

SEMESTER - I			
Foundation Course: Personality Development			
Code: 15UFPD11	Hrs/Week: 2	Hrs/Sem: 30	Credits: 2

Objectives

- To set a vision for realizing humanness and its inner strength
- To understand and accept one's own personality and to grow in self formation

Unit – I Personality

The Self – Adolescent: Need of the Adolescent – Obstacles to Adolescent – Understanding one self – Psychology of human life. What makes me? Goal in Life-Meaning of Life – Ambition - Individuality Personality Development: Healthy personality – Knowing oneself – Self – Acceptance – Self - Image

Unit – II Interpersonal Relationships

Characteristic and Elements of personality patterns – Dynamics of Inter- Personal – relationships – analysis of relations of different ego states – analysis of strokes and life positions – Socialization – Friendship – Infatuation - Peer groups – Harmful – Friendship.

Unit -III Motivation

Introduction – relevance and types of motivation – motivating others

Unit – IV Stress Management

Introduction – causes and impacts of stress – managing stress – conflict management – introduction – causes and management

Unit – V Time Management

Time as a resource – identify important time management wasters – individual time management styles – techniques for better time management

Reference

Marie Mignon Mascarenhas, Family Life Education Value Education, All India Association for Higher Education CREST, Bangalore, 1983
 AIACHE – Human Values Development Programme, New Delhi
 D.John Antony Self Psychology Counselling, Anugraha Publications
 Lall and Sharma, Personal Growth Training and Development, Excel Books.
 Janakiraman, Training and Development, Biztantra
 Hurlock and Elizabeth B, Personality Development, Tata McGraw Hill, 1st Ed
 Sahu R.K, Training for Development, Excel Books, 1st Ed

SEMESTER I			
Core I Advanced General Psychology			
Code: 21PPSC11	Hrs/Week:6	Hrs/ Sem: 90	Credit: 4

Vision: To impart advanced knowledge on the subject of psychology.

Mission: To get detailed understanding on the principles of the origin of psychology as a discipline.

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	PSO addressed	CL
CO-1	know the nature, goal and historical origins of psychology.	1 & 2	Re, Un
CO-2	learn the concepts of sensation, perception and consciousness by associating with daily activities.	1 & 2	Un, An
CO-3	understand about cognitive elements such as memory, language and thought.	4 & 5	Re, An
CO-4	apply the concepts of general psychology by inculcating them in one's daily life.	3 & 4	Ap, Cn
CO-5	know about intelligence, learning and conditioning and how they are acquired in individuals.	PO 5 & 7	Un
CO-6	evaluate the importance of every concepts and understand their key elements.	5 & 6	Ev, An
CO-7	evaluate the pros and cons of every element in psychology by discussions.	6 & 8	Ev, Ap
CO-8	have a clear knowledge gained on the advanced concepts of psychology.	2,4 & 8	Cr

UNIT I-Introduction

Definition of Psychology, Goals of Psychology, The Historical Origins of Psychology, Contemporary Psychological Perspectives, The Study of the Biological Bases of Psychology - Neurons, the Building Blocks of the Nervous System, The Organization of the Brain, The Autonomic Nervous System, The Endocrine System and Evolution, Genes, and Behavior

UNIT II- Sensory Processes, Perception and Consciousness

Sensory processes – Characteristics of sensory modalities, Abstraction, Divisions of labor in the brain and Perceptual development.

Perception – Attention, Localization, Recognition, Hypnosis, Psychoactive drugs and PSI phenomena.

Consciousness – Aspects of consciousness, Sleep and dreams, Learning and Motivation.

UNIT III-Memory, Language and Thought

Memory – Three Important Distinctions, Sensory Memory, Working Memory, Long-Term Memory, Implicit Memory, Constructive Memory, Improving Memory.

Language and Thought – Language and Communication, The Development of Language, Concepts and Categorization: The Building Blocks of Thought, Reasoning, Imaginal Thought and Thought in action: Problem Solving.

UNIT IV-Motivation, Emotion and Stress

Motivation - Drives and Homeostasis, Incentive Motivation and Reward, Hunger, Eating, and Eating Disorders, Gender and Sexuality.

Emotion - Components of Emotion, Three Theories of Emotion, Cognitive Appraisal and Emotion, Bodily Changes and Emotion, Responses to Emotion: Emotion Regulation, Emotions, Gender, and Culture, Aggression. **Stress** - Characteristics of Stressful Events, Psychological Reactions to Stress, Physiological Reactions to Stress, Psychological Factors and Stress Responses, Coping and managing stress.

UNIT V-Intelligence, Learning and Conditioning

Intelligence – Assessment of Intellectual Abilities, Contemporary Theories of Intelligence, Genetics and Intelligence, Emotional Intelligence and General Learning Disability.

Learning and Conditioning – Classical Conditioning, Instrumental Conditioning, Learning and Cognition, Learning and Cognition.

Text Book:

1. Atkinson & Hilgard's (2014). *Introduction to Psychology*, 16th Edition, Oxford & I.B.H. Publishing co. Pvt. Ltd, New Delhi.

Reference:

1. Lahey, Benjamin B. (2012). *Psychology: an introduction / Benjamin Lahey*.—11th ed, Published by McGraw-Hill.
2. Baron, R.A., (2002) "*Psychology*", 5th Edition, Pearson Education, New Delhi.
3. Kalat, J. W. (1996). *Introduction to psychology*. Pacific Grove: Brooks/Cole Publ.
4. Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (1986). *Introduction to psychology*. New York: McGraw-Hill.
5. Robert S. Feldman (2006). *Understanding Psychology*. Sixth Edition. Tata McGraw-Hill Companies, New Delhi.

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SEMESTER I			
Core II Developmental Psychology			
Code: 21PPSC12	Hrs/Week:6	Hrs/ Sem: 90	Credit: 4

Vision: To impart the understanding of different psychological and physical stages of human development.

Mission: To understand and apply the concepts of developmental psychology in one's daily life.

Course Outcome:

CO. No.	Upon completion of this course, students will be able to.	PSO addressed	CL
CO-1	know the stages of human development and their significant milestones.	1 & 2	Re, Un
CO-2	understand the psychology of development starting from the womb of the mother.	1 & 2	Un, An
CO-3	understand about the physical, cognitive and psychological changes that takes place in each stage human life.	4 & 5	An
CO-4	apply the concepts of development by associating it with one's own life.	3 & 4	Un, Cr
CO-5	know about the family and peer influences on the behavior and personality of children.	5 & 7	Un
CO-6	evaluate the differences in each stage and understand why these changes are essential for growth.	5 & 6	Un, An
CO-7	evaluate the needs that are associated with the development of human being.	6 & 8	Un, Ev

CO-8	create a wider understanding about developmental psychology by understanding their theories.	2,7 & 8	Cr, An
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UNIT I- The Life Span Perspective

Introduction:The Importance of Studying Life-Span Development, Characteristics of the Life-Span Perspective; **The Nature of Development-** Periods of Development, The Significance of Age, Developmental Issues; **Theories of Development** – Psychoanalytic Theories, Cognitive Theories, Behavioral and Social Cognitive.

UNIT II- Prenatal and Infancy

Prenatal – Prenatal Development and Birth. **Infancy** – Physical Growth and Development in Infancy, Motor Development, Sensory and Perceptual Development, Learning, Remembering, and Conceptualizing, Language Development; Cognitive development in infancy; Socioemotional Development in Infancy

UNIT III- Childhood – Early, Middle and Late

Early childhood – Physical Changes, Cognitive Changes, Language Development; Socioemotional Development – Emotional and Personality Development, Families, Peer Relations, Play, and Television. **Middle and Late** - Physical Changes and Health, Cognitive Changes, Language Development; Socioemotional Development – Emotional and Personality Development, Families, Peers and Schools.

UNIT IV- Adolescence and Early Adulthood

Adolescence – The Nature of Adolescence, Physical Changes, Adolescent Cognition, Schools; Socioemotional Development – The Self, Identity, and Religious/Spiritual Development, Families, Peers, Culture and Adolescent Development and Adolescent Problems.

Early Adulthood - The Transition from Adolescence to Adulthood, Physical Development, Sexuality, Cognitive Development, Career and work, Attraction, Love, and Close Relationships, Adult Lifestyles.

UNIT V- Middle, Late Adulthood and Endings

Middle Adulthood - The Nature, Physical Development, Careers, Work, and Leisure, Cognitive Development, Religion and Meaning in Life, Personality Theories and Development, Stability

and Change, Close Relationships. Late Adulthood – Longevity, Physical Development, Cognitive Functioning in Older Adults, Work and Retirement, Mental Health, Religion, Theories of Socioemotional Development, Families and Social Relationships. Endings - Facing One's Own Death; A Developmental Perspective on Death.

Text Book:

1. John W. Santrock (2006). *Life Span Development*. Thirteenth Edition. McGraw Hill Companies. New Delhi.

Reference:

1. Elizabeth B. Hurlock (2009). *Developmental Psychology: A Life-span Approach*. 5th Edition. Tata McGraw-Hill Publishing Company Limited, New Delhi.
2. Diane E. Papalia (2004). *Human Development*. Ninth Edition. McGraw Hill Publishing Company Ltd. New York.
3. Mangal, S. K., “*Educating Exceptional Children - An Introduction to Special Education*”, PHI Learning Private Ltd, New Delhi, 2007.
4. Wenar, C., and Kerig, P., “*Developmental Psychopathology: From Infancy through Adolescence*”, 4th Edition, McGraw Hill Higher Education, 2000.
5. Confer, J. C. & others. (2010). Evolutionary psychology. *American Psychologist*, 65, 110–126

SEMESTER I			
Core III Theories of Personality			
Code: 21PPSC13	Hrs/Week: 5	Hrs/ Sem: 75	Credit: 4

Vision: To impart the understanding about the different theories and the theorists who proposed them.

Mission: To create deeper understanding about theories and how they can be implemented in therapy.

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to.	PSO addressed	CL
CO-1	Understand the lives of the theorist who proposed various theories of personality.	1 & 2	Re
CO-2	Learn the underlying factors that contributed to the development of the particular theory.	2 & 3	Re, Un
CO-3	Understand about the advantages and disadvantages of each theory.	4 & 5	An, Ev
CO-4	Apply the concept of various theories and their uses.	3 & 4	Un, Ap
CO-5	Know about the applicability of each theory and understand their contribution to psychology.	5 & 7	Un
CO-6	Evaluate the differences existing between every theories.	5 & 6	Un, An
CO-7	Evaluate their criticism and limitations.	6& 8	Un, Ev

CO-8	Create a wider understanding about different theories of personality.	1,4 & 8	Cr, An
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UNIT I- The Nature of Personality Theory

Personality theory and history- Definitions: personality, paradox of human nature. Personality in perspective: genetic, environmental, learning, parental, developmental factors.

UNIT II- Psychodynamic Approach

Sigmund Freud- Neo Psychoanalytic Approach: Alfred Adler, Carl Jung.

UNIT III- Neo Psychoanalytic Approach

Karen Horney, Erich Frommand Murray

UNIT IV- Humanistic Approach

Carl Rogers, Abraham Maslow. Cognitive Approach George Kelly, Type Approach: Eysenck, Allport, BIG 5 Theory

UNIT V- Behaviouristic Approach

Skinner, Albert Bandura, Current Theories: Rotter, Zuckerman, Seligman.

Text books:

1. Duanep, Schultz & Sydney Ellen Schultz (2012). *Theories of Personality* (10thEdn.) New Delhi: Thomson Publishers

Reference books:

1. Hall,S. Calvin & Garner Lindzey (2007). *Theories of Personality*(4thEdn.), John Wiley & sons: US 137 (H)
2. Feist, J. &Feist, G.J. (2006). *Theories of personality*, (6thed.). New Delhi: McGraw Hill.
3. Donna M, Ashcraft (2015). *Personality Theories Workbook*, Cengage Learning,USA. 99
4. Allen, B. P. (1997). *Personality theories: Development, growth, and diversity*, (2nded.). London: Alyn and Bacon.
5. Gardner Lindzey, John B. Campbell Calvin S. Hall (2007). *Theories of Personality* (4th Edition), John Wiley & sons.

SEMESTER I			
Core: IV		Physiological Psychology	
Code: 21PPSC14	Hrs/ Week: 5	Hrs/ Sem: 75	Credit: 4

Vision: To impart knowledge about the physiology that contributes or affects behaviour.

Mission: To develop Psychologists with a thorough knowledge of physical functioning of the body.

Course Outcomes:

CO No	Upon completion of this course, the person will be able to	PSO Addressed	CL
CO 1	learn the basic concepts of physiological psychology	1,2	Re
CO 2	gain knowledge about the various concepts of biology to treat mental issues	1,2	Re, Un
CO 3	analyze the various causes of psychological illnesses due to faulty physical functioning	2,5	An
CO 4	create new methods of treating people with mental disorders with a physical approach	2,5	Un, Cr
CO 5	learn the skill of administering biological psychology to the shaping of behaviour	2,4	Un
CO 6	understand and analyze the basic thinking processes of people with psychological issues due to physical reasons	2,4,5	Un, An
CO 7	gain knowledge on the means of improving physical and mental health	2,4	Un, Ev
CO 8	create new techniques in physiological psychology	2	Cr

UNIT I: Introduction to Physiological Psychology

Physiological Psychology: Philosophical origin. Historical development. Approaches to study brain & behavior - Understanding Physiological Psychology – Applications. Research methods – methods to study the functions of living brain – methods of recording Physiological activity.

Evolution & Genetics – Chromosomes and genetic materials – process of cell division – understanding heredity – nature vs nurture.

UNIT II: Neuron & Nervous system

Cells of the nervous system – neurons – supporting cells – The blood-brain barriers. **Nervous system** – Basic features of the nervous system: Meninges – The ventricular system and production of cerebrospinal fluid. The central NS: Development of CNS – Forebrain – midbrain – hindbrain – spinal cord. The peripheral NS: spinal nerves – cranial nerves – the autonomic NS.

UNIT III: Sensory processes of brain

Vision: The eyes – connections between eye & brain – the perception of colour – analysis of form. **Audition:** The stimulus – anatomy of the ear – anatomy of hair cells & the transduction of auditory information – auditory pathway – behavioral functions of auditory system. **Vestibular system:** Anatomy– receptor cells & vestibular pathway. **Somatosenses:** The stimuli – anatomy of skin – perception of cutaneous stimulation – perception of pain. **Gustation:** The stimuli – anatomy of taste buds – perception of gustatory information. **Olfaction:** The stimulus – anatomy – transduction – perception of specific odors.

UNIT IV: Sleep, ingestive behavior & reproductive behaviour

Physiological and behavioural description of sleep – functions of slow – wave & REM sleep - Disorders of sleep.

Ingestive behaviour: Physiological regulatory mechanisms. Drinking – fluid balance – two types of thirst – neural mechanisms. Physiological hunger signals – satiety during the absorption – long-term satiety. Brain mechanisms.

Reproductive behaviour: hormonal control of female reproductive cycles – organizational effect of androgens on behaviour – effect of pheromones – human sexual behavior - sexual

orientation. neural control of sexual behavior in males & females. Neural control of maternal and paternal behavior.

UNIT V: Hormonal regulations of behavior

Understanding hormones – target tissues – classification of hormones – regulation of hormone secretions – prostaglandins – the working of hormones – pituitary gland – thyroid gland – parathyroid gland – pineal gland – pancreas – gonad – placenta – thymus – heart – hormonal influence on behaviour pattern.

Text book

1. Khosla M. (2017) *Physiological Psychology: An Introduction*, SAGE/ texts.

References

1. Carlson N. R. (2007). *Foundations of Physiological Psychology*, 6th Edition Published by Dorling Kindersley (India) Pvt.Ltd., licensees of Pearson Education
2. Carlson N. R. (2013) *Physiological of Behavior* 11th Edition Pearson India Education Services Pvt. Ltd.
3. Pinel, J. P. (2009). *Biopsychology*. Pearson publication.
4. Kalat. J. W. (1995), *Biological Psychology*. 5th Edition. New York: Brooks/Cole.
5. Francis Leukel (2005). *Introduction to Physiological Psychology*. 3rd Edition. CBS Publishers and Distributors, New Delhi.

SEMESTER II			
Core V Counselling Psychology			
Code: 21PPSC21	Hrs/Week: 5	Hrs/ Sem: 75	Credit: 4

Vision: To impart different models and ethical principles of counselling psychology.

Mission: To understand the skills to be practiced in a counselling sessions.

Course Outcomes:

CO.No.	Upon completion of this course, students will be able to.	PSO addressed	CL
CO-1	know the emergence of counselling and their ethical principles.	1 & 2	Re, Un
CO-2	understand various theories and techniques applied in counselling sessions.	2 & 3	Un, An
CO-3	understand about the process in which counselling services are provided.	4 & 5	Ev, Un
CO-4	apply the skills described to counsel individuals and master them by practicing.	3 & 4	Un, Ap
CO-5	know about the two different models of counselling.	5 & 7	Un, Ev
CO-6	evaluate the differences in the two models of counselling.	5 & 6	Un, An
CO-7	evaluate one's personal difficulties in dealing with clients and also about difficult clients in general.	6 & 8	Un, Ev
CO-8	create a wider understanding about the skills and techniques applied in counselling.	1,4 & 8	Cr, An

UNIT I- Introduction

The emergence of Counselling, Definition, Understanding the goals of counselling – Outcome and Process, Ethics in counselling.

UNIT II- Theories and Techniques Applied in Counselling

Theories of counselling – Psychoanalytic, Person centered, Gestalt, Cognitive, Behavioral, and JPMR - Systematic Desensitization.

Techniques to Improve Counselling - Structuring, Leading, Questions, Handling Hesitant Clients, Resistance, Transference and Counter Transference, Commitment to Action and Termination – Process of Goal Setting, Design and Implementation, Termination.

UNIT III- Basic Communication Skills for Counselling

Attending: Being visibly tuned to the clients – The Micro skills of attending, the helper's nonverbal communication, Active Listening, The shadow side of listening to clients, Listening to oneself; Basic empathy –The three dimensions of responding skills, communicating understanding to clients, Basic empathy formula, principles to guide the use of empathy; The art of probing and summarizing – Principle in the use of probe, The art of summarizing

UNIT IV- Egan and Patterson's Model of Counselling

Overview of Egan's skilled helper model – Stage I: The current state of affairs – clarification of the key issues calling for change; Stage II: The Preferred Scenario – Helping client determine what they need and want; Stage III: Strategies for action – Helping clients discover how to get what they need or want; Action: making it all happen – Helping clients turn decisions into problem-managing action; Ongoing evaluation of the helping process;

Patterson's Model – Stages and skills in counselling process: the three stages of counselling in perspective – ways to initiate communication and build counselling relationship; core conditions of counselling; ways to enhance communication; in-depth exploration – goals & methods – advanced empathy, immediacy, confrontation, interpretation; role playing, emotional catharsis, transference and counter transference. The process of goal setting, design & implementation of action plans.

UNIT V- Dealing with Difficult Clients

Client's reluctance and resistance; Working with client's reluctance; Counsellor's emotions towards the ambivalent, indifferent or oppositional clients; Working with ambivalent, indifferent & oppositional clients: Understanding hesitant clients.

Test Book

1. Patterson, L.E., Welfel, E.R. (2000). *The counselling process*, (5th ed). Wadsworth, Brooks/Cole Thomson Learning.
2. Egan, G. (2013). *The skilled helper – A Problem Management Approach to Helping*. Brooks/Cole Publishers

Reference

1. Jones, N., (1982), "*The Theory and Practice of Counseling Psychology*", Holt Rinehart & Winston, New York.
2. Rosemary A Thompson (2016). *Counseling Techniques-Improving relationships with others, ourselves, our families, and our environment*, 3rd ed. Routledge.
3. Nelson-Jones (2008). *Basic Counselling Skills*. Sage Publications.
4. Jacobs, M. (2004). *Psychodynamic counselling in action*. Sage Publications.
5. Ray Woolfe, Sheelagh Strawbridge Barbara Douglas, Windy Dryden (2010). *Handbook of counselling psychology*. 3rd Ed Sage publication

Core VI Psychotherapeutics			
Code: 21PPSC22	Hrs/Week:5	Hrs/ Sem: 75	Credit: 4

Vision: Imparting the knowledge of Psychotherapeutics

Mission: Developing the students into efficient psychotherapists

Course Outcomes:

CO. No	Upon Completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO-1	understand the new developments in psychotherapy and its concepts	1,2	Un
CO-2	obtain an understanding of how the methods of existential therapy can be applied	3,8	Un
CO-3	develop the knowledge of the cognitive theory and to understand the cognitive therapy	2,3	Ln
CO-4	understand the concepts of transactional analysis and its types	3	An
CO-5	gain the knowledge about the family therapy and its procedure	1,4	Ev
CO-6	know the concepts of eastern psychotherapies and its applications	4	Un
CO-7	develop the in depth knowledge about the group therapy and its uses	1,5	An
CO-8	know the child psychoanalysis and current trends in psychoanalytic research	1,4	Cr

UNIT I- Introduction

Introduction to Psychotherapy- Psychoanalysis Psychotherapy – Techniques – New Developments in Psychoanalysis - Gestalt Psychotherapy – Basic concepts – Techniques – Evaluation.

UNIT II- Existential Therapy

Existential Therapy – Background – Development – Basic Concepts – Objectives – Logo therapy – concepts – Nature and procedures – Techniques – Evaluation - Client Centered Therapy – Basic concepts – Process conditions that bring about psychological change – Outcomes

UNIT III- Cognitive Therapy

Cognitive Therapy - Nature of automatic talk -Treatment through cognitive methods -Thought stopping and Psychology of attribution - Transactional Analysis
- Types of Ego states and types of Transactions.

UNIT IV - Group Therapy

Group Therapy and Family Therapy- General Principles of group therapy.-Major variants of group Psychotherapy - nature and effectiveness of family therapy - Eastern Psychotherapies – Yoga Psychotherapy – procedures and techniques – Applications.

UNIT V - Psychoanalysis Therapy

Psychoanalysis - Child Psychoanalysis and Therapy - Current trends in Psychoanalytic Research.

Text Book:

The Psychotherapy guide book - Richie Herink& Paul R. Herink

References

1. Fundamental concepts in Clinical Psychology – Schaffer G.W. and Lazarus R.S., McGraw – Hill,1966.
2. Transactional Analysis in Psychotherapy–Berne Eric, Grove Press, N.Y. 1961.
3. A New Guide to Rational Living–Ellis A., Hollywood, California, Wilshire, 1975.
4. Gestalt Therapy Primer – Stephenson F.
5. Introductory Readings in Gestalt therapy–Springfield III, Charles C. Thomas, 1975.
6. Group Therapy–A Behavioral Approach–Rose S.D., Prentice– Hall, 1977.

SEMESTER II			
Core VIII Research Methodology			
Code: 21PPSC24	Hrs/Week:4	Hrs/ Sem: 60	Credit: 4

Vision: To impart the knowledge of Research methodology

Mission: To sow the seeds of proper research in the minds of the students

Course Outcomes:

CO No	Upon completion of this course, the person will be able to	PSO Addressed	CL
CO 1	learn the basic concepts of research methods	1,4	Re
CO 2	gain knowledge about the various methods of doing research in Psychology	1,4,5	Re, Un
CO 3	analyze the various steps in research methodology	4	An
CO 4	create new methods of research designs	4,5	Un, Cr
CO 5	learn the skills of doing research in Psychology	1,5	Un
CO 6	understand and analyze various research methods	1,5	Un, An
CO 7	gain knowledge on the means of improving research skills	4,5	Un, Ev
CO 8	create new research techniques	4	Cr

Unit I – Introduction

Meaning – Objectives – Types – Research methods vs Methodology – Significance of research
 - Thinking like a researcher – Criteria for good research – Scientific approach to research –
 Problems encountered by researchers – Ethical issues

Unit II – Research design, measurement and scaling

Research design: Meaning – Need – Features – Important concepts related to research design
 – Types

Measurement and scaling: Qualitative and quantitative data – Measurement scales – Central tendency, dispersion – Hypothesis testing - Sources of error in measurement – Techniques of developing measurement tools – Scaling.

Unit III - Descriptive and Experimental methods

Descriptive methods: Observation – Definition – Methods – Recording behaviour – Analysis – Survey – Uses – Characteristics – Types – Sampling in survey research – Sampling research designs – Questionnaires

Experimental methods: Meaning – Independent group designs - Types – Analysis and interpretation – Establishing external validity – Repeated measures design – Purpose

Unit IV- Analysis and interpretation

Computer assisted data analysis – Parametric and non parametric measures of analysis – Analysis of variance – Regression analysis - Other multivariate techniques

Unit V – Report writing and communication in Psychology

Report writing: Significance of report writing – Steps – Layout – Types – Oral presentation – Mechanics of writing a research report – Precautions

Communication: Internet and research – Guidelines for effective writing

Text books:

1. Kothari C.R., Garg G., Research methodology – Methods and techniques III Edition (2018) New age International Publishers, London

Reference book:

1. Shaughnessy J., Zechmeister E., Zechmeister J., *Research methods in Psychology* IX Edition (2012) Mc Graw Hill Publications, New York.
2. Kerlinger, F. N. (2000). *Foundations of behaviour research*, (5THed).New York: Reinhart Publishers.
3. McBurney, D. H. (2001). *Research Methods*.(5thed). US: Wadsworth.
4. Khan, J.A. (2011). *Research Methodology*. New Delhi: APH Publishing
5. Gravetter (2015), *Research Methods for the Behavioral Sciences*, 5th Edition, Wadsworth, 2015.