Consent & Deception in Research
    2. Treating Participants Well
  1. Ethical Principles for Animal Research
     1. The Issue of Animal Rights
     2. Using Animals in Psychological Research
     3. The APA Code for Animal Research
  2. Scientific Fraud
     1. Plagiarism
     2. Data Falsification

**References:**

American Psychological Association (2010). Ethical Principles of Psychologists and Code of Conduct

American Psychological Association (2019). Publication Manual of the American Psychological Association (7th ed.), Washington, D.C.: American: Psychological Association.

Islam, N. (2008). An Introduction to Research Methods; A handbook on Business and Health Research. Dhaka: Mullick & Brothers.

Kothari, C.R. (2012). Research Methodology: Methods and Techniques,New Age International Limited, New Delhi.

Majumdar, P.K. (2011). Research Methods in Social Science. New Delhi, Viva Books.

Ramamurthy, G.C. (2011). Research methodology. New Delhi, Dreatech Press.

Shaughnessy, J.J. and Zechmeister, E.B., and Zechmeister, J.S. (2003). Research Methods in Psychology (6th Ed.). New York: McGraw Hill.

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| Course No: **PSY 303** | Course Title:  **Abnormal Psychology** | Marks: **100** | Credit: **04** |

**Rationale:**

This course is designed to deals with diagnosis, treatment, and prevention of various mental disorders from the point of psychological perspective. It will help the learners to know various types of psychological disorders and their treatment procedure.

**Course Objectives:**

From the course, students should be able to:

* understand normal and abnormal behavior, historical views of abnormal behavior & dsm-5.
* to describe the diagnostic criteria, clinical symptoms, causal factors, incidence & prevalence of major psychological disorders
* know different types of research methods used to study abnormal behavior
* understand biological, psychological, & socio-cultural influences on different psychological disorders
* understand various mental disorder such as anxiety based disorder, adjustment disorder,

mood disorder, schizophrenia, personality disorder etc.

* apply diagnostic criteria and case formulations to the assessment, diagnosis and treatment of major mental disorders

**Intended Learning Outcomes (ILOs):**

1. Students should have clear understanding about definition, normal and abnormal behavior, ICD, DSM and historical views of abnormal behavior.
2. Students will be able to know about causal factors of abnormal behavior.
3. Students will be able to classify, diagnose and know treatments of various mental disorders.
4. Students should have understanding about methods of studying abnormal behavior.
5. Students should have understanding about stress, coping strategies and adjustment disorder.
6. Students should have understanding about generalized anxiety disorder, phobia, obsessive compulsive disorder and post traumatic stress disorder.
7. Students should have understanding about types, etiology and treatment of somatoform disorders.
8. Students should have understanding about etiology and treatment of mood disorder.
9. Students should have understanding about types, etiology and treatment of schizophrenia.
10. Students should have understanding about types, causal factors and treatment of personality disorder, antisocial personality disorder and psychopath.

**Course Content**

**1**. **Introduction**

1.1 Definition of abnormal behavior

1.2 Differences between : Normality and Abnormality, Neurosis and Psychosis

1.3 Historical views of abnormal behavior

1.4 ICD and DSM, DSM (ІV)-TR, DSM-5

1.5 Mental health professionals

**2.** **Factors influences on abnormal behavior**

2.1 Different types of casual factors in abnormal behavior

2.2 Biological, psychosocial and socio-cultural causal factors

**3.** **Classification and diagnosis**

3.1 The diagnostic system of the American Psychiatric Association (DSM-5)

3.2 Issues in the classification of abnormal behavior

**4.** **Methods of studying abnormal behavior**

4.1 The case study method

4.2 Epidemiology

4.3 Correlation method

4.4 The single subject experimental method

4.5 Mixed method

**5.** **Stress and adjustment disorders**

5.1 Stress and sources of stress (stressors)

5.2 Biological and psychological decomposition to stress

5.3 Coping strategies

5.4 Adjustment disorder (reaction to common life stressors)

**6.** **Anxiety-based disorders**

6.1 DSM-5 criteria for anxiety disorder

6.2 GAD (clinical pictures, etiology, and treatment)

6.3 Phobia (types, clinical pictures, etiology, and treatment)

6.4 OCD (clinical pictures, etiology, and treatment)

6.5 PTSD (clinical pictures, etiology, and treatment)

**7.** **Somatoform and dissociative disorders**

7.1 DSM-5 criteria for somatoform and dissociative disorders

7.2 Types, etiology and treatment of different types of somatoform disorders

7.3 Types, etiology and treatment of different types of somatoform disorders

**8.** **Mood disorders**

8.1 DSM-5 criteria for mood disorder

8.2 Unipolar vs. bipolar mood disorder

8.3 Etiology and treatment of mood disorders

**9.** **Schizophrenia and other delusional disorders**

9.1 DSM-5 criteria for schizophrenia

9.2 Catatonic specifiers

9.3 Etiology and Treatment of schizophrenia

9.4 Other psychotic disorders

**10.** **Personality disorders**

10.1 Clinical pictures of personality disorders (DSM-5)

10.2 Different clusters and types of personality disorders

10.3 Causal factors and treatment of personality disorders

10.4 Antisocial personality disorder vs. psychopath

**References:**

Carson, R.C. and Butcher, J.N. & Mineka, S. Abnormal Psychology and Modern Life.

Singapore/ NewDelhi: Pearson Education

Davison, G.C. and Neale, L.M. Abnormal Psychology: An Experimental Clinical Approach

New York: John Wiley and Sons.

\*Latest edition is to be followed and list of updated references and reading materials will be supplied in the class.

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| Course No: **PSY 304** | Course Title:  **Industrial Psychology** | Marks: **100** | Credit: **04** |

**Rationale:**

This course is designed to understand human behavior in the workplace. It helps students to know, understand and evaluate how organizations increase productivity, hire, manage, develop, support, train, motivate and maintain physical and mental wellbeing of employees.

**Course Objectives:**

From the course, students should be able to:

* understand the scientific basis of human behavior at work.
* know the origins of I-O Psychology and what I-O psychologists do.
* develop an understanding of how theory and research are applied to work settings.
* devise creative strategies on how the assessments and interventions of I/O psychologists can enhance organizational effectiveness.
* learn how the science of human behavior is used to select, develop, and manage employees.
* learn how organizations maintain productive and organizational citizenship behavior among employees.
* understand how organizations can be designed so that both organizational efficiency and the quality of employee life including their health and safety are improved.
* apply the psychological concepts and interventions as related to organizations in analysis of issues and problems in I/O psychology.

**Intended Learning Outcomes (ILOs):**

After completing the course students are expected to be able to:

1. define and know the historical background of I-O Psychology.
2. understand the research methods of I-O Psychology.
3. explain job analysis and job evaluation.
4. know how to use psychological tests, biographical information and other techniques in employee selection and placement.
5. apply performance criteria for performance appraisal.
6. understand how delivery of a training program finalize after considering need assessment, setting objectives, training design, training methods.
7. explain the nature, assessment, antecedents of job satisfaction and understand organizational commitment.
8. differentiate between productive and counterproductive behavior.
9. know the issues affecting employee health and safety.

**Course Content**

1. **Introduction to I/O Psychology**
   1. Definition of I/O Psychology
   2. I/O Psychology as an Applied Science
   3. History of I/O Psychology
2. **Research Methods in I/O Psychology**
   1. Significance of Research in the field of I/O Psychology
   2. Research Designs
   3. Data Collection Methods
   4. Data analyses.
3. **Job Analysis**
   1. Definition of Job Analysis
   2. Purposes of Job Analysis
   3. Source of Job Analysis Information
   4. Methods of Job Analysis
   5. Job Evaluation.
4. **Assessment Methods for Selection and Placement**
   1. Job Related Characteristics
   2. Psychological Tests
   3. Biographical Information
   4. Work Samples
   5. Assessment Centers
   6. Interviews.
5. **Selecting Employees**
   1. Planning of Human Resource Needs
   2. Recruiting Applicants
   3. Selecting Employees
   4. Utility of Scientific Selection.
6. **Performance Appraisal**
   1. Significance of Performance Appraisal
   2. Performance Criteria
   3. Methods of Assessing Job Performance.
7. **Training and Development**
   1. Need Assessment
   2. Setting Objectives
   3. Training Design
   4. Training Methods
   5. Delivery of a Training Program
   6. Evaluation of Training.
8. **Job Satisfaction and Organizational Commitment**
   1. Nature of Job Satisfaction
   2. Assessment of Job Satisfaction
   3. Antecedents of Job Satisfaction
   4. Organizational Commitment.
9. **Productive and Counter Productive Behavior**
   1. Productive Behavior and Job Performance
   2. Environmental Conditions and Job Performance
   3. Organizational Citizenship Behavior
   4. Counterproductive Behavior- Withdrawal, Aggression, Mistreatment, Sabotage, and Theft.
10. **Employee Health and Safety**
    1. Physical Conditions Affecting Health and Safety
    2. Work Schedules
    3. Occupational Stress
    4. Work-Family Conflict
    5. Burnout.

**References:**

Chandra. S.S. and Sharma. R.N. (2004). Advanced Industrial Psychology, Delhi, Nice Printing Press.

Landy, F J & Conte, J M (2005). *Work in the 21st Century*: an Introduction to Industrial and Organizational Psychology, McGraw Hill, New York.

Scultz, D P and Scultz S E (2004). *Psychology and Work Today*. 8th edition, Prentice-Hall Inc. New Jersey. USA.

Spector, E P (2006). *Industrial and Organizational Psychology*, 4th edition, John Wiley & Sons, Inc, USA.London: Sage.

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| Course No: **PSY-305** | Course Title: **Counseling Psychology** | Marks: **100** | Credit: **04** |

**Rationale:**

This course will help learners to develop the skills to help people find solutions to problems and challenges in their lives and to improve their health and psychological wellbeing.

**Course Objectives:**

From the course, students should be able to:

* understanding about guidance and counseling
* to understand history of counseling
* to understand counseling process
* to understand communication skills
* to understand different approaches and therapeutic process of counseling
* to understand carrier, group and vocational development
* to understand the marriage, couple and family counseling
* understand psychological tests uses in counseling
* understand the counseling in educational settings
* understand the professional ethics and group counseling

**Intended Learning Outcomes (ILOs):**

1. Students should have clear understanding about definition of counseling and guidance.
2. Students will be able to know about historical perspective of counseling.
3. Students will be able to know about purpose of counseling, quality of a good counselor, stages of counseling process, counseling relationships, counseling assessment, termination of counseling relationships.
4. Students should have understanding about different communication skills and non verbal skills/quality of a good counselor
5. Students will be able to know about various therapy and techniques of counseling.
6. Students will be able to know about importance of career counseling, scope of career counseling and theories of vocational choice.
7. Students should have understand about the process of marriage, couple and family counseling
8. Students should have understanding about uses of psychological tests in counseling.
9. Students will be able to know about counseling in school and college level.
10. Students will be able to know about professional ethics counseling and group counseling.

**Course Contents:**

**1.** **Introduction**

* 1. Definition of guidance and counseling
  2. Historical perspective of counseling psychology

1. **Counseling**
   1. Nature of counseling
   2. Need and purpose of counseling
   3. Types of counseling
   4. Relationships of counseling with guidance and psychotherapy

**3.** **Counseling Process**

* 1. Stages of counseling
  2. Counseling Relationships
     1. Working in a counseling relationship
     2. Termination of counseling relationship
  3. Initial interview
  4. Assessment for counseling
  5. Variables affecting counseling process

**4.** **Counseling Theory and Techniques**

* 1. Psychoanalytic counseling
  2. Behavioral counseling
  3. Person-centered counseling
  4. Existential counseling

**5.** **Career Counseling**

* 1. Importance of career counseling
  2. Scope of Career Counseling and Careers Information
  3. Theories of vocational choice
     1. Trait-and-Factor Theory
     2. Developmental Theory

**6. Uses of test in counseling**

5.1 Psychological test in counseling

5.2 Principal types of counseling test (Classification of test)

5.3 Interpretation of test results (Test and test score)

**7. Marriage, Couple, and Family Counseling**

6.1 Form of family and beginning

6.2 Family Life and the Family Life Cycle

6.3 Family Counseling

6.4 Process of family counseling

**8. Counseling Services**

7.1 Counseling in the elementary school

7.2 Counseling in the secondary school

* 1. College counseling

1. **Professional Ethics in Counseling**
2. **Group Counseling**

**References:**

Barky, B.G. and Mukhopadhyay. B. (1989). Guidance and Counseling: A Manual New Delhi. Sterling Publishers Private Ltd.

Gladding, S.T. (2009). Counseling: A Comprehensive Profession (6th Ed) Prentice Hall, New Jersey. New Jersey.

Narayan, R. S. (1991). Counseling and Guidance: Second Edition, Tata McGraw-Hill Publishing Company Limited.

Tracy A. Prout (2014). Essential Interviewing and Counseling Skills An Integrated Approach to Practice, Springer Publishing Company, LLC

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| Course No: **PSY 306** | Course Title:  **Health Psychology** | Marks: **50** | Credit: **02** |

**Rationale:**

This course is intended to understand about health education, information, prevention, and control in ways that will enhance students’ consciousness about health and improve their lives. This course also provides them knowledge about preventing illness, promoting good health, treatment of illness, investigating the psychological correlates of illness and improving the health care system and health policy.

**Course Objectives:**

From the course, students should be able to:

* Know about basic concept of health and health Psychology.
* Describe the health behavior and primary prevention, changing health habits.
* Comprehend Pain and its Management.
* Know about health enhancing behavior.
* Understand about Occupational Health.

**Intended Learning Outcomes (ILOs):**

1. Students should have clear understanding about concept of health, definition health Psychology, Role of the health psychologist, and bio-psychological models.
2. Students will be able to know about health behavior, changing health habits, cognitive- behavioral approaches to health behavior change and trans-theoretical model of behavior change.
3. Students should have understanding about elusive nature of pain, clinical management of pain, pain control techniques.
4. Students should have understanding about accident prevention, maintaining a healthy diet, weight control and eating disorders.
5. Students should have understanding about occupational health, industrial health hazards occupational diseases and hazards, occupational health programs in Bangladesh.

**Course Contents:**

**1. Concept of Health and Health Psychology**

1.1 Different views of health

1.2 Factors or determinants of health

1.3 Definition of health Psychology

1.4 Wellbeing and bio-psychological models

1.5 Role of the health psychologist

1.6 Why is the field of health psychology needed?

**2. Health Behavior and Primary Prevention**

2.1 Health behaviors

2.2 Changing health habits

2.3 Cognitive-behavioral approaches to health behavior change

2.4 Trans-theoretical model of behavior change

**3. Pain and its Management**

3.1 Elusive nature of pain

3.2 Clinical management of pain

3.3 Pain control techniques

3.4 The placebo as healer

**4. Health Enhancing Behaviors**

4.1 Accident prevention

4.2 Maintaining a healthy diet

4.3 Weight control

4.4 Eating disorders

**5. Occupational Health**

5.1 Introduction to occupational health

5.2 Industrial health hazards

5.3 Occupational diseases

5.4 Occupational hazards

5.5 Offensive trade

5.6 Occupational health programs in Bangladesh

**References:**

Baum, A., Newman, S., Weinman, J., West, R. and McManus, C. Cambridge Handbook of Psychology, Health and Medicine. Cambridge University Press.

Sanderson, C. A. (2013). Health Psychology, 2nd Ed. Danvers: John Wiley Sons, Inc.

Davison, G. C. and Neale, L. M.(2012). Abnormal Psychology, 12th ed, John Wiley and Sons.

Feuerstein, M., Labble, E. E, and Kuczmierczyk (1986). Health Psychology. New York: Plenum Press.

Green, A.(1999). An Introduction to Health Planning in Developing countries (2nd Ed.). New York: Oxford University Press.

Park, k. (1997).Text book of Preventive and Social Medicine (15thEd). Jabalpur: Banaesidas Bhanot Publishers.

Pearce, S. Wardle, J. (Editors). The Practice of Behavioral Medicine. Oxford University Press.

Rashid, K. M., Khabiruddin, M. and Hyder, S.(2008).Text Book of Community Medicine and Public Health 4thEd). Dhaka: RKH Publishers.

Sarafino, E. P. Health Psychology: Bio-psychological Interactions. Singapore: John Wiley and Sons, Inc.

Taylor, S. E. (2012). Health Psychology, 8th Ed, Boston: McGraw-Hill.

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| Course No: **PSY 307** | Course Title:  **Psychology of Crime** | Marks: **50** | Credit: **02** |

**Rationale:**

This course is designed to study the behavior and thought of criminals and the correctional Services from the point of psychological perspective. It helps students to understand what makes someone commit a crime, the reactions after the crime, processes of criminal justice system and psychological theories and methods contributing to the criminal behavior.

**Course Objectives:**

From the course, students should be able to:

* understand concept of crime, types of crime, nature ,scope and development of criminology.
* to describe why people commit crimes.
* know different types of Psychological Theories of Crime
* understand psychological, social and General causes of crime.
* understand different types of crime such as juvenile delinquency, sex offender, drug and alcohol offender etc.
* know how to detect crime.
* apply punishment and correctional services of crime.

**Intended Learning Outcomes (ILOs):**

1. Students should have clear understanding about concept, definition, types of crime, nature, scope and development of criminology.
2. Students will be able to know why people crimes.
3. Students will be able to understand Psychoanalytic, Moral, social-learning theories of crime.
4. Students should know general scenario of crime in Bangladesh.
5. Students should have understanding about juvenile Delinquency, Sex Offender, Drug and Alcohol Offender, White collar crime and Computer Crime.
6. Students should have understanding about witness, interrogation, psychological techniques of detection of crime and role of Law enforcing Agencies in Bangladesh.
7. Students should have understanding about purposes and Characteristics and forms of Punishments.
8. Students should have understanding about penal system of Bangladesh.
9. Students should have understanding about correction system, probation and parole.

**Course Content**

**1. Crime and Criminology**

1.1 Concept of crime

1.2 Definition of crime

1.3 Types of crime

1.4 Crime as a social problem

1.5 Nature, scope of criminology

1.6 Development of criminology

**2.** **Psychological Theory of Crime**

2.1 Psychoanalytical theory

2.2 Moral development theory

2.3 Social learning theory

2.4 General causes of crime

2.5 Relevance of these theories in the explanation of crime in Bangladesh

**3.** **Different Types of Crime in Bangladesh**

3.1 general scenario of crime in Bangladesh

3.2 The juvenile delinquent

3.3 The violent offender

3.4 The sex offender

3.5 Drug and alcohol offender

3.6 White collar crime in business, politics and profession

3.7 Computer crime

**4.** **Detection of Crime**

4.1 Witness

4.2 Interrogation

4.3 Psychological techniques

4.4 Role of law enforcing agencies in Bangladesh

**5.** **Punishment and Correctional Services**

5.1 Punishment: Purposes and characteristics

5.2 Forms of punishment

5.3 Penal system of Bangladesh

5.4 Correction system: Probation and Parole

**References:**

Bull,H.,B., Bilby, C., Cooke, C., Grant,T., Hatcher,R. and Woodhams, J. (2006) Criminal psychology: a beginner’s guide, Oxford: Biddles Ltd.

Gibbons, Don C. (1979). The Criminological Enterprise: Theories and Perspectives, Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

Hagan, F.E ( 2011). Introduction to Criminology: Theories, methods, and criminal behavior, 7th ed. Sage Publications

Hollin, C.R.(2002) Psychology and crime: An introduction to criminological psychology, London: Routledge

Paul W. Tappan (1960). Crime, Justice and Correction, New York: Mcgraw-Hill.

E. H. Sutherland ; D R Cressey ; D F Luckenbill (1992). Principles of Criminology, NY: J.B. Lippincott Co.

**Practical Courses**

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| --- | --- | --- | --- |
| Course No: **PSY 308** | Course Title:  **Psychological Test** | Marks: **100** | Credit: **04** |

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| Sl no | Name of Experiment/ Test |
| 1 | Allport-Vernon-Lindzey Study of Values (AVL) |
| 2 | Reven Standard Progressive Matrices ( SPM) |
| 3 | Wechsler Intelligence Scale for Child (WISC-lll) (Subset of Information and Similarities) |
| 4 | Crawford Small Parts Dexterrity Test (CSPDT) |
| 5 | Edward Personal Preference Schedule (EPPS) |
| 6 | Bell Adjustment Inventory (BAI) |

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| Course No: **PSY 309** | Course Title:  **Psychology Practical -I** | Marks: **100** | Credit: **04** |

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| Sl no | Name of Experiment/ Test |
| 1 | Effect of Over Learning on Recall |
| 2 | To Study the Changes in the Level of Aspiration as a Success and Failure |
| 3 | An Experiment on Two Point Tactual Discrimination |
| 4 | To Study the Zeigernik Effect |
| 5 | Conduct an Experiment of Speed of Learning |

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| Course No: **PSY 310** | Course Title:  **Psychology Practical -II** | Marks: **50** | Credit: **02** |

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| Sl no | Name of Experiment/ Test |
| 1 | To Study the False Memory |
| 2 | To Determine the Response During Conflicting Situation by Color Light Apparatus |
| 3 | Conduct an Experiment of Incidental Learning |
| 4 | Conduct an Experiment to Set on Perception |

**Sessional**

|  |  |  |  |
| --- | --- | --- | --- |
| Course No: **PSY 311** | Course Title:  **Sessional** | Marks: **100** | Credit: **04** |
| (Tutorial=70, Field Study =20, Attendance=10) | | | |

**Viva-voce**

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| --- | --- | --- | --- |
| Course No: **PSY 312** | Course Title:  **Viva-voce** | Marks: **50** | Credit: **02** |
| There will be viva-voce examination after the completion of theoretical and practical examinations. | | | |

**Course outline of the Fourth Year B.Sc. Honors (2019-2020 and 2020-2021)**

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| --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course Title** | **Marks** | **Total Marks** | **Credits** | **Total Credits** |
| **Theoretical Courses** | | | | | |
| PSY 401 | Psychology of Learning | 100 | 700 | 4 | 28 |
| PSY 402 | Personality Development | 100 | 4 |
| PSY 403 | Theories of Perception | 50 | 2 |
| PSY 404 | Developmental Psychology -II | 100 | 4 |
| PSY 405 | Organizational Behavior | 50 | 2 |
| PSY 406 | Clinical Psychology | 100 | 4 |
| PSY 407 | Cognitive Psychology | 100 | 4 |
| PSY 408 | Positive Psychology | 100 | 4 |
| **Practical Courses** | | | | | |
| PSY 409 | Psychology Practical-I | 100  (80+20\*) | 250 | 4 | 10 |
| PSY 410 | Psychology Practical-II | 50  (40+10\*) | 2 |
| PSY 411 | Project | 100 | 4 |
| **Sessional and Viva-voce** | | | | | |
| PSY 412 | Sessional | 100 (Tutorial=70,  Field Study=20,  Attendance=10) | 100 | 4 | 4 |
| PSY 413 | Viva Voce | 50 | 50 | 2 | 2 |
| **Grand Total** | |  |  | **1100** | **44** |
| \* Practical Class Performance | | | | | |

**Detail course profile of the Fourth Year B.Sc. (Hons.) Program (2019-2020 and 2020-2021)**

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| --- | --- | --- | --- |
| Course No: **PSY 401** | Course Title:  **Psychology of Learning** | Marks: **100** | Credit: **04** |

**Rationale:**

This course is designed to deliver the concepts with different types of learning theories & process of learning under different conditions from the point of psychological perspective. It helps students to understand how information is used, how knowledge is created and how learning takes place. And also students will understand our beliefs about learning and challenge our assumptions around the methods and methodologies of learning.

**Course Objectives**:

From the course, students should be able to:

* Understand the nature of learning theories & typical problems confronting learning theories.
* Describe the major theoretical concept of learning.
* Analyze the educational implications of cognitive, language, personal and social/emotional development of all students.
* Describe and distinguish among major learning theories from behavioral, cognitive and constructivist disciplines.
* Employ knowledge of learning theories to analyze learning strategies, strengths and needs.
* Apply learning theories to optimize learning for all students that complements their cultural background, race, gender, ethnicity, socioeconomic status or special needs.

**Intended Learning Outcomes (ILOs):**

1. Students should have clear understanding about definition of learning, fatigue and habituation.
2. Students will be able to know about Thorndike’s connectionism & major theoretical concepts
3. Students will be able to know how to conduct Skinner’s operating conditioning, effects of reinforcement and punishment on behavior & application of operant conditioning.
4. Student should have understanding about methods of studying learning theories.
5. Student should have understanding about Hull’s systematic behavior theory, Theory of Rote Learning & evaluation of Hull’ Theory.
6. Student should have understanding about Pavlov’s classical conditioning & comparison between classical and instrumental conditioning.
7. Student should have understanding about Tolman’s theory, six kind of learning & major theoretical concepts.

**Course Content**

**Chapter 1: The nature of learning theories**

1. Maturation versus Learning.
2. Fatigue and Habituation versus Learning.
3. Some typical problems confronting Learning theories.
4. Issues on which Learning theories divide.

**Chapter 2: Pavlov’s Classical conditioning**

1. Development of a Conditioned reflex.
2. Generalization and Discrimination.
3. Temporal relationship between Conditioned stimulus & Unconditioned stimulus.
4. Major theoretical concepts.
5. Verities of Inhibition in Classical conditioning.
6. Comparison between Classical & Instrumental conditioning.

**Chapter 3: Skinner’s operant conditioning**

1. Respondent Conditioning and operant Conditioning.
2. Extinction as a measure of operant strength.
3. Reinforcement and Punishment.
4. Effects of punishment on behavior.
5. Schedules of Reinforcement.
6. Secondary Reinforcement.
7. Application of Operant conditioning.

**Chapter 4. Avoidance Learning**

1. Acquired drives and emotion
2. Condition suppression.
3. Conditioned inhibition & extinction & the predictive value of a stimulus.
4. Avoidance learning
5. Two factor theory.
6. Species specific defense reaction & safety signal
7. Learned helplessness

**Chapter 5. Concept Learning**

1. Definition of concept
2. Varity of rules
3. Procedures in concept learning experiments
4. Strategies in concept learning
5. Theories of concept learning

**Chapter 6: Thorndike’s Connectionism**

1. Major Theoretical Concepts.
2. Thorndike Before 1930.
3. Secondary Concepts before 1930.
4. Thorndike After 1930.
5. Estimate of Thorndike’s position.
6. Evaluation of Thorndike’s Theory.

**Chapter 7: Hull’s Systematic Behavior Theory**

1. The Basic Orientation.
2. The Theory of Rote Learning.
3. Major Theoretical Concepts.
4. Major Differences Between Hull’s 1943 & 1952 Theories.
5. Hull’s Final System (*The Four-Stage Analysis*).
6. Other Postulates and Corollaries.
7. Evaluation of Hull’s Theory.

**Chapter 8: Tolman’s Purposive Behaviorism**

1. Molar Behavior.
2. Purposive Behaviorism.
3. Major Theoretical concepts.
4. The Formal Aspects of Tolman’s Theory.
5. Six kinds of Learning.
6. Evaluation of Tolman’s Thoery.

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Hulse S.H., Egeth, H., and Deese, J. (1980). The Psychology of Learning. (5th ed.). New York: Mcgraw-Hill Book Co.

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| **Course: PSY-402: THEORIES OF PERSONALITY** | **Marks: 100** | **Credit Hour: 04** | **Lecture No. 60** |
| **Rationale:**  This course will help the learners to know and understand the various theory of personality and also learn about the theorists who provide personality theory. So, it helps them to know how personality is formed and develop and they can evaluate and compare the different kinds of personality theory. | | | |
| **Course Objectives:**  From the course, students should be able to:   * know the definition of personality. * Understand personality theory & history of psychology. * describe the comparison of these theories. * Know the approaches of personality theories. * know the psychoanalytic, social, psychological, phenomenological, cognitive, behavioral & social learning theories of personality. | | | |
| **Intended Learning Outcomes (ILOs):**   1. Students should have clear understanding about definition of personality, theory & theories of personality. 2. Students will be able to know the historical views of different theories. 3. Students should have understanding about different prominent theorists such as, Sigmund Freud, Carl Rogers, Erich Fromm, Kurt Lewin, B.F.Skinner, Bandura etc. 4. Students should have clear understanding about biographies about these prominent theorists. 5. Students should have understanding about structure and development of different theories. 6. Students will be able to know the dynamical concept of different theories. 7. Students should have understanding about the research methods that used to study personality theory. 8. Students will be able to compare these theories with one another&then evaluate these theory with limitations. | | | |
| **Course Content**  **1. Introduction**   * 1. What is Personality?   2. A theory of personality   3. Personality theory and history of Psychology   4. The comparison of theories of Personality   5. Approaches to personality theories   **2.Psychoanalytic theory of Personality: Sigmund Freud.**  2.1 Structure of Personality  2.2 Development of Personality  2.3 Dynamics of Personality  2.4 Current status and evaluation  **3. Social psychological theory of personality: Erich Fromm**  3.1 Basic assumptions of theory.  3.2 Personality development of childhood.  3.3 Six psychological needs.  3.4 Character type.  3.5 Assessment in Fromm’s theory.  4. **Phenomenological theory of personality: Carl R Rogers**  4.1 The structure of personality  4.2 The dynamics of personality  4.3 The development of personality  4.4 Characteristic research & research methods  4.5 Current research  4.6 Current status & evaluation  5. **Trait theory approach of personality: Gordon Allport**  5.1 The structure & dynamics of personality  5.2 The development of personality  5.3 Characteristic research & research methods  5.4 Current research  5.5 Evaluation of Allport theory  6. **Trait theory for** Hans Eysenck  6.1 The Dimensions of Personality: Extraversion, Neuroticism and  Psychoticism.  6.2 Robert McCrae and Paul Costa: The five-factor Model  6.3 Arnold Buss and Robert Plomin: The Temperament Theory.  **7. The Cognitive Approach:** George Kelly  7.1 The Cognitive Movement in Psychology.  7.2 The life of Kelly(1905-1967)  7.3 Personal Construct Theory  7.4 Ways of Anticipating Life Events.  7.5 Questions About Human Nature  7.6 Assessment in Kelly’s Theory  7.7 Research in Kelly’s Theory  7.8 Reflection on Kelly’s Theory  **8. The Neopsychoanalytic Approach:** Alfred Adler  8.1 The life of Adler(1870-1937)  8.2 Inferiority Feelings: The Source of Human Striving.  8.3 Striving for Superiority or Perfection  8.4 The Style of Life  8.5 Social Interest  8.6 Birth Order  8.7 Question About Human Nature  8.8 Assessment in Adler’s Theory: Early Recollections, Dream Analysis  and Measures of Social Interest.  8.9 Research in Adler’s Theory.  8.10 Reflections on Adler’s Theory.  **9. Behavior theory of Personality:** B.F. Skinner  9.1 Reinforcement: The Basis of Behavior  9.2 Operant Behavior  9.3 Schedules of Reinforcement  9.4 Successive Approximation: The Shaping of Behavior  9.5 Superstitious Behavior  9.6 The-self control Behavi  9.7 Applications of Operant Conditioning  **10. Social learning theory of personality:** Albert Banduara  10.1 Modeling: The Basis Observational Learning  10.2 The Process of Observational Learning  10.3 Development Stages of Modeling and Self-Efficacy  ***Readings***   1. Hall, C.S. Lindzey, G., Loehlin, J.C., and Manosevitz. M. (2007). Introduction to theories of personality, New York: John Wiley and sons. 2. Schultz, D. and Schultz. S,E. (20 ). Theories of personality. (10th Ed.) New York: Brooks/ Cole publishing company. | | | |

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| Course No: **PSY 403** | Course Title:  **Theories of Perception** | Marks: **50** | Credit: **02** |

**Rationale:**

This course will help student to increase their theoretical knowledge of perception from the point of psychological perspective and make them capable of applying these knowledge in their daily life events.

**Course Objectives:**

The course will focus on

* Views, criteria and significance of theories in perception.
* Six broad classes of perceptual phenomena.
* Seven related strands of the earlier classical theoretical endeavor.
* Basic concepts of the gestalt system and physical gestalten.
* Meaning, exemplification and application of adaptation level theory.
* Nature and meaning associative theory.

**Intended Learning Outcomes (ILOs):**

From the course, students should be able to:

1. Understand significance of theories in perception.
2. Understand and interpret different classes of perceptual phenomena.
3. Relate classical theories of perception with their daily life events.
4. Know and apply the knowledge of gestalt theory.
5. Test the adaptation level theory.
6. Understand the nature and meaning of associative theory.

**Course Content**

1. **Orientation to Psychological Theories**
   1. Views on the role of theories in Psychology
   2. Significance of theories and the task ahead
   3. Attitude towards theory appraisal
   4. Criteria for the evaluation of theories
   5. Study of theories as a serious undertaking
2. **Phenomenon of Perception:** Six Broad Classes
3. **Classical Theories**
   1. Strands of classical theories
   2. The mind-body problem
   3. Introspection
   4. Associationism and core-context theory
   5. Functionalism
   6. Nativism versus Empiricism
   7. Configurationism
4. **Configurational Approach**
   1. Basic concepts of the Gestalt System
   2. Physical Gestalten
   3. Omissions, difficulties, and successes of the Gestalt theory
5. **Adaptation Level Theory**
   1. Perceptual norm and frame of reference
   2. Meaning of adaptation level
   3. Testing the theory
   4. Generalizing the theory
   5. Appraisal of adaptation level theory
6. **Association Approach**
   1. Cell assembly and phase sequence
   2. Nature of associative theory
   3. Hebb’s figural identity
   4. Genetic and motor that perception is learned
   5. Cell assembly and phase sequence model
   6. Evaluation of Hebb’s system

**References:**

Allport, F. H. Theories of perception and the concept of structure. New York: John Wiley & Sons.

Bartley, S. N. Principles of perception. . New York: Harper & Brothers.

Hebb, P. C. Organization of behavior. New York: Science Edition.

Hill, F. W. Learning. London: Methuen & Co. Ltd.

Hilgard, E. R., and Bower, H. H. Theories of learning. New York: Appelton Century Crofts.

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| Course No: **PSY 404** | Course Title:  **Developmental Psychology**  **Adulthood and Aging** | Marks: **100** | Credit: **04** |

**Rationale:**

This course is intended to understand about different developmental issues such as parenting, developmental task, life span, dependency, death and how to relate these developments to societal condition and expectation that will enhance students’ consciousness about human development and improve their lives. This course also provides knowledge about developmental theory, promoting awareness about developmental change and issues in different stages of life, investigating and recognizing the psychological correlates of illness and improving the health care system and mental health policy.

**Course Objectives:**

From the course, students should be able to:

* understanding about history and stages of adulthood and aging
* to understand different approaches/ methods of adulthood and aging
* to understand early adulthood different developmental milestones
* to understand parenting styles
* to understand men and women career development and vocational choice
* to understand the middle age people physical and psychological well being
* to understand different theory of old age
* understand old age physical and psychological disorder
* to understand the different dependency of old people
* Aging, senility & death of human being

**Intended Learning Outcomes (ILOs):**

1. Students should have clear understanding about definition of adulthood and aging.
2. Students will be able to know about different stages and methods of adulthood and aging
3. Students will be able to know about early adulthood different developmental process( mate selection, marriage, career, divorce, widowhood, remarriage etc)
4. Students should have understanding about various techniques of parenting.
5. Students will be able to know about importance of man and women career, difficulties, scope of career and theories of vocational choice and development.
6. Students should have understanding about middle age men and women different physical and psychological changes (family life cycle, grandparenthood ,male and female sexual abilities etc)
7. Students should have understanding about different theories -activity and disengagement theory of old people.
8. Students will be able to know about the different physical disabilities of (eye, haring, brain etc) of old age people.
9. Students should have understanding about different dependency of old age people (physical, emotional ,financial etc)
10. Students will be able to know about dying process, grief and bereavement.

**Course Contents:**

**1. Introduction**

1.1 History of Adult Development and Aging

1.2 Research Methodology:

1.2.1 Cross-sectional Studies

1.2.2 Longitudinal Studies

1.2.3 Sequential Designs

1.2.4 Stages of Adult Development

**2. Early Adulthood**

2.1 Developmental Tasks

2.1.1 Marriage

2.1.2 Mate selection

2.1.3 Marital adjustment

2.1.4 Role and role differentiation

2.1.5 Divorce

2.1.6 Widowhood

2.1.7 Remarriage

2.1.8 Parenting

**3. World of Work**

3.1.1 The World of work

3.1.2 Occupational interests

3.1.3 The career ladder and Clock

3.1.4 Career planning

3.1.5 Women and career

3.1.6 Vocational development – life span perspective

3.1.7 Retirement

3.2. Approaches to personality development

**4. Middle Adulthood/Middle-age**

4.1 Developmental tasks

4.2 Physical change. Menopause and Climacteric its effect on personality

4.3 Grand parenting. Adjustment to Changed family Situation

4.4 Duvall’s family life cycle

**5. Late Adulthood/Aging**

5.1 Psychological Theories of Aging

5.1.1 Wear and Tear Theory

5.1.2 Cellular Aging Theory

5.1.3 Homeostatic Imbalance Theory

5.1.4 Dietary Restriction Theory

**6. Social-Psychological Theories of Aging**

6.1 Disengagement theory

6.2 Activity theory

**7. Physical Changes of Late Adulthood**

7.1.1 Sensory capacities

7.1.2 Vision

7.1.3 Hearing

**8. Dependency**

8.1 Financial dependency

8.2 Physical dependency

8.3 Emotional dependency e

9. **Old age disorder**

9.1 Amnesia

9.2 Dementia

9.3 Insomnia

9.4 Sleep Apnea

**10. Adjustment with Death and Bereavement**

10.1 Facing death

10.2 The process of dying

10.3 The survivors: Bereavement and grief

*References*

**1. Aiken, L.R. (1998). Human Development in adulthood, Plenum Press**

2. Macron S.R. & Brodzisky, D. (1979), Lifespan Human Development Holt, Rinheart & Wiston,

**3. Cavanaugh J. C. (2002). Adult Development & Aging Wardsworth** Press.

4. Hurlock, E.B. Development Psychology. McGraw Hill Book Co.

5. Kennedy, E.C. (1978). Human Development: Macmillan Publishing Co. Inc.

**6. Kimmel, CD. (1990). Adulthood and Aging, New York, John Wiley & sons**

7. Moody, H.R. (1993), Aging, Pineforge Press.

8. Newman and Newman (1984). Development through Life. A Psychological Approach

Illinois Dorcey Press. 9. Neugartan, B.L. Middleage and Aging: A Reader in Social Psychology: The University of Chicago Press

10**. Papalia, D.E., Olds, S.W. & Feldman, R.D. (2008). Human Development, McGraw-Hill Higher Education**

**11. Schaie, K.W. and Geiwitz, J. (1982), Adult Development and Aging, Little Brown and Company (Inc)**

12. Carr, A. &Mcnulty, M. (2006). The Handbook of Adult Clinical Psychology: An Evidencebased Practice

Approach. London: Routledge.

13. Lindsay, S. & Powell, G. (eds.), (2007). The Handbook of Clinical Adult Psychology. Third Edition. London:

Routledge.

**●** Latest edition is to be followed and list of updated references and reading materials will be supplied in the class.

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| Course No: **PSY 405** | Course Title:  **Organizational Behavior** | Marks: **50** | Credit: **02** |

**Rationale:**

This course is designed to deliver the concepts of organizational behavior, models of organizational behavior, motivation theories and process of conflict, negotiation and leadership under different conditions from the point of psychological perspective. Organizational behavior scientifically tries to understand the employee behavior within the organization and tries to control, improve, and develop it.

**Course Objectives:**

From the course , students should be able to:

* Understand the models of organizational behavior.
* Describe the meaning of perception and factors influencing perception, rational decision making process.
* Describe the theories of employee motivation.
* Know different types of research methods used to study motivation theories.
* Creating an ethical organizational culture and a customer responsive culture.
* Describe the meaning of leadership, approaches to the understanding of leadership.

**Intended Learning Outcomes(ILOs):**

1. Students should have clear understanding about definition of organizational behavior, motivation, organizational change and organizational culture.
2. Students will be able to know rational decision making process.
3. Students will be able to know about theories of employee motivation.
4. Student should have understanding about the process of conflict, negotiation and group behavior.
5. Student should have understanding about how to reduce conflict in organization.
6. Student should have understanding about how to overcoming resistance to change in organization.
7. Student should have understanding about effectiveness of organizational development.

**Course Content**

1. **Introduction:** Meaning of Organization Behavior (OB), Contributing Fields of OB, Approaches to OB, Benefits of OB, Elements of OB, Challenges and Opportunities of OB. *Models of OB:* Theory X and Theory Y, Autocratic Model, Custodial Model, Supportive Model, Collegial Model, System Model, Individual Level Variables.
2. **Perception and Individual Decision Making:** Meaning of Perception, Factors Influencing Perception­, Shortcuts Assist in or Distort Judgment, Rational Decision Making Process, Factors Influencing Ethical Decision Making Behavior.
3. **Theories of Employee Motivation:** Definition of Motivation, Need Theories, Reinforcement Theory, Expectancy Theory, Self-efficacy Theory, Justice Theories, Goal-Setting Theory, Control Theory, Action Theory.
4. **Leadership and Power in Organization:** Sources of Influence and Power, Abuse of Supervisory Power, Meaning of Leadership, Managerial Grid, Approaches to the Understanding of Leadership- Trait Approach, Leader Behavior Approach, Contingency Theory, Path-Goal Theory, Leader-Member Exchange (LMX) Theory, Transformational Leadership Theory, Vroom-Yetton Model.
5. **Conflict, Negotiation and Group Behavior:** Definition of Conflict, Views of Conflict, Functional and Dysfunctional Conflict, Stages or Process of Conflict, Definition of Negotiation, Negotiation Process, Meaning of Groups, Classification of Groups, Reasons for Joining Groups, Stages of Group Development, Group Decision Making Techniques. Meaning of Intergroup Behavior, Methods of Managing Intergroup Relations.
6. **Organizational Culture:** Meaning of Organizational Culture, Characteristics of Organization Culture, Types of Organization Culture/ Do Organizations Have Uniform Cultures? Functions of Organization Cultures, How Employees Learn Culture? Creating an Ethical Organizational Culture, Creating a Customer Responsive Culture.

**References:**

Blum, M L & Naylor, J C (2005). *Industrial Psychology*, 9th edition, McGraw Hill, New York.

Chapanis, A (1996). *Human Factors in System Engineering.* John Wiley and Sons Inc., UK

Feldman, A (2005).*Organizational Behavior*, International edition, McGraw Hill, New York.

Gibson, J L and Ivancevich, J M (1997). *Organizations.* Irwin McGraw Hill, New York.

Gordon, J R (1999). *Organizational Behavior.* Prentice-Hall, Inc., New Jersey 07458, USA

Kreitner, R and Kinicki, A (2008). *Organizational Behavior*, International Edition. McGraw Hill, New York.

Landy, F J & Conte, J M (2005). *Work in the 21st Century*: an Introduction to Industrial and Organizational Psychology, McGraw Hill, New York.

Moorhead, G and Griffin (2008). *Organizational Behavior- Managing People and Organizations*, 6th Edition. McGraw Hill, New York.

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Schultz, D & Schultz, S E (2004). *Psychology & Work Today*, 8th edition, Pearson Education, Inc, Singapore.

Slocum, H and Woodman, A (2008). *Organizational Behavior*, 8th Edition. McGraw Hill, New York.

Spector, E P (2006). *Industrial and Organizational Psychology*, 4th edition, John Wiley &

Sons, Inc, USA.

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| Course No: **PSY 406** | Course Title:  **Clinical Psychology** | Marks: **100** | Credit: **04** |

**Rationale:**

This course will help the learners to know the basic functions of a clinical psychologist in mental health settings, to know how do clinical psychologists assess a particular disorder, and how do they apply a therapy to clients.

**Course objectives**

This curriculum shall enable the learners:

* to provide students with an introduction to the science and profession of clinical psychology
* to provide students with an understanding of emerging clinical psychology, the diverse activities in which clinical psychologists are engaged, the education and training required to become a clinical psychologist
* to know different types research methods used in clinical research
* introduce different methods of assessment, and different approaches to the practice of therapy in clinical psychology

**Intended learning outcomes (ILOs)**

1. Students should have clear understanding about the nature of clinical psychology, its history, relation with other disciplines, & functions of a clinical psychologist.
2. Students will be able to know the personal issues in clinical research and different research methods used in clinical psychology.
3. Students should have knowledge about different disorders under two categories: disorders of under controlled behavior and disorders of over controlled behavior.
4. Students should have understanding about different type of addictive disorders, their diagnostics criteria, clinical symptoms, causes and treatments.
5. Students should have understanding about clinical assessment, its goals, elements, purposes, and integration of assessment data.
6. Students will be able to know the different type of assessment techniques and their uses to diagnose different disorders.
7. Students will be able to know the details of psychotherapy and its effectiveness and practices.
8. Students should have understanding about the goals & postulates of behavior therapy. They will be able to know the application of different behavior therapy techniques.
9. Students should have understanding about the nature of cognitive behavior therapy (CBT). They will also be able to know the application of different CBT techniques.
10. Students will be able to know the important psychotherapies (e.g., play, TA, family).

**Course Content**

**1. Introduction**

1.1 Definition of Clinical Psychology

1.2 Emergence of Clinical Psychology

1.3 Clinical Psychology and related disciplines: Psychiatry, Counseling Psychology, and

Psychiatric Social work

1.4. Functions of a Clinical Psychologist

**2. Research methods of clinical psychology**

2.1 Personal issues in clinical research

2.2 Foundations of design

2.2.1 Non experimental design: Correlational design (correlation and causation)

2.2.2 Experimental design: Non randomized and randomized design

2.3 Small-N design

2.3.1 Single case experimental design (AB, ABAB, Multiple baseline)

2.3.2 Systematic case study design

**3. Developmental disorder**

3.1 Under-controlled/externalizing vs. over-controlled/internalizing disorder

3.2 Disorders of under-controlled behavior (Externalizing): Hyperactivity/ADHD, Conduct 3.3 Disorders of over-controlled behavior (Internalizing): Childhood depression, Separation Anxiety disorder

**4. Psychosocial problems**

4.1 Addictive disorders and its clinical symptoms

4.2 Alcohol abuse and dependence

4.3 Drug abuse and dependence

**5. Assessment**

5.1 Definition of assessment, assessment vs. diagnosis, necessity for assessment

5.2 Basic elements of assessment

5.3 Assessment of physical organism (General physical, neurological, neuropsychological)

5.4 Psychosocial assessment (clinical observation, interviews, tests)

**6. Clinical Interview**

6.1 The interviewer

6.2 Components of the interview

6.3 Pragmatics of the interview

6.4. Types of interview

6.5 Cultural components of the interview

**7. General issues in psychotherapy**

7.1 Psychotherapy: Definition, providers, receivers

7.2 Effectiveness of psychotherapy

7.3 Which type of psychotherapy is best?

7.4 Psychotherapies practiced by clinical psychologists

**8. Behavior therapy**

8.1 Goals of behavior psychotherapy

8.2 Behavior therapy techniques based on classical conditioning

8.3 Behavior therapy techniques based on operant conditioning

8.4 Alternatives to behavior therapy

**9. Cognitive and cognitive behavior therapy**

9.1 Differences between cognitive and cognitive behavior therapy (CBT)

9.2 Goals of CBT

9.3 Ellis’s REBT: applications, significance, evaluation

9.4 Beck’s CT: applications, significance, evaluation

9.5 Recent applications of CBT

**10. Other important psychotherapies**

10.1 Group Psychotherapy (group formations, factors, role of psychotherapist)

10.2 Family therapy (structural family therapy)

10.3 Transactional analysis (game play)

10.4 Play therapy

**Suggested Readings**

1. Barker, Chris; Pistrang, Nancy; Elliot, Robert: Research methods in Clinical and

Counseling Psychology; New York: John Wiley|& s

2. Lindsay, S.J.E. & Powell, G.E.A. (1987). Handbook of Clinical Adult Psychology;

England, Gower Publishing Co.

3. Sundberg, N.D.; Tyle, L.E.and Taplin, J.R. Clinical Psychology-Ezpanding Horizon

(Latest edition) N. Y. Hall.

4. Carson, R.C. and Butcher, J.N. & Mineka, S. Abnormal Psychology and Modern Life. Singapore/ New Delhi.

5. Davison, G.C. and Neale, L.M. Abnormal Psychology: An Experimental Clinical Approach. New York.

6. Pomerantz, A. M. Clinical Psychology: Science, Practice, and Culture. Sage Publications.

**●** Latest edition is to be followed and list of updated references and reading materials will be supplied in the class.

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| Course No: **PSY 407** | Course Title:  **Cognitive Psychology** | Marks: **100** | Credit: **04** |

**Rationale:**

The course of cognitive psychology provides an in-depth exploration of human cognition and overview of information processing of the mind. So, this course will help the learners to improve quality of mental life (e.g., improve study habits, enhanced memory, better decision making) as well as understand the cognitive principles that underlie these improvements.

**Course Objectives:**

From the course, students should be able to:

* Understand the diverse field of cognitive psychology;
* Demonstrate knowledge and understanding of well established theories in cognitive psychology, as well as an appreciation for the complexity of cognitive processes;
* Acquire an understanding of research methods in cognitive psychology and the ability to critically evaluate research in this area;
* Explain how humans actively process information in terms of attention and consciousness
* Understand and describe the basic concepts and phenomena of memory research and theory
* apply diagnostic criteria and case formulations to the assessment, diagnosis and treatment of major mental disorders

**Intended Learning Outcomes (ILOs):**

1. Students should have clear understanding about definition, normal and abnormal behavior, ICD, DSM and historical views of abnormal behavior.
2. Students will be able to know about causal factors of abnormal behavior.
3. Students will be able to classify, diagnose and know treatments of various mental disorders.
4. Students should have understanding about methods of studying abnormal behavior.
5. Students should have understanding about stress, coping strategies and adjustment disorder.
6. Students should have understanding about generalized anxiety disorder, phobia, obsessive compulsive disorder and post traumatic stress disorder.
7. Students should have understanding about types, etiology and treatment of somatoform

disorders.

1. Students should have understanding about etiology and treatment of mood disorder.
2. Students should have understanding about types, etiology and treatment of schizophrenia.
3. Students should have understanding about types, causal factors and treatment of personality disorder, antisocial personality disorder and psychopath.

**Course Content**

**1. Introduction**

* 1. Definition
  2. Information processing approach
  3. The growth of Cognitive Psychology
  4. Research methods in Cognitive Psychology

**2. Pattern recognition**

* 1. Describing patterns
  2. Information processing stages
  3. Face Recognition

**3. Attention**

* 1. Function of Attention
     1. Selective Attention
     2. Broadbent’s Filter Model
     3. Treisman’s Attenuation Model
     4. The Deutsch-Norman Memory Selection Model
  2. Divided Attention
     1. Capacity theories
     2. Divided Attention in Everyday Life
  3. Factors That Influence Our Ability to Pay Attention
  4. Automatic Process

**4. Short Term Working Memory**

* 1. The Components of Working Memory
  2. Neuroscience and Working Memory
  3. Measuring Working Memory
  4. Intelligence and Working Memory

**5. Long Term Memory**

* 1. Atkinson- Shiffrin Model
  2. Control Processes
  3. The Constructive Nature of Memory
     1. Autobiographical Memory
     2. Memory Distortions
     3. The Eyewitness Testimony Paradigm

**6. Memory Codes**

* 1. The Levels-of-Processing Model
  2. Supporting Evidence of the Levels of processing Theory
  3. Criticisms and Modifications of the Theory
  4. Encoding Specificity and Retrieval

**7. Mental Representation and Organizational of Knowledge**

* 1. Visual Imagery
     1. Principles of Visual Imagery
     2. Memory for Pictures
     3. Pictures in Your Mind: Mental Imagery
     4. Dual-Code Theory: Images and Symbols
  2. Evidence for Image in Performing Cognitive Tasks

**8. Concepts and Categories**

* 1. Categorizing Novel Patterns
     1. Feature-Based Categories: A Defining View
     2. Prototype Theory: A Characteristic View
     3. Theory-Based View of Categorization

**References:**

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Stephen K. Reed (2007). Theory and Applications, 7th ed., Thompson: Wordsworth. USA.

Michael W. Eysenck and Mark Keane (2005). Cognitive Psychology A Student’s Handbook, 4th ed., Psychology Press Ltd, New York, USA.

Reynolds, A.G. and Flagg, P .W. (1983): Cognitive Psychology: Little, Brown and Company.

Dodd, D.H. (1980), Cognition. Allyn & Becon, Inc.

Mayer R.E. (1981). The promise of Cognitive Psychology W.H. Freeman and Company, Reed.

Cohen, G. (1977). The Psychology of Cognition: Academic Press. Inc.

|  |  |  |  |
| --- | --- | --- | --- |
| Course No: **PSY 408** | Course Title:  **Positive Psychology** | Marks: **100** | Credit: **04** |

**Rationale:**

Positive psychology focuses on the individuals emotion and cognitive strengths and competences. Thinking positively helps people meet their goals and keeps them healthy, happy, and able to effectively cope with the negative events that occur to them. This course aims to provide students with an introduction to the core ideas on happiness, well-being and human flourishing as well as acquainting them with the growing body of research evidence on creating, maintaining and developing positive individuals, relationships, organizations and communities.

**Course Objectives:**

At the end of this course, the students should be able to:

* understand the basic assumptions, principles and concepts of positive psychology.
* investigate positive psychology phenomena in real life.
* critically evaluate positive psychology theory and research.
* apply positive psychology approaches in daily living.
* learn about the important role of social, cognitive and emotional factors in influencing the well being of our lives.
* maintain higher levels of positive emotions, vitality, hope, self-esteem, optimism and life satisfaction.
* experience fewer symptoms of depression, anxiety and negative affect.
* understand the important role of positive emotions and happiness in responding to stress.
* understand the factors that increase, and do not increase, happiness.
* understand the impact of positive education for academic success and well-being

**Intended Learning Outcomes (ILOs):**

From the course, students able to:

1. Understand why mind and body flourish together
2. Learn inspiring new developments in the field of Positive Psychology
3. Understand how skills of well-being can be learned and taught
4. Understand the scientific foundations of Positive Psychology
5. Choose goals that support their personal well-being
6. Understand why it's important to cultivate a healthy emotional life
7. Understand the Broaden-and-Build Theory of Positive Interventions
8. Use strategies for classifying character strengths and virtues

**Course Contents**

**Part-A. Foundations of Positive Psychology**

1. **Positive Psychology Introduction**

1.1 Positive Psychology: Toward a Balanced, Empirical Understanding of Well-being

* 1. What Do We Mean by the "Positive" in Positive Psychology?
  2. Seeds of Flourishing: The Personal in Parallel with a Developing New Field
  3. How Do People Explain Bad Events? Risk Factors and Protective Factors for Depression
  4. Health is a Skill: Learned Optimism
  5. Laying the Foundation: Defining, Measuring, and Testing Happiness and Flourishing
  6. Building Blocks: PERMA: Defining Wellbeing

1. **The Skills of Well-being Can Be Learned, Taught, and Transformative**
   1. Building Skills to Flourish
   2. Teaching Skills for Wellbeing Proactively Can Prevent Anxiety and Depression in Children
   3. The Science of Grit and a New Understanding: How to Foster Flourishing in Schools
   4. Transcending Curriculum to Transform Culture in Schools
   5. From Whole Schools to Whole Communities
   6. Whole Force Resilience
   7. Positive Education
      1. Teaching Academic Success and Well-Being
      2. Taking It to Scale
      3. Replicating Success Worldwide
   8. Drawn By the Future: A Revolution in Psychology
   9. Positive Health: Mind and Body Flourish Together
   10. New Directions in Mental and Physical Health
   11. Positive Aging: Creativity and Strengths Throughout Life
   12. Relativity and Imagination
2. **Future Directions in Positive Psychology**
   1. The Future of Positive Psychology: Key Topics
   2. Constructive Journalism
   3. Positive Psychology and Spiritual Experience
   4. World Well-Being and Big Data

**Part-B. Positive Psychology: Applications and Interventions**

1. **Exploring Positive Emotions**
2. **Understanding and Cultivating a Healthy Emotional Life**
   1. Revisit Reversible Cape
   2. Are Positive Emotions Always Positive?
   3. Emotional Intelligence
   4. Savoring, Part 1, 2,3
3. **Identifying and Using Character Strengths**
   1. Introduction to Character Strengths and Virtues
   2. VIA Classifications of Character Strengths and Virtues
   3. Signature Strengths
   4. Using Signature Strengths
   5. Strengths at Work, Home, and Play
   6. Strengths in Romantic Relationships
4. **Setting and Achieving Goals**
   1. Introduction
   2. Choosing Life Goals
   3. Choosing Goals to Support Well-Being
   4. Following Through on the Goals We Choose

**References**

George W. Burns , G.W. (2010) Happiness, Healing, Enhancement Your Casebook Collection for Applying Positive Psychology in Therapy, John Wiley&Sons, Inc., Hoboken, New Jersey.

Hefferon, K.&Boniwell, I.(2011). Positive Psychology: Theory, Research and Applications, New York: McGraw-Hill.

Linley, P. A., & Joseph, S. (Eds.), (2004). Positive psychology in practice. Hoboken, NJ: Wiley.

Lopez, S. J., & Snyder, C. R. (Eds.), (2009). Oxford handbook of positive psychology (2nd ed.).New York: Oxford University Press.

Lyubomirsky, S. (2007). The how of happiness. New York: Penguin Press

Lopez, S.J., Pedrotti, J.T. & Snyder, C.R. (2006). Positive Psychology : The Scientific and Practical Explorations of human strength’s, (4th ed). Los Angeles : SAGA publication Inc.

**Practical Courses**

|  |  |  |  |
| --- | --- | --- | --- |
| Course No: **PSY 409** | Course Title:  **Psychological Test** | Marks: **100** | Credit: **04** |

|  |  |
| --- | --- |
| Sl no | Name of Experiment/ Test |
| 1 | Meier Art Judgment Test (MAJT) |
| 2 | Bohem Test of Basic Concept (BTBC) |
| 3 | Different Aptitude Test (DAT) |
| 4 | Koh’s Block Design Test (KBDT) |

|  |  |  |  |
| --- | --- | --- | --- |
| Course No: **PSY 410** | Course Title:  **Psychological Experiment** | Marks: **50** | Credit: **02** |

|  |  |
| --- | --- |
| Sl no | Name of Experiment/ Test |
| 1 | Mobilization on prior recall |
| 2 | Stoop effect |
| 3 | Encoding by images |
| 4 | Whole vs. partial Learning |
| 5 | Halo effect and physical Attractiveness |

|  |  |  |  |
| --- | --- | --- | --- |
| Course No: **PSY 411** | Course Title:  **Research project** | Marks: **100** | Credit: **04** |
| Research project will be supervised by concerned Examination committee or teacher. | | | |

**Sessional**

|  |  |  |  |
| --- | --- | --- | --- |
| Course No: **PSY 412** | Course Title:  **Sessional** | Marks: **100** | Credit: **04** |
| (Tutorial=70, Field Study =20, Attendance=10) | | | |

**Viva-voce**

|  |  |  |  |
| --- | --- | --- | --- |
| Course No: **PSY 413** | Course Title:  **Viva-voce** | Marks: **50** | Credit: **02** |
| There will be viva-voce examination after the completion of theoretical, practical and project examinations. | | | |

## Curriculum for Masters of Science (M.S.)

# Ordinance for the degree of Master of Science (ms)

The Degree of Master of Science will be awarded by the University of Chittagong under the provision of this ordinance will be called M.S. and it will be a specialized degree of the subject.

## Master of Science (MS) in Psychology

The Degree of Master of Science in Psychology shall be completed over a period of one academic year. The Degree of Master of Sciences will be called M.S. in Psychology and it will be a specialized degree. The results of the degree will be published in grading system. The qualification for admission to the M. S. in Psychology programme is four-year B. Sc. Honours degree in Psychology from this university. The total marks of the courses shall be 600, equivalent to 24 credits.

There shall be two groups: General Group and thesis Group. The students securing CGPA 3.60 and above in 4 years Honours courses allowed for thesis works as per decision of the academic committee.

## Eligibility to Appear At the Examination

For a student to be eligible to appear at the Examination, he/she shall be required to attend not less than 70% classes on an average. The Academic Committee of the Department may recommend marginal cases of shortage of attendance (not below 50%) only on special ground to be supported by documentary evidences; but the student in this circumstances has to pay the requisite non-collegiate fees as per University rules. Class attendance marks-10 will be allocated in sessional marks.

Distribution of marks for attendance in theoretical classes will be as follows:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Attendance** | **Marks** | **Attendance** | **Marks** | **Attendance** | **Marks** |
| 96% and higher | 10 | 81-85% | 7 | 66-70% | 4 |
| 91-95% | 9 | 76-80% | 6 | 60-65% | 3 |
| 86-90% | 8 | 71-75% | 5 | Less than 60% | 0 |

## Duration & Schedule of Examination

Examination shall be held at the end of academic year on date to be scheduled by the academic committee of the Department. Examinations shall be held at the end of academic year as per academic calendar. The duration of Examinations shall be followed as-

|  |  |  |
| --- | --- | --- |
| **Marks** | **Credits** | **Duration of Examination for theory Courses (Hours)** |
| 25 | 1 | 2 Hours |
| 50 | 2 | 3 Hours |
| 75 | 3 | 4 Hours |
| 100 | 4 | 4 Hours |

## Grading System

Letter grading and grade points: Letter grades and corresponding grade points shall be awarded as follows-

|  |  |  |
| --- | --- | --- |
| **Numerical Grade** | **Letter Grade** | **Grade Point** |
| 80 % and above | A+ | 4.00 |
| 75 % to less than 80% | A | 3.75 |
| 70 % to less than 75% | A- | 3.50 |
| 65 % to less than 70% | B+ | 3.25 |
| 60% to less than 65% | B | 3.00 |
| 55 % to less than 60% | B- | 2.75 |
| 50% to less than 55% | C+ | 2.50 |
| 45% to less than 50% | C | 2.25 |
| 40 to less than 45 % | D | 2.00 |
| Less than 40% | F | 0.00 |
| Incomplete or Absent | X | X |

## Pass Marks

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course marks** | 100 | 75 | 50 | 25 |
| **Pass marks** | 40 | 30 | 20 | 10 |

## Degree Requirements

For the degree, a student shall require to fulfil the following conditions:

* A student must earn a minimum of 2.25, failing which s/he shall be declared failed in the program.
* A regular student must earn a minimum GP 2.00 at the thesis/project and thesis/project viva-voce examination separately, failing which s/he shall be declared failed in the program.
* A regular student must earn a minimum GP 2.00 at the sessional and viva-voce examination together, failing which s/he shall be declared failed in the program.
* A student earning GPA 4.00 shall be awarded M.S. with Distinction and citation so made in the academic transcript.

## Failed Student

If a student fails to earn required GPA, s/he will be treated as failed. The failed student shall be allowed to appear in the failed course/s with the batch that immediately follows as an irregular candidate, failing which s/he shall be dropped out of the program

## Improvement of Grades

A student earning C, D & F grade in any course can/may improve the grade by appearing at the examination of the immediate next batch. If fails to improve his/her grade (s) his/her previous grade of the same will remain valid.

A student shall be allowed to improve his/her grade of a particular course once only.

No improvement shall be allowed in the class test and home assignment grades/project/practical/viva-voce/sessional/tutorial/field works grades earned.

For improvement of his/her grade in a particular course the student shall apply to the Chairman of the Department at least 4 weeks before the start of the next final examination.

\*Readmitted student shall not be allowed to improve results under any consideration

**\*\*Any change or modification of ordinance by legal authority will be included in due time.**

**Vision, Mission, Course objectives, Teaching and Assessment strategy of the MS program**

**Vision of the MS program**

To advance the creation and application of psychological knowledge through practicing the advanced and applied psychological courses that improves the quality, well-being and success of life within the national or international community.

**Mission of the MS program**

To achieve the psychological knowledge in applied field through studied advanced psychological courses.

**MS Course objectives**

MS in Psychology program prepares students for careers in such areas as human resources, training management, organization and personal development, in which they can apply in a wide variety of organizational settings. It is also designed to enhance the careers of professionals who work in these areas by teaching them to apply Psychology issues that develop in their field of activity. Also the students will acquire practical experience applying their knowledge as interns in different areas during this period. This program ensures the students in all areas are well trained in methodology and ethics appropriate for their effective functioning as researchers and professionals. This program prepares students for careers as doctoral-level Psychologists in different fields.

**Teaching strategy:**

Lecture: The way of instructing student is by lecturing. Teachers can use different teaching aids (student presentation, open group discussion) to make classes understandable and lively.

**Assessment strategy:**

1. Interim assessment: At least two assessment (tutorial/presentation/assignment) in each course (date and topic will be scheduled and announced by the course teachers).
2. Final Examination: Will be conducted as scheduled by the controller of examination of CU on full course content. Students will have to answer at least FIVE out of EIGHT questions.

**Course outline of the Masters of Science (M.S.) Program (2019-2020 and 2020-2021)**

|  |  |  |
| --- | --- | --- |
| **Group A (General)** | | |
| **Unit/s** | **Credits** | **Marks** |
| Theory | 12 | 300 |
| Practical  (Project and Internship) | 08 | 200 |
| Sessional | 02 | 50 |
| Viva-voce | 02 | 50 |
| Total | 24 | 600 |

|  |  |  |
| --- | --- | --- |
| **Group B (Thesis)** | | |
| **Unit/s** | **Credits** | **Marks** |
| Theory | 12 | 300 |
| Thesis | 06 | 150 |
| Sessional | 02 | 50 |
| Viva-voce | 02 | 50 |
| Thesis Viva-voce | 02 | 50 |
| Total | 24 | 600 |

**Group A (General)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Code** | **Course Title** | **Credits** | **Marks** |
| **PSY-501** | Advanced Physiological Psychology | 02 | 50 |
| **PSY-502** | Cross-Cultural Psychology | 02 | 50 |
| **PSY-503** | Advanced Psychology of Perception | 02 | 50 |
| **PSY-504** | Motivation | 02 | 50 |
| **PSY-505** [Any one of the following courses (PSY-505.1 to PSY-505.8) may be chosen] | | | |
| PSY-505.1 | Clinical Psychology and Practice | 04 | 100 |
| PSY-505.2 | Organizational Behavior and Management Psychology | 04 | 100 |
| PSY-505.3 | Advanced Social Psychology | 04 | 100 |
| PSY-505.4 | Applied Child and Adolescent Development | 04 | 100 |
| PSY-505.5 | Advanced Educational Psychology | 04 | 100 |
| PSY-505.6 | Counseling and Psychotherapy | 04 | 100 |
| PSY-505.7 | Environmental Psychology | 04 | 100 |
| PSY-505.8 | Sports Psychology | 04 | 100 |
| **PSY-506** | Project (Project Report=80, Presentation = 40, Class Performance=30) | 06 | 150 |
| **PSY-507** | Internship (Field Evaluation=40,  Class Performance=10) | 02 | 50 |
| **PSY-508** | Sessional (Tutorial=20, Study Tour=20,  Class Attendance=10) | 02 | 50 |
| **PSY-509** | Viva-voce | 02 | 50 |

**Group B (Thesis)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Code** | **Course Title** | **Credit** | **Marks** |
| **PSY-501** | Advanced Physiological Psychology | 02 | 50 |
| **PSY-502** | Cross-Cultural Psychology | 02 | 50 |
| **PSY-503** | Advanced Psychology of Perception | 02 | 50 |
| **PSY-504** | Motivation | 02 | 50 |
| **PSY-505** [Any one of the following courses (PSY-505.1 to PSY-505.8) may be chosen] | | | |
| PSY-505.1 | Clinical Psychology and Practice | 04 | 100 |
| PSY-505.2 | Organizational Behavior and Management Psychology | 04 | 100 |
| PSY-505.3 | Advanced Social Psychology | 04 | 100 |
| PSY-505.4 | Applied Child and Adolescent Development | 04 | 100 |
| PSY-505.5 | Advanced Educational Psychology and Guidance | 04 | 100 |
| PSY-505.6 | Counseling and Psychotherapy | 04 | 100 |
| PSY-505.7 | Environmental Psychology | 04 | 100 |
| PSY-505.8 | Sports Psychology | 04 | 100 |
| **PSY-506** | Thesis (Thesis Evaluation=120,  Research Performance=30) | 06 | 150 |
| **PSY-507** | Thesis Viva-voce | 02 | 50 |
| **PSY-508** | Sessional (Tutorial=20, Study Tour=20,  Class Attendance=10) | 02 | 50 |
| **PSY-509** | Viva-voce | 02 | 50 |

**Detail course profile of the Masters of Science (M.S.) Program (2019-2020 and 2020-2021)**

|  |  |  |  |
| --- | --- | --- | --- |
| Course No: **PSY 501** | Course Title: **Advanced Physiological Psychology** | Marks: **50** | Credit: **02** |

**Rationale:**

This course is a general presentation of physiological psychology. It provides introductory information on the different physiological systems involved in behavior and cognition and will allow the student to understand the basic processes and applications of the physiology and biological basis of normal and abnormal behavior.

**Course Objectives:**

From the course, students should be able to:

* Gain an understanding of the different cells that make up the central nervous system and how “communication” occurs within a neuron and between neurons.
* Gain knowledge about the visual system and understand how stimuli are detected by specialized receptors and sensory information is coded in the brain.

* Learn the physiological mechanisms of sleep and become familiar with some sleep disorders.
* Understand the synaptic events and neural systems that are involved in learning and memory.
* Understand the emotion and major part of associated with it.
* Learn physiological mechanism of psychiatric disease, neurodegenerative disease, and drugs of abuse.

**Intended Learning Outcomes (ILOs):**

1. Analyze the study of physiological psychology from historical beginnings to current understandings in the field. Relate these discoveries across a timeline of events to detail physiological understanding of the human brain.
2. Discuss and describe the structures, regions, and functions of the human brain and associated sensory systems.
3. Compare and contrast the data and hypotheses about the functions of sleep and normal sleep stages as well as how sleep can be altered abnormally by variables such as sleep deprivation, change in circadian rhythms, effects of exercise and mental activity, and sleep disorders.
4. Compare and contrast the components of emotion and describe the main theories that have been used to explain emotion and the functions, structures, and main regions of the brain essential to emotion expression, as well as any cultural differences in expression.
5. Analyze research on etiological and psychopharmacological findings related to Autistic spectrum disorders, Anxiety Disorders, Schizophrenia, Autistic disorder, Dementia, Major Depressive Disorder, Bipolar Disorder, and addictions.
6. **Introduction**
   1. Definition
   2. Subject matter & Scope
   3. Methods of Physiological Psychology
7. **Vision**
   1. The visual system, eye, physiology of retina
   2. Central visual system
   3. Visual perception: Light adaptation, dark adaptation, color vision
8. **Sleep** 
   1. A physiological and behavioral description
   2. Why do we sleep
   3. Disorders of sleep
   4. Physiological mechanism of sleep & waking
9. **Learning and Memory**
   1. Nature of learning
   2. Perceptual learning: Visual learning, Auditory learning, Modeling the Brains ability to learn
   3. S-R Learning: Classical Conditioning, Instrumental Conditioning
10. **Emotion** 
    1. Emotion as response patterns: Neutral Control of Emotional Response patterns, Perception of stimuli emotional response
    2. Expression and recognition of emotions: Facial Expression of emotions, Neural basis of communications of emotions- studies with normal subjects, Neural basis of communication of emotions- studies of people with brain damage
11. **Physiology of Mental Disorders**
    1. Schizophrenia
    2. Major affective disorder
    3. Dementia
    4. Autistic Disorder
    5. Addiction

**References:**

Carlson, N.R. (2013). Physiology of Behavior. New Jersey: Pearson.

Kalat, J. W. (2007). Biological Psychology. Newyork: Thomson Learning Inc.

Pinel, J. P.J. (2004). Biopsychology, 4th Edition Allyn and Bacor, U.S.A

|  |  |  |  |
| --- | --- | --- | --- |
| Course No: **PSY 502** | Course Title: **Cross-Cultural Psychology** | Marks: **50** | Credit: **02** |

**Rationale:**

Cross-cultural Psychology explores the role of culture in human thought and behavior. As human behavior is strongly influenced by cultural differences, psychological theories and phenomenon will be more meaningful and generalized when viewed within the sociocultural context in which they occurs. This course will help the learners to understand the similarities and differences of human behavior in various cultural contexts and will lead to appreciation of other cultures, lessening the effects of discrimination and prejudice.

**Course Objectives:**

At the end of this course, the students should be able to:

* know the basic cross-cultural terms and their varieties from different approaches.
* gather knowledge about different research methods in cross-cultural psychology.
* recognize the similarities and differences in behavior across cultures.
* aware of cultural transmission and changes.
* understand the influence of culture on perception, emotion and motivation.

**Intended Learning Outcomes (ILOs):**

After completing the course students are expected to be able to:

1. identify the meaning and basic terms of cross-cultural psychology.
2. understand some basic concepts of research methods and design used in cross-cultural psychology.
3. gain knowledge about the major approaches and orientations in the field of cross- cultural psychology.
4. understand the universal processes of cultural transmission, acculturation and human development.
5. identify the cultural effect on human perception and emotion.

**Course Content**

**1. Introduction to Cross-Cultural Psychology**

1.1 What is cross cultural psychology?

1.2 Basic terms: culture, race and ethnicity

1.3 A brief history of cross-cultural psychology

1.4 Goals of cross-cultural psychology

1.5 Relationships with other disciplines

**2. Research Methods in Cross-Cultural Psychology**

2.1 Goals of cross-cultural research

2.2 Major steps for preparation of across-cultural study

2.3 Methods in cross-cultural research

2.3.1 Observation

2.3.2 Survey method

2.3.3 Experimental studies

2.3.4 Content analysis

2.4 Some issues related to research in cross-cultural psychology

**3. Cultural Traditionalism, Approaches,** **Orientations and** **Dimensions**

3.1 Traditional and non-traditional cultures

3.2 Cultural approaches

3.2.1 Evolutionary approach

3.2.2 Sociological approach

3.2.3 Eco-cultural approach

3.2.4 The cultural mixtures approach

3.3 Orientations to cross-cultural psychology: absolutism, relativism, and …………….universalism

3.4 Hofstede’s cultural dimensions

**4. Cultural Transmission, Acculturation and Human Development**

4.1 Cultural transmission, enculturation and socialization

4.2 Acculturation: group and individual level

4.3 Culture and human development

4.4 Cultural influence on childcare and parenting

**5. Influence of Culture on Perception and Emotion**

5.1 How culture influences what we perceive?

5.2 Cultural significance of dreams

5.3 Differences in emotional experience

5.4 Differences in emotional expression

**References:**

1. Berry, J. B., Poortinga, Y. H., Segall, M. H., & Dasen, P. R. Cross-Cultural Psychology: Research and Applications. 2nd edition. Cambridge University Press.

2. Shiraev, E. B. and Levy, D. A. Cross-Cultural Psychology: Critical Thinking and Contemporary Applications. 4th edition. Pearson Publishing Inc. Boston, MA 02116.

|  |  |  |  |
| --- | --- | --- | --- |
| **PSY-503: Qualitative Research in Psychology** | **Marks: 50** | **Credit Hour: 02** | **Lecture No. 30** |
| **Rationale:**  The importance of the qualitative research in Psychology has increased than what was in the past. Psychologists are using qualitative research more to form new theories for explaining human behavior, for in-depth understanding human behavior, etc. This course is designed to understand the importance of qualitative research in psychology and how to carry out a qualitative study. | | | |
| **Course Objectives:**  From this course, students should be able to:   * know about the importance of qualitative research in Psychology; * differentiate between qualitative and qualitative research methods; * know about the basic features of qualitative research; * understand about five basic approaches of qualitative research; * know about data collection methods in qualitative research; and * write a qualitative research report. | | | |
| **Intended Learning Outcomes (ILOs):**   1. Students will clearly understand the characteristics of qualitative research; 2. Students will know the theoretical base of qualitative research; 3. Students will able to collect qualitative data; 4. Students will able to analyze qualitative data; 5. Students will able to communicate qualitative research efficiently. | | | |

Chapter 1: **Qualitative Research in Psychology**

1.1 What is qualitative research?

1.2 The Relevance of Qualitative Research

1.3 History of Qualitative Research in Psychology

1.4 Relations of Qualitative and Quantitative Research

1.5 Linking Qualitative and Quantitative Research (Design, Data, Results)

Chapter 2: **Designing a Qualitative Study**

2.1 The Characteristics of Qualitative Research

2.2 When to Use Qualitative Research

2.3 The Process of Designing a Qualitative Study

2.4 The General Structure of a Plan or Proposal

Chapter 3: **Qualitative Research Approaches**

3.1 Narrative Research

3.2 Phenomenological Research

3.3 Grounded Theory Research

3.4 Ethnographic Research

3.5 Case Study Research

3.6 The Five Approaches Compared

Chapter 4: **Qualitative Data Collection**

4.1 The Data Collection Circle

4.2 The Site or Individual

4.3 Purposeful Sampling Strategy

4.4 Forms of Data

4.4.1 Interviewing

4.4.2 Observing

4.5 Recording Procedures

4.6 Field Issues

4.6.1 Access to the Organization

4.6.2 Observations

4.6.3 Interviews

4.6.4 Documents and Audiovisual Materials

4.6.5 Ethical Issues

Chapter 5 **Qualitative Data Analysis and Representation**

5.1 Data transcription

5.2 Thematic analysis

5.3 Grounded theory Analysis

5.4 Interpretative phenomenological analysis

5.5 Narrative analysis

5.6 Discourse analysis

5.7 Comparing the data analysis of Five Approaches

Chapter 6: **Writing a Qualitative Report**

6.1 Is a qualitative research report different?

6.2 Characteristics of a good qualitative report

6.3The structure of a qualitative report

6.4 The qualitative report in detail

**References**

1. Creswell, J. W., & Poth, C. N. (2017). Qualitative Inquiry and Research Design: Choosing among Five Approaches (4th edition). Thousand Oaks, California: Sage Publications.

2. Flick, U. (2014). An Introduction to Qualitative Research (5th edition). Thousand Oaks, California: Sage Publications.

3. Howitt, D. (2019). Introduction to Qualitative Methods in Psychology: Putting Theory into Practice (4th edition). Harlow, UK: Pearson Education Limited.

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| --- | --- | --- | --- |
| **Course: PSY504 NEUROPSYCHOLOGY** | **Marks: 50** | **Credit Hour: 03** | **Lecture No. 30** |
| **Rationale:**  This course is designed to provide learners the nature and purpose of neuropsychology, it is the study of the relationship between behavior,emotion and cognition on the one hand,and the brain function on the other. | | | |
| **Course Objectives:**  From the course, students should be able to:   * know the importance and scope of neuropsychology * know the role of memory. * describe the specific function of the central nervous system. * Know different types of learning disorder. * Understand the process of language production asnd comprehension. | | | |
| **Intended Learning Outcomes (ILOs):**   1. Students should have clear understanding about definition of neuropsychology. 2. Students will be able to study how the physical make up of the human brain and central nervous system affects cognitive function. 3. Students should have understanding about role of memory to explain behavior. 4. Students should have understanding about exceptional memory and neuropsychology. 5. Students should have clear understanding about language structure, properties and process which involved in language production and comprehension 6. Students will be able to understand the neuropsychology and intelligence. 7. Students should have understanding about learning disorder and its assessment. 8. Students should have clear understanding about cognitive rehabilitation with brain damaged patients. | | | |
| **Course content**   1. **Introduction**    1. What is Neuropsychology?    2. Importance and Scope of Neuropsychology.    3. Imaging the Brain’s activity. 2. **Memory and the Brain**    1. Amnesia    2. Varities of amnesia    3. Explicit and Implicit memory.    4. Exceptional memory and neuropsychology 3. **Language Comprehension and Production**    1. Properties of Language    2. Language Structure    3. The localization of Language    4. Processes involved in language comprehension    5. Stages of language production    6. Language and thought 4. **Cognition in the Brain**    1. Morphology of central nervous system.    2. Hemispheric Lateralization of functions.    3. Specific function of the cerebral lobes.    4. Neuropsychology and intelligence 5. **Neuropsychology of Learning Disorder(LD)**    1. LD definition    2. LD etiology    3. Taxonomy    4. Assessment of learning disorder 6. **Cognitive rehabilitation with brain damaged patients**   6.1 Recovery of functioning in acquired injuries   * 1. Approaches to rehabilitation   2. Specific areas for rehabilitation   3. Outcome for rehabilitation   Readings   1. Kolb, B., & Whishaw, I. Q. (2015)  *Fundamentals of Human Neuropsychology (7th Ed).* Worth publishers. | | | |

**PSY-505.1: Clinical Psychology and Practice**

**Credit-4, Exam hour-4, Marks-100**

**Rationale:**

This course will help the learners to understand the concept of mental health and illness, to know the clinical role of psychologists as health providers, to know how psychologists assess, diagnose, and treat the psychological problems and the behavioral dysfunctions resulting from, or related to physical and mental health, to know about current controversies and cultural issues in clinical psychology.

**Course objectives**

This curriculum shall enable the learners:

* To provide students specialized knowledge, skills and insight in the area of clinical Psychology.
* To provide students breadth of knowledge of a variety of psychotherapy, theories and in-depth knowledge of one chosen theory of intervention.
* To prepare students to implement psychological interventions supported by the empirical literature.
* To prepare students for the professional field.
* To know why and how clinical psychologists do research.

**Intended learning outcomes (ILOs)**

1. . Students should have clear understanding about the values of professional consultation in mental health settings and as it is applied to specific clinical cases and functions of a clinical psychologist.
2. Students will be able to know the personal issues in clinical research and different research methods used in clinical psychology.
3. Students should have knowledge about different disorders under two categories: disorders of under controlled behavior and disorders of over controlled behavior.
4. Students should have understanding about different type of addictive disorders, their diagnostics criteria, clinical symptoms, causes and treatments.
5. Students should have understanding about clinical assessment, its goals, elements, purposes, and integration of assessment data.
6. Students will be able to know the different type of assessment techniques and their uses to diagnose different disorders.
7. Students will be able to know the details of psychotherapy and its effectiveness and practices.
8. Students should have understanding about the goals & postulates of behavior therapy. They will be able to know the application of different behavior therapy techniques.
9. Students should have understanding about the nature of cognitive behavior therapy (CBT). They will also be able to know the application of different CBT techniques.
10. Students will be able to know the important psychotherapies (e.g., play, TA, family).

**1. Introduction**

* 1. Emergence of Clinical Psychology as a well established profession
  2. Clinical Psychology and related disciplines (e.g. Psychiatry, Psychoanalysis, Counseling Psychology, Psychiatric Social Work)
  3. Functions of a clinical psychologist
  4. The clinician as a person

**2. Psychobiological systems**

**3. Conducting Research in Clinical Psychology**

* 1. Why do Clinical Psychologist do research
  2. How do Clinical Psychologist do research
  3. Ethical Issues in Research in Clinical Psychology.

4. **Developmental disorders and Psychosocial Problems**

* 1. Eating disorders e.g. Anorexia Nervosa, Bulimia Nervosa (DSM-5)
  2. Autism Spectrum Disorders (DSM-5)
  3. Addictive disorders: extreme obesity & pathological gambling.
  4. Psychosexual disorders: sexual, dysfunctions and sexual variants & deviations.

**5. Current Controversies in Clinical Psychology**

5.1 Prescription Privileges

5.2 Evidence Based Treatments/ Manualized Therapy

5.3 Payment Methods

5.4 The influence of Technology

**6. Therapy**

6.1 Cognitive Behavior Therapy

6.2 Transactional Analysis

6.3 Play Therapy

6.4 Humanistic-experiential therapies-Client Centered Therapy, Existential Therapy,

Gestalt Therapy**.**

**7. Group and Family Psychotherapy**

7.1 An interpersonal emphasis in group therapy

7.2 Practical Issues in Group Therapy

7.3 The system as the problem of Family Therapy

7.4 Family Therapy: essential concepts

7.5 Bowen’s intergenerational approach

7.6 Structural Family Therapy

**8. Cultural Issues in Clinical Psychology**

1. The rise of multiculturalism in clinical psychology
2. Cultural Competence
3. Etic versus emic perspective, tripartite model of personal identity.
4. What constitutes a culture
5. Training psychologists in cultural issues.

**9. Forensic Psychology:** Definition and History, Forensic activities of Clinical Psychologists.

**10. Community psychology**: perspectives on prevention - primary, secondary & tertiary prevention

***Readings***

Begum, Hamida A, (Ed.)(1991). Understanding the Drug Addicts: Some Psychological Studies. CPSRT, Dhaka.

Carson, R.C., and Butcher, J.N.(1992). Abnormal Psychology and Modern life. New York: Harper collins Publishers.

Dana, L.H. Foundations of Clinical Psychology, London: Nastand Co. Inc. W.

Davison. G.C. and Neale, J.M.- Abnormal Psychology. An Experimental Clinical Approach. (Latest edition.) New York: John Wiley.

Eysenck, H.J. Handbook of Abnormal Psychology. London: Pitman. John Wiley & Sons, Inc.

Lindsay, S.J.E. & Powell. G.E.A.(1987). Handbook of Clinical Adult Psychology, England. Gower Publishing Co.

Neale, G.M. Davison. G.C. and Haaga, D.A.F.(1996). Exploring Abnormal Psychology. New York:

Pomerantz, M. A. (2008), Clinical psychology: science, practice and culture, Sage Publications, Inc.

Rimm. D.C. and Masters, J. C.- Behaviour Therapy- Techniques & Emperical findings. New York:Academic Press

Sundberg. N.d. Tyley, L.E. and Taplin, J.R. Clinical Psychology-Expanding Horizons. (Latest edition.). N.Y. Hall

Wolman, B.B. (ed).Handbook of Clinical Psychology. N.Y: .McGraw Hill Book Co

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| Course No: **PSY 505.05** | Course Title:  **Advanced Educational Psychology** | Marks: **100** | Credit: **04** |

**Rationale:**

This course is formulated about learning processes, both cognitive and affective and to understand individual differences in behavior, personality, and intellect. By learning this course students will able to comprehend about testing, measurement, assessment, management, evaluation, planning, instruction, and teaching method of educational psychology.

**Course Objectives:**

From the course, students should be able to:

* Know about basic concept of Educational Psychology, focal areas, quality of a good teacher and research method.
* Understand about gender and cultural differences of students.
* Describe the educational objectives and planning.
* Realize different techniques of classroom discipline and management.
* Comprehend effective instruction or teaching and teaching methods.
* Know about individual differences, exceptional students and creativity.

**Intended Learning Outcomes (ILOs):**

1. Students should have clear understanding about definition of educational, focal areas, quality of a good teacher and research methodology.
2. Students will be able to know about gender and cultural differences of students.
3. Students will be able to comprehend about educational objectives and planning.
4. Students should have understanding about different techniques of classroom management.
5. Students should have understanding about effective teaching methods.
6. Students should have understanding about discipline and management in learning situation.
7. Students should have understanding about accommodating student’s differences.
8. Students should have understanding about characteristics of the exceptional students, learning disabilities and creativity.

**Course Content**

1. **Educational Psychology: A tool for teachers**
   1. Educational Psychology
   2. Focal areas of Educational Psychology
   3. What makes a good teacher?

1.4 A problem solving approach: Teaching as critical thinking

1.5 Research Method: Descriptive, Correlational and Experimental Research

**2. Gender and Cultural Differences in Students**

2.1 Gender differences in intelligence and personality

2.2 Sex-role development at home and school

**3. Educational Objectives and Planning**

3.1 Criteria for formulating objectives

* 1. Classifying objectives
  2. Instructional objectives
  3. Taxonomies of instructional objectives

**4. Classroom Management**

* 1. Time and learning
  2. Discipline
  3. Applied behavior analysis and classroom management
  4. Serious behavior problems and delinquency

**5. Effective Teaching /Instruction**

* 1. Characteristics of effective teacher
  2. Models of effective instruction
  3. The Lesson
  4. Direct instruction, Discussion, Humanistic education.

**6. Teaching Methods**

6.1 Preparation for Lecturing

6.2 The Introduction to the Lecturer

6.3 The Body of the Lecture

6.4 The Conclusion of the Lecturer

**7. Discipline and Management in Learning Situation**

7.1 Teacher as Manager

7.2 The Concept of Discipline

7.3 Style of Discipline

7.4 Methods and Techniques of Discipline

**8. Accommodating Students Differences**

8.1 The Problem of Students Differences

8.2 Grouping Students by Ability

8.3 Effective uses of Reading Group

8.4 Mastery Learning

8.5 Individualized Instruction

**9. Exceptional Students**

* 1. Types of exceptional students
  2. Learning Disabilities
  3. Bilingual students

**10. Creativity**

10.1 The definition of creativity

10.2 Components of creativity

10.3 The creative person

10.4 Creativity, intelligence and training

10.5 Teaching for creativity

**\*Books Recommended:**

1. Anastasi, A. (1982). Psychological Testing (5th ed.) New York: McMillan.
2. Blair G. M. Jones RS and Simpson RH (1962). Educational Psychology. (3rd ed) London: McMillan.
3. Evans, K. M. (1972). Attitudes-Interests in Educational Psychology, London, Union Brothers.
4. **Gage, N. L. and Berliner, D. C.** (1988). Educational Psychology. (4th ed). Boston, Houghton Miffin.
5. **Glover, J. A., Bruning, R. H. and Filback, R. W. (1983).** Educational Psychology Principles and Applications, Boston, Little Brown and Co.
6. **Lindgren, C. L. (1980).** Educational Psychology in the Classroom (6th ed), New York,Oxford.
7. Peters, H. J. and Farwell, G. F. (1991). Guidance: A Developmental Approach. Chicago, Rand Mcnally.
8. Richmond, W. K. (1970). The concept of Educational technology, London, Cox and Wyman.
9. Santrock. J. W. (2006). Educational Psychology (2nd ed.) ,McGraw Hill, New York.
10. **Slavin, E. R. (1991). Educational Psychology (3rd ed.), Parentice-Hall International, Inc.**

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| Course No: **PSY 505.06** | Course Title: **Counseling and Psychotherapy** | Marks: **100** | Credit: **04** |

**Rationale:**

This course will help learners to develop the skills to help people find solutions to problems and challenges in their lives and to improve their health and wellbeing.

**Course Objectives:**

From the course, students should be able to:

* understanding about guidance and counseling
* to understand ethical principles of counseling
* to understand counseling process
* to understand communication skills
* to understand different approaches and therapeutic process of counseling
* to understand carrier, group and vocational development
* to understand the marriage, couple and family counseling
* understand about stress and anger management
* understand supervision process

**Intended Learning Outcomes (ILOs):**

1. Students should have clear understanding about definition of counseling and guidance.
2. Students will be able to know about ethical and legal issues of counseling process.
3. Students will be able to know about purpose of counseling, quality of a good counselor, stages of counseling process, counseling relationships, counseling assessment, termination of counseling relationships.
4. Students should have understanding about different communication skills and non verbal skills/quality of a good counselor
5. Students will be able to know about various therapy and techniques of counseling.
6. Students will be able to know about importance of career counseling, group counseling, and scope of career counseling and theories of vocational choice.
7. Students should have understand about the process of marriage, couple and family counseling
8. Students should have understanding about the causes of stress and anger and how to manage them.
9. Students will be able to know about supervision process.
10. Students will be able to know how to deal with mental illness through therapeutic theatre.

**Course content**

**1. Introduction**

1. Concepts, Definitions and Scope of Counseling
2. Why counseling?
3. Who needs counseling?

**2. Ethics** **in Psychological Practice**

1. Ethical Principles
2. Ethical Codes and Guidelines
3. Ethical Issues and Dilemmas
4. Ethical and Legal Issues

**3. Becoming a Counselor**

1. Counseling Micro-skills
2. Being a Good Counselor
3. Personal Characteristics of Effective Counselor

**4. Skills Required in Counseling**

1. Empathy
2. Self Disclosure
3. Acceptance
4. Genuineness
5. Concreteness
6. Counseling Intervention
7. Counseling Reflection

**5. Communication Skills**

1. Active Listening
2. Verbal and Non-verbal Messages
3. Attending
4. Responding
5. Paraphrasing
6. Summarizing
7. Ask Questions

**6. Counseling Approaches**

1. Cognitive Behavioral Approach: Rational Emotive Approach, Transactional Approach, CBT
2. Humanistic Approach: Gestalt Approach.
3. Psychodrama Approach: Playback Theatre, Socio-drama, Living newspaper theatre.
4. Other Contemporary Approaches: EMDR, Electic and Integrative Counseling, Individual Psychology, Reality therapy, Feminist therapy.

**7. Intervention Areas**

1. Crisis counseling
2. Career counseling
3. Drug addiction and counseling

**8. Coping Skills and Stress Management**

1. Stress and Time Management
2. Assertiveness and Relaxation Techniques

**9. Conflict Resolution and Anger Management**

9.1 Conflict resolution

9.2 Strategies of conflict resolution

9.3 Conflict resolution skills

9.4 Conflict resolution, stress and emotions.

9.5 Anger management therapy

9.6 Strategies for anger kills.

9.7 Anger management styles: Get some excrcise.

**10. Supervision in Psychological Practice**

1. What is Counseling Supervision?
2. Who Needs Supervision?
3. Why should Psychological Counselors need to have Supervisions?
4. Goals for Supervisions

***Readings***

Blocher, D.H., Biggs, D.A. Counselling psychology in community settings. New York: Springer Publishing Co.

Burnside, I.M.(Ed.). Working with the elderly: Group Processes and techniques. North Scituate, Mass: Duxbury,

Corey, G. Theory and practice of counselling and psychotherapy. Calif: Brooks/Cole

Gottes feld, H. Abnormal Psychology: A community Mental Health Perspective. Chicago: Science Research Associates.

Heller, K., and Monahan, J. Psychology and Community Change. Ill: The Dorsey Press.

Jacob Gershoni. Psychodrama in the 21st Century- Clinical and Educational Applications.

Joffe, J.M., and Albee, G.W. (Eds.) Prevention through Political action and Social change: Primary prevention of psychopathology, Vol, 5, Hanover N H. University Press of New England,

Jo Salas. Improvising Real life: Personal Story in Playbeck Theatre.

Kabir. S.M.S. Essentials of Counseling.

Karen Carnabucci and Ronald Anderson . Integrating PSYCHODRAMA AND SYSTEMIC CONSTELLATION Work

Madduse, J. E., Stoltenberg, C.D. and Rosenwein, R. (Eds). Social Processes in Clinical and counselling Psychology. New York: Springer - verlag.

Maslow, A. Towards Psychology of being. New York: Van Nostrand Reinhold.

Meier, S.T. and Davis, S.R. The elements of counselling. Calif. Pacific grove: Brooks / cole Publishing Co.

Rappaport, J. Community Psychology : Values, Research and action. New York: Holt, Reinehart and winston.

Roco, N.S. Counselling Psychology. New Delhi, Tata McGraw Hill

Roigers, C. On Becoming a Person. Boston. Houghton Mifflin.

Sanbchez, E. and Wiesenfeld, E. (Eds.)(1991). Community Psychology in Latin Anmerica. Applied Psychology: An International Review, Vol. 40.

Tolbert, E.L. Introduction to Counselling. New York: McGraw-Hill.

Van Hoose, W., and Kittler, J. Ethical and legal issues in Counselling and psychotherapy. San Francisco: Jossey-Bass.