



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Forensic Science
Choice Based Credit System (CBCS)

B. Sc./ B.Sc.+M.Sc. with Major Forensic Psychology Batch (2023-26)

SEMESTER III

BFPSY301 Social Psychology

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BFPSY301	Major	Social Psychology	60	20	20	30	20	4	0	4	6

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

*Teacher Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives:

- CEO.1 To know the importance of social psychology and social behaviour.
- CEO.2 To know the methods of studying social psychology as an individual field.
- CEO.3 To know the basic concepts of social psychology.
- CEO.4 To know the individual group relationships.
- CEO.5 To know the social psychological theories.

Course Outcomes:

The outcome of studying the paper is:

- CO1. To understand the social psychological behaviour.
- CO2. To understand social psychological methods.
- CO3. To understand the concepts of social psychology.
- CO4. To understand the social psychological theories in depth.
- CO5. To familiarise with the concepts of social affect and affective processes including people's harming and helping behaviours.

UNIT I - INTRODUCTION

Social psychology definition, meaning, scope and nature, focus on individual behaviour, Understand the causes of social behaviour and thought, objective, Methods to study social psychology, importance of subject in the understanding of human behaviour.

UNIT II - BASIC CONCEPTS

Basic concept of social psychology, social diversity, cognitive behaviour, social neuroscience, conformity, obedience, self-concept, social perception, social cognition, attribution, attitude, language, communication, prejudice, stereotypes, and discrimination, bystander effect.

UNIT III - THEORIES

Social psychological theories, social facilitation, social learning, cognitive dissonance, social identity and attribution theory, Stanford prison experiment, shock experiment.

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UNIT IV - INDIVIDUAL GROUPS AND RELATIONSHIPS

People in group, social loafing, minority influence, experience of marginalisation, group roles and polarisation, risky shift, conflict, collaboration and competition, discrimination stigma and relative, deprivation, culture and self and its implication for group.

UNIT V - PSYCHOLOGY OF AGGRESSION AND VIOLENCE.

Psychology of violence and aggression, conceptual issues and theoretical explanations. Determination, interpersonal and intergroup forms of aggression, gathering, Mob & Crowd, Mob Lynching.

Practical:

1. Case study related to individual and group interaction of people.
2. Prepare a report about the interaction of people in any social organisation or self-help groups.
3. Stanford prison experiment.
4. Reflective exercises to understand personal strengths and weaknesses in relation to family life.
5. Analyze a book/movie to understand the issues in the psychology of women.
6. To conduct participatory rural appraisal (PRA).
7. Interviewing a person from the LGBTQI+ to understand their issues and challenges

Suggested readings:

1. Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). Social psychology (12th Ed.). New Delhi, India: Pearson. Hogg, M. A., & Vaughan, G. M. (2005).
2. Social psychology. Harlow: Pearson Prentice Hall. Husain, A. (2012).
3. Social psychology. New Delhi, India: Pearson. Myers, D. G. (2008).
4. Social psychology. New Delhi, India: Tata McGraw-Hill. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social psychology (12th Ed.). New Delhi, India: Pearson.

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SEMESTER III

BFPSY302 INTRODUCTION TO THEORIES OF PERSONALITY

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY				PRACTICAL				
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
BFPSY302	Minor-I	Introduction to Theories of Personality	60	20	20	30	20	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

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Course Educational Objectives:

The objective of studying the paper is -

CEO.1. Explain the concept, assessment, measurement and research methods of Personality

CEO.2. Outline the various psychoanalytic perspectives of Personality

CEO.3. Summarize the life span and trait perspective of Personality

CEO.4. Outline the existential humanistic perspective of Personality

CEO.5. Explain Behavioural, Cognitive and Social perspectives of personality

Course Outcomes:

The Outcome of studying the paper is-

CO.1. Appreciating conceptualizations of personality in the Western as well as Eastern traditions.

CO.2. Understanding self and personality through Eastern perspectives such as Mimamsa, Vedanta, Samkhya, Yoga, Buddhist and Sufi traditions.

CO.3. Befamiliar to different aspects of personalities in a criminal and victim.

CO.4. Understanding biological and environmental influences on personality development.

CO.5. Fostering an applied perspective by engaging students in a discussion about the everyday applications of various personality theories

UNIT I: Introduction to Personality

Personality: meaning , Nature & Definition, individual uniqueness, Gender- culture - Formal theories, Personal theories, Subjectivity in personality theories, Self report.

Measure: Biological measures , Behavioural assessment , Projective Techniques, Clinical interviews, Online and social media analysis.

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UNIT II: Psychoanalytic Theories

Sigmund Freud : Classical psychoanalysis, structure of mind, psychosexual development, therapeutical technique free association , dream analysis, catharsis.

Carl Jung: Analytical psychology , psychology types, collective unconscious.

Alfred Adler: Individual psychology , inferiority feelings, role of birth order.

UNIT III: Life Span and Trait Representative of Psychology

Erick Erickson: identity formation , ego crises, Approaches to trait : Lexical, statistical ,theoretical. Gordon Allport: culture , fictional equivalence, personal dispositions.

Eysenck's Hierarchical model of personality: Cattell's Taxonomy, 16 PF.

UNIT IV: Existential Humanistic Perspective of Personality

Roots in Gestalt- Kurt Lewin's Field, Martin E.P Seligman, Learned helplessness and the optimistic / pessimistic explanatory styles. Rottar: Locus of control theory, Maslow Hierarchy of needs, Self actualisation, Roger's: Growth , inner control, becoming oneself.

UNIT V: Behavioural ,Cognitive and social perspective of Personality

Albert Bandura : Social cognitive learning theory, self system, Skinner: Operant conditioning, classical conditioning, cognitive styles, schema theory, Kelly's personal construct theory.

Suggested Readings:

1. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). Theories of personality, Bengaluru, India: Wiley India Private Limited.
2. Schultz, P. D., Schultz, S. E., & Schultz, S. (2012). Theories of personality, Delhi, India: Cengage Learning.
3. Friedman, H. S., & Schustack, M. W. (2016). Personality: Classic theories and modern research, Boston, MA: Pearson/Allyn and Bacon.
4. Larsen, R. J., & Buss, D. M. (2018). Personality psychology: Domains of knowledge about human nature, Boston, MA: McGraw-Hill.
5. Rao, K., Paranjpe, A. C., & Dalal, A. K. (2008). Handbook of Indian psychology.

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BFPSY302 FOUNDATIONS OF DEVELOPMENTAL PSYCHOLOGY

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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BFPSY302	Minor-II	Foundations of Developmental Psychology	60	20	20	30	20	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives:

- The objective of studying the paper is -
- CEO.1. Explain the concept of developmental psychology as a specific field.
 - CEO.2. Outline the various issues and theories in developmental psychology.
 - CEO.3. Summarize the life span development of a human being.
 - CEO.4. Outline the challenges for the development in children and adults.

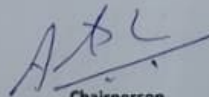
Course Outcomes:

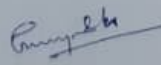
The Outcome of studying the paper is-

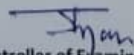
- CO.1. Demonstrating an ability to understand and distinguish major theoretical perspectives and methodological approaches in human development.
- CO.2. Developing an ability to identify the milestones in diverse domains of human development across life stages.
- CO.3. Understanding the contributions of socio-cultural context toward shaping human development.
- CO.4. Acquiring an ability to decipher key developmental challenges and issues faced in the Indian societal context.

UNIT I: Introduction of Developmental Psychology

Human development, period of life span, Conception through birth: Fertilization, heredity and environment, prenatal development, birth: stages, methods, and settings of childbirth. Issues and theories in Developmental Psychology -Nature and nurture; continuity and discontinuity, plasticity in development. Theoretical Perspectives: Psychodynamic (Freud and Erikson); Behavioural (classical and operant conditioning; social cognitive learning theory). Cognitive (Piaget, information processing approaches). Socio-cultural (Vygotsky, Ecological model of Bronfenbrenner). Research methods: Longitudinal, cross sectional and sequential; ethics in research.


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UNIT II: Characteristics of infancy and early childhood

Physical development, health, motor, sensory, emotional, and perceptual development; characteristics of late childhood, developmental tasks, physical development, health, motor skills, cognition and language.

UNIT - III Cognitive development

Piaget sensory motor stage, Piaget preoperational stage; Piaget stage of concrete operations, moral development, personality in late childhood, development of selfconcept, Freud's latency period, Erickson's industry versus inferiority, social learning theory, Piaget stage of formal operations, moral development.

UNIT - IV Characteristics of adolescence

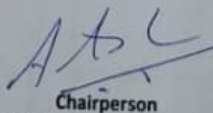
Developmental tasks of adolescence, physical changes, maturation in adolescence, psychological impact of physical changes, health concerns of adolescence, aspects of intellectual development.

UNIT - V Social changes during adolescence

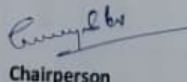
Interests, theoretical perception in adolescence, identity formation, approved sex roles, family relationships, relationship with peers, personality changes, hazards of adolescence, problems of adolescence: teenage pregnancy, Juvenile delinquency, positive view of adolescence.

Suggested Readings:

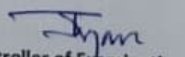
- Berk, L. E. (2010). Child development (9th Ed.). New Delhi, India: Prentice Hall. Feldman, R. S., & Babu, N. (2011). Discovering the life-span. New Delhi, India: Pearson.
- Georgas, J., Berry, J. W., Van de Vijver, F. J., Kagitçibasi, Ç., & Poortinga, Y. H. (Eds.) (2006). Families across cultures: A 30-nation psychological study. New York: Cambridge University Press. Kakar, S. (2012).
- The inner world: A psychoanalytic study of childhood and society in India (4th Ed.). New Delhi, India: Oxford University Press. Mitchell, P., & Ziegler, F. (2007).
- Fundamentals of development: The psychology of childhood. New York: Psychology Press. Papalia, D. E., Olds, S. W., & Feldman, R. D. (2006). Human development (9th Ed). New Delhi, India: Tata McGraw-Hill. Santrock, J. W. (2012).
- A topical approach to life-span development. New Delhi, India: Tata McGraw-Hill. Saraswathi, T. S. (2003).
- Cross-Cultural perspectives in human development: Theory, research and applications. New Delhi, India: Sage Publications. Shaffer, D. R., & Kipp, K. (2007).
- Developmental psychology: Childhood and adolescence. Indian reprint: Thomson Wadsworth. Sharma, N., & Chaudhary, N. (2009).
- Human development: Contexts and processes. In G. Misra (Ed.), Psychology in India, Vol 1: Basic psychological processes and human development. India: Pearson. Srivastava, A. K. (Ed) (1997). Child development: An Indian perspective. New Delhi: NCERT.


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